

# Conducting inspections of non-association independent schools

Guidance for inspecting non-association independent schools in England

---

This guidance sets out the timelines, procedures and tariffs for conducting inspections of non-association independent schools. It indicates the main activities that are undertaken from the time the school is notified that it is to be inspected until the publication of the report. Schools can use the guidance to see how inspections will be conducted and may find it helpful when carrying out their self-evaluation.

**Age group:** 0–18

---

**Published:** January 2014

---

**Reference no:** 090048



Corporate member of  
Plain English Campaign  
Committed to clearer communication

**361**

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/090048](http://www.ofsted.gov.uk/resources/090048).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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)

No. 090048

© Crown copyright 2014



# Contents

---

Introduction	5
Tariff for the inspection	6
Before the inspection	6
Notification of the inspection	7
If a school cannot be contacted by the inspection service provider	8
Requests for deferral	9
Informing parents and carers of the inspection	9
Preparation for the inspection: analysis, briefing and planning	9
Duties of the inspection service provider	11
During the inspection	12
The start of the on-site inspection	12
Organisation of the inspection activities	13
Gathering and recording evidence	14
Involving the headteacher or their representative in aspects of the inspection	16
The participation of the headteacher or senior staff in joint lesson observations	17
Inspecting the quality of teaching and its impact on learning	18
Hearing children read	19
Mathematics	20
Inspecting pupils' behaviour and personal development	20
Obtaining the views of registered parents and other stakeholders	21
Meetings with pupils, parents, staff, governors and other stakeholders	22
Assessing a material change application as part of a routine section 162A inspection	23
Inspecting group providers	24
Aligned inspections of independent schools with dual registration as children's homes	26
Dialogue with and feedback to teachers and other staff	27
Inspection team meetings	27
Providing feedback to the school	28
Identifying an inadequate independent day or boarding school after a section 162A or integrated inspection	29
Sending in the evidence from the inspection	29
The inspection report	30
Integrated inspection report	30
Finalising the report	31
Post-inspection survey	32
Quality assurance of inspections	32
Handling concerns and complaints during the inspection	33

Annex A. Actions as a result of Ofsted’s reports in independent day, boarding and residential special schools	34
Annex B. Inspection tariff and timeline	36
Tariff	36
Tariff illustration	38
Timeline for inspection process	44
Annex C. Notification telephone prompts for ISP administrators and lead inspectors	46
Annex D. Independent schools with exemption from the learning and development requirements of the Early Years Foundation Stage	49
Introduction	49
Before an inspection	51
On-site inspection activity	52
Inspection reports	52
Annex E. Point-in-time surveys	53

## Introduction

1. This guidance sets out the main activities undertaken from the time the inspection of a non-association independent school is announced until the publication of the report. It should be used in conjunction with *The framework for inspecting non-association independent schools* and *The evaluation schedule for inspecting non-association independent schools*.<sup>1,2</sup> Inspectors should follow the guidance in this document.
2. All independent schools are inspected by Ofsted at the request of the Department for Education (DfE). Inspections occur within a three or six year cycle, as set out in *The framework for inspecting non-association independent schools*, but this may be varied at the request of the DfE.
3. The inspection of provision for children in the Early Years Foundation Stage (EYFS) aged three to five years is part of the school inspection. Unless there is an exemption in place (see Annex D), such provision must meet the *Statutory Framework for the Early Years Foundation Stage*.<sup>3</sup> Inspectors are required to take account of the quality of provision and outcomes for three to five year olds in reaching their key judgements of the school as a whole. They do not make separate judgements or write a section of the report about the provision for children aged three to five years in the EYFS.
4. Childcare provision for older pupils is inspected proportionately as part of the school inspection and mentioned in the main school report, where appropriate. Where schools offer before and after school care for their own pupils on roll, this provision should be considered as part of the school inspection. However, in the case of childcare provision for children aged three and over, if none of the children are on the school's roll, this will be registered on either the Early Years Register or the Childcare Register. Such provision is not part of the school inspection; it forms part of a separate inspection of registered EYFS provision.
5. The registered provision for children in the EYFS, including for children aged from birth to three years is not part of the school inspection. It may be inspected at the same time as the school inspection when possible, but may also be inspected separately by Ofsted. The inspection of registered provision occurs every three years. Inspectors write a separate report about the registered provision.

---

<sup>1</sup> *The framework for inspecting non-association independent schools* (090036), Ofsted, 2014; [www.ofsted.gov.uk/resources/090036](http://www.ofsted.gov.uk/resources/090036).

<sup>2</sup> *The evaluation schedule for inspecting non-association independent schools* (090049), Ofsted, 2013; [www.ofsted.gov.uk/resources/090049](http://www.ofsted.gov.uk/resources/090049).

<sup>3</sup> *Statutory framework for the Early Years Foundation Stage* (DFE-00023-2012), Department for Education, 2012; <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012>.

6. The school inspection includes the inspection of the boarding or residential provision in boarding and residential special schools. Inspectors should refer to the guidance in *Conducting inspections of boarding and residential provision in schools*.<sup>4</sup> An inspector with training and experience in inspecting residential provision is assigned to the school inspection team. Lead inspectors must make contact with the boarding inspector well in advance of the scheduled school inspection in order to make initial plans. Following the inspection, the lead inspector writes a report which covers both the education and boarding or residential provision.
7. The inspection of residential and boarding provision also occurs independently of the school inspection. In residential special schools an inspection of the residential provision is conducted each year. In boarding schools, the boarding provision is inspected every three years. For further details please refer to the guidance in *Conducting inspections of boarding and residential provision in schools*.

