

# Conducting additional inspections of independent schools

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This document provides guidance to assist inspectors in carrying out education-only and integrated additional inspections of independent day, boarding and residential special schools: pre-registration inspections of proposed schools under section 99 of the Education and Skills Act 2008, and material change, progress monitoring and emergency inspections under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005.

It also covers welfare-only additional inspections of independent schools, conducted under the Children Act 1989, as amended by the Care Standards Act 2000.

This guidance also sets out how inspectors **evaluate schools' action plans** to rectify regulatory failures. It is for the use of all education and social care inspectors working in independent schools.

**Published:** January 2013

**Reference no:** 090060

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Introduction

1. The Department for Education (DfE) may request that Ofsted conducts an additional inspection of an independent school at any time out of the normal inspection cycle. Such inspections are normally requested for the following reasons:
  - pre-registration inspections to evaluate the provision being proposed for new schools, including new academies, free schools, studio schools and university technical colleges, and integrated pre-registration inspections to new boarding or residential special schools
  - material change inspections of registered independent schools, which are not in membership of the Independent Schools Council, and are seeking to offer boarding or residential provision
  - material change inspections of registered boarding or residential special schools which are not in membership of the Independent Schools Council, and are proposing changes to their current boarding or residential provision
  - material change inspections of registered independent schools proposing other significant changes to their current provision
  - 'emergency' inspections, which may be for a variety of reasons, for example as a result of a complaint or concern, or the suspected presence of an unregistered school or unregistered boarding provision at an existing school
  - progress monitoring inspections to follow up a school's progress against the action plan it submitted and which was accepted by the DfE as a result of its last inspection, which may be welfare only or integrated education and welfare inspections.
2. All requests for additional inspections and evaluations of action plans will, in the first place, be sent by the DfE to Ofsted's inspection management and support team (independent schools). The inspection management and support team (independent schools) keeps a log of requests for advice notes and will inform the scheduling team of the request, forward any relevant information to them and keep a log of requests for advice notes. Where the request relates to boarding or residential provision at a school, the scheduling team will arrange for the work to be undertaken by the social care inspector who is allocated to the school.
3. In each case inspectors must complete the appropriate **advice note** to the DfE, as detailed in this guidance document. Advice notes templates are available on the Ofsted website.<sup>1</sup> In the case of pre-registration inspections, the

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<sup>1</sup> Main inspection documents for inspectors – independent school inspections: [www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-independent-schools/main-inspection-documents-for-inspectors](http://www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-independent-schools/main-inspection-documents-for-inspectors) and boarding/residential provision inspections:

completed advice note must be accompanied by the relevant **pre-registration regulatory check sheet**. Guidance for completing and recording each type of inspection is given below. Advice notes should be concise and do not require the same level of detail as an inspection report.

4. Guidance on making registration inspections to new academies, free schools, studio schools and university technical colleges is not included within this document. Please refer to *Pre-registration inspection of all types of academies and free schools, studio schools and university technical colleges (UTC)*.<sup>2</sup>

## New and prospective schools

5. Chapter 1 of Part 10 of the Education Act 2002 provides for the registration and inspection of independent schools. These provisions are, at the date of issue of this guidance, in force in relation to independent schools in England only in relation to the inspection of independent schools. The maintenance of a register of independent schools and the application process to be an independent school is governed by the Education and Skills Act 2008. However, section 156A of the 2002 Act would, if and when brought into force, limit application of the whole of Chapter 10 to schools in Wales only. Until that section 156A is brought into force, the registration process and pre-registration inspections of independent schools are governed by the Education and Skills Act 2008 and the inspection of existing independent schools are governed by the Education Act 2002.

## Checking the documentation and setting up an inspection

6. The Secretary of State is the registration authority for independent schools in England, and maintains a register of independent schools. When a proprietor has made an application for registration of an independent school, the registration authority will notify Her Majesty's Chief Inspector (HMCI). In practice, the DfE will notify Ofsted, who will inspect the school and report to DfE on the extent to which The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 are met, and are likely to continue to be met, in relation to the school.<sup>3,4</sup>
7. Independent schools are not allowed to open and take pupils before they are first registered to do so by the DfE.

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[www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-boarding-and-residential-special-schools/main-inspection-documents-for-inspect](http://www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-boarding-and-residential-special-schools/main-inspection-documents-for-inspect).

<sup>2</sup> *Pre-registration inspection of all types of academies and free schools, studio schools and university technical colleges (UTC)* (090059), Ofsted, 2012; [www.ofsted.gov.uk/resources/090059](http://www.ofsted.gov.uk/resources/090059).

<sup>3</sup> The Education (Independent School Standards) (England) Regulations 2010; [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made).

<sup>4</sup> The Education (Independent School Standards) (England) (Amendment) Regulations 2012; [www.legislation.gov.uk/uksi/2012/2962/contents/made](http://www.legislation.gov.uk/uksi/2012/2962/contents/made).

8. When prospective applicants contact the DfE, they are sent a pre-registration pack. This is to help proprietors understand what is required of them and enable them to make an assessment of their own readiness for registration to ensure that they meet the requirements before submitting the application. On receipt of the application for registration, the DfE gives a pre-registration number to the school and sends the information the school has supplied to Ofsted, where it is logged by the inspection management and support team (independent schools) and passed to the relevant inspection service provider who should allocate the assessment to an inspector who has received training on these procedures. Please note that most of the pre-registration and other additional inspections are conducted by an inspector from an inspection service provider.
9. If the application is for a new boarding or a residential special school, this must be scheduled as an integrated inspection made by both an education and a social care inspector, who will report to DfE on the extent to which the independent school standards and the national minimum standards for boarding or residential special schools are met, and are likely to continue to be met, in relation to the school.<sup>5</sup> Ofsted schedulers may therefore wish to allocate the inspection to a social care inspector before contacting the inspection service provider with a date for the inspection. Please note that in the case of registered day schools already operating, that wish to be registered to take boarders, a welfare-only material change inspection is required. Social care inspectors should refer to the section of this guidance 'Carrying out a material change inspection to a registered school which is only applying to open or increase residential provision'.
10. The inspection service provider will upload the documents from the school to their secure inspection portal, and ensure that the inspector (and the social care inspector in the case of integrated inspections) can access them.<sup>6</sup> On receipt of the documents, inspectors should first spend some time assessing, from the documents supplied, how far the school meets independent school standards and where boarding or residential provision is proposed, the relevant national minimum standards.
11. It should be possible to assess the policy documents, for example for child protection, health and safety, handling complaints and so on, and to record judgements in the relevant pre-registration regulatory check sheet before visiting the prospective school. Schools may supply a curriculum plan but retain fuller schemes of work on the premises. Inspectors should check whether the

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<sup>5</sup> The national minimum standards for boarding schools and for residential special schools are available on the Department for Education's website:

[www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools](http://www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools).

<sup>6</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

school intends to provide nursery education for children aged three to five years, or whether it intends to offer day care for younger children. If the latter, the school must register this provision separately with Ofsted Early Years, who will carry out the registration visit. If the school intends to provide for children aged three to five years, inspectors should check that the curriculum and welfare provision meet the requirements of the Early Years Foundation Stage. This information may not all be supplied with the pre-registration application, but should be available at the school during the pre-registration visit.

12. Social care inspectors should refer to the relevant national minimum standards and, in the case of a children's home applying for dual registration as a school, to the *Guide to registration for children's social care services*.<sup>7</sup> Inspectors should make their judgements about the school provision with reference to the key document *Completing the record of inspection evidence and judgements*.<sup>8</sup>
13. If the initial documentation seems in order, inspectors should aim to make a short inspection of the prospective school. This is principally to discuss the proposed school with the proprietor, look at the premises, investigate procedures for appointing staff and safeguarding pupils, and pick up on any additional documentation which has not been supplied in advance of the inspection. The school should normally be given two days' notice of this inspection. This can be varied in exceptional circumstances, for example where the proprietor or key applicant is not available, but the principle of short notice should be observed, and inspection service providers must keep to their overall timeline for this work. For integrated inspections to boarding and residential schools, please see the section below from paragraph 38. Please refer to Annex A for a timeline for conducting pre-registration inspections to new schools.
14. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed.
15. As the school is not yet open, inspectors will not be able to see any teaching or care, nor will they be able to judge the implementation of policies. They should record their judgement of whether the policies, procedures, curriculum documents and arrangements, for example for assessment and the proposed premises and accommodation, are likely to meet the independent school standards which are listed in the pre-registration regulatory check sheet. At the end of the inspection the inspectors should feed back to the proprietor their judgement of the school's readiness for registration, making clear where the independent school standards or national minimum standards are not likely to be met, and what must be done to improve. Instructions to the school about

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<sup>7</sup> *Guide to registration for children's social care services* (090020), Ofsted, 2012; [www.ofsted.gov.uk/resources/090020](http://www.ofsted.gov.uk/resources/090020).

<sup>8</sup> *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2013; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

what must be done to meet each independent school standard or each national minimum standard must be recorded in the pre-registration regulatory check sheet.

16. The **inspection service provider** must issue inspectors with the correct pre-registration regulatory check sheet and advice note for use in the inspection. The forms correspond to the type of school seeking registration, and vary according to whether the school seeking registration is a day school, a boarding school, or a residential special school.

Independent day school or the school registration of a children's home

- *Pre-registration regulatory check sheet for an independent day school or a children's home:* [www.ofsted.gov.uk/resources/090074](http://www.ofsted.gov.uk/resources/090074).
- *Advice note for a pre-registration inspection of an independent day school or a children's home:* [www.ofsted.gov.uk/resources/090075](http://www.ofsted.gov.uk/resources/090075).

Boarding school

- *Pre-registration regulatory check sheet for an independent boarding school:* [www.ofsted.gov.uk/resources/090148](http://www.ofsted.gov.uk/resources/090148).
- *Advice note for a pre-registration inspection of a boarding or residential special school:* [www.ofsted.gov.uk/resources/090076](http://www.ofsted.gov.uk/resources/090076).

Residential special school

- *Pre-registration regulatory check sheet for an independent residential special school:* [www.ofsted.gov.uk/resources/090149](http://www.ofsted.gov.uk/resources/090149).
- *Advice note for a pre-registration inspection of a boarding or residential special school:* [www.ofsted.gov.uk/resources/090076](http://www.ofsted.gov.uk/resources/090076).

17. If the applicant is a children's home seeking dual registration as an education provider, the education inspector should fill in the *Pre-registration regulatory check sheet for an independent day school or a children's home*, and the social care inspector should undertake the registration according to social care agreed procedures and record judgements and information on the regulatory support application (RSA) database. This is because Ofsted itself is the registration authority for children's homes, and the DfE only requires information about the quality of the proposed establishment as a school.
18. The pre-registration regulatory check sheet is essentially a document for recording basic information about the school (on the front cover) and for recording whether or not the school is likely to comply with each of the independent school standards, and where applicable, the national minimum standards for boarding or residential special schools. The check sheet closely mirrors the *Record of inspection evidence and judgements (ROIEJ)* used on standard inspections of independent schools, and as such, inspectors will find it helpful to refer to the guidance *Completing the record of inspection evidence*

*and judgements.*<sup>9,10</sup> Inspectors should be rigorous in checking compliance with each of the independent school standards carefully, ensuring they have sufficient evidence to make a robust decision about whether or not each standard is likely to be met. Inspectors must be aware that an error in checking at the pre-registration inspection stage could later result in difficulties or challenge in a standard inspection.

19. Inspectors should ensure that they tick in either the 'Is likely to meet' or 'Is not likely to meet' column for each of the independent school standards, except where no judgement can be made, for example, in standards concerning the quality of teaching. In this case inspectors should write the words 'Not inspected' and avoid ticking either column. Inspectors should not write a comment in the text box where they have ticked 'Is likely to meet'. Where 'Is not likely to meet' has been ticked, inspectors must write **only** what the school must do to meet the standard, which will provide the DfE with an indication as to whether the school is likely to meet the standard when it opens. It will also enable DfE advisors, if appropriate, to follow up the implementation of work with the school before or after it opens. Inspectors should take account of any plans with clear steps or milestones and a proposed timeline by when changes will be made when they make their judgements. Inspectors should not record their notes in the pre-registration regulatory check sheet. The option of ticking 'Not applicable' is available for several of the independent school standards – this option is shaded grey where it must not be used.
20. Inspectors should note that paragraphs 3(f), which concerns classroom resources, and 3(g), which concerns assessment, must never be ticked 'not applicable' on the pre-registration regulatory check sheet. Inspectors should inspect both the resources available at the prospective school and the intended framework for assessment and make a judgement about whether both are likely to support pupils if the school were registered. Inspectors should bear in mind that resources need not be exhaustive at this stage. The use of resources and assessment will be checked at the first inspection. Inspectors should also note that the questions in the pre-registration regulatory check sheet cover all of the prospective pupils in the schools from the age of three upwards. A judgement about the quality of the curriculum, for example, must include its suitability for children aged three to five if the school proposes to offer Early Years Foundation Stage provision for children of this age. The same applies to the resources, premises and accommodation for children in the Early Years Foundation Stage.
21. Following the inspection, the inspector must also complete the appropriate advice note for the DfE, which should give brief details about the school and the

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<sup>9</sup> *Record of inspection evidence and judgements* (090065), Ofsted, 2013; [www.ofsted.gov.uk/resources/090065](http://www.ofsted.gov.uk/resources/090065).

<sup>10</sup> *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2011; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

registration sought. The advice note templates contain prompts in italics to indicate the information required. Inspectors should delete the prompts before entering the text. Inspectors should also complete each of the sections in the advice note which relate to the independent schools standards summarising, briefly, the evidence for their judgement of whether or not the standard is likely to be met by the school.

22. If the inspection was integrated, the lead education inspector has responsibility for drafting the whole of the advice note. They must ensure that the advice note covers the social care inspector's findings and judgements in addition to their own findings on the school's proposed education provision. The social care inspector will need to provide their findings and judgements to the lead inspector by 'safestick' at the end of the inspection, or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider's inspection portal.<sup>11</sup> The lead education inspector will incorporate the findings and judgements on the proposed boarding or residential provision in the section of the advice note entitled 'Welfare: Compliance with national minimum standards for boarding schools/residential special schools'.
23. At the end of the advice note, inspectors should record an overall recommendation to the DfE advising on the registration of the school. Following the inspection service provider's or Ofsted's internal quality assurance procedures, both the advice note and the check sheet will be exported to Ofsted for acceptance. Inspectors should note that it may be reasonable to recommend registration as a day school but not as a residential or boarding school, if that is the outcome of the inspection. When they have been signed-off, the documents will be sent to the DfE by the inspection management and support team (independent schools). These documents will not be published, but they may be sent by the DfE to the school, so inspectors should **take care with the style and content of what is written**, paying close attention to the *Guide to Ofsted's house style*, and should also be aware that any of these inspection forms may be requested under the Freedom of Information Act.<sup>12,13</sup>

## Making a judgement on registration

24. The advice note for a day school or the school provision in a children's home gives an inspector three options to choose from on recommendations for

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<sup>11</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>12</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2010; [www.ofsted.gov.uk/resources/080230](http://www.ofsted.gov.uk/resources/080230).

<sup>13</sup> <http://www.legislation.gov.uk/ukpga/2000/36/contents>.

registration. Schools which are likely to meet all the independent school standards – except for teaching and policy implementation which cannot be seen – should be recommended for registration. Where there are some weaknesses in policies which the school could easily rectify, a recommendation should be made to the DfE that, 'The school can be registered and allowed to open on receipt of evidence of improvement on the following matters:' (inspectors should list these).

**No recommendation to register should be made where a school's intended premises, accommodation, curriculum or safeguarding policies and procedures have weaknesses which lead to a judgement that independent school standards are unlikely to be met.**<sup>14</sup>

25. Finally, if recommending registration, inspectors must advise the DfE on the maximum number of pupils the schools should be registered for. There is no need to complete this section if registration is not recommended. Inspectors should take great care with recommending maximum numbers and consider carefully the size of the premises as they are now, rather than take assurances of future building work into consideration. Inspectors' attention is drawn particularly to applications from new **special** schools, where inspectors should consider carefully the **number** of pupils and the **type of special needs** the school intends to cater for. The school will be registered for precisely this age range, number and special need. Any attempt by the school to change it later, or to introduce children with a different kind of special educational need, must result in an application to make a material change. Thus inspectors should be particularly careful in making an initial judgement and err on the side of caution if the school is proposing to extend accommodation as numbers grow. The registration of a special school serves to protect vulnerable pupils.
26. Two inspector days are allocated to an assessment of a new or prospective school, and this time must include initial scrutiny of paperwork, the inspection, all travelling and writing. Inspectors should bear in mind that all inspections to new schools must be undertaken quickly, so that successful applicants are not kept waiting unduly before opening, but there may be a need to negotiate the timing of an inspection with a proprietor at the initial telephone call, and the inspection service provider should keep Ofsted informed of any changes. The timeline at Annex A shows the deadlines for the completion and submission of work.

