

Handbook for inspections of boarding and residential provision in schools

Guidance for inspecting boarding and residential provision in schools in England

This guidance is designed to assist inspectors when conducting inspections of boarding and residential provision in schools. It should be read in conjunction with 'Inspections of boarding and residential provision in schools'.

It also informs schools about how Ofsted inspects their boarding and residential provision.

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Introduction

1. This guidance is designed to assist inspectors when conducting inspections of boarding and residential provision in schools in England. Schools can also use the guidance to understand how inspections are conducted.
2. The document should be read in conjunction with 'Inspections of boarding and residential provision in schools', which includes the inspection framework and evaluation criteria (see: www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools). This document covers the inspection of boarding and residential provision when conducted as:
 - a single inspection activity
 - part of an aligned inspection with another inspectorate
 - part of an integrated inspection of the school.
3. This guidance applies to maintained and independent residential special schools, non-maintained residential special schools, pupil referral units, maintained boarding schools, academies, free schools and those independent boarding schools that are inspected by Ofsted.¹ It does not apply to schools that are registered as children's homes. The welfare of children in children's homes is inspected according to the framework for inspecting children's homes (see: www.gov.uk/government/publications/inspecting-childrens-homes-framework).
4. More detailed guidance regarding the legal basis for inspection and the frequency of inspection is available in 'Inspections of boarding and residential provision in schools'.

Section 1. Scheduling and team deployment

5. An inspection of residential provision is conducted annually in all residential special schools and once every three years in boarding schools. If the inspection of educational provision is due in the same year, then every effort will be made to inspect boarding and education together in an integrated inspection. At all other times the inspection of boarding or residential provision is undertaken as a single activity.
6. All inspectors leading inspections are suitably experienced and trained to inspect the welfare of children and young people in boarding/residential provision in schools. The size and composition of the inspection team is determined by the size and location of the boarding provision. The timing of the

¹ Ofsted inspects the boarding provision in all schools except those that are members of the Independent Schools Council. Both the education and boarding/residential provision in these schools are inspected by the Independent Schools Inspectorate.

inspection takes account of the date and outcome of the previous inspection and any relevant risk assessment.

Length of inspection

7. A full inspection of boarding/residential provision usually lasts three days and includes two evenings. This may vary in exceptional circumstances. Typically, the on-site inspection will start with the arrival of the lead inspector on day one and finish two days later with feedback to the school's senior managers and proprietors or governors. In schools with very few children and young people in boarding/residential provision, the inspection may take place over two days, including one evening. The lead inspector has planning time in advance of the inspection to cover preparatory work, pre-inspection contact and travel to the school. One day after the end of the inspection is allocated to the lead inspector for report writing.

Timeframe

8. The timeframe for a full inspection in working days is:

Day	Full inspection activity
1	Preparation
2	Preparation (for a large/integrated inspection)
3–5	Inspection on site
6	Drafting report
7–10	Inspection evidence and report submitted for quality assurance
15	Report sent to the school for any comments on factual accuracy, usually within 10 working days of the end of the inspection
20	School returns the report within five working days with any comments on factual accuracy
25	The final report will be usually published on Ofsted's website within 25 working days of the end of the inspection

Section 2. Pre-inspection activity

Gathering views of interested parties

9. The views of children and young people, their parents and carers, staff and the local authorities who place residential pupils at a school will inform lines of enquiry for each inspection and are an important part of inspection evidence.
10. Ofsted's online service Parent View is available for the parents and carers of children in schools to give their opinion of the school, including its boarding/residential provision. The lead inspector should check the returns for the school from the Parent View website as part of their preparation (see: www.parentview.ofsted.gov.uk/parent-view-results). In cases where no responses have been entered, inspectors should take such steps as they deem necessary to obtain the views of parents and carers. This may be, for example, by telephoning a sample of parents and carers during the course of the inspection. Where there are low return numbers, this information will be used with other inspection evidence to support inspection findings.
11. Ofsted also conducts annual online point-in-time surveys of the views of day pupils, and in the case of boarding and residential special schools, children and young people in boarding/residential provision and boarding staff. There is one survey for day pupils and a separate one for young people in boarding/residential provision. A point-in-time survey is also used to gather the views of local authorities who place and fund children in schools.
12. Ofsted's inspection and management support (IMS) teams will provide each school with instructions for accessing and completing the online point-in-time surveys (see: www.gov.uk/being-inspected-as-a-boarding-and-or-residential-school). The school is asked to distribute these to all day pupils and, as appropriate, all children and young people in boarding/residential provision, boarding/residential staff and the local authorities who place children at the school. Surveys are available in alternative formats for children and young people who use alternative means of communication. Links to these adapted versions are included in the request sent to the school about the distribution and completion of the surveys.
13. Alternatively, schools may adapt the surveys for day pupils and children and young people in boarding/residential provision to suit any other needs of their pupils, for example by translating them into Braille or other symbol versions, such as photo symbols. However, it is important that any such translations ensure that the questions remain the same in essence. Schools may also make other reasonable adjustments such as providing additional support with completing the point-in-time survey for pupils who have low literacy skills or those who have special educational needs. It is important, however, that pupils are able to express their views privately if they so wish. Schools should confirm on the surveys and on the subsequent inspection to the inspector what support was provided to pupils completing the surveys.

14. The responses to all surveys are sent directly to Ofsted where they are collated and analysed. The analyses will form part of the pre-inspection information for the school's next inspection, to inform inspection trails.
15. During inspection, the lead inspector may share the quantitative data with the school, but any comments from respondents that are recorded in analyses remain confidential to the inspection team. In the case of boarding schools, by the time an inspection of boarding provision is due, the lead inspector may have sets of analyses for up to three years of annual point-in-time surveys. All sets will be taken into account, and the lead inspector will explore with the school any particular 'themes' arising from the analyses.
16. In the case of a boarding school, the allocated inspector will analyse the point-in-time surveys for the two years when an inspection is not due. If any of the returned surveys appear to raise concerns, discussion will take place with the regulatory inspection manager and the social care compliance team regarding action.
17. In rare cases where there is no analysis from point-in-time surveys, inspectors will need to put greater emphasis on finding alternative ways to seek the views of staff and pupils. For instance, inspectors may make themselves available at a certain time in a certain place, and make this known to pupils or staff so that they can come forward with any issues.
18. If any of the returned surveys appear to raise safeguarding concerns, the IMS team will send them immediately to the allocated social care regulatory inspector and their regulatory inspection manager as well as to the social care compliance categorisation mailbox. Concerns should result in a case discussion or review. Actions depend on the type of school. For independent schools all concerns must be referred to the complaints against schools team, which will refer the concern to the Department for Education (DfE). For maintained schools, if the concerns cover education as well as boarding, they must also be referred to the complaints against schools team and copied to the senior HMI for the region. For schools that Ofsted inspects under section 5 of the Education Act 2005 the complaints against schools team will consider the complaint. This may require further action in line with Ofsted's duty to investigate complaints made about schools.