## Tariff for the inspection

8. The inspection tariff for a standard inspection of a non-association independent school under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, is variable. The size and composition of the inspection team is determined by Ofsted and takes account of the size and circumstances of the school. The precise use of the inspection days is at the discretion of the lead inspector who will organise inspection activities in the most appropriate way to fit the circumstances of the school. Please refer to Annex B for an illustration and further detail about deploying the tariff, and an exemplar timeline.

## Before the inspection

9. The lead inspector must check that the inspection of a boarding or residential special school is correctly scheduled as an integrated inspection of education and care, and make contact with the social care inspector who will be responsible for the inspection of the boarding or residential provision. In integrated inspections, *The indicative timetable* will normally be used to assist with organising the inspection of boarding/residential provision.<sup>5</sup> This document details the interviews that the social care inspector would like the school to arrange with key staff members, including the national minimum standard/s that each interview will cover.<sup>6</sup> It also lists the records and documents which

---

<sup>4</sup> *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014; [www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180).

<sup>5</sup> *The indicative timetable* (110105), Ofsted, 2013; [www.ofsted.gov.uk/resources/110105](http://www.ofsted.gov.uk/resources/110105).

<sup>6</sup> The national minimum standards for both residential special schools and for boarding schools are available on the DfE website: [www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools](http://www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools).

the school will need to make available to inspector/s during inspection. Use of the indicative timetable helps ensure inspections are conducted consistently. Please refer to *Conducting inspections of boarding and residential provision in schools*.

## Notification of the inspection

10. Ofsted gives schools no more than a day's notice of inspection. This means that schools must take into account that inspectors could come at any time, and inspectors must be prepared to take schools as they find them. Thus, a school is not required to make any special preparation for the inspection, and inspectors should not expect the school to make any special arrangements for them.
11. Notification of inspection is normally given by an administrator from the inspection service provider (ISP) in a telephone call at around lunchtime on the day before the inspection is due to start. The inspection will normally start in the early afternoon of the following day. The administrator should ask to speak to the headteacher or, in the absence of the headteacher, the most senior member of staff who is available. The administrator should check that the school is open and that there are no special circumstances which would prevent the inspection from taking place.<sup>7</sup> During the telephone call, the administrator should cover the points listed in Annex C.
12. The ISP will send a formal notification of inspection letter to the school (as an attachment to an email) on that same day.<sup>8</sup> It will confirm the team details, dates and documents needed. Also attached to the email will be: a copy of the inspection questionnaire for the school's staff; a letter for the school to send to the parents and carers of all pupils inviting them to fill in Parent View; and in the case of integrated inspections of boarding or residential special schools a copy of *The indicative timetable*, (please refer to *Conducting inspections of boarding and residential provision in schools* for more information on using *The indicative timetable*).<sup>9</sup> The school is asked to distribute the questionnaire to all staff apart from those in the boarding provision, whose views will have already been sought through the online point-in-time survey. The ISP must copy the confirmation email to the lead inspector and to the lead boarding inspector in the case of an integrated inspection.

## The lead inspector's telephone call

13. The lead inspector should telephone the school on the morning of the inspection and ask to speak to the headteacher or, in the absence of the

---

<sup>7</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).

<sup>8</sup> The inspection service providers have been supplied with standard text to use in the covering email to schools, to ensure that schools receive a consistent message.

<sup>9</sup> *The indicative timetable* (110105), Ofsted, 2013; [www.ofsted.gov.uk/resources/110105](http://www.ofsted.gov.uk/resources/110105).

headteacher, the most senior member of staff who is available. This telephone call is an important opportunity to initiate a professional relationship between the lead inspector and the headteacher. It should be short and focused on practical issues, such as the time that the inspector(s) will arrive and the arrangements for inspection activities. Inspectors should not use this as an opportunity to probe or investigate the school's self-evaluation or any other matters.

14. A good working relationship between the lead inspector and the headteacher and/or proprietor is based on courtesy and professional behaviour. Inspectors are expected to uphold Ofsted's code of conduct and must be sensitive to the context of the school and its ability to respond to a range of requests in the time available. Lead inspectors should beware of making unrealistic demands on the school. The school may not be able to quickly prepare a space for inspectors to work or arrange interviews and assemble documents and policies when inspectors arrive at short notice. However, the school should be able to supply the lead inspector with a staff list; a plan of the school; a school timetable with the times of the school day; a copy of the current school improvement plan; and a copy of the school's self-evaluation in whichever form it wishes to present it. Inspectors are reminded to carry their Ofsted identification badge while in the school.

### **Liaising with the social care inspector**

15. In the case of integrated inspections, once the lead inspector has spoken to the headteacher, they must briefly telephone the lead boarding inspector, to confirm that the inspection is taking place and convey the estimated time of arrival. After this call, the inspector leading on the inspection of residential provision will conduct a short telephone conversation with the member of staff in charge of boarding. Further guidance is provided in *Conducting inspections of boarding and residential provision in schools*.

### **If a school cannot be contacted by the inspection service provider**

16. In exceptional circumstances, it may prove difficult for the ISP to make contact with the school. In cases where the school has a telephone answering machine, the ISP should leave a message and state the time at which this message was left, keeping a note that they have done so. Where the telephone remains unanswered, the ISP should persevere, keeping a note of the times at which they tried to make contact with the school.
17. If the ISP has not managed to make contact by **2pm** on the day before the inspection, they will contact Ofsted's helpdesk to discuss the situation. The helpdesk must seek a steer from the senior HMI for independent schools, or in the case of integrated inspections, the senior HMI for boarding provision in schools. Normally, the HMI will advise that the inspection will continue and that the ISP should continue to try and make contact with the school by telephone.