## Omissions in documentation

27. If the application from the prospective school contains significant omissions, inspectors should in the first instance telephone the school to see whether the missing documents are available and arrange for them to be sent or viewed on

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<sup>14</sup> Inspectors should refer to the guidance document *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2012; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

site. If this is the case, then they should proceed with the inspection as described above and take account of the additional documentation when they arrive in the school.

28. Where there are genuine omissions and/or substantial weaknesses in the initial documentation, inspectors should complete the regulatory check sheet as far as possible, ticking 'Is not likely to meet' for absent, incomplete or unsatisfactory policies, and setting out what the school needs to do to meet the independent school standards. The check sheet should then be returned to the inspection service provider's operations unit making clear that no inspection will be made to the school until it demonstrates that it has addressed the major weaknesses identified in the documentation. The inspection service provider should then communicate this to Ofsted, so that the DfE and the proprietor can be advised accordingly.
29. In such cases, only one inspector day will be allocated to the activity, and no inspection need be undertaken.

### **What to do if the school is already open**

30. There are occasions when the DfE receives an application to register from a school which is already open. This should not happen for a brand new school, but it is the case where the prospective school has been operating for some time as a children's home with fewer than five children of compulsory school age pupils on the roll, and is offering education to these children, or when a day school is intending to offer a boarding service to students. Such establishments were only captured by the introduction of new legislation in September 2003. It also often happens that a registered children's home seeks dual registration as a school because it wishes to provide an education facility for its children. This can be particularly useful where young people are referred suddenly to the children's home and a place in a local maintained school has yet to be found. Such providers need to be flexible and adapt quickly to the needs of children as they arise.
31. An inspection should **always** be made to a prospective school which is already open, such as described above. Where children are already being educated there, education inspectors should focus their attention particularly on curriculum documentation, planning and teaching. **Where the school is already operating inspectors must see a minimum of two lessons and judge compliance with the independent school standards on the quality of the teaching.** If the school is already open and has admitted children into the Early Years Foundation Stage, inspectors must ensure that the provision for children aged three to five is appropriate and the accommodation for them is safe. Inspection service providers/inspectors must make clear when they telephone the school to arrange the inspection that registration cannot be considered unless some teaching is available to be seen. Lessons should be recorded on evidence forms and these should be submitted to the inspection service provider with the advice note and regulatory check sheet.

32. In the case of existing day schools intending to offer a boarding service, a material change inspection should be made, please refer to the section of this guidance 'Carrying out a material change inspection to a registered school which is only applying to open or increase residential provision' from paragraph 69.
33. Where a children's home is already registered and operating, but no children are yet being taught, the education inspector should focus attention on the suitability of curriculum documentation, planning and resources for the prospective pupils. Since children's homes frequently accept children with a range of educational needs at very short notice, it is important that inspectors ensure that, if it is to be dually registered as a school, the home is capable of providing effectively for a variety of needs. There needs to be a prompt and effective system of assessing a pupil's educational attainment and needs and putting in place an individual programme of support, so that disruption to the young person's education can be minimised.
34. Social care inspectors inspect children's homes twice a year. If they become aware that education is being provided for the children but the home does **not** have dual registration as a school, they should record this fact on the RSA toolkit and alert the Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools immediately after the inspection. The managing inspector will send a minute to the registration authority for schools (the DfE) who will take the matter further with the proprietor.

### **What to do if the school says it is not ready for an inspection yet**

35. Schools are informed that they must not submit an application for registration until they are ready to receive an inspection from Ofsted. Nevertheless, some do so, and seek to defer the inspection when the inspector/inspection service provider first calls to make arrangements. Frequently this is because the premises are being adapted. The inspection service provider will make initial enquiries about the readiness of the premises, but inspectors should double-check this during their initial telephone call. The inspector may determine that the premises are not ready to be inspected. Should this be the case, the inspector should contact Ofsted education schedulers via the inspection service provider immediately, so that the timeline can be frozen and the DfE informed. The inspector service provider should then make arrangements for the inspection to take place when the building work is finished and complete the advice note and check sheet in the normal way. The social care inspector should inform the Ofsted schedulers when this occurs, so that the inspection can be rescheduled at a convenient time.
36. If the application for registration is for a boarding or residential special school, but at the initial telephone call from the inspection service provider they say that only the school is ready for a registration inspection, an 'education-only' inspection can be made and the school can be registered for day pupils only (if appropriate). The social care inspector would then need to make a solo

inspection at a later date to assess the proposed boarding facilities, and should do so under the 'material change' procedures outlined in the section 'Carrying out a material change inspection to a registered school which is only applying to open or increase residential provision' in this guidance. In such cases, the social care inspector should inform Ofsted social care schedulers so that the inspection can be rescheduled at a more suitable time.

37. Where schools seek to delay the inspection for other reasons, the lead inspector or inspection service provider must make it clear to the proprietor concerned that the application will not be considered, and the pre-registration inspection will not take place within the normal timelines. However, if the school is already operating, it must be emphasised that it is operating illegally, and a fine may be incurred. In these circumstances, the inspection **must** go ahead unless there are genuine grounds for deferral as set out in the *Deferral policy for inspections of independent day, boarding and residential special schools*.<sup>15</sup> Inspectors should note that a registered children's home may be operating legally but must first obtain registration as an independent school if it wishes to provide education for its children. Where a registered children's home is in operation and is providing education, without permission to do so, the pre-registration inspection **must** proceed unless there are genuine grounds for deferral.

## Assessing applications from new boarding or residential schools

38. Where an application is received from a prospective boarding or residential special school the assessment and inspection must involve both a social care inspector and an education inspector. Inspectors should assess the documentation relating to the aspect of the application in which they are expert, and the inspection service provider should liaise with both to agree the timing of a joint inspection to the premises. In such cases, the inspection should normally be announced by the inspection service provider, giving the school at least two clear days' notice of the registration inspection. The inspection service provider must liaise with the Ofsted schedulers to ensure availability of the social care inspector and ascertain who the inspector is. These inspections are allocated by the social care line managers. On joint inspections to these schools it is normally expected that the lead inspector will be the education inspector. The documents relating to the residential provision **MUST** be sent to the social care inspector in advance of the inspection. This is the responsibility of Ofsted's scheduling team, if the information is sent directly to Ofsted, and the inspection service provider if they receive it directly from the DfE.
39. The education inspector must liaise with the social care inspector before the start of the inspection, and share their assessment of the documentation available from the school for the pre-registration inspection. The inspectors

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<sup>15</sup> *Deferral policy for inspections of independent day, boarding and residential special schools* (090037), Ofsted, 2013; [www.ofsted.gov.uk/resources/090037](http://www.ofsted.gov.uk/resources/090037).

should discuss an inspection plan which shares the duties between them and avoids overlaps and duplication for the school.

40. The lead education inspector has responsibility for drafting the *Advice note for a pre-registration inspection of a boarding or residential special school*. They must ensure that the advice note covers the social care inspector's findings and judgements in addition to their own findings on the school's education provision. The social care inspector will need to provide their findings and judgements to the lead inspector by 'safestick' at the end of the inspection, or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider's inspection portal.<sup>16</sup> As the prospective boarding or residential special school will not yet have been allocated a unique reference number, it will not be possible for the social care inspector to record their inspection findings in the RSA. When it has been quality assured, however, the completed advice note will be stored by the inspection management and support team (independent schools). Therefore, if the social care inspector needs to access the advice note in advance of another inspection, they should contact [IndependentSchools@ofsted.gov.uk](mailto:IndependentSchools@ofsted.gov.uk).
41. Both inspectors should also complete the same pre-registration regulatory check sheet. The social care inspector should record their findings in the 'National minimum standards' section, recording clearly whether or not the school is likely to meet each national minimum standard, and education inspectors should record their findings against the independent school standards. The **inspection service provider** must issue the lead inspector with the correct pre-registration regulatory check sheet and advice note for use in the inspection. **Inspectors are asked to check that they are using the correct version of the pre-regulatory check sheet as the national minimum standards are different for boarding and for residential special schools.**
42. Both inspectors should summarise their judgements in one *Advice note for a pre-registration inspection of a boarding or residential special school*. Inspectors should use the guidance above to make a judgement on whether the school is recommended for registration or not. There is a fourth category available for pre-registration inspections to schools with residential provision, since it is acceptable for inspectors to make a recommendation for the school to be registered as a day school only, if boarding/residential special schools national

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<sup>16</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

minimum standards are not met. It is not possible to recommend registration for a boarding or residential facility only, if the school does not meet the standard required.

43. If any of the boarding/residential aspects of the advice note or check sheet are changed at the quality assurance stage, the inspection service provider's quality assurance team must provide a copy of the amended document to the social care inspector via their secure inspection portal. If the changes are minor, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. If changes are made to the boarding/residential aspects of the documents during the sign-off stage, the HMI allocated to sign-off the documents must inform the social care inspector and ensure the changes are acceptable to the social care inspector.
44. Please refer to Annex A for a timeline for conducting pre-registration inspections to new schools.
45. Inspectors should note that where a registered day school which is already operating is seeking to offer boarding or residential provision, this is a 'material change'. There is a separate advice note template for this inspection, which is undertaken by a social care inspector alone. Please refer to the section 'Carrying out a material change inspection to a registered school which is only applying to open or increase residential provision' from paragraph 69.

### **Assessing applications from new children's homes seeking dual registration as a school**

46. In a brand new children's home, seeking dual registration as a home and school, education inspectors should follow the procedures outlined above for a day school. Social care inspectors will follow the process explained in the *Guide to registration for children's social care services*.<sup>17</sup> The education inspector will use the *Advice note for a pre-registration inspection of an independent day school or a children's home* and *Pre-registration regulatory check sheet for an independent day school or a children's home* to record their judgements. Social care inspectors will record their judgements on the RSA database, as now, in the established way.
47. The advice note resulting from the school inspection will be sent by Ofsted to DfE and lodged with Ofsted's records. In these circumstances it is possible for inspectors to recommend registration for the children's home only and to reject the registration as a school if that is appropriate. The reverse, of course, is not possible: no children's home can be recommended for registration as a school which has not first been registered by Ofsted as a children's home. It is

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<sup>17</sup> *Guide to registration for children's social care services* (090020), Ofsted, 2010; [www.ofsted.gov.uk/resources/090020](http://www.ofsted.gov.uk/resources/090020).

therefore vital that both inspectors communicate with one another and are aware of each other's recommendation before leaving the premises.

48. In practice, the children's home will in many cases be already registered and have been operating for a while before it seeks dual registration as a school. In these circumstances the pre-registration inspection may be conducted by the education inspector acting alone, although colleagues should bear in mind that the social care inspector inspects these provisions every six months, and the inspection service provider should check the timing of the next inspection with Ofsted. Where possible, inspectors should seek to combine inspections to reduce the burden on the provider and for the purpose of having a consistent and joined-up approach to inspection. It is the responsibility of the inspection service provider to contact Ofsted in these circumstances. Contact should be made with the Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools and the social care schedulers at Ofsted [scheduling@ofsted.gov.uk](mailto:scheduling@ofsted.gov.uk).
49. Please refer to Annex A for a timeline for conducting pre-registration inspections to new schools.

## **Making a material change inspection to an existing school (education-only or integrated inspection)**

50. Registered independent schools wishing to make a material change to their premises, intake or age range, or to the provision they make for pupils with special educational needs and/or disabilities should seek permission to do so from the DfE. The DfE may grant permission for the material change without reference to Ofsted, and does so where the request is a routine matter which may be seen from the school's application and the evidence it submits. The DfE does not routinely ask Ofsted to conduct a material change inspection when a school opens a new building on its premises.
51. Ofsted carries out material change inspections at the request of the Secretary of State. Inspectors will consider the implications of the material change and recommend to the Secretary of State whether the material change proposed can be approved or not and, if not, what the school must do to improve. The provider cannot implement the proposed change until the Secretary of State grants permission.
52. Once an application has been received by the DfE, it will be passed via Ofsted to the inspection service provider and assigned to an inspector. The inspection service provider will upload the documents from the school to their secure inspection portal, and ensure that the inspector (and the social care inspector in the case of integrated inspections) can access them.<sup>18</sup> All applications made by

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<sup>18</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are

non-maintained special schools will be referred by the DfE to the HMI with lead responsibility for special schools who will consider them and arrange an inspection where the assessment cannot be made from the documentation alone.

53. As with a new school, inspectors should scrutinise the paperwork and undertake a material change inspection of the school. The inspection service provider must ensure that the information relating to the material change, and the most recent inspection report is uploaded to the portal. The **inspection service provider** must also upload to the portal the *Advice note for a material change inspection* [www.ofsted.gov.uk/resources/090077](http://www.ofsted.gov.uk/resources/090077).
54. In the case of integrated material change inspections to boarding or residential special schools, the inspection service provider must upload the previous report on the education provision to the portal, and grant access to the social care inspector. The previous inspection report of the boarding/residential provision is available on the Ofsted website. Both inspectors must read both reports.
55. In advance of a material change inspection to a day school with dual registration as a children's home, the inspection service provider must upload to the portal the previous social care and education inspection reports, which the lead inspector must read, whether the education provision will be inspected as a single event or at the same time as the care provision.
56. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed.
57. Inspectors should complete the *Advice note for a material change inspection*. This is for either day schools or integrated material change inspections to boarding or residential special schools, and the appropriate sections should be retained/deleted as necessary. The template contains self-explanatory prompts in each section and inspectors are asked to delete these before entering the text required.
58. In integrated material change inspections, the lead education inspector has responsibility for drafting the *Advice note for a material change inspection*. They must ensure that the advice note covers the social care inspector's findings and judgements in addition to their own findings on the school's education provision. The social care inspector will need to provide their findings and judgements to the lead inspector by 'safestick' at the end of the inspection, or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care

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available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

inspector must upload the documents to the inspection service provider's inspection portal.<sup>19</sup>

59. As with all advice notes, inspectors should **take care with the style and content of what is written**, paying close attention to the *Guide to Ofsted's house style*, and should also be aware that any of these inspection forms may be requested under the Freedom of Information Act.<sup>20,21</sup> When it has been signed-off, the advice note will be sent to the DfE by the inspection management and support team (independent schools).
60. As with new schools, inspectors should take care to consider carefully all the implications of a material change. For example, if the school wishes to accept younger pupils, inspectors should consider whether the accommodation, furniture and playground space are suitable; also whether the curriculum has been properly planned and supported by adequate teaching resources, including the proposal to recruit teachers with expertise in teaching the proposed age range.
61. In integrated material change inspections to schools which wish to make a material change to educational facilities and take boarders, the social care inspector should ensure that the proposed residential accommodation, policies and procedures meet the relevant national minimum standards.
62. In a special school, where the proposed change reflects a desire to accept pupils with a different range of needs, inspectors should consider carefully the impact that this will have on the children already in the school, the inspectors should determine whether the school has proper safe procedures that are in line with DfE requirements for recruiting staff with the necessary expertise and experience to cater for the new level of special need, and that an appropriate learning programme is in place.
63. If a school wishes to take pupils under the age of three, please note that this is **not** a material change, and requires a separate registration of early years' provision by Ofsted. Such a registration inspection is undertaken by Ofsted's trained inspectors with expertise in early years.
64. Inspectors **must** recommend to the DfE whether the material change proposed is approved or not, and, if not, what the school must do to improve. There are three options for a day school – and four options in a residential school – of which inspectors should choose the one which is the most fitting. Please refer to the guidance above in the section 'Making a judgement on registration'. The

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<sup>19</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>20</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2010; [www.ofsted.gov.uk/resources/080230](http://www.ofsted.gov.uk/resources/080230).

<sup>21</sup> <http://www.legislation.gov.uk/ukpga/2000/36/contents>.

principles are the same, and inspectors should exercise care in recommending material changes, ensuring that what is proposed will not adversely affect the children who are already in the school. Where a school is also a registered children's home, the provider must make a variation application to Ofsted in order to make a material change to any part of their provision. This will trigger an inspection. The provider cannot implement the proposed changes until permission is granted, on receipt of a revised certificate of registration.

65. On rare occasions, DfE may request that Ofsted carries out a material change inspection of an independent school that wishes to make material changes prior to converting to academy (or free school) status. In such cases, inspection activity must only focus on the implications of the material change – inspectors must not make a judgement on the school's readiness for conversion to academy (or free school) status.