Contacting the local authority designated officer

19. In advance of welfare-only and integrated inspections, Ofsted's IMS team will send a standard letter to the local authority designated officer (LADO) for child protection to enquire about any information they have regarding the school. The letter requests information about child protection enquiries relating to the school that are ongoing, or have been undertaken in the last 12 months in the case of residential special schools or three years in the case of boarding schools. The LADO is asked to send any information by email directly to the lead inspector.

20. Inspectors must also telephone the LADO as part of pre-inspection activity. This conversation must confirm whether it is necessary to speak to any other department within the local authority to have a full picture of how the school manages child protection concerns that are not related to staff. If this is the case inspectors must also telephone this department to ask whether they have had contact with the school and their views on how well the school has managed any child protection concerns they have been involved in.

Using the pre-inspection information

21. Inspectors will be allocated planning time to prepare for an inspection. The inspector(s) will look at the information that Ofsted already holds or is publicly available about the school or its boarding provision. This includes:
- previous inspection reports for both the boarding/residential provision and the educational provision
 - the last inspection report for the local authority area in which the school is based
 - any concerns and complaints received either about the boarding/residential provision or the school via Ofsted's provider information portal
 - the school's own website, which may contain relevant policies and procedures
 - the school's child protection policy (if available on the school's website) to ensure that it adequately reflects the needs of children and young people and provides sound and comprehensive guidance that meets the particular needs of the young people at that school
 - the analysis of views of children and young people in boarding/residential provision, boarding staff and, where relevant, placing authorities from the point-in-time surveys
 - the responses from Parent View.

22. The lead inspector must identify the legal status of the school as a maintained or independent residential special school, non-maintained residential special school, pupil referral unit, maintained boarding school, academy, free school or independent boarding school and be aware that in addition to the national minimum standards the school must act in accordance with the relevant school legislation:
- For inspections of **independent schools and residential special schools**, the education inspection is conducted under section 109(1) and (2) of the Education and Skills Act 2008. Further guidance can be found in 'Inspecting non-association independent schools: handbook for inspectors' (see: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).
 - For inspections of **maintained schools, academies, non-maintained special schools, free schools and pupil referral units**, the education inspection is conducted under section 5 of the Education Act 2005 (as amended). Further guidance can be found in the 'School inspection handbook' (see: www.gov.uk/government/publications/school-inspection-handbook).
23. The lead inspector will analyse the available evidence and information and record the evidence and analysis. The plan for the inspection will identify key lines of enquiry, any areas of apparent weakness or significant strength, or areas where further evidence needs to be gathered. The focus of the inspection may change during its course as further evidence emerges.
24. In addition, the lead inspector will use the available pre-inspection information to raise issues with the headteacher or the member of staff in charge of boarding/residential care, or to ask questions. An open dialogue between the school and inspectors is essential during inspection, and good communication is encouraged at all times.

Notice given for inspection

25. On full inspections concerning the boarding/residential provision (welfare only) the only notice given to schools will be a brief telephone call from the lead inspector on the first morning of the inspection, a minimum of one hour before their arrival. Where serious welfare or safeguarding concerns have been identified before the inspection, the inspection will be unannounced. When this is the case, the inspector should record the reasons why the inspection is unannounced in OfficeBase and give a formal notification letter and attachments (as indicated in the below) to the headteacher on arrival at the school.
26. The lead inspector will confirm the notification call by emailing a formal notification of inspection letter to the school (as an attachment to an email),

using the template available on the boarding and residential provision pages of Ofsted's intranet.² Also attached to the email will be:

- a copy of the indicative timetable (See Annex B)
- a letter for the school to send to the parents and carers of all pupils inviting them to fill in the Parent View survey
- Annex A, which is a request for information at a full inspection of a residential special school or boarding school.

If email contact is impractical, the social care regulatory inspector must ask the IMS team to email the letter on their behalf.

27. At the initial telephone call the lead inspector should speak to the headteacher or, if this is not possible, the member of staff in charge at that time or the member of staff in charge of boarding/residential provision. The telephone call will inform the school of:
 - the start and end dates of the inspection and the approximate time of the inspector's arrival
 - the names of the lead and other inspectors (if applicable)
 - brief information about the inspection process and how to find documents on our website, including links to the national minimum standards and Ofsted's complaints procedure
 - the use of the indicative timetable and Annex A which requests information about the children and young people, staffing and records on a full inspection.
28. The initial telephone call may also draw the school's attention to the information it would be helpful to have readily available during the inspection.
29. The lead inspector will remind the school about the documents listed in the appendices to the national minimum standards, which will be required during the inspection. The school will not be asked to send details of policies or procedures that are already available on its website. Schools are not expected to prepare additional documentation for inspectors. Requests will be kept to a minimum to reduce the requirements of inspection from the school, but will include any evaluation of its boarding provision that the school has made and wishes to share with inspectors.

If a school cannot be contacted by the lead inspector

30. In exceptional circumstances, it may prove difficult for the lead inspector to make contact with the school. In cases where the school has a telephone

² The letter template is called 'Formal notification of inspection letter template'.

answering machine, the lead inspector will leave a message and state the time at which the message was left, keeping a note that they have done so. Where the telephone remains unanswered, the lead inspector should persevere, keeping a note of the times when they tried to make contact with the school.

31. If the lead inspector has not managed to make contact one hour before the start of the inspection, they will contact their regulatory inspection manager (RIM) or senior HMI to discuss the situation. Normally, the RIM/senior HMI will advise that the inspection will continue and that the IMS team should continue to try and make contact with the school, while the lead inspector travels to the school. If there continues to be no answer, the inspection will be undertaken as an unannounced inspection.
32. If an email address for the school is available from the last inspection report, OfficeBase or the school's website, the IMS team will email the formal notification of inspection letter and accompanying documents to it whether or not they are able to make telephone contact with the school. Where an email address is not available, the lead inspector will seek confirmation of the school's email address on arrival at the school and provide it to the IMS team so that the documents can be supplied as soon as possible or they can be printed and handed to the headteacher on arrival at the school.

Deferrals

33. There are a limited number of circumstances in which Ofsted can decide that an inspection should not go ahead on the planned dates. Ofsted's policy for deferring, cancelling and rescheduling residential inspections and integrated inspections of maintained schools is set out in the document 'Deferral of school inspections' (see: www.gov.uk/government/publications/deferral-of-inspections-information-for-schools), and for independent schools in 'Deferral policy for inspections of independent day, boarding and residential special schools' (see: www.gov.uk/government/publications/deferral-policy-for-inspections-of-independent-day-boarding-and-residential-special-schools).

No children or young people resident

34. Where it has been established on notification that there are no children or young people on roll, the inspection can be deferred for up to two consecutive occasions. If the inspection of a school has been previously deferred on two consecutive occasions because there were no children or young people on roll, the inspection will not be deferred for a third time. The inspection will go ahead even though there will be no children or young people resident.

The indicative timetable

35. The indicative timetable (Annex B) is a document intended to help both schools and inspectors make best use of inspection time. It indicates the interviews and discussions that the inspector(s) may hold, the intended outcomes, which national minimum standard(s) will be covered and the relevant records, policies

and documents that inspectors will need to look at (see: www.gov.uk/government/collections/national-minimum-standards).