If there continues to be no answer, the inspection will be undertaken as an unannounced inspection.

18. If a secure email address for the school is available from the last inspection report or the school's website, the ISP will email the formal notification of inspection letter and accompanying documents to it (see paragraph 12) whether or not they are able to make telephone contact with the school. Where one is not available, the lead inspector will seek confirmation of the school's email address on arrival at the school, and provide it to the ISP so that the documents can be supplied as soon as possible. The lead inspector will also give a paper copy of the inspection questionnaire for school staff and the letter for parents and carers to the school on arrival.

### Requests for deferral

19. If a school requests a deferral of its inspection the lead inspector must make Ofsted aware of this through the agreed channels. Ofsted will decide whether the deferral should be granted in accordance with its policy on the deferral of inspections.<sup>10</sup> The deferral policy makes clear that the absence of the headteacher is not normally a reason for deferring an inspection.

### Informing parents and carers of the inspection

20. When the ISP sends confirmation of the inspection to the school by email, this will include a letter which gives formal notification of the inspection for parents and carers. The school must take such steps as are reasonably practicable to notify all parents and carers of registered pupils, and the letter will invite parents to give their views about the school to the lead inspector and will provide them with the following information:
  - the website address for Parent View
  - how to communicate with, or request a meeting with the inspection team.

### Preparation for the inspection: analysis, briefing and planning

21. Preparation time is short, and is allocated to the lead inspector, and to the lead social care inspector in the case of integrated inspections of boarding and residential special schools. Before the lead inspector, and where appropriate the lead social care inspector, leaves for the school on the first day of the inspection, he/she **must** carry out the following pre-inspection activity.
  - Read the previous report(s), which will normally include the previous school (and if relevant boarding or early years') inspection report(s), and other

---

<sup>10</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).

available information about the school. This may include the school's action plan and subsequent monitoring reports, and any reports or advice notes resulting from emergency inspection activities or complaints. These documents are available on the ISP's portal.

- In advance of inspections of boarding and residential special schools, and schools with dual registration as children's homes, all education and social care inspectors on the team must read the previous inspection reports on both the education (available on the ISP's portal) and welfare provision (available on the Ofsted website), whether the education provision will be inspected as a single event or at the same time as the welfare provision.
- 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 ISPs' 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.
- Access the school's census returns through the ISP's secure inspection portal and consider whether the information from these indicates particular lines of enquiry which should be followed up in the course of the inspection.
- Visit the school's website and consider the school policies and procedures if they are held there and any other relevant material provided electronically by the school.
- Take account of the responses from Parent View,<sup>11</sup> and the analyses of the pupils', boarders'/residential pupils', and if relevant placing authorities' and boarding staff's replies to the online surveys which were conducted at a given point in time. The online surveys will normally be open for a period of six weeks in the academic year. For the year 2012/13 the online surveys were open from 3 September to 12 October 2012. Any questions arising from the analyses of the point-in-time surveys or Parent View which need to be resolved during the inspection should be noted in an evidence form, discussed with the headteacher and/or proprietor and resolved during the inspection. Inspectors must use the information from pupils and parents intelligently to set up lines of enquiry.
- Make brief notes from the pre-inspection evidence about the school's quality, performance, strengths and weaknesses in relation to the inspection requirements. These should be recorded on an evidence form and discussed

---

<sup>11</sup> <http://parentview.ofsted.gov.uk/parent-view-results>.

with the headteacher at their first meeting and subsequently with the inspection team (if relevant).

22. If the school inspection integrates the inspection of boarding or residential provision, the lead inspector **must** ensure that the school is familiar with *The framework for inspecting boarding and residential provision in schools*; *Evaluation schedule for inspecting boarding and residential provision in schools*; and *Conducting inspections of boarding and residential provision in schools* so that they are aware of the work of the social care inspector.<sup>12</sup> The lead inspector is joined on the first day of inspection by the social care inspector who will lead the inspection of the residential provision. The lead inspector must ensure that the social care inspector has access to all relevant pre-inspection information. Both inspectors must make time at the start of the inspection to meet and work together to identify issues and lines of enquiry from the pre-inspection information.

### **Duties of the inspection service provider**

23. The ISP will provide the appropriate **inspection forms** in advance of the inspection, via their secure inspection portal. These will include evidence forms, a pre-populated *Record of inspection evidence and judgements* and the *Report template for standard inspections of independent schools*.
24. The ISP will also make available through their inspection portal the previous inspection report(s), including the most recent welfare report in schools with residential provision, the most recent childcare report for schools with registered childcare, and any other reports such as a progress monitoring or emergency inspection report on the school, if relevant. The last welfare report must be uploaded even when the education provision of a boarding or residential special school will be inspected as a single event. Where the education provision of a school with dual registration as a children's home will be inspected, either as a single event or at the same time as the care provision, the ISP must ensure that the previous inspection on the care provision is uploaded to the portal.
25. The analysis of responses to Ofsted's point-in-time surveys for pupils and, where applicable, boarders/residential pupils, boarding staff and placing authorities must also be made available on the inspection portal; the analyses will have been provided to the ISP by Ofsted's inspection management and support team. The previously completed *Pre-registration regulatory check sheet* and advice note must be provided for the first inspection of all newly registered independent schools.

---

<sup>12</sup> Information on inspecting boarding and residential provision is available on the Ofsted website at: [www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-boarding-and-residential-special-schools/boarding-or-residential-special-school](http://www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-boarding-and-residential-special-schools/boarding-or-residential-special-school).