### **Joint inspections to schools with boarding/residential facilities**

66. Inspectors should refer to the guidance given above on making joint inspections to schools which wish to make a material change to both educational and boarding facilities. However, it is acceptable for an inspector to inspect on their own if the material change relates to a single aspect of provision, for example a day school wishing to take boarders (social care only) – please refer to the section 'Carrying out a material change inspection to a registered school which is only applying to open or increase residential provision' in this guidance – or a boarding school wishing to take younger day pupils (education only). In such cases, the senior HMI with responsibility for inspections of independent schools will advise on the appropriate staffing of material change inspections and inform the schedulers and inspection service provider as necessary.
67. In the case of joint inspections, the social care inspector will also need to record a note in the RSA database under 'Registration comments' to state that an integrated material change inspection took place. They will also need to include brief comments detailing the outcome of the inspection, with reference to the findings from the inspection of the education provision.<sup>22</sup>
68. If any of the boarding/residential aspects of the advice note or check sheet are changed at the quality assurance stage, the inspection service provider's quality assurance team must provide a copy of the amended documents to the social care inspector via their secure inspection portal. If the changes are minor, for example for grammatical accuracy, the revised documents should be sent for the social care inspector's information only. If changes are made to the boarding/residential aspects of the documents during the sign-off stage, the HMI allocated to sign-off the documents must inform the social care inspector and ensure the changes are acceptable to the social care inspector.

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<sup>22</sup> There are no toolkits for use in welfare-only or integrated material change inspections.

## Carrying out a material change inspection to a registered school which is only applying to open or change existing boarding or residential provision

69. Where an existing registered independent day school has applied to open a boarding facility, or a day independent special school has applied to take residential pupils, the assessment and inspection will usually be undertaken by a social care inspector working alone. A single welfare-only inspection will be conducted at an appropriate time to suit the school and inspector. The request for the inspection will be received by Ofsted's inspection management and support team (independent schools) from the DfE, who will forward it to one of the HMI Managers to arrange for the inspection to be carried out by a social care inspector. The scheduling will be handled internally by Ofsted without reference to the inspection service provider. The HMI Manager will send the information provided by the DfE directly to the social care inspector. If the social care inspector requires any additional pre-inspection information, for example the original pre-registration information provided by the school and the advice notes from previous inspections, they should contact [Independent.Schools@ofsted.gov.uk](mailto:Independent.Schools@ofsted.gov.uk).
70. In advance of the inspection, the social care inspector must read the previous report on **both** the education and the boarding/residential provision of the school.

In the inspection, the lead social care inspector should use the correct advice note and national minimum standards check sheet for a material change inspection, as follows.

### Boarding school

- *Advice note for a material change inspection of an independent school seeking to open or change existing boarding or residential provision – welfare only:* [www.ofsted.gov.uk/resources/100169](http://www.ofsted.gov.uk/resources/100169).
- *National minimum standards check sheet for a material change inspection of an independent school seeking to open or change existing boarding provision – welfare only:* [www.ofsted.gov.uk/resources/100179](http://www.ofsted.gov.uk/resources/100179).

### Residential special school

- *Advice note for a material change inspection of an independent school seeking to open or change existing boarding or residential provision – welfare only:* [www.ofsted.gov.uk/resources/100169](http://www.ofsted.gov.uk/resources/100169).
- *National minimum standards check sheet for a material change inspection of an independent special school seeking to open or change existing residential provision – welfare only:* [www.ofsted.gov.uk/resources/100187](http://www.ofsted.gov.uk/resources/100187).

71. The social care inspector **must** complete the advice note for the DfE, on which their key judgements and recommendations should be recorded, and also produce the national minimum standards check sheet for a material change inspection, for either boarding schools or residential special schools. When they have been quality assured, the completed advice note and check sheet will be stored by the inspection management and support team (independent schools). Therefore, if the social care inspector needs to access the advice note in advance of another inspection, they should contact [IndependentSchools@ofsted.gov.uk](mailto:IndependentSchools@ofsted.gov.uk). In the case of material change inspections to schools that wish to change existing boarding or residential provision, the social care inspector will also need to record a note on the RSA database under 'registration comments' to state that a material change inspection took place. They should also include a brief comment detailing the outcome of the inspection. This will not be possible where a day school wishes to open boarding or residential provision, as the social care provision will not yet have been allocated a unique reference number.<sup>23</sup>
72. Social care inspectors should first check that they are working on the correct advice note form, and then complete the necessary details on the front cover. If the DfE reference number has not been supplied, inspectors will need to obtain it from the schedulers, since DfE systems do not recognise the social care reference number in the RSA. Inspectors will be able to find the URN for the school on the Ofsted website, if this has not been supplied. The DfE, school and where relevant the social care reference numbers should be inserted in the form.
73. The form contains prompts in italics. For example, in the first section entitled 'Information about the school' the inspector is asked to include: a brief note of the location and nature of the school and premises including any off-site or multi-site provision, boarding provision, details of any religious affiliation or special ethos and details of the pupil group including the nature of their special needs, if any. Please ensure that this note is brief, particularly if the establishment is already operating as a day school, and focus comments on the factual nature of the intended residential provision, for example dormitories, single bedded provision, located in the school/on a separate site; for children with physical disabilities/behavioural, social and emotional difficulties and so on. The italicised prompts must be deleted before the completed form is submitted.
74. The second section 'Purpose of the inspection' requires information about the nature of the material change being sought, and whether this will affect educational provision as well.
75. The third section is entitled 'Compliance with the national minimum standards for boarding/residential special schools' – the inspector should ensure that one of these options is deleted, so that the DfE is clear which set of national

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<sup>23</sup> There are no toolkits for use in welfare-only or integrated material change inspections.

minimum standards applies to the provision. This is the main reporting section. However, inspectors should only record here their main summary judgements, such as the quality of the provision, whether it meets all the national minimum standards, and, if not, which ones are unmet and why. Inspectors **must** list clearly any national minimum standards which are not met on this inspection. Inspectors should also record the provision's compliance with the national minimum standards on the national minimum standards check sheet for a material change inspection. It is appreciated that at this stage, inspectors can only judge the proposed accommodation, relevant policies and intended procedures for a prospective residential provision. However, the implementation of these policies and procedures will be judged on the next inspection, which will be within one year (for a brand new school) or may be drawn forward at the DfE's request, where the boarding provision is new.

76. Finally, inspectors **must** complete a final judgement of recommendation, which they must do by selecting one option from the list and deleting the unwanted option. If recommending registration of the boarding facility, inspectors should provide details of the number boarders the school should be registered to take. Please refer to the guidance above in the section 'Making a judgement on registration'. If registration of the boarding provision is **not** recommended, it must be clear which of the national minimum standards are not met.
77. Inspectors must ensure that they follow the *Guide to Ofsted's house style* in producing these advice notes, as although they are not routinely published, they are often sent by the DfE to the school, and could in any case be requested under the Freedom of Information Act.<sup>24</sup>
78. The national minimum standards check sheet for a material change inspection and the advice note must be completed within two days of the work being undertaken, and submitted to the relevant HMI manager social care so that it can be quality assured. Following this, the Social Care HMI will forward the forms on to the inspection management and support team (independent schools) who will send it to the DfE.
79. Please refer to Annex B for a timeline for conducting material change inspections.

## Assessing a material change application as part of a routine section 162A inspection

80. Occasionally, a school makes an application for a material change around the same time as the routine section 162A and/or the routine boarding inspection is due. When this occurs, and with the agreement of DfE, it is sensible and desirable that the material change is assessed as part of the inspection. The

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<sup>24</sup> *Guide to Ofsted's house style* (080230), Ofsted, July 2010; [www.ofsted.gov.uk/resources/080230](http://www.ofsted.gov.uk/resources/080230).

lead inspector will have been alerted by the HMI remit lead for inspections of independent schools, the Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools or by an administrator in the inspection management and support team (independent schools) or the inspection service provider, so that they are clear that the material change is part of the inspection. The managing inspector will consider the tariff alongside the circumstances of the material change requested. This may be varied to include an additional inspector day where the request is complex. The managing inspector will recommend this to the divisional manager, whose final decision it is to agree to any increase in tariff.

81. Where this occurs, the lead inspector should make clear to the school at the start of the inspection that the material change request will be considered within the scope of the inspection and the outcome will be reflected in the report. Feedback on the outcome of the material change will be given at the time that the inspection findings are given to the school.
  
82. Where this occurs, the inspection team should assess the request for a material change in exactly the same way as they would if it were a focused inspection. Evidence and judgements should be recorded in detail in the *Record of inspection evidence and judgements* (ROIEJ) under the heading 'Evidence from material change for assessment, or where emergency matters have been considered at the request of the registration authority'.<sup>25</sup> In the report, the 'Information about this inspection' section should contain a line about the nature of the material change sought by the school. The 'Leadership and management' part of the 'Inspection judgements' section should include additional text which summarises the team's judgement about whether the material change is recommended or not. Inspectors should note that there is no need to complete a separate advice note under these circumstances. If the school needs to do further work before the material change could be recommended, inspectors should record these points in the 'What does the school need to do to improve further' section. Here inspectors should insert a line before listing any unmet independent school standards to say that 'in order for the proposed material change to be acceptable the school should...'. This will distinguish standards which are currently not met by the school from those that would not be met if the material change were implemented. Where the amount of work required is substantial and requires significant reporting, inspectors should simply state that the material change is not recommended owing to inadequate accommodation/curriculum planning and so on, and record the details in the ROIEJ for the information of the DfE. The lead inspector should always make clear to the headteacher and/or proprietor that the material change is being considered as part of the inspection and how the outcome will be recorded in the report.

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<sup>25</sup> *Record of inspection evidence and judgements* (090065), Ofsted, 2013; [www.ofsted.gov.uk/resources/090065](http://www.ofsted.gov.uk/resources/090065).

## **Making an emergency inspection to an independent school (education-only, welfare-only and integrated education and welfare inspection)**

83. All inspectors should note that an 'emergency inspection' should only ever take place at the request of the DfE. From time to time, other organisations request an inspection from an inspector, but in such cases, the senior HMI with responsibility for inspections of independent schools should be informed in order that it can be properly documented and liaison with the DfE can take place.
84. Since September 2012, all emergency inspections of independent schools have been conducted at **no notice**. This is because it is counter-productive to give prior warning of inspection. For example, where there are concerns about the level of supervision of young children at particular times in the day, to tell the school of the inspection would enable them to rectify the situation and prevent the inspector from investigating the true situation properly. The reason for an inspection may equally be that the DfE believes there to be an illegal school operating on the premises.
85. Normally, the request from the DfE will be for an inspection as a result of a complaint or a concern, or other intelligence received by the DfE. This request will be accompanied by information which has been received by the DfE and has raised a cause for concern.
86. The procedure for making emergency inspections to schools at the request of the DfE must be flexible, depending on the nature of the emergency or complaint which prompts the request. Emergency inspections may be conducted either by a single inspector (social care or education) or by two inspectors working together. The circumstances of the case will determine the staffing. Two colleagues may be asked to make the inspection in cases where the subject may be contentious, for example in cases of suspected illegal schools or where there are safeguarding concerns relating to residential pupils.
87. In the case of day schools, the request and the planned inspection should always be discussed in advance by the senior HMI and the manager of the inspection service provider. For integrated inspections, the senior HMI should always agree with their counterpart in social care the action to be taken regarding setting up the inspection. The social care manager will discuss the inspection directly with the social care inspector, where the complaint or concern relates solely to boarding or residential provision.
88. In the case of a day school, or a boarding or residential special school where the concern is to do solely with the educational provision, the inspection service provider will upload the information from the DfE to their secure inspection portal, where the assigned inspector will access it.

89. Where the concern relates to a boarding school, and covers both educational and welfare provision for boarders, the inspection service provider must ensure that a social care inspector has been identified to partner the education inspector on the inspection. They should do this by contacting Ofsted's scheduling team. In the case of an integrated inspection, the lead inspector will be the education inspector, and they should liaise with the social care inspector in advance of the inspection. The education inspector should also coordinate the writing involved after the inspection. The inspection service provider must ensure that the education and social care inspector have access to their secure inspection portal, and ensure that the portal contains all the information from DfE which has prompted the emergency inspection.<sup>26</sup>
90. Inspectors should bear in mind that all emergency inspections must be undertaken quickly. The timeline at Annex C shows the deadlines for the completion and submission of work. Education inspectors should explain to the proprietor or headteacher that they will be looking at specified area(s) of the school's provision, and judging it against The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012.<sup>27,28</sup> Where boarders/residential pupils are involved, inspectors must refer to the relevant national minimum standards also.
91. In boarding or residential special schools where the concerns relate only to welfare provision for boarders/residential pupils, the inspection will be made by a social care inspector acting alone. In such cases, the request for an emergency inspection will be received by Ofsted's inspection management and support team (independent schools) from the DfE, who will forward it to one of the HMI Managers to arrange for the inspection to be carried out by a social care inspector. The scheduling will be handled internally by Ofsted without reference to the inspection service provider. The HMI Manager will send the information provided by the DfE directly to the social care inspector. If the social care inspector requires any additional pre-inspection information, for example the advice notes from previous inspections, they should contact [Independent.Schools@ofsted.gov.uk](mailto:Independent.Schools@ofsted.gov.uk). The inspection will then be undertaken by the identified social care inspector who will follow up the matter and report by using an Emergency inspection toolkit to record the information on the RSA

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<sup>26</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>27</sup> The Education (Independent School Standards) (England) Regulations 2010; [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made).

<sup>28</sup> The Education (Independent School Standards) (England) (Amendment) Regulations 2012; [www.legislation.gov.uk/uksi/2012/2962/contents/made](http://www.legislation.gov.uk/uksi/2012/2962/contents/made).

database.<sup>29</sup> The social care inspector will then also record this information into the *Advice note for an emergency inspection – welfare only* in order that it can be provided to the DfE.<sup>30</sup>

92. No telephone calls or other contact must be made with the school prior to the arrival of the inspector/s: in all cases, schools receive **no notice** of emergency inspections. The inspector should confirm the date of the inspection with the inspection service provider (for additional inspectors), or with their manager (for social care inspectors) so that their legitimate presence in the school can be verified quickly, if challenged, and they must carry their official Ofsted badge as identification with them at all times.
93. The documents and information relating to the request for the inspection, and the last inspection report, will be available to education inspectors on the inspection service provider's inspection portal. In the case of integrated inspections, the inspection service provider must ensure that the social care inspector is also granted access to the inspection portal, in order to access the information. The social care inspector will also look up the inspection history of the school on the RSA and share any significant information with the lead inspector.
94. In the case of boarding and residential special schools, both inspectors must read the previous report on **both** the education provision, available on the inspection service provider's portal, and the boarding/residential provision, available on the Ofsted website.
95. Ahead of welfare-only emergency inspections to boarding or residential special schools, the social care inspector must read the previous report on **both** the education and the boarding/residential provision.
96. In advance of an emergency inspection to a day school with dual registration as a children's home, the inspector must read the previous social care inspection reports, available on the Ofsted website, as well as the last report on the education provision, whether the education provision will be inspected as a single event or at the same time as the care provision.
97. The inspector must check whether any safeguarding issues have arisen at the school since the last inspection. For HMI and social care inspectors, this information can be accessed through Ofsted's provider information portal (PIP), and there is guidance on the Ofsted intranet site to help access PIP. For the inspection service providers' (ISP) additional inspectors, this information is made available through the ISPs' own secure inspection portals. In all cases,

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<sup>29</sup> Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>30</sup> *Advice note for an emergency inspection – welfare only* (100172), Ofsted, 2011; [www.ofsted.gov.uk/resources/100172](http://www.ofsted.gov.uk/resources/100172).

the portal provides only high-level information about any matters that have arisen, which can be triangulated with other pre-inspection information in order to inform inspection trails (which should be recorded in an evidence form). Where inspectors are leading an inspection of a boarding or residential special school or a children's home providing education, they should ensure that they have also checked the linked social care site on the respective portal.

98. On integrated inspections of boarding and residential special schools, the education and social care inspectors will liaise by telephone and arrive at the school together.
99. On arrival at the school, the inspector(s) should ask to speak to the headteacher, or deputy in charge if the headteacher is not in school. Inspectors are reminded that they have right of entry to inspect the school. The inspector(s) should explain that they are conducting the inspection at the request of the DfE, which has a concern about a specified area as a result of information – or a complaint – made to or received by the DfE.
100. The inspection service provider must also issue the lead inspector with the *Advice note for an emergency inspection* for use in the inspection.<sup>31</sup> Inspectors should delete the 'Welfare' section of the advice note, if the inspection only relates to education matters. The template contains prompts in italics for the information required. The prompts should be deleted when text is entered.
101. In integrated inspections, the lead education inspector has responsibility for drafting the *Advice note for an emergency inspection*. They must ensure that the advice note covers the social care inspector's findings and judgements in addition to their own findings on the school's education provision. The social care inspector will record their findings in the Emergency integrated inspection toolkit.<sup>32</sup> When complete, the text will be automatically extracted into a Word document, which the social care inspector will provide to the lead inspector by 'safestick' at the end of the inspection or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to

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<sup>31</sup> *Advice note for an emergency inspection* (090078), Ofsted, 2011; [www.ofsted.gov.uk/resources/090078](http://www.ofsted.gov.uk/resources/090078).