36. The school is asked to fill in the name(s) of the relevant members of boarding staff and the time when it is convenient to meet them. There is no set order for interviews, although it is very helpful to inspectors if interviews concerning safeguarding matters can be arranged for the first afternoon or early on the second day.

Section 3. Inspection activity and gathering evidence

The start of the inspection

37. At the start of the inspection the inspector will confirm their identity by producing Ofsted proof of identity. It is not necessary to carry paper copies of Disclosure and Barring Service checks as Ofsted ensures that all its inspectors have been checked to have contact with young people.
38. The lead inspector will meet the headteacher and/or the member of staff in charge of boarding/residential care at the start of the inspection. The meeting should cover the inspection plan and timetable, and any relevant information that inspectors need to be aware of while they are on site as discussed in the notification of inspection telephone call. This may include any safeguarding concerns, health and safety issues or sensitive personnel issues. If there is sufficient time the meeting should also be used to explore with senior staff the school's aims and reasons for offering boarding provision and how they are achieved.

Inspection activity

39. Inspection activities will include:
 - listening and talking to children and young people
 - observing interactions between staff and children and young people
 - discussions with key staff including those with responsibility for leading, managing and organising boarding and residential provision or key elements of it
 - following up on progress in response to national minimum standards which were previously unmet as well as areas identified for further improvement
 - sampling meals and observing mealtime routines
 - examining relevant policies and procedures and observing how they are implemented
 - examining records, for example concerning safeguarding, healthcare and recruitment

- looking at children and young people’s boarding/residential records, case files and other relevant documents
- inspecting the premises, accommodation, facilities and procedures for ensuring health and safety arrangements
- if staff providing specialist services are on site when inspection occurs, their views may be sought as with any other member of staff. The specialist staff may also be asked to explain particular support for a young person whose care is being tracked.

Listening and talking to children and young people

40. The views and experiences of children and young people are at the centre of the inspection and provide key evidence in assessing outcomes against the evaluation schedule.
41. In cases where there is no analysis from point-in-time surveys, inspectors will need to put greater emphasis on finding alternative ways to seek the views of staff and young people. For instance, it may be helpful for inspectors to make themselves available at a certain time in a certain place, and make this known to young people and staff so that they can come forward with any issues. Alternatively, the inspector may conduct a survey of the children and young people as part of the on-site inspection activity.
42. Inspectors must take into account the specific communication needs of the children and young people. For some, the inspectors may request the assistance of staff who know and understand the young person’s preferred means of communication. It will also be appropriate for inspectors to spend time observing children and young people and how they interact with members of staff.
43. Much of the children and young people’s experience of boarding/residential care takes place after the school day, and it is therefore essential that inspectors are present at this time.
44. Inspectors may ask the school to arrange for them to meet a group of children and young people but it is important that the children and young people are selected by the inspector rather than the school. Inspectors should also take care to engage others in conversation during ‘boarding/residential time’. It is important that every child or young person who wishes to speak to an inspector has the chance to do so. Inspectors should ensure that they are alert to the different groups of children or young people who make up the residential community, and explore thoroughly with them any concerns they may have.
45. Opportunities to gather the views and experiences of children and young people may include:
 - asking children and young people to show inspectors around the boarding/residential provision

- meeting groups of children and young people (this may be by year or house group)
 - spending mealtimes with children and young people
 - spending time observing and talking informally to children and young people in the boarding/residential house(s)
 - observing or participating in recreational activities undertaken by children and young people at the end of the school day.
46. Inspectors will be alert to issues of equality and diversity, ensuring that all children and young people have equal access to the opportunities and support that the residential experience affords, and that each child's individual needs are looked after.
47. Inspectors will demonstrate safe and sensitive practice through:
- being sensitive to the fact that some young people may not want to be involved in the inspection
 - explaining to them that they will not include comments that will identify them in the inspection report or in the feedback given to the school unless they are of a safeguarding nature
 - ensuring that staff are aware of any arranged meetings with children and young people and that the participation of the young people in meetings is voluntary
 - where appropriate, inspectors must explain to children and young people that information suggesting that they or another young person is at risk of harm will be passed by the inspector to an appropriate person able to take necessary action about that concern.
48. Inspectors will assess how effectively the school consults with children and young people. The views of children and young people in boarding/residential provision obtained by the school may also be taken into account as part of the inspection activity.

Tracking individual welfare arrangements

49. The purpose of this activity is to look at welfare records from a range of different information sources relating to a small number of children and young people, in order to build up a more rounded picture of the quality of support and provision for individuals' needs.

50. When choosing which children and young people to track, inspectors must carefully consider how this group reflects the make-up and diversity of the school and vulnerabilities this may pose to residential pupils. Examples inspectors use to make their choice may include, but are not restricted to:
- a child or young person who is from a foreign country, especially where the population of young people shows high numbers of a particular national group or alternatively where there is only one young person from a particular national group (usually restricted to boarding schools only)
 - a child or young person who is from the older and younger age groups of the school
 - a child or young person who lives in lodgings (where applicable)
 - a child or young person who lives in residential accommodation which is not on the school site
 - a child or young person who has complex disabilities and/or medical needs
 - a child or young person who has gone missing from the school
 - a child or young person of a particular gender; especially where there is a minority of one or the other gender.
51. When tracking a child or young person, their parents or carers may be asked to speak to the inspector, either in a face-to-face meeting or more usually by telephone. In addition, professionals providing specialist services, social workers or others involved with the child may be contacted for their views of the school's support and care of the pupil.
52. Any significant welfare issues that arise from examining the child or young person's records should be raised with senior staff in the school.
53. The school's response to any welfare issues identified should be considered in the light of the relevant school policies, the evaluation criteria and the national minimum standards.

Inspecting the residential/boarding accommodation and facilities

54. The inspectors are required to judge the suitability of the school's premises and residential/boarding accommodation. During the course of the inspection, inspectors will usually visit all the boarding/residential houses. However, in the case of a school with a very large number of boarding/residential houses, a representative sample will be visited. Inspectors should record which houses have not been visited so that they can be prioritised on the next inspection. Children and young people may be asked to accompany the inspector(s) on the tour of the boarding accommodation. When touring premises or grounds, the inspector(s) may take the opportunity to speak to staff or pupils they meet.

55. Where the school arranges and accommodates pupils in lodgings during term-time instead of on-site boarding accommodation, inspectors should assess the suitability of this during the course of the inspection. Inspectors will:
- spend time with the school's member of staff responsible for lodgings
 - examine the school's written guidance to host families
 - sample written agreements between the school and adults providing lodgings
 - discuss with the school its arrangements for monitoring the lodgings
 - look at any records of monitoring
 - visit a sample of lodgings (see Annex D for more details).
56. Inspectors may see a number of extra-curricular or leisure activities and spend time talking to children and young people about their experiences, including, where relevant, what happens at weekends. It is important to establish the quality of those areas used for study or recreation and how the boarding/residential experience helps the young people to learn, grow and develop.