26. In the case of integrated inspections, the ISP must provide the social care inspector/s as well as the education inspector/s with access to the inspection portal. The social care inspector will access additional information about the school through the regulatory support application (RSA).

## During the inspection

### The start of the on-site inspection

27. The organisation of the inspection time and activities is at the discretion of the lead inspector. The estimated time of the lead inspector's arrival and start of the inspection will be fixed with the school during the initial telephone call. To start the inspection effectively, the initial meetings should normally consist of **no more than**:
- a brief meeting with the headteacher and/or senior leadership team to:
    - receive an update on staff absence and replacements, pupils who are out of school and other practical issues
    - consider whether there are any reasons why a teacher should not be observed
    - ensure that the headteacher is aware that Ofsted's evidence from lesson observations, whether joint or otherwise, should not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management
    - ensure that the headteacher understands how s/he can contribute to the inspection
    - receive any self-evaluation information the school wishes to present in whatever format it chooses to provide it
    - discover how to access the policy documents and records required for the regulatory part of the inspection
    - discuss any early thoughts arising from the pre-inspection information.
  - a short briefing for staff, if appropriate, at the discretion of the headteacher.
28. In small schools, the need for such meetings may be reduced further. Precise arrangements should be made at the discretion of the lead inspector, having regard for the views of the headteacher.
29. At all times during inspection, inspectors should carry their official identification card. Both the ISP and Ofsted should be able to verify inspectors' legitimate presence in the school, if this is needed. All Ofsted inspectors have undergone criminal records checks with regards to their fitness to work with young people and vulnerable adults. Schools may verify this with Ofsted, but it is not necessary for inspectors to carry evidence of the CRB check.

## Organisation of the inspection activities

30. Lead inspectors may use their inspection time and deploy their inspection team members as they see fit. However, on arrival the lead inspector should meet the headteacher and analyse the school's self-evaluation and any other information presented by the school. The lead inspector may undertake the regulatory checks but may also undertake some direct observation of lessons on the afternoon of the first day as they see fit.
31. In boarding and residential special schools the social care inspector begins their inspection in the afternoon and must use 'boarding time' during the first evening to talk to young people in the residential accommodation.
32. If the inspection team is augmented by other school inspectors, they must arrive at the start of the second day. Additional boarding inspectors must arrive by mid-morning. All members of the inspection team must contribute to the evaluation of the main issues and the key judgements and come to a view about the quality of the education and overall effectiveness of the school. Where there is more than one team inspector, the lead inspector should produce an outline team deployment plan for at least the first day in school. This should indicate any particular patterns of lesson observations planned by the lead inspector and any meetings with pupils and/or staff. Lead inspectors must ensure that in schools with residential provision the boarding inspector(s) are fully included in the team and that their findings contribute to all key and overall judgements about the school.
33. Inspection activities include observing teaching; looking at the school's policies and records; checking staff files and the single central register; looking at pupils' work; hearing pupils read and checking their understanding; talking to pupils, and boarders, if relevant; analysing the feedback from pupils, boarders/residential pupils, boarding staff and placing authorities through the completed online point-in-time surveys, responses from parents and carers to Parent View, and from staff to the paper-based inspection questionnaire;<sup>13</sup> holding discussions with the headteacher and key staff; answering any queries raised by the school and providing feedback at the end of the inspection. The lead inspector may use the inspection tariff flexibly to include all these activities in a way that best suits the circumstances of the school. The lead inspector must ensure that there is a secure evidence base on which the judgements are founded. Inspectors must spend as much time as possible in classes, observing lessons, talking to pupils about their work, gauging their understanding and their engagement in learning, and obtaining their perceptions of the school. Inspectors must see a sufficient number of lessons to make a secure judgement

---

<sup>13</sup> Inspectors should use an evidence form to record inspection trails arising from responses to the staff questionnaires and the online point-in-time surveys. The completed staff questionnaires, analysis of the responses to the point-in-time surveys, any printed copies of responses made to Parent View, and evidence forms must be included in the evidence base for the inspection.

on all the independent school standards relating to teaching, and to follow inspection trails identified from the pre-inspection information. Further guidance on organising activities in an integrated inspection is available in *Conducting inspections of boarding and residential provision in schools*.<sup>14</sup>

34. Evidence gathering concludes part-way through the third on-site day – please refer to Annex B.
35. Inspectors should plan sufficient time for team meetings and feedback, especially at the end of the inspection, in order that the inspection and any subsequent feedback can be concluded in good time. Lead inspectors are advised to consider the timing of team meetings in schools with residential provision so that the boarding inspector(s) are available to join.
36. The **first inspection of a newly registered school** takes place within its first year of operation. The tariff and conduct of this inspection is the same as for all standard inspections under section 162A. Inspectors should use the evidence of compliance recorded on the pre-registration regulatory check sheet from the pre-registration inspection as a helpful guide to planning the inspection, but should nonetheless check compliance and implementation of policies in the normal way. Now that the school has admitted pupils, inspectors should focus the bulk of inspection time on the quality of teaching and learning over time, and on how well the stated policies meet the needs of the pupils in the school and how effectively they are implemented. In particular, inspectors must ensure that procedures for safeguarding pupils/boarders, including the procedures for recruiting staff, are being implemented with rigour.