<sup>32</sup> Social care inspectors must choose one of two outcomes in the emergency inspection toolkit – either that the school has not met relevant national minimum standards, or that only an advice note has been produced. Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

the inspection service provider's inspection portal.<sup>33</sup> The lead inspector will paste this evidence into the advice note. Please refer to paragraph 109.

102. The advice note – if resulting from an education only or an integrated inspection – should then be sent for quality assurance by the inspection service provider in the normal way. It is the inspection service provider's responsibility to send this to Ofsted via the data feed, so that it can be sent on to the DfE, who requires information from the inspection in the advice note format.
103. Where the inspection involves only social care, the quality assurance of the advice note will be handled internally by one of the Social Care HMI without reference to the inspection service provider.
104. During the inspection inspectors should do the following.
  - Follow up the issues raised by the DfE request. They may ask to see any documents, records or other information necessary. Inspectors are expected to be rigorous in their pursuit of the issues and to use their professional judgement. Depending on the nature of the concern, they should talk to staff and pupils, and seek opportunities wherever possible to test their emerging findings and corroborate their conclusions.
  - Weigh their conclusions against the independent school standards/ relevant national minimum standards. Where the underlying reasons for the emergency inspection relate to safeguarding matters, inspectors are reminded that their role is not to investigate the actual case but to consider whether the school's policies and processes are appropriate to meet the independent schools standards and relevant national minimum standards. The safeguarding concerns may be the subject of an ongoing investigation by social services or the police. In such circumstances, Ofsted's inspection is usually delayed so as not to cut across an investigation by other bodies.
  - Respect the identity of the informant/complainant if this has been requested.
  - Use the guidance in *Completing the record of inspection evidence and judgements*, the national minimum standards and in the documents from the DfE to help make the required judgements.<sup>34</sup>
  - Record their judgements in the advice note.
  - Before departure from the school, feed back their judgements to the headteacher and remind them that the outcome of this inspection will either be a published report or a letter from the DfE, asking them to make

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<sup>33</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>34</sup> *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2011; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

improvements in any areas specified – this applies equally to joint or to solo education or welfare inspections.

- Not state or imply that the inspection will have an impact on the timing of the school's next section 162A or integrated inspection; it may do so, but that decision is for the DfE.

105. If, in the course of the inspection, inspectors find other areas of the school's provision, not alluded to in the request for inspection, that do not meet the independent school standards or national minimum standards, they should follow these up and record them in the feedback to the school and in the advice note.
106. Should inspectors consider that there are substantial weaknesses in the school, too many to follow up on a day inspection, they should record this in the advice note and recommend to the inspection service provider that the next standard s162A inspection be brought forward. The inspection service provider must take this matter up with senior HMI at Ofsted. In a case where a social care inspector is making the emergency inspection alone because the issues relate only to welfare of boarders, and substantial weaknesses are discovered, the inspector should contact Ofsted's scheduling team and the Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools so that a standard welfare inspection or, if necessary, an integrated inspection can be brought forward if the DfE requires.

### **Completing an emergency inspection advice note and, where required, writing a report**

107. After the emergency inspection, the following actions will be taken.
108. If the inspection was education-only, the lead inspector will write the advice note.
109. Where the inspection was integrated, the social care inspector will record their findings from the residential provision in the Emergency integrated inspection toolkit.<sup>35</sup> When complete, the text will be automatically extracted into a Word document, known as the 'integrated inspection report document', which the social care inspector will provide to the lead inspector by 'safestick' at the end of the inspection or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the

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<sup>35</sup> Social care inspectors must only use the 'Inspection summary' and 'National minimum standards' screens to record their inspection findings in the emergency inspection toolkits. The outcomes screens must not be used. One of two inspection outcomes must be selected in the toolkits – either that the school has not met relevant national minimum standards, or that only an advice note has been produced. Please refer to the guidance *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider's inspection portal.<sup>36</sup> The lead inspector will coordinate the writing of the advice note and paste the contents of the 'integrated inspection report document' into the advice note. The social care inspector may also provide the lead inspector with supplementary evidence to support the inspection findings. This may be a Word version of the evidence recorded in the RSA toolkit, which is automatically generated. The lead inspector must **not** paste this supplementary evidence into the advice note, but must ensure that it is included in the evidence base for the inspection.

110. For welfare-only inspections, the social care inspector will record their findings in an Emergency inspection toolkit, and a welfare-only advice note.<sup>37</sup>
111. In all cases, inspectors should consider carefully the last section of the advice note in which their advice is sought on whether to **recommend** to DfE that a report is published on the Ofsted website as a result of the emergency inspection. In integrated inspections, the lead inspector should discuss with the social care inspector whether to recommend that the report is published.
112. Where the concerns which precipitated the emergency inspection are justified and inspectors find that the school is failing to meet the independent schools standards or national minimum standards, the inspector **must recommend** that a report is written for publication, and write that report. This is particularly important where the concerns discovered in the course of the emergency inspection would indicate that the last published report on Ofsted's website is now inaccurate and out of date.
113. The request to publish an emergency inspection report **must** come from the DfE. However, where the lead inspector (education or social care) recommends that a report is written for publication, they must prepare it on the writing day following the inspection, in anticipation of the request to publish from the DfE. If the DfE does desire publication, an education-only or integrated report will be published on Ofsted's website in the timescale shown in Annex C.
114. The process and timeline for welfare-only emergency inspection reports follows that of reports written following standard welfare-only inspections of boarding

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<sup>36</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>37</sup> Social care inspectors must only use the 'Inspection summary' and 'National minimum standards' screens to record their inspection findings in the emergency inspection toolkits. The outcomes screens must not be used. One of two inspection outcomes must be selected in the toolkits – either that the school has not met relevant national minimum standards, or that only an advice note has been produced. Please refer to the guidance *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

or residential special schools – please refer to *Conducting inspections of boarding and residential provision in schools*:

[www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180).

- Inspectors **must not** recommend publication of the report where the concerns investigated are found to be without foundation. In these cases, the advice note only should be completed – no report.
- Publication **must** be recommended where the outcome of the emergency inspection reveals that the school is now not meeting the independent school standards and/or national minimum standards that it met at the time of its previous inspection. This would mean that the inspection report on Ofsted’s website is out of date and it should be superseded by a report of the emergency inspection.
- If education inspectors are in doubt about the recommendation on publication they should discuss this with their inspection service provider manager, who will discuss this with the senior HMI. In the case of a welfare-only emergency inspection, the social care inspector should discuss this with one of the Social Care HMI, who will refer to the Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools. The final decision on an Ofsted recommendation to publish a report will rest with the senior HMI/managing inspector although the ultimate decision to publish is made by the DfE. Ofsted’s recommendation is simply to assist officers of the DfE. The senior HMI/managing inspector will discuss with DfE officers the outcomes of all emergency inspections where concerns have been raised which are likely to require the publication of a report.

115. If DfE requests a report, the inspector must produce a short report of no more than 750 words, in addition to the advice note.

- In the case of education-only or integrated inspections, the lead inspector must use the *Report template – emergency inspection (independent schools)*: [www.ofsted.gov.uk/resources/090136](http://www.ofsted.gov.uk/resources/090136). For integrated inspections, the lead education inspector will produce the report with reference to the evidence provided by the social care inspector, mentioned in paragraph 109.
- In the case of a welfare-only inspection, the social care inspector must produce a report from the Emergency inspection toolkit in addition to completing the *Advice note for an emergency inspection – welfare only*.<sup>38</sup>

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<sup>38</sup> Whether or not a report is required, the social care inspector must complete the emergency inspection toolkit. By default, submitted emergency inspection toolkits will not result in published inspection reports. If the DfE confirms to the Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools that a report will be published, a member of Ofsted’s inspection management and support team will arrange for its publication. Further information is available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

116. In all cases, the report is structured as set out below, and inspectors must follow these steps.<sup>39</sup>

- Under the name and address of the school, the inspection date/s are specified. For integrated and welfare-only inspections, the start and end dates must appear (see Annex C).
- The reason for the requested emergency inspection should be recorded in the corresponding section of the report, stating that the inspection was conducted without notice. In welfare-only reports, this section is populated by the 'Reason for visit' section of the toolkit.
- Inspectors should summarise and explain their conclusions in the 'Conclusions' section of the report, in the context of the independent schools standards, and the national minimum standards for boarding or residential special schools, as appropriate. In the 'Conclusions' section of the report, inspectors should simply make clear that the school's provision fails to meet the independent school standards and/or the national minimum standards and the reasons why this is so. The report should be written in plain language and refer to the impact, or likely impact on the pupils, of the unmet standards. Inspectors must guard against identifying any pupil(s), groups of pupils or member(s) of staff. Any sensitive evidence relating to individuals should be recorded in evidence forms or on the RSA and not included in the report. The full and detailed evidence from the inspection should be recorded in the advice note.
- In the case of education-only and integrated reports, all independent school standards and/or national minimum standards that are unmet must be listed in the section entitled 'Compliance with regulatory requirements and national minimum standards for boarding schools/residential special schools'. This title should be reduced to only retain reference to the relevant set of national minimum standards in integrated inspection reports, and the references entirely removed in education-only reports. The list of unmet independent school standards must be preceded by the following sub-heading, which the inspector must paste into their report to replace the sub-heading supplied in the template:

The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

- Unmet independent school standards are presented in a table in this section, and inspectors must ensure that the corresponding reference

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<sup>39</sup> Additional guidance for social care inspectors on welfare-only reports is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

number is listed in the second column and appears in exactly the same way as in the published standards, for example 2(2)(b).

- Where the independent school standards have changed since the previous inspection and/or the action plan, inspectors should take care to insert the new reference number in the second column. For clarity, in the **first** column they should also refer to the previous number in brackets after the text of the unmet requirement, for example: (Previously numbered 1(2)(a).). Inspectors must note that they are inspecting and reporting to the current independent school standards, not to those in force at the time of the previous inspection or action plan.
- In integrated inspection reports, any unmet national minimum standards must be listed under the heading 'The school must meet the following national minimum standards for boarding schools/residential special schools'. Any national minimum standard not met by the school, must be quoted exactly as it appears in the published national minimum standards for boarding schools/residential special schools, even if it does not align with Ofsted's house style, followed by its reference number in brackets, for example: (NMS 5.1).<sup>40</sup>
- In welfare-only reports, the compliance section of the report is called 'National minimum standards' and will either be automatically populated with the standard line of text 'The school must meet the following national minimum standards for boarding (residential special) schools' followed by a list of the unmet standards.
- Next, the report lists the names of the all inspectors.
- In 'Information about this school' inspectors must include a brief note of the location and nature of the school and premises including any off-site or multi-site provision, boarding provision, details of any religious affiliation or special ethos, details of the pupil group including the nature of their special needs, if any. In education-only and integrated inspections, the inspection service provider should cut and paste the equivalent text from the previous inspection report. For welfare-only inspections, the text will be pre-populated by RSA, However, in all cases, the lead inspector must check with the school that the text is still up-to-date and amend it as necessary.
- The legal basis of the inspection appears alongside the school details, on the penultimate page of the report.
  - If the school has a reasonable case for not including the school address (which appears on the front cover of the report), email address or telephone number, the inspector should omit them and send a note of explanation to the quality assurance reader and inspection service provider. This is particularly important in some special and faith schools,

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<sup>40</sup> The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

where the disclosure of such information may bring risk to the school's pupils or staff. The inspector's note will be the signal for the inspection service provider to notify the HMI remit lead for inspections of independent schools who will notify Ofsted's publications department not to identify the school with a map on the website, which it is otherwise Ofsted's normal policy. In the case of welfare-only reports, the social care inspector should alert the HMI manager social care.

- Education inspectors and are directed to Annex A of *Writing inspection reports* for instructions on completing the 'School details' section, removing headings and rows from their report (depending on whether it concerns a day, boarding or residential special school) and other formatting matters. Please note, however, that all text entered in the emergency inspection report must be in Tahoma 12 font.<sup>41</sup>
- Social care inspectors should refer to the document *RSA toolkits for inspections of boarding and residential special schools* for further guidance on completing the 'School details' section and other points relating to producing welfare-only emergency reports. This is available on the boarding and residential provision pages of the Ofsted intranet site.

117. Following education-only and integrated inspections, the completed advice note (with the report if appropriate) should be sent to the inspection service provider's operations unit who will record it, and assure its quality in line with this guidance (and Annex A of *Writing inspection reports* where a report has been produced), paying particular attention to the recommendation made on whether to publish a report. After quality assurance, the inspection service provider will send it on to Ofsted for sign-off and entry onto the database. Ofsted's senior HMI will liaise with the DfE about further inspection activity at the school. The advice note (and report) will be sent to the DfE by the inspection management and support team (independent schools).

118. If any of the judgements or findings about the boarding/residential provision are changed at the quality assurance stage, or if there are any changes to the national minimum standards listed as not being met, the inspection service provider's quality assurance team **must** inform the social care inspector as soon as possible and provide them with a copy of the amended documents via their secure inspection portal.<sup>42</sup> If the changes are minor, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by

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<sup>41</sup> *Writing inspection reports* (090052), Ofsted, 2013; [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052).

<sup>42</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

telephone, and give them the opportunity to comment. If changes are made to the boarding/residential aspects of the report during the sign-off stage, the HMI allocated to sign-off the report must inform the social care inspector as soon as possible, and ensure the changes are acceptable to the social care inspector. The social care inspector **must** update their RSA integrated inspection toolkit to align with the amendments to the report. This is to ensure that the boarding outcomes of the inspection are accurately recorded in Ofsted's published data on inspections. Integrated inspection toolkits can be edited up to 15 working days after submission.

119. At the end of the writing day following a welfare-only emergency inspection, the social care inspector should send the completed advice note to both of the Social Care HMI so that it can be quality assured. The social care inspector must also submit their toolkit at the end of the writing day, whether or not a report has been recommended. The advice note (and, where applicable, the report) will be quality assured in line with this guidance, paying particular attention to the recommendation made on whether to publish a report. Following quality assurance, the Social Care HMI will send the advice note to the inspection management and support team (independent schools), who will log and send it to the DfE. Ofsted's Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools will liaise with the DfE about further inspection activity at the school. The performance targets and tracking team will inform the DfE when the report has been published on the Ofsted website.
120. If an emergency inspection report is not required, the DfE will send a letter to the school based on the advice note. This often takes the form of the advice note itself with a short covering letter. Inspectors should therefore ensure that it is written in line with the *Guide to Ofsted's house*.<sup>43</sup> As a result of the inspection, DfE may request that we bring forward the next inspection. The senior HMI /Managing Inspector Operational Lead for the Welfare Inspection of Boarding Schools will keep the school under review, as the outcome of an emergency inspection may impact on risk analysis. They will liaise with the DfE regarding the timing of the next inspection or any follow-up action required. Inspectors **MUST NOT** arrange an inspection to a school without a request to do so.

## **Making a monitoring inspection to follow up a school's progress (education-only, welfare-only and integrated education and welfare)**

121. These inspections are specifically requested by the DfE, and are part of the 'inadequate schools' procedure. The previous inspection will have identified a number of serious weaknesses and the school will probably have been judged inadequate in one or more key judgements. If it is a boarding or residential

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<sup>43</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2010; [www.ofsted.gov.uk/resources/080230](http://www.ofsted.gov.uk/resources/080230).

special school, inspectors may also have identified serious weaknesses in welfare provision. The report contains a list of independent school standards and/or national minimum standards which were not met. As a result, the DfE will have issued the school with a statutory notice to improve, and called for them to submit a statutory action plan within a specified timeframe. The next part of the statutory procedure is that the school's action plan will have been assessed by Ofsted and accepted (with or without modifications) or rejected by the DfE. The action plan will set out the steps the school proposes to take to address its weaknesses and to meet the independent school standards and national minimum standards it failed to meet at the time of the inspection. The action plan will also specify the timescale within which the proposed steps will be taken. For more information, see 'Evaluating independent schools' action plans following inspection' – from paragraph 180.