Meals taken with pupils

57. Inspectors should take a selection of meals with children and young people and observe the dining arrangements. This enables them to gather direct evidence of catering provision and arrangements, and provides an opportunity to observe general behaviour and speak informally to individuals in a communal setting. Inspectors should take note of how dietary needs such as vegetarian or other specialist requirements are met. They should ask to see samples of menus and the last environmental health officer's report and may also speak to the catering manager.

Recording evidence

58. Evidence should be clear, evaluative and sufficient for the purpose of the supporting judgements and telling the story of the experience and care of children and young people in the boarding/residential provision at the school.
59. Inspectors must analyse and evaluate the information they gather during the inspection and determine, using their professional judgement, the impact of their analysis on the progress, care and experiences of children and young people.
60. The inspection should clearly indicate the source of the evidence, for example observation, record or interview. If evidence is derived from an interview, the record must indicate the time of the interview and the role of the person being interviewed.

61. Throughout the inspection, inspectors will maintain a record of their evidence. Evidence can be handwritten but in all cases an evaluation of interviews and the different headings in the evaluation criteria must be submitted electronically. Summarised evidence must be sufficient to underpin judgements and any failed national minimum standards and areas for further development.
62. In most circumstances once the summarised evidence has been placed in OfficeBase inspectors will destroy any duplicate handwritten evidence. In some circumstances inspectors will be required to keep any handwritten notes they have made during the inspection. This may apply in circumstances where legal action is being considered or a challenge or complaint about the judgement is anticipated.
63. Inspectors need to record all handwritten evidence using black ink so that it can be photocopied or scanned if necessary. All handwritten evidence must be legible and dated. Inspectors must submit all handwritten evidence that has not been summarised that will form part of the inspection evidence base to the regional office within five working days of the end of the on-site visit. All inspection records will be retained in accordance with Ofsted's published retention policy (see: www.gov.uk/government/publications/handling-and-retention-of-ofsted-inspection-evidence).
64. Evidence may be scrutinised for quality assurance and will be considered in the event of any complaint, or used to support a compliance notice.
65. For information regarding recording evidence on integrated inspections, please read Section 5 of this handbook.
66. It is the responsibility of the lead inspector to assure the quality of the inspection, and where there is more than one inspector, the work of the inspection team.

Inspection findings

67. Inspection has the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgements. The lead inspector therefore ensures that the headteacher and senior care staff:
 - are kept up to date with how the inspection is proceeding
 - understand how inspectors reach judgements
 - have opportunities to clarify how evidence is used to reach judgements
 - are given the opportunity to present additional evidence relevant to the inspection.
68. 'Inspections of boarding and residential provision in schools' (see: www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors) sets out evaluation criteria for making the principal judgements in the following areas:

- the overall experiences and progress of children and young people
 - the quality of care and support
 - how well children and young people are protected
 - the impact and effectiveness of leaders and managers.
69. Inspectors make a judgement of outstanding, good, requires improvement and inadequate in the four judgement areas. Inspectors must use the descriptors to find a 'best fit' judgement for their inspection findings.

Inspection feedback

70. During the inspection, inspectors will share emerging findings about the school's main strengths and weaknesses on a regular basis with senior staff from the school. Shortfalls that could have an immediate impact on the safety of children and young people will be brought to the attention of the headteacher or the member of staff in charge of boarding/residential care as soon as the inspector has identified the problem.
71. At the end of the inspection, the inspector will give verbal feedback of the main inspection findings and provisional judgements to the headteacher and head of boarding/residential provision. The headteacher may wish to invite the proprietor, governors or other senior staff, as appropriate, to attend this meeting. In exceptional circumstances, an inspector may need additional time after the inspection fieldwork to take advice before giving feedback. The date of feedback is counted as the final day of the on-site part of the inspection. The feedback should:
- cover the main findings of the inspection against the evaluation criteria, including both strengths and weaknesses
 - detail any national minimum standards which have not been met and explain why
 - indicate the likely points for improvement
 - be balanced and include strengths as well as highlighting any areas for development
 - use the evaluation schedule to indicate how inspectors have arrived at the judgements
 - make clear that the grades awarded are provisional and may be subject to change through the quality assurance process
 - confirm that the report will be sent to the school in draft for comments on factual accuracy and indicate the procedures and timeline leading to the publication of the report
 - remind the school of the post-inspection survey which is emailed after the inspection inviting it to give feedback on the inspection process.

Section 4. Aligned inspections

72. Aligned inspections are inspections of the boarding/residential provision that take place at the same time as the education inspection. They are not integrated but the inspectors work together and share findings and feedback at the same time whenever possible. Separate reports are written about the boarding/residential and the education provision.

Conducting aligned inspections of boarding where education is being inspected by an independent inspectorate

Independent boarding and residential special schools

73. Ofsted conducts a routine inspection once every three years of the boarding and residential provision in independent schools that belong to the Association of Muslim Schools UK, the Christian Schools Trust or the Steiner Waldorf Fellowship of Schools. The educational provision in these schools is inspected by the Bridge Schools Inspectorate in schools belonging to the Association of Muslim Schools and the Christian Schools Trust and the School Inspection Service in schools belonging to the Steiner Waldorf Fellowship of Schools.
74. In line with the memorandum of understanding between Ofsted and the approved independent inspectorates we try to conduct the inspection of boarding provision of an association school at the same time as the education inspection conducted by the Bridge Schools Inspectorate or the School Inspection Service, wherever possible. This is an aligned inspection. Aligning inspections in a boarding school is likely to add value to the inspection process by increasing the coherence of inspection and the consistency of judgements, and reducing the pressure of two separate inspections on a boarding school.
75. Where it is not possible to align inspections, Ofsted conducts the inspection of boarding provision as a single activity following the guidance in the first sections of this document. We will not be able to align inspections where:
- inspection cycles between the independent inspectorate and Ofsted are more than a year apart and Ofsted's boarding inspection must be completed within a three-year period in order to meet Her Majesty's Chief Inspector's statutory obligations
 - we have been requested by the DfE to bring forward an inspection of boarding/residential provision because of specific concerns at the school
 - we have received insufficient notice of the independent inspectorate's programme of inspection, or of a change within it, in accordance with the memorandum of understanding between Ofsted and the approved independent inspectorates.

Initial contact between lead/reporting inspectors

76. The lead inspector from the independent inspectorate is responsible for making contact with Ofsted's lead social care regulatory inspector, by email initially. After this, inspectors may make arrangements to speak. At an early stage, inspectors are encouraged to discuss the planning of the inspection, including how any pre-inspection documentation might be shared. They will draw up an inspection timetable and reduce any areas of overlap for the school by planning joint interviews, for example to cover safeguarding matters, the timing of meetings and feedback. Ofsted's lead inspector should be familiar with the independent inspectorate's inspection frameworks.