## Gathering and recording evidence

37. Compliance with each of the independent school standards and other regulatory requirements must be recorded in the *Record of inspection evidence and judgements* (ROIEJ), together with the evidence of any non-compliance. Inspectors should refer to the detailed guidance in *Completing the record of evidence and judgements* which provides additional clarification about each standard and guidance on how to complete the record of evidence.<sup>15</sup> Inspectors must be diligent in recording their evidence of non-compliance in the ROIEJ, ensuring that the record is clear and legible and that all relevant sections of the form are completed.
38. With the exception of regulatory compliance, all other evidence must be recorded on evidence forms. Inspectors must follow *The evaluation schedule*

---

<sup>14</sup> *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014; [www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180).

<sup>15</sup> *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2014; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

for inspecting non-association independent schools<sup>16</sup> and, where relevant, the *Evaluation schedule for the inspection of boarding and residential provision in schools*<sup>17</sup> and use the grade descriptors in these documents carefully to make an evaluative assessment of the school. There is a clear relationship between the grade descriptors and the school's compliance with the independent school standards, which is set out in the evaluation schedule.

39. Inspectors must record their evidence clearly and legibly on evidence forms, ensuring that all relevant sections of the form are completed for all evidence-gathering activities. This includes records of analyses of data and the evidence that underpins key judgements. Evidence forms should also be used to record interviews with staff, the key outcomes of team meetings, all feedback given throughout the inspection, and to summarise the main points of discussion when feeding back to leaders and governors, including any significant response from the school.
40. All evidence forms must be passed to the lead inspector for inclusion in the inspection evidence base, which the lead inspector will submit to the ISP at the end of the inspection. Evidence bases are destroyed after six months in accordance with Ofsted's retention policy. Where inspectors choose to use electronic evidence forms, a hard copy must be printed and added to the evidence base.
41. Evidence forms may be scrutinised for the purposes of retrieval and quality assurance monitoring and in the event of a complaint. It is important that inspectors record accurately the time spent gathering the evidence recorded on the evidence form. Inspectors should highlight or identify any information that was provided 'in confidence'.
42. The electronic *Record of inspection evidence and judgements* forms part of the evidence base which is scrutinised by the quality assurance reader. In integrated inspections of boarding and residential special schools, the social care inspector will record their findings from inspecting the boarding provision in the RSA toolkit. 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 thereafter by uploading it to the ISP's portal.<sup>18</sup> This document will also list any national minimum standards not met by the school, and the judgements for the boarding/residential provision. The lead inspector must paste the contents of the integrated inspection report

---

<sup>16</sup> *The evaluation schedule for inspecting non-association independent schools* (090049), Ofsted, 2013; [www.ofsted.gov.uk/resources/090049](http://www.ofsted.gov.uk/resources/090049).

<sup>17</sup> *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted, 2013; [www.ofsted.gov.uk/publications/110096](http://www.ofsted.gov.uk/publications/110096).

<sup>18</sup> If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email.

document into the *Record of inspection evidence and judgements* and weave the findings into the integrated report.

43. In the event of a safeguarding concern being under investigation at the time of the inspection, or emerging in the course of the inspection, inspectors should follow Ofsted's safeguarding procedures and seek advice. They should also refer to *Completing the record of inspection evidence and judgements* and *Inspecting safeguarding briefing*.<sup>19,20</sup> *Writing inspection reports* gives advice to inspectors on how to write up these matters in the report.<sup>21</sup>

## **Involving the headteacher or their representative in aspects of the inspection**

44. Lead inspectors should meet the headteacher on an on-going basis during the inspection so as to:
- update the headteacher on emerging issues and enable the headteacher to provide any further relevant evidence
  - inform the headteacher whether any inadequate teaching or outstanding practice has been observed after first giving feedback to the teacher
  - allow the headteacher to raise any concerns, including those related to the conduct of the inspection or the conduct of individual inspectors
  - alert the headteacher to any serious concerns that may lead to the school being judged as inadequate.
  - The outcomes of any meetings with the headteacher should be recorded on an evidence form.
45. Closer engagement in the process of inspection can bring benefits to the school in giving the headteacher or other staff greater insight into how judgements are arrived at and to the inspection through the provision of additional evidence such as the capacity of the headteacher or others to evaluate performance. While retaining ultimate discretion in the extent of involvement of the school, the lead inspector is encouraged to invite the headteacher, proprietor **or** a nominated member of staff to:
- observe and contribute further information to meetings of the inspection team (unless there are compelling reasons not to do so, for example if the leadership of the headteacher is a concern) and discuss the recommendations of the team

---

<sup>19</sup> *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2014; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

<sup>20</sup> *Inspecting safeguarding briefing* (090205), Ofsted, 2014: [www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies](http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies)

<sup>21</sup> *Writing inspection reports* (090052), Ofsted, 2014; [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052).

- participate in one or more joint observations of lessons and/or join inspectors when they examine pupils' work.
46. The headteacher is at liberty to choose whether or not to accept such opportunities. The extent to which the headteacher engages with the inspection team must **not** influence inspection judgements. All judgements are made by the inspection team.

### **The participation of the headteacher or senior staff in joint lesson observations**

47. If joint observations are to be undertaken the lead inspector and headteacher should agree which lessons to select. If a teacher does not agree to a joint observation, this should not go ahead.
48. After a joint observation, the inspector and headteacher<sup>22</sup> should discuss their views about the quality of teaching and learning observed in the lesson. If the headteacher offers a written record, the inspector can look at this. Any differences in the analysis of the lesson and the judgements made should be explored.
49. Prior to offering any feedback the inspector and headteacher should discuss their observations and findings and agree how the feedback to the teacher should be managed, who should provide it and when this should take place. If feedback is given by the headteacher, it can provide the inspector with useful evidence of how the s/he engages in professional dialogue with teachers. This evidence is important in determining how effective previous opportunities for professional development have been. Joint lesson observation also provides the opportunity for headteachers to learn from inspectors.
50. Following a joint observation, the inspector should write up an evidence form on the lesson in the usual way. Comments about the quality of the headteacher's evaluation should be included on the inspector's evidence form or written on a separate evidence form. Any notes taken by the headteacher or member of senior staff should remain in the school; they are not included within the evidence base for the inspection.
51. The headteacher should be invited to take part in joint lesson observations so that inspectors can:
- collect evidence so that detailed and specific recommendations can be made about further improvements to teaching and learning
  - determine the effectiveness of the school's professional development programme for teachers and other staff

---

<sup>22</sup> Or member of senior staff if preferred.