122. The monitoring inspection has a definite purpose within the statutory process. This purpose is to assess the amount of progress the school has made with implementing its approved action plan and to report on whether or not this progress is sufficient with regard to the agreed timescale for improvement. In general, this will mean checking on whether the previously unmet independent school standards and/or national minimum standards, which should appear in the action plan, are now met.
123. If the DfE rejects the school's action plan, they will notify Ofsted. The DfE can still request that Ofsted carries out a progress monitoring inspection, and the school will have been informed that they must improve their action plan before the time of the inspection. In such cases, inspectors should ask the school to provide the revised action plan at the start of the inspection. However, whether an action plan is provided or not, the purpose of this inspection is to check the school's progress in meeting the previously failed standards. However, where the DfE has accepted the school's action plan, the progress monitoring inspection must evaluate the school's progress against the version of the action plan accepted by the DfE (which DfE will supply to Ofsted), **not** subsequently revised plans.
124. In the case of education-only and integrated inspections, these judgements should be recorded on the *Progress monitoring record of inspection evidence and judgements* and a report should be prepared using the *Report template – progress monitoring (independent schools)*.<sup>44,45</sup> It is the responsibility of the education inspector to lead on integrated progress monitoring inspections. The lead inspector is responsible for writing the *Progress monitoring record of inspection evidence and judgements* and preparing the report. For integrated inspections, the social care inspector will use the Progress monitoring

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<sup>44</sup> *Progress monitoring record of inspection evidence and judgements* (090073), Ofsted, 2011; [www.ofsted.gov.uk/resources/090073](http://www.ofsted.gov.uk/resources/090073).

<sup>45</sup> *Independent school progress monitoring inspection report* (090137), Ofsted, 2011; [www.ofsted.gov.uk/resources/090137](http://www.ofsted.gov.uk/resources/090137).

integrated inspection toolkit to record their evidence and judgements.<sup>46</sup> For welfare-only inspections, where the action plan solely concerns the boarding or residential provision, the *Progress monitoring record of inspection evidence and judgements – welfare only* should be used, and a report should be produced from the Progress monitoring inspection toolkit.<sup>47,48</sup>

125. Where the previous inspection report has raised weaknesses in national minimum standards relating to the residential provision only, the social care inspector will undertake an inspection to check on the progress against the action plan. This should be made clear in the initial telephone call to notify the school.
126. It is the responsibility of the inspection service provider to ensure that, for education-only or integrated inspections, the education and social care inspectors are supplied with the relevant information they require on the secure inspection portal, to which both inspectors must be granted access: the previous inspection report, the school's statutory action plan which has been agreed with the DfE, the statutory notice and any other correspondence with the DfE, and any previous monitoring report which has been written on the school.<sup>49</sup> The inspection service provider is asked to pre-populate the *Progress monitoring record of inspection evidence and judgements* with information – as shown in italics on the template – before it is issued to the inspector(s).
127. Where a monitoring inspection is required to be made only to the residential provision in a school, one of the HMI Managers will arrange for the inspection to be carried out by a social care inspector. The HMI Manager will provide the social care inspector with the school's statutory action plan, which has been agreed with the DfE, the statutory notice and any other correspondence with the DfE. The social care inspector will review these alongside the information about the previous inspection and any previous inspection reports on **both** the

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<sup>46</sup> Social care inspectors must choose one of two outcomes in the Progress monitoring inspection toolkit – either that the school has made good progress, or that the school has not met relevant national minimum standards. This aligns with the options in the *Report template – progress monitoring (independent schools)*. Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>47</sup> *Progress monitoring record of inspection evidence and judgements – welfare only* (100170), Ofsted, 2011; [www.ofsted.gov.uk/resources/100170](http://www.ofsted.gov.uk/resources/100170).

<sup>48</sup> Social care inspectors must choose one of two outcomes in the Progress monitoring inspection toolkit – either that the school has made good progress, or that the school has not met relevant national minimum standards. This aligns with the options in the *Report template – progress monitoring (independent schools)*. Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>49</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

education and the boarding/residential provision available on the Ofsted website. If the social care inspector requires any additional pre-inspection information, for example the advice notes or *Progress monitoring record of inspection evidence and judgements* forms from previous inspections, they should contact [Independent.Schools@ofsted.gov.uk](mailto:Independent.Schools@ofsted.gov.uk).

128. If the weaknesses in the residential provision relate to safeguarding matters, the social care inspector may, if appropriate, telephone the local authority designated officer for child protection to enquire about any information they have regarding the school. The social care inspector will also need to complete a *Progress monitoring record of inspection evidence and judgements – welfare only* and the Progress monitoring inspection toolkit, which will produce the inspection report.<sup>50,51</sup>

### **Planning for a progress monitoring inspection (education-only, welfare-only and integrated education and welfare)**

129. The lead education and social care inspectors have time ahead of education-only, welfare-only and integrated progress monitoring inspections to plan inspection activity, as outlined in Annex D. Inspectors should use this time wisely to read all available pre-inspection material. This will always include the previous inspection report, ROIEJ and the agreed action plan, but may also include previous monitoring reports, if this is not the first monitoring inspection, any reports or advice notes resulting from emergency inspections, if relevant, and any official letters from the DfE, such as the Statutory Notice to Improve. Before they leave for the school, inspectors must be fully aware of all of the previously failed independent school standards or minimum standards, the reasons for the previous failure, and the agreed timescales for improvement. The inspection should focus on these matters.
130. The lead inspector should check the school's website in advance of the monitoring inspection. In certain cases, for example where there have been previous failures in the school's policy documentation, the amended policies may be posted on the website for the convenience of parents, and the inspector will be able to check these and note their observations on the *Progress monitoring record of inspection evidence and judgements*. The implementation of the policies must be checked during the monitoring inspection. Where policies and other information are not available on the website, the lead inspector should ask the school to have these ready for the

<sup>50</sup> *Progress monitoring record of inspection evidence and judgements – welfare only* (100170), Ofsted, 2011; [www.ofsted.gov.uk/resources/100170](http://www.ofsted.gov.uk/resources/100170).

<sup>51</sup> Social care inspectors must choose one of two outcomes in the progress monitoring inspection toolkit – either that the school has made good progress, or that the school has not met relevant national minimum standards. This aligns with the options in the *Report template – progress monitoring (independent schools)*. Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

start of the on-site monitoring inspection. The lead inspector is expected to use part of the preparation day to plan the monitoring inspection carefully, especially where other inspectors are involved, and to liaise with and brief them appropriately. Where the monitoring inspection involves residential provision, lead inspectors should note that the social care inspector will arrive at the school to start their inspection on the late afternoon/evening of the lead inspector's preparation day. This is to enable the social care inspector to talk to pupils during 'boarding time'. The lead inspector must take account of this in their planning.

131. In advance of all progress monitoring inspections, the education and/or social care inspectors must check whether any safeguarding issues have arisen at the school since the last inspection. For HMI and social care inspectors, this information can be accessed through Ofsted's provider information portal (PIP), and there is guidance on the Ofsted intranet site to help access PIP. For the inspection service providers' (ISP) additional inspectors, this information is made available through the ISPs' own secure inspection portals. In all cases, the portal provides only high-level information about any matters that have arisen, which can be triangulated with other pre-inspection information in order to inform inspection trails (which should be recorded in an evidence form). Where inspectors are leading an inspection of a boarding or residential special school or a children's home providing education, they should ensure that they have also checked the linked social care site on the respective portal.

### **Conducting a progress monitoring inspection (education-only, welfare-only and integrated education and welfare)**

132. The purpose of a progress monitoring inspection is to determine the progress a school has made in implementing its action plan, and as a consequence, whether all previously unmet independent school standards and national minimum standards, where appropriate, are now met.
133. Where the previous inspection report has raised points for improvement about the quality of education, and teaching in particular, inspectors must see a good cross section of lessons being taught, keep careful written notes on evidence forms, and record the grades awarded in the grid on the *Progress monitoring record of inspection evidence and judgements*. It is essential to ensure that all proposed actions, which have been accepted by the DfE, are being implemented effectively and within the timescale set out in the action plan. Education inspectors should note, however, that where the issues being followed up do not relate to teaching, it is not necessary to spend time in lessons, although previous weaknesses in the curriculum should be followed up through teaching to see how the improved curriculum is being implemented. Inspectors are asked to use their professional judgement in these matters.
134. In the vast majority of cases, inspectors should expect to see tangible progress and that any independent school standards or national minimum standards which were not met at the time of the previous inspection are now fully met. In

a very few cases satisfactory progress could have been made and the school may have improved without the standard yet being met. This could be, for example, because of previous weaknesses in premises and accommodation, where there is a substantial building programme underway but it is not yet completed. Nonetheless, to record 'satisfactory progress' the inspector should expect the school to have rectified any areas of weakness which might affect pupils' health and safety.

135. Inspectors **need no longer** check whether schools comply with schedule 10 of the Equality Act 2010 on progress monitoring inspections, even if this is captured in a school's action plan, since these inspections are conducted under s162A of the Education Act 2002. Schools' compliance with schedule 10 of the Equality Act 2010 may only be checked on pre-registration inspections of schools which are conducted under section 99 of the Education and Skills Act 2008.

### **Completing the *Progress monitoring record of inspection evidence and judgements* and writing a report (education-only, welfare-only and integrated education and welfare)**

136. Where there is more than one inspector involved in a progress monitoring inspection, the lead inspector must ensure that there is an appropriate plan for the inspection which ensures that inspectors work together to complement one another's activities, have time to meet during the inspection day on site to share information and agree findings, and together feed back the outcome of the monitoring inspection to the school's proprietor and headteacher.
137. All evidence must be recorded clearly in the 'Inspector's evidence' columns of the *Progress monitoring record of inspection evidence and judgements* or, in the case of welfare-only inspections, the *Progress monitoring record of inspection evidence and judgements – welfare-only*.<sup>52,53</sup> In this column, inspectors should summarise the action the school has taken and assess its effectiveness, making clear how the problem has, or has not, been resolved. Although inspectors are encouraged to set out their evidence in bullet points, they must ensure that it is written in clear, grammatically correct sentences, which align with Ofsted's house style.<sup>54</sup>
138. Inspectors should also ensure that they summarise the cause of the original regulatory failure or unmet national minimum standard in the second column of the progress monitoring record of inspection evidence and judgements, in order to put the evidence into context for the DfE and quality assurance readers.

<sup>52</sup> *Progress monitoring record of inspection evidence and judgements* (090073), Ofsted, 2013; [www.ofsted.gov.uk/resources/090073](http://www.ofsted.gov.uk/resources/090073).

<sup>53</sup> *Progress monitoring record of inspection evidence and judgements – welfare only* (100170), Ofsted, 2011; [www.ofsted.gov.uk/resources/100170](http://www.ofsted.gov.uk/resources/100170).

<sup>54</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2010; [www.ofsted.gov.uk/resources/080230](http://www.ofsted.gov.uk/resources/080230).

139. Where independent school standards have changed since the previous inspection and/or the action plan, inspectors should take care to insert the new reference number in the section of the *Progress monitoring record of inspection evidence and judgements* headed 'para no'. For clarity, they should also refer to the previous number in brackets after it, for example: 2(2)(a), previously 1(2)(a). Inspectors must note that they are inspecting and reporting to the current independent school standards, not to those in force at the time of the previous inspection or action plan.
140. In the course of a progress monitoring inspection inspectors may observe that the school now fails to meet an independent school standard or national minimum standard which it met at the time of the previous inspection. Where this is the case, they should fill in the section of the template entitled 'additional observations not recorded in the action plan'; otherwise delete this section entirely from the template.
141. The progress monitoring record of inspection evidence and judgements and report provide for a definitive final judgement about the extent of the school's progress to be given to the DfE, and all inspectors should consider their judgement very carefully. The judgement is recorded in the 'Recommendations to the Department for Education' section of the progress monitoring record of inspection evidence and judgements, and the 'Compliance with regulatory requirements' section of the report ('National minimum standards' section in welfare-only reports). The definitive final judgement must tie up with the judgements made in each section of the progress monitoring record of inspection evidence and judgements, and any discrepancies should be explained fully so that a convincing picture emerges. These inspections carry a high risk, both for the inspector and the school, and must be carried out with care and professionalism. The consequences of a judgement by an inspector that the school has made inadequate progress with implementing its action plan to meet the remaining independent school standards or national minimum standards could be very serious for the continued registration of the school. The overall judgement is also summarised as 'Good progress' or 'Regulations not met' next to the heading 'Summary of the progress made in implementing the action plan' on the report and the progress monitoring record of inspection evidence and judgements.
142. The judgement of good progress indicates that the school now meets all the independent school standards (and national minimum standards if appropriate) and no further inspection activity is required beyond the standard cycle. Where a school has not met the independent school standards (and/or national minimum standards), then inspectors should list clearly those which are unmet.
143. Independent school standards and national minimum standards not met should be listed in the 'Compliance with regulatory requirements' section of the report, as set out in paragraph 171, and in the 'Recommendations to the Department for Education' section of the progress monitoring record of inspection evidence and judgements.

144. Inspectors and quality assurance readers should take particular care over the quality of writing in the *Progress monitoring record of inspection evidence and judgements* and the report, even though the note itself will form the record of evidence and may therefore be completed in note form. In the case of a tribunal, these notes will be called as evidence. Please refer to paragraphs 167–176 for further information on writing progress monitoring reports.
145. When it has been signed-off, the *Progress monitoring record of inspection evidence and judgements* (and in the case of education-only and integrated inspections, the progress monitoring inspection report) will be sent to the DfE by the inspection management and support team (independent schools) team. In the case of welfare-only inspections, the performance targets and tracking team will inform the DfE when the report has been published on the Ofsted website.
146. If the school has not made adequate progress and/or where serious concerns remain at the end of a progress monitoring inspection, the lead inspector will complete a Form A which will be sent to the HMI remit lead for inspections of independent schools following education-only and integrated inspections, or to the Managing Inspector, Operational Lead for the Welfare Inspection of Boarding Schools following welfare-only inspections. Please refer to paragraph 177–179. The managing inspector will liaise with the DfE which is the responsible body for issuing statutory notices to improve and other enforcement action.
147. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed.

## **Monitoring progress in boarding and residential special schools**

148. Where inadequacies have been identified by inspection in boarding or residential special schools, the progress monitoring inspection may involve either the social care inspector, or the education inspector, or both, depending on the issues involved. It is anticipated that most progress monitoring inspections to inadequate boarding schools or residential special schools will take the form of an integrated inspection which the education inspector will lead.
149. In such cases, the lead inspector has responsibility for writing the *Progress monitoring record of inspection evidence and judgements* and the report with reference to notes which the social care inspector must provide. The lead inspector must ensure that the *Progress monitoring record of inspection evidence and judgements* covers the social care inspector's findings and judgements in addition to their own findings on the school's education provision. If the welfare section of the *Progress monitoring record of inspection evidence and judgements* is subsequently amended, for example at the quality assurance stage, the lead inspector must share it with the social care inspector.

150. The social care inspector will record their findings from the residential provision in the Progress monitoring integrated inspection toolkit.<sup>55,56</sup> When complete, the text will be automatically extracted into a Word document, known as the 'integrated inspection report document', which the social care inspector will provide to the lead inspector by 'safestick' at the end of the inspection or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider's inspection portal.<sup>57</sup>
151. As with routine inspection reports, social care inspectors are asked to provide the lead inspector with only the key points from their inspection. The key points should focus on: each of the national minimum standards that remained unmet at the time of the previous inspection; what remedial action the school has since taken; and whether or not the standard is now met. Inspectors need not list all the evidence to support their judgements.
152. The lead inspector will paste the contents of the 'integrated inspection report document' into the *Progress monitoring record of inspection evidence and judgements*. The social care inspector may also provide supplementary evidence to support the inspection findings. This may be a Word version of the evidence recorded in the RSA toolkit, which is automatically generated. The lead inspector must **not** paste this supplementary evidence into the *Progress monitoring record of inspection evidence and judgements*, but must ensure that it is included in the evidence base for the inspection.
153. For schools which are dually registered as children's homes, please refer to the sub-section 'Children's homes with dual registration as schools' below.
154. Where the issues relate to **boarders' welfare only** in these establishments, DfE will request that a social care inspector follows up the school's progress, and this inspection will be conducted as per the guidance for inspectors above. The social care inspector will use the Progress monitoring inspection toolkit

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<sup>55</sup> Social care inspectors must only use the 'Inspection summary' and 'National minimum standards' screens to record their inspection findings in the progress monitoring integrated inspection toolkit. The outcomes screens must not be used.

<sup>56</sup> Social care inspectors must choose one of two outcomes in the Progress monitoring integrated inspection toolkit – either that the school has made good progress, or that the school has not met relevant national minimum standards. This aligns with the options in the *Report template – progress monitoring (independent schools)*. Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

<sup>57</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

from which they will generate an inspection report, and also must produce the *Progress monitoring record of inspection evidence and judgements – welfare only*.<sup>58, 59, 60</sup> Where a social care inspector only is required to make a progress monitoring inspection to assess the progress made against an action plan which refers solely to welfare of boarders, the request will still be made by DfE, and Ofsted will be responsible for scheduling the inspection and for the quality assurance process. The social care inspector will be responsible for obtaining the required pre-inspection information and for writing up the inspection in the toolkit and on the *Progress monitoring record of inspection evidence and judgements*. At the end of the writing day, the social care inspector should submit their toolkit so that the report can be quality assured by one of the Social Care HMI. The social care inspector should also send the completed *Progress monitoring record of inspection evidence and judgements* to both of the Social Care HMI for quality assurance. When the report and *Progress monitoring record of inspection evidence and judgements* have been quality assured, the Social Care HMI will send the *Progress monitoring record of inspection evidence and judgements* to the inspection management and support team (independent schools), who will log and send it to DfE.