Notice of inspection

77. Where inspections are aligned, Ofsted's lead inspector will give the school the same notification of the boarding inspection: a telephone call a minimum of one hour before their arrival. The independent inspectorate will avoid compromising Ofsted's notice period by not announcing whether or not the inspections will be aligned.
78. Ofsted inspectors should follow the processes set out in this handbook, in Sections 2 and 3. Parent View is available for the parents of independent schools that belong to the Association of Muslim Schools UK, the Christian Schools Trust or the Steiner Waldorf Fellowship of Schools, and the lead inspector will have access to parents' and carers' views of the boarding/residential provision on the Parent View website as part of their preparation. The views of children and young people, staff in the boarding provision and local authorities which have placed and funded children in the school will have been sought through Ofsted's point-in-time surveys, and the analysis of their responses will also form part of the inspector's preparation.
79. Although Ofsted's inspectors and the independent inspectorates' inspectors will follow their own frameworks and procedures during aligned inspections, they will work together as far as possible. Information provided by the school will be shared, in order to keep demands on the school to a minimum and make efficient use of resources. Wherever it is practical and common sense to do so, inspectors will work together to minimise overlaps and improve coherence, holding joint interviews where this is appropriate. Inspectors are asked to use their discretion and to be guided at all times by the principle of reducing bureaucracy for the school.

Ensuring consistent judgements

80. The lead/reporting inspectors must set aside time throughout the inspection to talk to one another. These conversations are of paramount importance for ensuring that each is aware of emerging issues where they affect each other's work and that judgements are coherent and consistent. It may be possible that a school with good teaching may have only 'requires improvement' boarding provision, as long as judgements are explained clearly. However, judgements

about areas which overlap, such as care, welfare, health, safety and safeguarding, or the quality of boarding as it contributes to a child's development, should be agreed by both inspection teams in order to give a consistent and clear message to the school.

Feedback to the school

81. Both inspections will end at the same time. At this point, inspectors from both teams are available to meet the headteacher to give feedback on the main inspection findings. The headteacher may wish to invite the governors, senior staff or boarding staff to attend this meeting, as appropriate. The lead/reporting inspectors will make arrangements with the school for feeding back jointly, if this is appropriate and is what the school wants. In this way both lead/reporting inspectors will be aware of the judgements at the end of the inspection.

Writing the inspection reports

82. After the inspection Ofsted will follow its normal writing and quality assurance procedures as set out in guidance. However, the Ofsted report should include the following sentence, which should appear at the start of the 'summary' section.

'This inspection of the boarding provision took place at the same time as an inspection of the school was conducted by the Bridge Schools Inspectorate/School Inspection Service'.³

83. The Ofsted lead inspector will alert the independent inspectorate's lead/reporting inspector in the event of a change of judgement through the quality and moderation process.
84. The Ofsted lead inspector may share a pre-publication draft of the inspection report with the independent inspectorate, if the lead/reporting inspector requests that they do so. This must be the draft that has gone through moderation and quality assurance, which will also be shared with the school for a factual accuracy check.

Independent and maintained children's homes

85. 'The framework for inspecting boarding and residential provision in schools', to which this guidance document relates, does not apply to children's homes or to schools which are registered as children's homes.

³ As appropriate.

Section 5. Integrated inspections

86. An integrated inspection is one inspection covering both the boarding/residential provision and education and results in one overall judgement and a single integrated inspection report.
87. An integrated inspection of education and boarding provision takes place when both inspections are due. The frequency with which a school (education) inspection is conducted varies according to the status, type and performance of the school. Therefore, although boarding and residential special schools may value an inspection which integrates both educational and boarding provision, Ofsted will only be able to conduct an integrated inspection when both inspections are due in the same year.
88. There are many similarities between inspecting boarding/residential provision as a single activity and as part of an integrated inspection. This ensures that there is coherence and continuity between inspection methodologies, judgements are consistent and there is comparability between schools which have boarding/residential provision.

Education inspection frameworks

89. Boarding inspectors taking part in an integrated inspection must be familiar with the relevant education framework and inspection handbook for the type of school they are inspecting.
90. For integrated inspections of **independent schools and residential special schools**, the education inspection is conducted under section 109(1) and (2) of the Education and Skills Act 2008. Further guidance can be found in 'Inspecting non-association independent schools: handbook for inspectors'.
91. For integrated inspections of **maintained schools, academies, non-maintained special schools, free schools and pupil referral units**, the education inspection is conducted under section 5 of the Education Act 2005 (as amended.) Further guidance can be found in the 'School inspection handbook'.

The inspectors

92. An integrated inspection of a school is always led by one of Her Majesty's Inspectors or an additional inspector, who is an education expert experienced in boarding or residential special schools and who has received training in conducting integrated inspections. The team includes a social care regulatory inspector who is trained and experienced in judging the quality of the boarding provision. Additional social care inspectors will be added to the team depending on the size and location of the boarding/residential provision and the number of children and young people on roll.

Pre-inspection activity

Liaison between inspectors

93. Contact between the education and social care regulatory inspectors should take place before notification to the school in order to:
- confirm when the notification of the inspection will take place and confirmation of how the social care regulatory inspector will be informed when this has happened
 - agree when the lead social care regulatory inspector will contact the school to discuss the boarding/residential timetable with the head of boarding/residential care before the start of the inspection
 - agree the start and finish times of the boarding/residential inspection and the education inspection including joint feedback
 - discuss key lines of enquiry including data from surveys and Parent View
 - agree areas of joint working and provisional timings of team meetings
 - agree the arrangements regarding the recording of evidence and the writing of the inspection report.
94. Both the lead inspector and the lead social care regulatory inspector have time ahead of the inspection to prepare and plan. The lead education inspector is in overall charge of the inspection. The education and boarding inspection timetables will be shared between inspectors and inspectors will not duplicate interviews. Areas such as health and safety, safeguarding and staff recruitment should ideally be undertaken by one inspector, or interviews may be conducted at the same time by both inspectors as a joint activity.

Gathering views of registered parents, carers and other stakeholders

95. Ofsted's online service Parent View is available for the parents of children in non-association independent schools and maintained schools to give their opinion of the school, including its boarding/residential provision. The lead education and social care inspectors should check the returns for the school from the Parent View website as part of their preparation.
96. Ofsted also conducts annual online point-in-time surveys of the views of day pupils, and in the case of boarding and residential special schools, boarders and residential pupils and boarding staff. There is one survey for day pupils and a separate one for boarders and residential pupils. A point-in-time survey is also used to gather the views of local authorities who place and fund children in independent schools.
97. The views of the staff at schools are gathered through a questionnaire, which is sent to the school by email alongside the formal notification of inspection letter. The school is asked to distribute the questionnaire to all staff apart from those

in the boarding provision, whose views will have already been sought through the online point-in-time survey.

98. Inspectors use all this information intelligently to set up lines of enquiry which they must record and may pursue during the inspection.
99. In advance of welfare-only inspections and integrated inspections, Ofsted's inspection and management support team will also send a standard letter to the LADO for child protection to enquire about any information they have regarding the school. As for a welfare-only inspection, inspectors must telephone the LADO as part of pre-inspection activity.
100. Inspectors will also follow Section 2 of this guidance (other than the paragraph titled 'notice given for inspection') and Section 3, which are also relevant for integrated inspections.