- help the headteacher to understand how the quality of teaching is judged and how it might be improved
  - assess the accuracy and quality of the school's monitoring and evaluation of teaching.
52. The lead inspector should be mindful of not 'overloading' the headteacher and/or senior staff member. In small schools the headteacher may not be available to take part in any joint observations and should not be penalised for this.

### **Inspecting the quality of teaching and its impact on learning**

53. Inspections must focus fully on teaching and how well pupils are learning and making progress. Inspectors should spend as much time as possible in classes, observing lessons, talking to pupils about their work, gauging their understanding and their engagement in learning, and their perceptions of the school. The deployment of inspectors should be purposeful but flexible and combine focused observations of particular lessons with more random sampling of the school at work.
54. There are many different strategies for planning observations. Lead inspectors should not be constrained by a single approach, but should use their professional judgement to plan an appropriate 'lesson observation strategy'. For example, inspectors may engage in any or all of the following:
- lesson observations of more than 25 minutes
  - longer observations of an hour or so – for example, inspectors may wish to
    - conduct longer observations, during which they look at, and talk to pupils about, their work
  - capture evidence of best practice, or to identify factors that contribute to weaker teaching and gather detailed evidence to underpin recommendations for improvement; inspectors may also track a class or specific group of pupils to assess their experience of a school day or part of a school day – inspectors may identify a class or classes that contain one or more pupils from the specific groups identified in the pre-inspection analysis. In this way, the experience, progress and learning of these pupils can be judged within the context of other pupils' experience.
  - short observations of small group teaching, for example of phonics
  - shorter visits to a number of lessons, to track a particular theme.
55. Inspectors must have regard to the guidance in *The evaluation schedule for inspecting non-association independent schools* when exercising their professional judgement.
56. Talking to pupils about their work, and gauging the extent of their understanding, is crucially important. It is the inspector who should decide

which pupils to sample, recognising that information from the teacher is valuable when identifying a cross-section of pupils with particular characteristics. Scrutiny of the standard, and content, of pupils' current and past work, evidence of assessment and feedback, and enquiry into how teaching is matched to the needs of individual pupils as well as to the class are among the fundamental techniques employed by all inspectors.

57. Inspectors should work as far as possible with the flow of the lesson and the dynamics of the school, aiming to avoid disturbing either as far as is possible. Dialogue with the staff of the school helps inspectors understand their work and allows a sharing of views on what is working well or what could be even better. It may be helpful to compile an on-going 'running evidence form' to note the outcomes of a series of observations, for example on the teaching of phonics.
58. The focus on teaching also provides a basis for judging behaviour, exploring matters such as the progress of particular individuals and groups, such as the most disadvantaged or vulnerable pupils, and considering the influence and impact of leadership at all levels.

### **Hearing children read**

59. Inspectors must listen to a selection of pupils, including lower attaining pupils, read during the inspections of primary, preparatory or pre-preparatory schools and should discuss their reading with them. There may be occasions when inspectors may wish to hear pupils aged 11–14 in secondary schools and in special schools read where it is relevant to do so. This is to find out how effectively the school is teaching reading and how well the provision meets the needs of all pupils, including higher and lower-attaining pupils. It is essential that inspectors find out how well the school is teaching its weakest readers and thereby improving their skills.
60. Inspectors should decide which pupils they will listen to, in consultation with staff, taking into account the school's progress data on reading and other information such as lesson observations. However, inspectors should make a point of checking with teachers whether any pupil would be unduly nervous about reading with an inspector and should consider this information when selecting pupils.
61. Wherever possible, inspectors should listen to children reading within a classroom or in an open area that pupils are familiar with. It is important that the pupils feel at ease. However, the area should be quiet enough for inspectors to listen closely to what pupils read and say. Inspectors must ensure that in addition to hearing pupils read, they ask questions to ascertain pupils' understanding of what they are reading. Inspectors should give attention to pupils' writing and communication skills, as well as their reading skills. They should also consider the extent to which the school intervenes to provide support for pupils, especially those that are at risk of underachieving.

62. Inspectors will consider the impact of teaching and outcomes across the range of the school's provision and will use the evidence they gather to inform the overall evaluation of pupils' achievement, the quality of teaching, and the impact of leadership and management on raising standards. When making the key judgements, inspectors will give particular attention to the teaching of literacy, including reading, and mathematics.
63. Inspectors should refer to the document *Subsidiary guidance supporting the inspection of maintained schools and academies from September 2012* for guidance on inspecting children's achievement in EYFS provision.<sup>23</sup>

## Mathematics

64. When considering the effectiveness of a school's work in mathematics through the analysis of data, observations of lessons and scrutiny of pupils' work, inspectors will:
- consider how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes, including those taught by non-specialist teachers of mathematics in secondary schools
  - consider, in the mathematics lessons observed and through discussions with pupils and scrutiny of their work, how well teaching
    - fosters mathematical understanding of new concepts and methods – this includes teachers' explanations and the way they require pupils to think and reason for themselves
    - helps pupils to apply the mathematical knowledge and skills they have been taught, by solving a variety of mathematical problems.
65. Inspectors should also challenge the use of inappropriate early entry to GCSE examinations by assessing the rationale underpinning the school's policy on entry for GCSE mathematics and its impact on achievement and subsequent curriculum pathways.