155. On those occasions where the issues in residential special schools and boarding schools are solely educational, the inspector/additional inspector will conduct the inspection alone (or with an expert team inspector if required) and will produce the *Progress monitoring record of inspection evidence and judgements* (with welfare section deleted) and write the report for publication.
156. In the case of integrated or stand-alone educational progress monitoring inspections, the monitoring inspection should normally be announced by the inspection service provider, giving the school two clear days' notice. The inspection service provider should not announce the inspection until the availability of the social care inspector has been secured. The integrated inspection will start at the end of a school day for the social care inspector and continue into the next day, when the education inspector arrives. This will allow the social care inspector time to see pupils in the boarding situation and to hear their views. The inspection of residential pupils' welfare runs over two days and may have a different level of staffing where this is desirable in order to secure

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<sup>58</sup> *Progress monitoring record of inspection evidence and judgements – welfare only* (100170), Ofsted, 2011; [www.ofsted.gov.uk/resources/100170](http://www.ofsted.gov.uk/resources/100170).

<sup>59</sup> Social care inspectors must only use the 'Inspection summary' and 'National minimum standards' screens to record their inspection findings in the progress monitoring inspection toolkit. The outcomes screens must not be used.

<sup>60</sup> Social care inspectors must choose one of two outcomes in the Progress monitoring inspection toolkit – either that the school has made good progress, or that the school has not met relevant national minimum standards. This aligns with the options in the *Report template – progress monitoring (independent schools)*. Guidance for social care inspectors is provided in *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

the evidence required. This may occur, for example where a school is located on several sites.

157. A monitoring inspection will generally be allocated three days. This includes preparation, travel, inspection and a writing day. Please refer to Annex D for a timeline for conducting progress monitoring inspections.
- In a day school, or where the weaknesses in a boarding school relate to educational provision only, the inspection will generally be undertaken by an HMI or an additional inspector who has been trained for this role. In exceptional circumstances, another inspector may also be present.<sup>61</sup>
  - In boarding or residential special schools, where weaknesses relate to both education and residential provision, the inspection will be led by the education inspector who will be accompanied by a social care inspector. The inspection will start on the evening of the preparation day with the arrival of the social care inspector who will talk to residential pupils during 'boarding time'.
  - In an association boarding school, or in a residential special school or non-association boarding school where the weaknesses relate solely to the residential provision, the monitoring inspection will be conducted by a social care inspector working alone, or, in exceptional circumstances, accompanied by another inspector. This inspection will begin on the evening of the preparation day in order to enable the social care inspector to see residential pupils during 'boarding time'.
  - In particular circumstances, the inspection may have a different level of staffing where this is desirable in order to secure the evidence required. This may occur, for example where a school is located on several sites.
158. The education and social care inspectors should liaise with one another before the start of the inspection, agreeing the inspection plan and duties between them, and a time at which they may confer to reach joint and consistent judgements. The education inspector should take the lead in coordinating the writing of the *Progress monitoring record of inspection evidence and judgements* and report, to which both inspectors should contribute. The social care inspector will also need to record the details of their findings in the RSA toolkit. The inspectors should record in the *Progress monitoring record of inspection evidence and judgements* their findings against the independent school standard, whether the national minimum standards are now met or whether inadequate progress has been made against these, and any that still remain unmet.

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<sup>61</sup> Exceptional circumstances might include very large schools, those on split sites, those with a substantial number of serious weaknesses, or schools which have particularly specific requirements. The inspection service provider (or Ofsted scheduler) is asked to use their judgement and liaise with the managing inspectors.

159. All progress monitoring inspections are made at the request of the DfE and staffing or timings of these inspections can be varied in accordance with the DfE's wishes. Inspectors **MUST NOT** arrange monitoring inspections without a request to do so.
160. Social care inspectors should note that a progress monitoring inspection does not replace and should not coincide with an annual inspection in a residential school. The routine annual reporting inspection of welfare will take place separately.
161. **All monitoring inspections and reports should be completed within 21 days.**

### **Children's homes with dual registration as schools**

162. Ofsted has more discretion over the way in which it follows up inadequacy in children's homes where Ofsted is the registration authority. Where the welfare of children and young people is judged inadequate, social care inspectors will follow this up within an appropriate timescale relevant to the issues involved. This may coincide with an interim or a full welfare inspection.
163. Where education has been judged inadequate in a children's home providing education, the action plan must be followed up by the education inspector in a timescale requested by the DfE, as the registration authority for the school. This may be undertaken as a separate inspection but preferably it should be combined wherever possible with one of the two inspections of the social care inspector to the children's home which are carried out each year. If this is not possible, the education inspector should write up a *Progress monitoring record of inspection evidence and judgements* from the monitoring inspection noting that this was a freestanding 'education-only' inspection. The *Progress monitoring record of inspection evidence and judgements* should be sent to the DfE via Ofsted in the normal way by the inspection management and support team (independent schools), and a short report for publication summarising the educational progress only of the children's home will be produced. If the education monitoring inspection is scheduled to occur at the same time as one of the two inspections carried out by the social care inspector each year, this is considered to be an 'aligned' inspection.
164. Where weaknesses have been identified in both the education provision and care provision of an independent school with dual registration as a children's home, where possible, the progress monitoring inspections of education and care will be 'aligned'. Inspectors will work closely together, but two separate reports are produced, one for the DfE which covers the education provision and one for Ofsted which reports the findings from the welfare inspection. The social care inspector will produce their report using the RSA database in the normal way; the education inspector will produce an *Progress monitoring record of inspection evidence and judgements* for the DfE and a short monitoring report as a result of the monitoring inspection. Where there are more than five

pupils on roll, inspectors must make clear in the 'Context of the inspection' section of the report that the progress monitoring inspection was conducted alongside an inspection of the social care provision, and that there is a parallel report published on the welfare of the young people in the home. Inspectors are reminded not to identify the setting by its address, and should refer to the guidance on reporting on an independent school which is dually registered as a children's home in Annex B of the document *Writing inspection reports*.<sup>62</sup>

165. At all times during inspection, inspectors should carry their official identification card. Both the inspection service provider and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed.
166. **All monitoring inspections and reports should be completed within 21 days.**

### Progress monitoring reports

167. Reports resulting from education-only, integrated, or welfare-only monitoring inspections are published on the Ofsted website. This enables parents and carers, pupils, placing authorities and the general public to be informed about the progress the school has made since its last published report. Reports must make clear how well the school has implemented its action plan, and whether the previously unmet independent school standards and national minimum standards, where appropriate, are now met.
168. In the case of education-only and integrated inspections, inspectors should use the *Report template – progress monitoring (independent schools)* to write a report on the school's progress in implementing its action plan.<sup>63</sup> Inspectors should organise their writing under the sub-headings relating to the independent school standards, and/or national minimum standards. The template is self-explanatory with the main text required in the section entitled 'summary of progress made in implementing the action plan'.
169. For welfare-only inspections, the social care inspector will produce a report from the Progress monitoring inspection toolkit. In all cases inspectors should aim for succinctness and clarity in writing, understanding, of course, that length will vary with the circumstances encountered on inspection, but as a guideline they should write no more than 750 words for a day school and 1200 for a residential school. Inspectors must ensure that they make clear in the report which national minimum standards remain unmet.
170. For integrated inspections, the social care inspector's findings from the residential provision will be recorded in the Progress monitoring integrated inspection toolkit. When complete, the text will be automatically extracted into a

<sup>62</sup> *Writing inspection reports* (090052), Ofsted, 2013; [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052).

<sup>63</sup> *Report template – progress monitoring (independent schools)* (090137), Ofsted, 2012; [www.ofsted.gov.uk/resources/090137](http://www.ofsted.gov.uk/resources/090137).

Word document, known as the 'integrated inspection report document', which the social care inspector will provide to the lead inspector by 'safestick' at the end of the inspection or as soon as possible afterwards. If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email. If the lead inspector was one of the inspection service provider's additional inspectors, the documents must not be emailed – the social care inspector must upload the documents to the inspection service provider's inspection portal.<sup>64</sup> The lead inspector will paste the contents of the 'integrated inspection report document' into the *Progress monitoring record of inspection evidence and judgements*. The social care inspector may also provide supplementary evidence to support the inspection findings. This may be a Word version of the evidence recorded in the RSA toolkit, which is automatically generated. The lead inspector must **not** paste this supplementary evidence into the *Progress monitoring record of inspection evidence and judgements*, but must ensure that it is include in the evidence base for the inspection.

171. In all cases, the report is structured as set out below, and inspectors must follow these steps.

- Under the name and address of the school, the inspection date/s are specified. For integrated and welfare-only inspections, the start and end dates must appear (see Annex D).
- The 'Context of the inspection' section must start with the statement: 'This inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.' Inspectors must include the date of last inspection (including the last welfare inspection if this date is different), and whether this is the first/second visit to the school to follow up its progress. They should refer to the date at which the action plan was accepted.
- In the 'Summary of the progress made in implementing the action plan' section, inspectors should focus their writing on each of the independent school standards and/or national minimum standards that were not met at the time of the previous inspection; state what remedial action the school planned and has taken; and state whether or not this has been sufficient for the standard to be met. Inspectors should organise their writing under sub-headings relating to the independent school standards, and/or national minimum standards – the sub-headings should be in emboldened Tahoma 12 font. In education-only and integrated inspection reports, the inspector's definitive final judgement about the extent of the school's progress is

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<sup>64</sup> To obtain log-in details for the portals and instructions on uploading documents to them, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in *RSA toolkits for inspections of boarding and residential provision in schools*, which is available on the boarding and residential provision pages of the Ofsted intranet site.

summarised next to the heading of this section as either 'Good progress' or 'Regulations not met'.

- The inspector's definitive final judgement about the extent of the school's progress is recorded in the section entitled 'Compliance with regulatory requirements and national minimum standards for boarding schools/residential special schools' ('National minimum standards' in welfare-only reports). Here the report must also list all independent school standards and/or national minimum standards that remain unmet.
- In education-only and integrated inspection reports, the title of this section should be reduced to only retain reference to the relevant set of national minimum standards in integrated inspection reports, and the references entirely removed in education-only reports. The list of unmet independent school standards must be preceded by the following sub-heading, which the inspector must paste into their report to replace the sub-heading supplied in the template:

The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

- Unmet independent school standards are presented in a table in this section, and inspectors must ensure that the corresponding reference number is listed in the second column and appears in exactly the same way as in the published standards, for example 2(2)(b).
- Where independent school standards have changed since the previous inspection and/or the action plan, inspectors should take care to insert the new reference number in the second column. For clarity, in the **first** column they should also refer to the previous number in brackets after the text of the unmet requirement, for example: (Previously numbered 1(2)(a).). Inspectors must note that they are inspecting and reporting to the current independent school standards, not to those in force at the time of the previous inspection or action plan.
- In integrated inspection reports, any unmet national minimum standards must be listed under the heading 'The school must meet the following national minimum standards for boarding schools/residential special schools'. Any national minimum standard not met by the school, must be quoted exactly as it appears in the published national minimum standards for boarding schools/residential special schools, even if it does

not align with Ofsted's house style, followed by its reference number in brackets, for example: (NMS 5.1).<sup>65</sup>

- The above points also apply to the corresponding section for recording unmet standards in the progress monitoring record of inspection evidence and judgements.
- If the inspector's definitive judgement is that all independent school standards and national minimum standards are now met, the inspector must insert the following standard line of text, which the inspector must paste into their report to replace the sub-heading supplied in the template:
 

The school has made good progress and now meets all The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements'.
- In welfare-only reports, the compliance section of the report is called 'National minimum standards' and will either be automatically populated with the standard line of text 'The school must meet the following national minimum standards for boarding (residential special) schools' followed by a list of the unmet standards, or 'The school has made good progress and now meets all the national minimum standards for boarding (residential special) schools.', depending on the overall outcome of the inspection.
- In all cases, the inspector's definitive final judgement about the extent of the school's progress must also be recorded in the 'Recommendations to the Department for Education' section of the progress monitoring record of inspection evidence and judgements.
- Next, the report lists the names of all the inspectors.
- In 'Information about this school' inspectors must include a brief note of the location and nature of the school and premises including any off-site or multi-site provision, boarding provision, details of any religious affiliation or special ethos, details of the pupil group including the nature of their special needs, if any. In education-only and integrated inspections, the inspection service provider should cut and paste the equivalent text from the previous inspection report. For welfare-only inspections, the text will be pre-populated by RSA, However, in all cases, the lead inspector must check with the school that the text is still up-to-date and amend it as necessary.
- The legal basis of the inspection appears alongside the school details, on the penultimate page of the report.
  - If the school has a reasonable case for not including the school address (which appears on the front cover of the report), email address or

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<sup>65</sup> The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

telephone number, the inspector should omit them and send a note of explanation to the quality assurance reader and inspection service provider. This is particularly important in some special and faith schools, where the disclosure of such information may bring risk to the school's pupils or staff. The inspector's note will be the signal for the inspection service provider to notify the senior HMI with responsibility for inspections of independent schools who will notify Ofsted's publications department not to identify the school with a map on the website, which it is otherwise Ofsted's normal policy. In the case of welfare-only reports, the social care inspector should alert the HMI manager social care.

- Education inspectors and are directed to Annex A of *Writing inspection reports* for instructions on completing the 'School details' section, removing headings and rows from their report (depending on whether it concerns a day, boarding or residential special school) and other formatting matters. Please note, however, that all text entered in the progress monitoring inspection report must be in Tahoma 12 font.<sup>66</sup>
- Social care inspectors should refer to the document *RSA toolkits for inspections of boarding and residential special schools* for further guidance on completing the 'School details' section and other points relating to producing welfare-only progress monitoring reports. This is available on the boarding and residential provision pages of the Ofsted intranet site.

172. Progress monitoring reports should report solely on independent school standards and/or national minimum standards failed, and not attempt to present a general overview of the school's current quality of provision. For each regulatory/standards failure, inspectors should report the problem that caused the independent school standard/national minimum standard to not be met, what the school planned to do to address the issue, evidence about whether the school has made sufficient progress, and whether the standard is now met. This should be captured in the 'Summary of progress made in implementing the action plan' section.

173. For further guidance on report writing, please refer to *Writing inspection reports*: [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052) and in the case of welfare-only inspections, *Conducting inspections of boarding and residential provision in school*: [www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180).<sup>67</sup>

174. The process and timeline for welfare-only progress monitoring inspection reports follows that of reports written following standard welfare-only inspections of boarding or residential special schools – please refer to

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<sup>66</sup> *Writing inspection reports* (090052), Ofsted, 2013; [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052).

<sup>67</sup> Social care inspectors should also refer to the guidance *RSA toolkits for inspections of boarding and residential provision in schools* which is available on the boarding and residential provision pages of the Ofsted intranet site.

*Conducting inspections of boarding and residential provision in schools:*  
[www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180).

175. The process for education-only and integrated progress monitoring inspection reports is set out below. Please refer to Annex D for a timeline.
- The inspection service provider will forward the draft report to the school. The school will have 24 hours in which to read the report, comment and return the report electronically to the inspection service provider.
  - The inspection service provider is responsible for considering the school's response to the draft report and where simple factual or grammatical corrections are needed will make these changes to the report and then forward it for HMI sign-off. Where the school's comments are more complex, the inspection service provider will contact the lead inspector by telephone to agree any changes to be made. Where comments refer to inspection of the residential provision, the lead inspector may need to consult the social care inspector and so should ensure that they have a contact telephone number for this eventuality.
  - The final draft report will be sent to the quality assurance team for sign-off and returned to the inspection service provider.
  - The inspection service provider will write to the school acknowledging receipt of the headteacher's comments and confirming that they have been considered. The school will not normally receive any further drafts of the report.
  - The final published report will be sent by the inspection service provider to the school.
176. If any of the judgements or findings about the boarding/residential provision are changed at the quality assurance stage, or if there are any changes to the national minimum standards listed as not being met, the inspection service provider's quality assurance team **must** inform the social care inspector as soon as possible and provide them with a copy of the amended documents via their secure inspection portal.<sup>68</sup> If the changes are minor, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by telephone, and give them the opportunity to comment. If changes are made to the boarding/residential aspects of the report during the sign-off stage, the HMI

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<sup>68</sup> To obtain log-in details for and instructions for accessing the portals, the social care inspector should contact the relevant inspection service provider's administrative staff. Contact details are available in RSA toolkits for inspections of boarding and residential provision in schools, which is available on the boarding and residential provision pages of the Ofsted intranet site.

allocated to sign-off the report must inform the social care inspector as soon as possible, and ensure the changes are acceptable to the social care inspector. The social care inspector **must** update their RSA integrated inspection toolkit to align with the amendments to the report. This is to ensure that the boarding outcomes of the inspection are accurately recorded in Ofsted's published data on inspections. Integrated inspection toolkits can be edited up to 15 working days after submission.