Notification of inspection

101. Notification of an integrated inspection is normally given in a telephone call the day before the education inspection is due to start. The notification call is made by the education support team.
102. For integrated inspections of maintained schools, academies, non-maintained special schools, free schools and pupil referral units, the boarding/residential provision will start the same afternoon following the notification of the inspection. The education inspection will start the following morning.
103. For integrated inspections of independent schools and residential special schools, the boarding/residential provision will start the day after notification of the inspection. The lead inspector and lead social care regulatory inspector will normally arrive in the early afternoon and start the inspection of education and boarding provision together.
104. Ofsted may conduct inspections without notice. Where the inspection is conducted without notice, the lead inspector will normally telephone the school about 15 minutes before arriving on site. In this situation, the inspector will use this initial call to inform the school that the inspection is about to commence and will leave all other arrangements until arrival at the school.
105. In all cases, after the initial notification call, the school will be sent an email with formal confirmation. Also attached to the email will be:
 - a copy of the indicative timetable
 - Annex A, which requests information about the children and young people, staffing and records
 - a letter for the school to send to the parents and carers of all pupils inviting them to fill in Parent View
 - a copy of the inspection questionnaire for the school's staff.

The school is asked to distribute the inspection questionnaire to all staff apart from those in the boarding provision, whose views will have already been requested.

Joint working

106. The lead social care regulatory inspector is responsible for making sure that the lead education inspector is kept informed about findings and emerging judgements. The lead social care regulatory inspector will attend team meetings as a way of sharing relevant information. The purpose of the lead social care inspector being in attendance is to contribute to the emerging evidence and judgements from the boarding/residential team into the full discussion. It is the lead inspector's role to ensure that judgements from the boarding/residential inspection are given due consideration by the team in reaching fair and secure judgements about the school as a whole.
107. The lead inspectors must set aside time throughout the inspection to talk to one another. These conversations are of paramount importance for ensuring that each is aware of emerging issues where they affect each other's work and that judgements are coherent and consistent. Any differences in judgements must be clearly explained but judgements about areas which overlap, such as welfare, health, behaviour and safeguarding, should be agreed by both inspection teams in order to give a consistent and clear message to the school.

Inspection feedback

108. At the end of the inspection, the inspectors from the education and boarding/residential inspection teams meet to discuss and reach agreement on the judgements made. In deciding on the judgements, the welfare and education inspection teams will follow the evaluation schedule relevant to their respective inspection frameworks.
109. The lead inspector will discuss and agree with the lead social care regulatory inspector the arrangements for feeding back to the school on the outcome of the welfare inspection. This will include agreeing when in the meeting the feedback on the welfare element of the inspection is to be given.
110. The whole inspection finishes with feedback to the school on the final day. The education team and social care regulatory inspector(s) will together meet the headteacher to give verbal feedback on the main inspection findings and provisional judgements. The headteacher may wish to invite the proprietor, governors, member of staff in charge of boarding or other senior staff, as appropriate, to attend this meeting. The feedback from the social care inspector(s) should include the same information as on a welfare-only inspection.

Recording evidence

111. Throughout the inspection, inspectors will maintain a record of their evidence. Evidence for integrated inspection should be handwritten on evidence forms or electronic and handed/sent to the lead education inspector at the end of the inspection. In all cases an evaluation of interviews and the different headings in the evaluation criteria must be submitted electronically. Summarised evidence must be sufficient to underpin judgements and any failed national minimum standards and areas for further development.

Section 6. Safeguarding and child protection concerns

112. If serious issues of concern arise, for example in relation to the failure to follow child protection procedures and/or where a child is discovered to be at immediate risk of harm, the headteacher will be notified as soon as possible unless this compromises the child/young person's safety. Where this is the case, the inspector will ensure that the appropriate authorities are notified immediately.
113. Inspectors should always follow Ofsted's safeguarding policy (see: www.gov.uk/government/publications/ofsted-safeguarding-policy) and contact a regulatory inspection manager or social care compliance inspector if the need of advice. Where required, a referral will be made to the relevant local authority's children's services. In the first instance this is the responsibility of the school. Where the concerns relate to allegations against staff they will be referred to the LADO. If it is not appropriate for the school to refer, for example because the concerns relate to the headteacher and they are the designated safeguarding lead, Ofsted will refer to the local authority directly.
114. Inspectors must assure themselves that the school identifies and notifies safeguarding concerns appropriately. These include:
- internet safety
 - any incidents of suspected or actual child sexual exploitation
 - the risks associated with going missing
 - extremism, including radicalisation; and bullying.

Any under-reporting will undermine children and young people's safety, and will need to be reflected in the inspection report and the judgement made about how well children and young people are protected.

Section 7. Concerns and complaints

Concerns

115. It is anticipated that the great majority of inspections will be carried out without any concerns on the part of the school.

116. Inspections are carried out in accordance with the principles of inspection and code of conduct set out in 'The framework for inspecting boarding and residential provision in schools'.
117. During an inspection, those with concerns about the inspection are strongly encouraged to raise issues with the inspector as soon as they arise, so that they can be resolved as quickly as possible while the inspection is taking place. If concerns do arise during an inspection, the inspector should consider the concern and do all that is possible to remedy the problem.
118. If resolution of the concerns is not possible, or the person expressing the concern does not feel that adequate weight is being given to the concerns, or an independent view is sought, then the person raising the concern, or someone acting on her or his behalf, should contact the Ofsted helpline on 0300 123 4666.

Complaints

119. If it has not been possible to resolve concerns then individuals or providers may decide to lodge a formal complaint. Normally, a complaint can be made at any stage during an inspection or up to 30 calendar days from the date of publication of any report. Complaints should normally be made in writing by post or email. However, we will also accept complaints by telephone. When we accept complaints in this way we will not normally take any formal action until we have agreed a written account of the complaint with the complainant.
120. The complaints procedure, which sets out how providers or users can complain about their inspection and what will happen to their complaint, is available at: www.gov.uk/government/publications/complaints-about-ofsted.
121. Lodging a complaint will not normally delay the publication of the final inspection report.
122. Complaints can be made in writing to:

The National Complaints Team
Piccadilly Gate
Store Street
Manchester
M1 2WD

Or emailed to us at: enquiries@ofsted.gov.uk.

Or made by telephone: 0300 123 4666.

Annex A. Request for information at a full inspection of a residential special school or boarding school

Item no.	Item	Answer
1	Name of RSS/BS:	
2	URN of RSS/BS:	
3	Name of person completing this form:	
4	Date completed:	

NB – Unless specified otherwise, all information provided should cover the period since the last full inspection.