## Inspecting pupils' behaviour and personal development

66. Inspectors **must** make their judgements by drawing on evidence they have directly observed during the inspection along with evidence that provides a view of what behaviour and pupils' personal development are normally like. This will include pupils', parents' and carers' views of behaviour and pupils' personal development in the school, and school records, for example of attendance and exclusion. Inspectors should consider a broad range of evidence including for example evidence relating to bullying; pupils'

---

<sup>23</sup> *Subsidiary guidance supporting the inspection of maintained schools and academies from September 2012* (110166), Ofsted, 2014; [www.ofsted.gov.uk/resources/110166](http://www.ofsted.gov.uk/resources/110166).

understanding and response to risk; their attitudes to learning; pupils' behaviour in lessons observed and over time; the level of respect they show for each other and pupils' attendance and punctuality.

67. In reaching a view of pupils' personal development, inspectors must assess the extent to which the school meets the standards in Part 2, the provision for pupils' spiritual, moral, social and cultural development, and judge the impact of this provision on pupils' personal development. Inspectors must take account of the nature of the school that they are inspecting and vary their sources of evidence accordingly: faith schools and special schools must all meet the requirements of the independent school standards but are likely to give different emphases to pupils' spiritual, moral, social and cultural development. Inspectors must collect evidence from a wide range of sources such as the quality of curricular and extra-curricular provision, assemblies and religious study, opportunities for discussion and reflection, trips and visits, visiting speakers, community service, the school's photographic and other documented evidence of events and they must take account of what pupils, parents and carers say. Inspectors should ask pupils and staff about the extent to which the school enables pupils to engage with and learn about other people from different faiths and cultures. They should ascertain how far the school encourages pupils to contribute to the community beyond the school and wider society. By talking to the pupils, inspectors should attempt to assess their attitudes to other people and other sections of society.

### **Other observations**

68. Inspectors should ensure that they observe pupils in a range of situations outside normal lessons to evaluate aspects of behaviour and personal development, for example:
- at the start and finish of the school day
  - during lunchtime and break/play/'boarding' times
  - during assemblies and tutor periods
  - when moving between lessons.

### **Obtaining the views of registered parents and other stakeholders<sup>24</sup>**

69. Ofsted's online service Parent View is available for the parents of children in non-association independent schools to use. Parents of boarders/residential pupils are also able to give their opinion of the boarding/residential provision. The lead inspector should check the returns for the school from the Parent View

---

<sup>24</sup> 'Parents' refers to mothers, fathers and/or carers.

website as part of their preparation.<sup>25</sup> The lead inspector should discuss the online Parent View analysis with the headteacher and/or proprietor, and explore any issues particularly where there is cause for concern or where the analysis is significantly out of line with the school's self-evaluation. In cases, such as very small schools, where the views of parents form too small a sample to appear on Parent View, or if no responses have been entered by parents, inspectors should take such steps as they deem necessary to obtain the views of parents and carers. This may be, for example, by talking to parents as they drop or collect their children from school, or telephoning a sample of parents and carers in the course of the inspection.

70. Ofsted also conducts annual online point-in-time surveys of the views of day pupils, and in the case of boarding and residential special schools, boarders/residential pupils and boarding staff. There is one survey for day pupils and a separate one for boarders/residential pupils. Inspectors should note that Orthodox Jewish schools do not use the online pupils' survey and instead circulate a culturally adapted version of the survey in hard copy, the responses to which will be available to the inspectors on arrival at the school.
71. A point-in-time survey is also used to gather the views of local authorities who place and fund children in independent schools. Further information about the point-in-time surveys is available in Annex E.
72. The views of the staff at schools are gathered through a questionnaire, which the ISP sends to the school by email alongside the formal notification of inspection letter. The school is asked to distribute the questionnaire to all staff apart from those in the boarding provision, whose views will have already been sought through the online point-in-time survey.
73. The questionnaire states that staff should complete and return their questionnaires in a sealed envelope, marked 'Confidential – for the attention of the Ofsted inspection team' by 11am on the second day of inspection, where practicable.
74. Inspectors use all this information intelligently to set up lines of enquiry which they must record on an evidence form and pursue during the inspection. They must give the headteacher and/or proprietor the opportunity to discuss and comment on the analyses of pupils' and parents' views, particularly where they raise issues of concern or seem out of line with the school's self-evaluation.

## **Meetings with pupils, parents, staff, governors and other stakeholders**

75. Any meetings with pupils, parents, carers, staff, governors and other stakeholders must take place without the headteacher, proprietor or staff

---

<sup>25</sup> A summary of responses to Parent View is available online: [www.parentview.ofsted.gov.uk/parent-view-results](http://www.parentview.ofsted.gov.uk/parent-view-results).

present. When inspectors meet pupils, parents, carers, staff, governors, trustees and other stakeholders, every endeavour must be made not to disclose the source of comments made by individuals if they are used to pursue an issue further. However, there may be circumstances in which it is not possible to guarantee the anonymity of the interviewee. Additionally, inspectors have a duty to pass on disclosures, which raise child protection or safeguarding issues and/or where serious misconduct or potential criminal activities are involved.

76. Inspectors must also have regard to their own safety and exercise caution in setting up interviews for example with vulnerable pupils in circumstances which could potentially put the inspector at risk if they are alone.