## Identifying an inadequate school after an additional inspection

177. Inspectors making an inspection to an independent school to monitor progress or to investigate an emergency or complaint may also be aware that the school is giving cause for concern. If so, they should also complete *Form A – confirmation that an independent day, boarding or residential special school is causing concern* in order to indicate to the managing inspector and the DfE that the *Progress monitoring record of inspection evidence and judgements* or the report is a priority for action.<sup>69</sup> Where the concern relates only to the residential provision, *Form A – confirmation that the boarding or residential provision of a school is causing or is no longer causing concern* should be used.<sup>70</sup>
178. Inspectors who are making a pre-registration inspection to a setting only use *Form A – confirmation that an independent day, boarding or residential special school is causing concern* if the school is already operating. In all other cases, there is no need to use this form.
179. In addition to the reasons why the school is giving cause for concern, inspectors should include in Form A reference to all independent school standards and/or national minimum standards which are not met.

## Evaluating independent schools' action plans following inspection

180. Schools are required by the DfE to produce an action plan that reflects the action they intend to take to rectify any regulatory failures identified at their last inspection. This action plan may be required after a standard inspection or any additional inspection which inspectors make to the school. The DfE provides schools with a suggested template and guidance for producing action plans.<sup>71</sup>

<sup>69</sup> *Form A – confirmation that an independent day, boarding or residential special school is causing concern* (20090044), Ofsted, 2011; [www.ofsted.gov.uk/resources/20090044](http://www.ofsted.gov.uk/resources/20090044).

<sup>70</sup> *Form A – confirmation that the boarding or residential provision of a school is causing or is no longer causing concern* (20090054), Ofsted, 2011; [www.ofsted.gov.uk/resources/20090054](http://www.ofsted.gov.uk/resources/20090054).

<sup>71</sup> *Independent schools: advice on action plans*, DfE, 2012; [www.education.gov.uk/schools/leadership/typesofschools/independent/b009053/registration-of-independent-schools](http://www.education.gov.uk/schools/leadership/typesofschools/independent/b009053/registration-of-independent-schools).

181. Following inspection, schools which have failed the independent school standards, or the national minimum standards, or both, are asked by DfE to produce action plans. The DfE *Registration of independent schools information pack*, and Ofsted's *The framework for inspecting non-association independent schools* both refer to an action plan having to be produced 'within a specified timescale'.<sup>72,73</sup> The normal procedure is for DfE to request a non-statutory action plan within one month of the date of the letter from DfE, but where it has serious concerns DfE will serve a statutory notice to provide an action plan. In these cases the DfE may determine that the timescale should be shortened. The normal timescale is not extended where school holidays fall in between but if an action plan is not received the school may be given more time to produce it.
182. Where a statutory notice has been served the law states that an action plan must state clearly both the action proposed by the school to rectify any regulatory failures and the timescale within which the action will be taken.
183. The options on receipt of the action plan are for DfE:
- to accept it
  - to reject it
  - to accept it with modifications.
184. Once received, both non-statutory and statutory action plans must be assessed. In many cases, for example where the issues are few or straightforward, the DfE officers will decide themselves how to respond to an action plan. Where the issues are more complex, or where the DfE requires professional advice, such as is generally the case for a statutory action plan, they will ask Ofsted to assess the action plan and advise whether the plan is acceptable or not and, on the basis of that advice, they will decide the next steps. Where a statutory notice has been served DfE will make one of the judgements above based on Ofsted's advice. In other cases they will decide on a range of options as follows:
- to accept it and put the school back into the normal inspection cycle
  - to accept it and request a follow up inspection
  - to reject it and serve a statutory notice requiring a revised action plan
  - to reject it and request a further non statutory action plan.
185. Where Ofsted's assessment of an action plan is required the DfE initiates the process by sending a request for an action plan assessment. The evaluation has

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<sup>72</sup> *Registration of independent schools information pack*, DfE, 2012; [www.education.gov.uk/schools/leadership/typesofschools/independent/b009053/registration-of-independent-schools](http://www.education.gov.uk/schools/leadership/typesofschools/independent/b009053/registration-of-independent-schools).

<sup>73</sup> *The framework for inspecting non-association independent schools* (090036), Ofsted, 2013; [www.ofsted.gov.uk/resources/090036](http://www.ofsted.gov.uk/resources/090036).

to be completed and returned to the DfE within three weeks. In some circumstances, the DfE may require a more rapid response time.

186. If the evaluation of the action plan follows an HMI-led section 162A inspection then the inspection management and support team (independent schools) will send the HMI, who is assigned to carry out the evaluation, a copy of the last inspection report and the *Record of Inspection Evidence and Judgements* together with the school's action plan. If the required assessment follows an additional inspection, a copy of the completed advice note and in the case of new registration inspections, the completed regulatory check sheet will be sent to the inspector. The HMI must complete an *Advice note for evaluating a school's action plan*.<sup>74</sup>
187. If the evaluation of the action plan follows an inspection led by an additional inspector, the inspection management and support team (independent schools) will send a copy of the school's action plan to the inspection service provider, and the process will be handled by the inspection service provider following their own internal processes. The inspection service provider must supply the inspector with the *Advice note for evaluating a school's action plan*. Inspection service providers must return the assessments to the inspection management and support team (independent schools) – who will liaise with the HMI remit lead for inspections of independent schools if there are any concerns – ensuring that the completed activity has been recorded.
188. In some cases, the request for an assessment of a statutory action plan will follow an integrated inspection. In most circumstances, the assessment will be undertaken by one inspector, generally with education expertise, who should take care to consult experts from social care, where there are doubts about whether the timescale or steps proposed by the school are satisfactory.
189. In cases where it is decided that the action plan will be assessed by both an education and a social care inspector, the education inspector will assess the education aspects first, and complete the 'Information about the action plan evaluation' and 'Overall judgement' sections of the *Advice note for evaluating a school's action plan*. The inspection service provider will then send the partially completed advice note to the inspection management and support team (independent schools), who will forward it to one of the HMI Managers, alongside a copy of the school's action plan and any other documents provided by the DfE. The HMI Manager will arrange for the evaluation of the boarding/residential aspects of the school's action plan to be carried out by a social care inspector, and provide them with the partially completed advice note and the documents from the inspection management and support team (independent schools). The social care inspector will also complete the 'Information about the action plan evaluation' and 'Overall judgement' sections

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<sup>74</sup> *Advice note for evaluating a school's action plan* (090081), Ofsted, 2011; [www.ofsted.gov.uk/resources/090081](http://www.ofsted.gov.uk/resources/090081).

of the partially completed advice note. They must also record a note in the RSA database under 'Registration comments' to state that an evaluation of the school's action plan took place and a brief description of the outcome of this, with reference to the education findings.<sup>75</sup>

190. Where the improvements required all relate to welfare aspects of the inspection, the inspection management and support team (independent schools) will arrange for one of the HMI Managers to allocate the evaluation to a social care inspector. The HMI Manager will provide the social care inspector with a copy of the school's action plan and any other documents provided by the DfE. If the social care inspector requires any additional pre-inspection information, for example the advice notes from previous inspections, they should contact [Independent.Schools@ofsted.gov.uk](mailto:Independent.Schools@ofsted.gov.uk). The social care inspector will need to fill in an *Advice note for evaluating a school's action plan – welfare only* and record a note in the RSA database under 'Registration comments' to state that an evaluation of the school's action plan took place and a brief description of the outcome of this.<sup>76</sup>

## Checking the action plan for completeness

191. Before commencing work on the advice note, inspectors should check that the action plan provided is a complete copy. If the plan has not been copied accurately (for example a double-sided document copied or scanned as single sided), alert the inspection service provider – or in the case of welfare-only evaluations, the inspection management and support team (independent schools) – to the situation and discuss how a complete plan may be obtained. The origin of the error will need to be traced through the system and a complete plan provided before its evaluation can be undertaken. If the plan appears to be more than a year or so old, check that you have been sent the latest one.
192. Inspectors must check that the school's action plan has addressed each of the independent school standards and/or national minimum standards it failed at the previous inspection. If any of the failed standards have not been addressed, the action plan must be judged as requiring improvement.

## The date for completion

193. The column in the advice note headed 'Date when proposed action will be completed' should contain a date (which may follow the school's style if it speaks of 'end of summer term' or similar) or a phrase such as 'Said to be completed', for each independent school standard or national minimum

<sup>75</sup> *Advice note for evaluating a school's action plan – welfare only* (100171), Ofsted, 2011; [www.ofsted.gov.uk/resources/100171](http://www.ofsted.gov.uk/resources/100171).

<sup>76</sup> *Advice note for evaluating a school's action plan – welfare only* (100171), Ofsted, 2011; [www.ofsted.gov.uk/resources/100171](http://www.ofsted.gov.uk/resources/100171).

standard. Any failure to specify a timescale for the completion of an action must be judged as requiring improvement.

## Making a judgement

194. Inspectors who are assessing schools' action plans must judge whether the plan shows exactly how the school will address the standards it did not meet and when it will complete each action. In reaching a judgement, inspectors must be clear that implementation of the action plan will mean that all independent school standards and national minimum standards will be met. The inspector should therefore consider the following matters in assessing the plan.

- Are the proposed actions clear and specific?
- Do they address appropriately each of the regulatory failures (or national minimum standard failures) identified by the inspection?
- Does the plan show how the proposed action will lead to sufficient improvement for each standard to be met?
- Does the plan reflect an appropriate timescale by which each intended action will be completed?
- Does the plan show how the school intends to measure the success of its actions (success criteria)?

195. If the answer to any of the questions above is no, inspectors must judge the action plan to require improvement.

## Writing the evaluation

196. The inspector should use the *Advice note for evaluating a school's action plan* or the *Advice note for evaluating a school's action plan – welfare only*, as set out in paragraph 186–190, and advise on whether the action plan is satisfactory or requires improvement. If the action plan requires improvement, the inspector should make clear what these improvements should be. Inspectors are also asked to state whether the timescale for implementation of the plan is acceptable or not, stating clearly the amendments that are required where the proposed timescale is not acceptable.

197. For each independent school standard or national minimum standard failed, the evaluator's commentary should open with a brief account (one or two sentences) to summarise what the inspection report stated were the actual failings of the school in terms of the standard. For example, with respect to part 1, paragraph 2(1), the school may have had no schemes of work for art and music, rather than some general failing with regard to subject documentation. This will help to focus attention in the evidence on the match of the school's response.

198. In the advice note, the inspector should state the following points clearly for the action proposed to address each regulatory failure.

- Whether the planned action is satisfactory (do not use descriptors such as 'good') – that is, likely to remedy the shortfall against the standard. Where the planned action is not sufficient or appropriate to put the weakness right, the reasons for this should be stated briefly and clearly. If the school does not have appropriate success criteria, inspectors should indicate that this requires improvement.
  - Whether the timescale proposed is satisfactory. If it requires improvement, inspectors should state why. If the action is completed, then the timescale is satisfactory.
199. Unless clear evidence of completion (such as a copy of the single central register) has been provided along with the action plan, most actions will be subject to inspection in terms of confirming their implementation or completion.
200. The overall conclusion should be brief and is recorded in the 'Overall judgement' section of the advice note. If there are deficiencies in the school's plan to be remedied ('requires improvement'), these should be stated as bullet points followed by the reference number of the unmet independent school standard, expressed as '(part X, paragraph x(x))' or national minimum standard, expressed as '(NMS X).
201. As with all advice notes, inspectors should **take care with the style and content of what is written**, paying close attention to the *Guide to Ofsted's house style*, and should also be aware that any of these forms may be requested under the Freedom of Information Act.<sup>77,78</sup>
202. The quality assurance of completed welfare-only advice notes is undertaken by the Social Care HMI.<sup>79</sup> Quality assurance of action plans relating to failures to meet the independent school standards only, or failures to meet national minimum standards and independent school standards is carried out by the inspection service provider. When they have been signed-off, all advice notes will be sent to the DfE by the inspection management and support team (independent schools).

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<sup>77</sup> *Guide to Ofsted's house style* (080230), Ofsted, 2010; [www.ofsted.gov.uk/resources/080230](http://www.ofsted.gov.uk/resources/080230).

<sup>78</sup> [www.legislation.gov.uk/ukpga/2000/36/contents](http://www.legislation.gov.uk/ukpga/2000/36/contents).

<sup>79</sup> At the end of the writing day, the social care inspector should send the completed advice note to both of the Social Care HMI so that it can be quality assured.

## Annex A. Timeline for conducting pre-registration inspections to new schools

New school registration inspections are managed by the inspection service provider. They may take place on any day of the week.

The inspection must be conducted and the advice note, delivered by Ofsted's inspection management and support team to the Department for Education (DfE) within 21 days of Ofsted commissioning the inspection service provider to carry out the inspection.\*

<b>Timeline/ contractual due dates</b>	<b>Process</b> <p>The finalised documents must be supplied to DfE by Day 21 from the date that Ofsted commissioned the inspection service provider to carry out the inspection.</p> <p>For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1.</p> <p>After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 13: the steps are carried out according to what is reasonable between the school, Ofsted and the inspection service provider.</p>
<b>In advance of Day 1</b>	<ul style="list-style-type: none"> <li>■ DfE commissions inspection via Ofsted's inspection management and support team (independent schools) ('IMST independent schools') copied to the HMI remit lead for inspections of independent schools, or for boarding and residential special schools, as appropriate, and provides full details of the application from the prospective new school.</li> <li>■ IMST independent schools passes the request to Ofsted's scheduling team who alerts the inspection service provider that an integrated pre-registration inspection will be required.</li> <li>■ In the case of integrated inspections, Ofsted's scheduling team liaises with the relevant HMI manager to commission a social care inspector before passing the inspection request to the inspection service provider.</li> </ul>
<b>Day 1</b>	<p>Ofsted's scheduling team commissions an inspection from the inspection service provider, and in the case of integrated inspection, notifies the inspection service provider of the social care inspector's name and the date reserved for the inspection.</p>
<b>2–9</b>	<ul style="list-style-type: none"> <li>■ Inspection service provider calls school and arranges a date for the inspection.</li> <li>■ Inspection service provider allocates an inspector, and liaises with Ofsted to confirm the date of the inspection.</li> <li>■ Where it is clear from the call that a new or prospective school is not ready for inspection, the inspection service provider telephones Ofsted and liaises with the scheduling team, who informs the DfE and the HMI remit lead for inspections of independent schools, so that the timeline can be reset.*</li> <li>■ Inspection service provider sends formal notification of inspection letter to school, with reminder about any additional required</li> </ul>

<b>Timeline/ contractual due dates</b>	<b>Process</b> The finalised documents must be supplied to DfE by Day 21 from the date that Ofsted commissioned the inspection service provider to carry out the inspection. For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1. After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 13: the steps are carried out according to what is reasonable between the school, Ofsted and the inspection service provider.
	<p>information needed on the inspection day.</p> <ul style="list-style-type: none"> <li>■ Inspection service provider makes school's documentation available to inspector(s) on the secure inspection portal.</li> </ul>
<b>10</b>	Inspection takes place.
<b>11</b>	<p>Lead inspector's writing day.</p> <p>Inspector sends the advice note and pre-registration regulatory check sheet to the inspection service provider by the end of the day.</p> <p>In the case of <b>integrated inspections</b>, the social care inspector provides their contribution to the lead inspector as soon as possible, if this was not practicable at the end of the on-site inspection.</p>
<b>12</b>	The inspection service provider is responsible for ensuring the quality of the advice note and pre-registration regulatory check sheet.
<b>Day 13</b>	The inspection service provider sends advice note and pre-registration regulatory check sheet to Ofsted for sign-off – and requests confirmation of delivery from Ofsted.
<b>Day 18</b>	Documents are signed-off by HMI with independent school inspection expertise, and sent back to inspection service provider by the end of the day.
<b>Day 19</b>	The inspection service provider submits final versions of the documents to Ofsted by the end of the day.
<b>Day 21</b>	IMST independent schools sends the advice note and pre-registration regulatory check sheet, to the DfE.

\*The school may request deferral of inspection due to incomplete buildings or imminent appointment of headteacher, and so on.

In such cases an inspection date should be agreed between inspection service provider and Ofsted and the timeline re-set and operated from the date that the names of the inspectors and the inspection date is confirmed – this becomes Day 1.

## Annex B. Timeline for conducting material change inspections

Material change inspections are managed by the inspection service provider. They may take place on any day of the week.