1. Information about children and young people

Item no.	Item	Answer
5	Number of children and young people currently on the school roll (overall number to include day pupils and young people who board/are resident)	
6	Total number of boarding/residential places at the school Number of young people who are boarding/resident at the time of the inspection	Total number: Current number:
7	If there are any young people who are boarders/resident who are not at school during the inspection, please state their names and the reasons why they are absent	
8	Number of child protection referrals made to local authority children's services and number of children involved	No. of referrals: No. of children:
9	Number of allegations made against staff and number of children involved	No. of allegations: No. of children: No. of staff:
10	Date of last management evaluation regarding the use of restraint at the school	

Item no.	Item	Answer
11	Date of last management evaluation regarding the sanctions used at the school	
12	Number of times when children went missing and number of children involved ⁴	No. of episodes: No. of children:
13	Number of times when children were absent and number of children involved ⁵	No. of episodes: No. of children:
14	Number of exclusions	Fixed term exclusions: Permanent exclusions:
15	Number of complaints from children and number of children involved	No. of complaints: No. of children:
16	Number of complaints from others and number of children involved	No. of complaints: No. of children:
17	Number of looked after children at the school	
18	Number of children on a child protection plan at the school	
	Please supply a list of the children who board/are resident by house group (also indicating what academic year they are in)	

2. Staffing and other information

Item no.	Item	Answer
19	Please state qualifications held by the head of boarding/residential provision relevant to this role	
20	Number of new boarding/residential staff since the last full inspection	
21	Number of boarding/residential staff who have left since the last full inspection	

⁴ Missing from care: a child or young person who is not at their placement or the place they are expected to be (e.g. school) and their whereabouts is not known.

⁵ Absent from placement without authorisation: a child or young person whose whereabouts is known but who is not at their placement or place they are expected to be and the carer has concerns or the incident has been notified to the local authority or the police.

Item no.	Item	Answer
24	Current boarding/residential staff: <ul style="list-style-type: none"> ■ Number of permanent staff ■ Number of agency/other staff ■ Number qualified to NVQ 3/Diploma level 3 ■ Number undertaking these qualifications and date they expect to be qualified ■ Number of auxiliary staff ■ Number of volunteers 	People: FTE: People: FTE: People: FTE: People: FTE: Date(s): People: FTE: People: FTE:
	Please supply a list of staff who work in the boarding/residential provision	
25	For schools with a governing body or board of trustees, please detail the names and roles as applicable.	
	Name	Role

Please continue on a separate sheet if necessary.

3. Dates of checks and updates

Item no.	Item	Answer
26	Date statement of the school's boarding/residential principles and practice was last updated	
27	Names of any policies that have been updated since the last full inspection	
28	Date of last gas installations check	
29	Date of last portable appliance testing (PAT) check	
32	Date of last health and safety risk assessment	
34	Date of last fire risk assessment	
35	Date of last fire service visit	
36	Date and times of last fire drills in the boarding/residential houses	Date: Times:
37	Date and outcome of last food safety inspection	Date: Outcome:

Annex B. The indicative timetable

School name:
URN for social care:
Name of lead inspector:

The indicative timetable is intended to help schools with the practical arrangements of an inspection.

Introduction

The indicative timetable is not prescriptive but is intended to help schools with the practical arrangements for an inspection. It provides schools with information about the interviews that inspectors may need to conduct in the course of the inspection, the national minimum standards that are covered in each interview, the section of the evaluation schedule and the records that inspectors need to see.

The timetable can be adapted to suit the individual circumstances of each school and inspection team. The interviews need not be arranged in the order indicated below, but it would be helpful if safeguarding matters such as recruitment checks and child protection could be covered early in the inspection. Where there is more than one inspector, or if it is an integrated inspection, the lead inspector will advise you of this when announcing the inspection and of any special considerations regarding the timetable. Any self-assessment that the school has undertaken of its boarding provision should be shared with inspectors at the earliest opportunity.

Schools are asked to help inspectors to make efficient use of inspection time by arranging times when they can speak to groups of children and young people and interview key members of staff about their responsibilities.

Records and policies and procedures

Please ensure that the information outlined in Annex 1 and the policies and records listed in the Appendices of the national minimum standards are available to inspectors. If they are held in electronic form, please ensure that inspectors have access to these. To assist schools, a link to the boarding schools and residential special schools national minimum standards is included:

www.gov.uk/government/collections/national-minimum-standards.

Arranging the timetable

- Schedule meetings/interviews for a period of 40 minutes except where specified by the inspector. Please allow 20 minutes between interviews.
- Allow at least 30 minutes for lunch.
- Identify at least two hours during the inspection for the inspector to look at policies and procedures/records/write up evidence.
- Identify the names and job roles of those attending meetings/interviews.

- At the start of the inspection, please arrange for a meeting with the headteacher/head of care to discuss inspection arrangements.
- Do not arrange any meetings after 12pm on day 3 so as to allow the inspector time to prepare for feedback.

Please include up to an hour for full feedback in the early afternoon on day 3 – preferably at 2pm where practicable – and inform the inspectors who will be attending in advance. In an integrated inspection, the feedback on boarding will be given as part of the feedback on the school inspection.

Interviews

NMS judgement area/evaluation schedule	Focus of interview	Records required	Suggested member of staff	Date and time	Inspector
All areas	Planning the inspection – confirming the practical arrangements (up to one hour)	Annex A	Headteacher/head of care	At the start of the inspection	
NMS 4, 10, 16 and 17 The overall experiences and progress of children and young people The quality of care and support	Meeting with a group of boarding/residential staff				
NMS 2 The quality of care and support	Induction, transition and individual support	Care plans for children/boarders with special needs (where applicable)			
NMS 3 The quality of care and support	Health and well-being – to include visiting the school’s medical centre where	Individual health records Administration of medication, treatment and first aid Significant illnesses, accidents	School nurse		

NMS judgement area/evaluation schedule	Focus of interview	Records required	Suggested member of staff	Date and time	Inspector
	relevant	and injuries Parental permissions for medical and dental treatment, first aid and non-prescription medication			
NMS 6 NMS 7 How well children and young people are protected	Safety of children Fire precaution and drills	Risk assessments (for risky activities and in relation to premises/grounds) Gas safety and PAT testing records Fire precaution tests and drills Risk assessments under the Fire Precautions (Workplace Regulations) Parental permissions for high-risk activities Checks on licensing of relevant adventure activities centres	Bursar or site manager		
NMS 11 How well children and young people are protected	Child protection	Child protection allegations or concerns	School's designated child protection officer and could include		

NMS judgement area/evaluation schedule	Focus of interview	Records required	Suggested member of staff	Date and time	Inspector
			governor with responsibility for safeguarding		
NMS 12 How well children and young people are protected	Promoting positive behaviour and relationships	Sanctions Use of physical restraint Exclusion records			
NMS 14 How well children and young people are protected	Staff recruitment and checks on other adults	Staff recruitment records and checks (including checks on others given substantial unsupervised access to boarders or boarding accommodation)			
NMS 1 NMS 13 NMS 18 NMS 20 (RSS) NMS 19 (BS) The effectiveness of leaders and managers	Statement of principles and practice Leadership and management Complaints Monitoring by independent visitors Prefects	Complaints records Reports of monitoring	Head of boarding/residential provision		
NMS 15 (BS) NMS 15 (RSS) NMS 19 (RSS) NMS 22 (RSS)	Staffing and supervision Staff deployment and supervision of	Staff duty rotas Staff supervision, appraisal and training records	Head of boarding/residential provision or senior member of boarding staff		

NMS judgement area/evaluation schedule	Focus of interview	Records required	Suggested member of staff	Date and time	Inspector
The effectiveness of leaders and managers	children Staff supervision, training and support Records				
For RSS only NMS 21 (RSS) The quality of care and support	Placement planning and review	Individual children's records (containing personal, health and welfare information)	Key worker(s)		
For BS only if applicable NMS 20 (BS) The effectiveness of leaders and managers	Lodgings (long-stay)	Assessments of lodgings arranged by the school Assessment of off-site accommodation used by the school			

Activities to be timetabled in 'boarding/residential time'

NMS judgement area	Focus of interview	Records required	Suggested member of staff	Date and time	Inspector
The overall experiences and progress of children and young people	Meeting with group of children and young people who are boarders/resident (names to be selected at start of inspection)				
NMS 5 NMS 9 The quality of care and support	Tour of residential/boarding accommodation accompanied by two young people				
NMS 8 The overall experiences and progress of children and young people	Meals eaten with children/young people	Food menus			
The overall experiences and progress of children and young people	Time spent informally within boarding house(s) observing practice and talking to children and staff				

Annex C. Making judgements across the diverse range of boarding schools and residential special schools

The inspection framework is not intended as a 'one size fits all' model of inspection. Each boarding school and residential special school is unique. All boarding/residential schools have to meet the relevant national minimum standards and are judged using the evaluation criteria. However, these requirements may be demonstrated in different ways to meet the diverse needs of the children and young people.

Inspectors should use their pre-inspection planning time and the meeting at the start of the inspection to understand the ethos and approach of each particular school. While it is not expected that inspectors will have a detailed knowledge of all the models/frameworks/approaches to residential care, it is important that they take the school's approach into account when inspecting.

When inspecting boarding and residential provision in schools, inspectors should take account of the particular characteristics of types of schools, which include:

Boarding schools

- Numbers of children and young people who board may vary considerably. Some boarding schools have hundreds of young people who board with few if any day pupils. Other boarding schools may only have a small number of young people who board and hundreds of day pupils. If numbers of young people who board are low in comparison to day pupils, inspectors should consider the extent to which boarding is at the heart of the school and how the boarding is monitored and understood by senior leaders. Inspectors should also consider whether all staff are fully committed to and enthusiastic about the value of boarding and its contribution to young people's academic and personal development.
- Boarding schools usually have termly boarders, although a number have weekly or flexi boarding where boarders only stay one or more nights a week. Inspectors should consider how the needs of these different groups are managed and supported.
- Physical restraint is rare in boarding schools. Sanctions are used and records should be maintained and monitored. Incidents and exclusions records can provide useful information for case tracking and inspectors should focus on how the school promotes positive behaviour.
- Individual placement plans are not required for young people in boarding schools but there should be individual plans in relation to specific health or behaviour needs if required. Each young person should have a file which details basic information such as health, contact details for parents/carers and any correspondence with parents. Electronic files are acceptable.
- A number of boarding schools have specific characteristics – for example, there are approximately 40 state boarding schools, and a number of boarding schools have large numbers of young people whose parents are in

the armed forces or young people from overseas. Inspectors should consider how the school supports the particular needs of the young people in that school.

- When inspectors are looking at the progress made by children and young people who board at the school this will include academic progress as well as their social, personal and emotional development. Inspectors recognise that progress for children and young people may not be linear and is individual to each child, and that they need to take account of individual histories, experiences and abilities.

Young people living in lodgings in boarding schools

When inspecting a boarding school with young people living in lodgings arranged by the school (as indicated in NMS 20 for boarding schools) the inspector should consider the following:

- Ask the school for a list of the adults providing lodgings to young people and the young people placed there.
- Meet with a sample of host families in their homes and view the accommodation for the young people.
- Sample the recruitment checks carried out for the host families and establish that the same procedures are used as for all staff members employed.
- Consider safeguarding issues – for example, the quality of the training provided to host families, guidance given regarding e-safety, child sexual exploitation and safe working practices around the house such as entering bedrooms and bathrooms.
- What induction training is given to host families and on-going training in relevant areas such as first aid.
- If the young people share bedrooms and, if so, has a risk assessment been undertaken regarding the sleeping arrangements.
- Has the school considered whether the arrangements constitute private fostering.
- What levels of support are provided to host families and young people including in the evening and at weekends.
- What guidance is given to host families regarding 'house rules' and times to return and what to do if young people go missing.
- Does the host family have relevant medical information including medical consent forms. What are the arrangements if the young person is unwell.
- Whether there are organised activities for the young people in the evenings and at weekends

Residential special schools

- The school may have a large number of residential houses spread across the school site. The buildings may need to be adapted to meet the needs of individual children and young people. Inspectors need to take time to understand this and ask for explanations where they are unsure. Equally, inspectors should also feel able to challenge 'custom and practice' to determine that services continually adapt and evolve to meet the needs of children and young people.
- Educational curriculums may be developed to support children and young people over a 24-hour period. How the school manages transitions from the residential environment to school and vice versa and the consistency of care between the school and the residential environment should be considered.
- Individual placement plans are required and consideration should be given to how all areas of the school work together to agree and monitor the plans.
- Particular attention should be given to the arrangements for children and young people to complain, to tell someone they are being bullied and for them to contact their families or a trusted adult away from the school.
- Where inspectors cannot communicate verbally with children and young people, they should spend time observing how staff and children interact, the quality of that engagement and how well the staff are able to communicate with children and young people and understand their needs.
- Inspectors should pay attention to how staff enable children and young people to influence their lives and participate in the running of the residential environment relative to their abilities.
- In schools providing short breaks, inspectors should consider the planning of stays; how decisions are made about the groups of children and young people that visit together; how friendships are supported; and the experiences that they are offered and how these add to their lives.
- In residential special schools inspectors will look at the progress made emotionally, socially and personally as well as academically. Inspectors recognise that progress for children and young people may not be linear and is individual to each child and account, and that they need to take account of individual histories, experiences and abilities.

Where health professionals provide services on site

Inspectors should take the following into account:

- Nursing and health professionals should be registered with the relevant professional body such as the Nursing and Midwifery Council and should be able to demonstrate to Ofsted that this is the case. Nurses are required to undertake specific safeguarding training to comply with their own code of practice. While inspectors are not expected to know the detail of individual codes of practice for health professionals, it is reasonable to ask for evidence of how these requirements are met. If there is any cause for concern, the inspector will require the provider to demonstrate that they meet these requirements.
- Nurses should receive regular clinical supervision from someone professionally qualified to do this. Inspectors will want to know the details of this and how their practice is subject to monitoring and supervision and subject to external professional scrutiny to promote and safeguard the welfare of children and young people. This includes the systems in place for external scrutiny following an injury, particularly if sustained as a result of a physical restraint or possible non-accidental injury or from another child.
- The working hours of nursing and medical staff and the procedures for administering drugs should meet the individual needs and routines of children.
- The quality of the arrangements for the secondary dispensing of drugs, the management of changes of prescribed drugs, the systems in place to audit the drugs held on site and the procedures in place in the event of maladministration of medication.