The inspection must be conducted and the advice note delivered by Ofsted's inspection management and support team to the Department for Education (DfE) within 21 days of Ofsted commissioning the inspection service provider to carry out the inspection.\*

<b>Timeline/ contractual due dates</b>	<b>Process</b> <p>The finalised documents must be supplied to DfE by Day 21 from the date that Ofsted commissioned the inspection service provider to carry out the inspection.</p> <p>For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1.</p> <p>After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 13: the steps are carried out according to what is reasonable between the school, Ofsted and the inspection service provider.</p>
<b>In advance of Day 1</b>	<ul style="list-style-type: none"> <li>■ DfE commissions inspection via Ofsted's inspection management and support team (independent schools) ('IMST independent schools'), copied to the HMI remit lead for inspections of independent schools, or for boarding and residential special schools, as appropriate, and provides full details of the application for the material change.</li> <li>■ IMST independent schools passes the request to Ofsted's scheduling team who alerts the inspection service provider that a material change inspection will be required.</li> <li>■ In the case of integrated inspections, Ofsted's scheduling team liaises with the relevant HMI manager to commission a social care inspector before passing the inspection request to the inspection service provider.</li> </ul>
<b>Day 1</b>	<p>Ofsted's scheduling team commissions an inspection from the inspection service provider, and in the case of integrated inspection, notifies the inspection service provider of the social care inspector's name and the date reserved for the inspection.</p>
<b>2–9</b>	<ul style="list-style-type: none"> <li>■ Inspection service provider calls school and arranges a date for the inspection.</li> <li>■ Inspection service provider allocates an inspector, and liaises with Ofsted to confirm the date of the inspection.</li> <li>■ Where it is clear from the call that the school is not ready for the material change inspection, the inspection service provider telephones Ofsted and liaises with the scheduling team, who informs the DfE and the HMI remit lead for inspections of independent schools, so that the timeline can be reset.*</li> <li>■ Inspection service provider sends formal notification of inspection letter to school, with reminder about any additional required</li> </ul>

<b>Timeline/ contractual due dates</b>	<b>Process</b> The finalised documents must be supplied to DfE by Day 21 from the date that Ofsted commissioned the inspection service provider to carry out the inspection. For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1. After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 13: the steps are carried out according to what is reasonable between the school, Ofsted and the inspection service provider.
	<p>information needed on the inspection day.</p> <ul style="list-style-type: none"> <li>■ Inspection service provider makes school's documentation available to inspector(s) on the secure inspection portal.</li> </ul>
<b>10</b>	Inspection takes place. In the case of an integrated material change inspection, the work should normally be completed by both inspectors during the inspection day, but it may be necessary for the social care inspector to be on-site during 'boarding time' on the evening before.
<b>11</b>	<p>Lead inspector's writing day.</p> <p>Inspector sends the advice note to the inspection service provider by the end of the day.</p> <p>In the case of <b>integrated inspections</b>, the social care inspector provides their contribution to the lead inspector as soon as possible, if this was not practicable at the end of the on-site inspection.</p>
<b>12</b>	Inspection service provider is responsible for ensuring the quality of the advice note.
<b>Day 13</b>	Inspection service provider sends advice note to Ofsted for sign-off – and requests confirmation of delivery from Ofsted.
<b>Day 18</b>	Advice note is signed-off by HMI with independent school inspection expertise, and sent back to inspection service provider by the end of the day.
<b>Day 19</b>	The inspection service provider submits final version of the advice note to Ofsted by the end of the day.
<b>Day 21</b>	IMST independent schools sends the advice note to the DfE.

\*The school may request deferral of inspection due to incomplete buildings.

In such cases an inspection date should be agreed between inspection service provider and Ofsted and the timeline re-set and operated from the date that the names of the inspectors and the inspection date is confirmed – this becomes Day 1.

## Annex C. Timeline for conducting emergency inspections

Emergency inspections are managed by the inspection service provider. They may take place on any day of the week, and are normally conducted without notice.

This timeline only applies to education-only and integrated emergency inspections to independent day, boarding or residential special schools. It does **not** apply to welfare-only emergency inspections to such schools.

The inspection must be conducted and the advice note, and the emergency inspection report, delivered by Ofsted's inspection management and support team to the Department for Education (DfE) within 22 days of Ofsted commissioning the inspection service provider to carry out the inspection.

<b>Timeline/ contractual due dates</b>	<b>Process</b>  The finalised documents must be supplied to DfE by Day 22 from the date that Ofsted commissioned the inspection service provider to carry out the inspection.  For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1.  After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 14: the steps are carried out according to what is reasonable between Ofsted and the inspection service provider, and to suit the circumstances of the inspection.
<b>In advance of Day 1</b>	<ul style="list-style-type: none"> <li>■ DfE commissions inspection via Ofsted's inspection management and support team (independent schools) ('IMST independent schools'), copied to the HMI remit lead for inspections of independent schools, or for boarding and residential special schools, as appropriate, who passes the request to Ofsted's scheduling team.</li> <li>■ Ofsted's scheduling team alerts the inspection service provider that an integrated emergency inspection will be required.</li> <li>■ In the case of integrated inspections, Ofsted's scheduling team liaises with the relevant HMI manager to commission a social care inspector before passing the inspection request to the inspection service provider.</li> </ul>
<b>Day 1</b>	Ofsted's scheduling team commissions an inspection from the inspection service provider, and in the case of an integrated inspection, notifies the inspection service provider of the social care inspector's name and the date reserved for the inspection.
<b>2–6</b>	Inspection service provider allocates an inspector, and confirms the date of the inspection with Ofsted.
<b>7</b>	<p><b>Integrated and welfare-only inspections</b></p> <p>Morning</p> <ul style="list-style-type: none"> <li>■ Planning – one half day for social care inspector.</li> </ul> <p>Afternoon</p>

<b>Timeline/ contractual due dates</b>	<p><b>Process</b></p> <p>The finalised documents must be supplied to DfE by Day 22 from the date that Ofsted commissioned the inspection service provider to carry out the inspection.</p> <p>For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1.</p> <p>After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 14: the steps are carried out according to what is reasonable between Ofsted and the inspection service provider, and to suit the circumstances of the inspection.</p>
	<ul style="list-style-type: none"> <li>■ On-site inspection – one half day for social care inspector, starting at 4pm.</li> </ul>
<b>8</b>	<p><b>Integrated inspections</b></p> <p>Morning</p> <ul style="list-style-type: none"> <li>■ On-site inspection – one half day for social care inspector.</li> </ul> <p>Afternoon</p> <ul style="list-style-type: none"> <li>■ Social care inspector’s writing time – contribution to the integrated report is passed to the education inspector by ‘safestick’.</li> <li>■ Joint feedback with the education inspector at c.4pm.</li> </ul> <p><b>Integrated and education-only inspections</b></p> <ul style="list-style-type: none"> <li>■ On-site inspection – one full day for the education inspector.</li> <li>■ Joint feedback with the social care inspector at c.4pm.</li> </ul> <p><b>Welfare-only inspections</b></p> <ul style="list-style-type: none"> <li>■ Social care inspector finishes inspecting and provides feedback around midday.</li> </ul>
<b>9</b>	<p><b>Integrated and education-only inspections</b></p> <ul style="list-style-type: none"> <li>■ Lead education inspector’s writing day.</li> <li>■ Inspector sends the advice note, and emergency inspection report (if recommended) to inspection service provider by the end of the day.</li> </ul> <p><b>Welfare-only inspection</b></p> <ul style="list-style-type: none"> <li>■ Social care inspector’s writing day.</li> <li>■ Social care inspector submits their Emergency inspection toolkit, and emails the advice note to one of the social care HMI for quality assurance.</li> </ul>
<b>10</b>	<p>If the lead inspector has recommended that the report should be published:</p> <ul style="list-style-type: none"> <li>■ as soon as possible on the day after the writing day the inspection service provider contacts the HMI remit lead for inspections of independent schools or the HMI remit lead for inspections of boarding and residential special schools, as appropriate, to inform them that publication is recommended</li> <li>■ the relevant HMI liaises with the DfE to advise them of the outcome of the inspection and that publication is recommended; the DfE has the ultimate decision on publication</li> <li>■ the inspection service provider is responsible for ensuring the quality</li> </ul>

<b>Timeline/ contractual due dates</b>	<b>Process</b> <p>The finalised documents must be supplied to DfE by Day 22 from the date that Ofsted commissioned the inspection service provider to carry out the inspection.</p> <p>For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1.</p> <p>After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 14: the steps are carried out according to what is reasonable between Ofsted and the inspection service provider, and to suit the circumstances of the inspection.</p>
	<p>of the advice note and the report</p> <ul style="list-style-type: none"> <li>■ by the end of the day the inspection service provider sends draft report back to the lead inspector to check.</li> </ul> <p>If the lead inspector has <b>not</b> recommended producing a report, the inspection service provider is responsible for ensuring the quality of the advice note only.</p>
<b>11</b>	<ul style="list-style-type: none"> <li>■ If DfE requires a <b>report to be published</b>, the lead inspector checks the quality assured report, then sends the report and the evidence base to inspection service provider by the end of the day.</li> <li>■ Where a <b>report will not be published</b>, the inspection service provider sends the advice note to Ofsted for sign-off by 5pm – requesting confirmation of delivery from Ofsted.</li> </ul>
<b>12</b>	<p><b>Where a report is being published</b>, the inspection service provider sends the draft report to the school for factual accuracy check by 10am.</p>
<b>13</b>	<p><b>Where a report is being published</b>, the draft report is with the school for the factual accuracy check, and sent back to inspection service provider with school comments form by the end of the day. (School must return the report one working day after receipt.)</p>
<b>Day 14</b>	<p><b>Where a report is being published</b>, the inspection service provider considers the comments made by the school and where appropriate agrees changes with lead inspector telephone contact with lead inspector where needed.</p> <p>Inspection service provider ensures the quality of the report and sends to Ofsted by the end of the day.</p>
<b>Day 19</b>	<p>Documents are signed-off by HMI with independent school inspection expertise, and sent back to inspection service provider by the end of the day.</p>
<b>Day 20</b>	<p><b>Where a report is being published</b>, the inspection service provider sends the final version of the report to the school, and submits the final version of the advice note and report to Ofsted via the datafeed.</p>
<b>Day 22</b>	<p>IMST independent schools sends the advice note and, where applicable, the report to the DfE.</p>
<b>Day 24</b>	<p>Where DfE has decided that the report will be published, report published on the Ofsted website.</p>

<p><b>Timeline/ contractual due dates</b></p>	<p><b>Process</b></p> <p>The finalised documents must be supplied to DfE by Day 22 from the date that Ofsted commissioned the inspection service provider to carry out the inspection.</p> <p>For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1.</p> <p>After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 14: the steps are carried out according to what is reasonable between Ofsted and the inspection service provider, and to suit the circumstances of the inspection.</p>
	<p>In the case of integrated inspections, deadline for SCI to ensure any amendments made to the boarding aspects of the integrated report are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).</p>

## Annex D. Timeline for conducting monitoring inspections to follow up a school's progress (education-only and integrated inspections)

Progress monitoring inspections are managed by the inspection service provider. They may take place on any day of the week. Unless an unannounced inspection is specifically requested by DfE, schools should be given two clear days' notice of a progress monitoring inspection.

This timeline only applies to education-only and integrated progress monitoring inspections to independent day, boarding or residential special schools. It does **not** apply to welfare-only progress monitoring inspections to such schools.

The inspection must be conducted and the advice note and progress monitoring inspection report delivered by Ofsted's inspection management and support team to the Department for Education (DfE) within 28 days of Ofsted commissioning the inspection service provider to carry out the inspection.

<b>Timeline/ contractual due dates</b>	<b>Process</b> The finalised documents must be supplied to DfE by Day 24 from the date that Ofsted commissioned the inspection service provider to carry out the inspection. For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1. After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 16: the steps are carried out according to what is reasonable between Ofsted and the inspection service provider, and to suit the circumstances of the inspection.
<b>In advance of Day 1</b>	<ul style="list-style-type: none"> <li>■ DfE commissions inspection via Ofsted's inspection management and support team (independent schools) ('IMST independent schools') copied to the HMI remit lead for inspections of independent schools, or for boarding and residential special schools, as appropriate, who passes the request to Ofsted's scheduling team.</li> <li>■ Ofsted's scheduling team alerts the inspection service provider that an integrated progress monitoring inspection will be required.</li> <li>■ In the case of integrated inspections, Ofsted's scheduling team liaises with the relevant HMI manager to commission a social care inspector before passing the inspection request to the inspection service provider.</li> </ul>
<b>Day 1</b>	Ofsted's scheduling team commissions an inspection from the inspection service provider, and in the case of integrated inspection, notifies the inspection service provider of the social care inspector's name and the date reserved for the inspection.
<b>2–6</b>	<ul style="list-style-type: none"> <li>■ Inspection service provider allocates an inspector, and liaises with Ofsted to confirm the date of the inspection.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>■ Inspection service provider calls the school to give up to two days' notice</li> </ul>

<b>Timeline/ contractual due dates</b>	<b>Process</b> <p>The finalised documents must be supplied to DfE by Day 24 from the date that Ofsted commissioned the inspection service provider to carry out the inspection.</p> <p>For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1.</p> <p>After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 16: the steps are carried out according to what is reasonable between Ofsted and the inspection service provider, and to suit the circumstances of the inspection.</p>
	<p>of the inspection.</p>
<b>9</b>	<b>Integrated and welfare-only inspections</b> Morning <ul style="list-style-type: none"> <li>■ Planning – one half day for social care inspector.</li> </ul> Afternoon <ul style="list-style-type: none"> <li>■ On-site inspection – one half day for social care inspector, starting at 4pm.</li> </ul> <b>Integrated and education-only inspections</b> <ul style="list-style-type: none"> <li>■ Education inspector’s planning day – one full day.</li> </ul>
<b>10</b>	<b>Integrated inspections</b> Morning <ul style="list-style-type: none"> <li>■ On-site inspection – one half day for social care inspector.</li> </ul> Afternoon <ul style="list-style-type: none"> <li>■ Social care inspector’s writing time – contribution to the integrated report is passed to the education inspector by ‘safestick’.</li> <li>■ Joint feedback with the education inspector at c.4pm.</li> </ul> <b>Integrated and education-only inspections</b> <ul style="list-style-type: none"> <li>■ On-site inspection – one full day for the education inspector.</li> <li>■ Joint feedback with the social care inspector at c.4pm.</li> </ul> <b>Welfare-only inspections</b> <ul style="list-style-type: none"> <li>■ Social care inspector finishes inspecting and provides feedback around midday.</li> </ul>
<b>11</b>	<b>Integrated and education-only inspections</b> Lead education inspector’s writing day. Inspector sends the advice note, and progress monitoring inspection report to inspection service provider by the end of the day. <b>Welfare-only inspection</b> Social care inspector’s writing day. Social care inspector submits their Progress monitoring inspection toolkit, and emails the advice note to one of the social care HMI for quality assurance (please refer to the <i>Welfare-only report timeline</i> , for the subsequent steps in the report process).

<b>Timeline/ contractual due dates</b>	<b>Process</b> The finalised documents must be supplied to DfE by Day 24 from the date that Ofsted commissioned the inspection service provider to carry out the inspection. For the purpose of contractual due dates, the timeline is calculated from the day that the inspection service provider is commissioned to carry out the inspection, which is expressed as Day 1. After Day 1, there is flexibility in the timeline for carrying out the steps which precede Day 16: the steps are carried out according to what is reasonable between Ofsted and the inspection service provider, and to suit the circumstances of the inspection.
<b>12</b>	Inspection service provider is responsible for ensuring the quality of the advice note and the report. Inspection service provider sends draft report back to lead inspector to check.
<b>13</b>	Lead inspector checks the quality assured report, then sends the report and the evidence base to inspection service provider by the end of the day.
<b>14</b>	Inspection service provider sends draft report to the school for factual accuracy check by 10am.
<b>15</b>	Draft report is with the school for the factual accuracy check, and sent back to inspection service provider with school comments form by the end of the day. (School must return the report one working day after receipt.)
<b>Day 16</b>	Inspection service provider considers the comments made by the school and where appropriate agrees changes with lead inspector telephone contact with lead inspector where needed). Inspection service provider ensures the quality of the report and sends to Ofsted by the end of the day.
<b>Day 17</b>	Sign-off by HMI with independent school inspection expertise. Signed-off report is sent back to inspection service provider by end of the day.
<b>Day 22</b>	Inspection service provider sends the final version of the report to the school, and submits the final version of the advice note and report to Ofsted via the datafeed.
<b>Day 24</b>	IMST independent schools sends the advice note and report to the DfE.
<b>Day 26</b>	Report published on Ofsted website. In the case of integrated inspections, deadline for SCI to ensure any amendments made to the boarding aspects of the integrated report are reflected in the RSA toolkit (editing is possible up to 15 working days after toolkit submission).