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

77. 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 at the request of the Department for Education, it is sensible and desirable that the material change is assessed as part of the inspection. The lead inspector will have been alerted by the senior HMI for independent schools, the senior HMI for boarding provision in schools or by an administrator in Ofsted or the ISP, so that they are clear that the material change is part of the inspection. The HMI 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 HMI will recommend this to the appropriate Ofsted senior manager, whose final decision it is to agree to any increase in tariff.
78. 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.
79. 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>26</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

---

<sup>26</sup> *Record of inspection evidence and judgements (090065)*, Ofsted, 2013; [www.ofsted.gov.uk/resources/090065](http://www.ofsted.gov.uk/resources/090065).

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.

80. Further information on material change inspections is available in *Conducting additional inspections of independent schools*.<sup>27</sup>

## Inspecting group providers

81. Where education is provided in children's homes that are members of a group or company of schools which is registered as a single education provider, Ofsted will make separate arrangements to inspect the group provision as a whole, taking account of each of the settings. To be eligible for these arrangements the group must share common policies, procedures, records and teaching arrangements, and all of the settings must be in reasonable geographical proximity. The group must be registered as a single education provider. The registration is at the discretion of the DfE. The DfE, as the registration authority, may take other matters into consideration, such as the outcome of previous education or care inspections of individual settings in the group. Specific inspection arrangements will be matched to the provision made by each group.
82. The DfE will inform Ofsted of the registration of a group provider. Ofsted's HMI remit lead for inspections of independent schools will arrange a meeting with the group's director of education. The meeting will review the nature of the group provision, the location of all settings and the arrangements made for care and education by the group. The meeting will also cover the specific inspection requirements, such as the number of days and size of the team needed to cover all settings, and the expertise required by the inspection team. The arrangements will vary between groups, but it is expected that the size of the inspection team will be sufficient to inspect all settings, for team meetings to

---

<sup>27</sup> *Conducting additional inspections of independent schools* (090060), Ofsted, 2014; [www.ofsted.gov.uk/publications/090060](http://www.ofsted.gov.uk/publications/090060).

occur and for feedback to be given to the group as a whole within a single week. The meeting between the HMI and the education director will occur at a separate time in advance of the inspection and outside the normal notification period. After the meeting the HMI will discuss and finalise scheduling and deployment requirements and discuss these with the ISP remit lead for independent school inspections and the lead inspector.

83. The lead inspector will be allocated two planning days in advance of the inspection to ensure that the more complex aspects of coordinating the team's inspection can be fully planned. The lead inspector should prepare a detailed plan and briefing for the team, indicating the locations and telephone numbers of all the settings and a list of those to be inspected by each inspector, together with an indication of the time they should spend in each location. The lead inspector must ensure that sufficient time is planned for travel between the settings, particularly if they are some distance apart, or if travel is required at peak times. The briefing must include a clear focus of activity for each inspector and their role in the inspection. The briefing should be recorded, made available to all team members, and included in the evidence base for the inspection.
84. Each setting must be seen, even where there are currently no young people in residence or being educated. Where there are currently no young people, the inspector must check that the accommodation and premises are suitable, and look at any individual records or procedures that are relevant to that setting.
85. The lead inspector must plan for inspectors to observe a range of teaching staff, without overburdening any one individual, so that the inspection team covers a variety of subjects, teachers and young people in the group in order to make reliable judgements about teaching and learning and the achievements the pupils make. Where it is possible to do so, inspection efficiencies should be built into the plan, so that group records, for example of pupils' progress, or staff recruitment files, may be looked at centrally.
86. The lead inspector must ensure that sufficient time is planned for all team inspectors to meet and discuss their findings and to contribute to the main inspection judgements of the whole group provision. Team meetings should weigh carefully the evidence from all settings to reach balanced and clear overall judgements. However, while there may be variations between settings and the response of young people may be different in each, all settings must meet the independent school standards, particularly for premises, welfare, health and safety, for the group provision to meet the standards overall.
87. In all other respects the normal inspection arrangements for notification, gathering stakeholders' views and conducting the inspection and feedback will apply. Such an inspection will result in a single report. The individual settings should be referred to in the report by their social care reference numbers only.

For further guidance on inspection reports for group providers, please refer to *Writing inspection reports*.<sup>28</sup>

## **Aligned inspections of independent schools with dual registration as children's homes**

88. The inspection of education in a registered independent school which is also a children's home may take place as a free-standing event or be aligned with the full inspection of the children's home. Where possible, Ofsted will attempt to align both inspections so that inspectors may work together and share evidence, which should reduce pressure on the school/home.
89. Where the education inspection takes place as a free-standing event, inspectors must follow the instructions for conducting the inspection of a day school, but prepare for the inspection by reading both of the most recent education and children's home reports. They must make themselves aware of any on-going issues which relate to children's welfare which may be likely to impinge on aspects of the school inspection, and ensure that they take these into consideration during the inspection.
90. Where the inspections are aligned, both inspectors should work together to share evidence and reduce the demands of inspection on the school. The lead education inspector should contact the social care inspector in advance to discuss the inspection. The social care inspector is likely to be more familiar and up to date with developments at the children's home, and this knowledge should be shared. The lead education inspector should share with the social care inspector any issues arising from the pre-inspection evidence or the initial telephone call to the school.
91. Throughout the inspection, inspectors should share the evidence that is required by them both in order to make the judgements required to fulfil their respective evaluation schedules, for example evidence of child protection and safe recruitment procedures, records, risk analyses and matters relating to safeguarding children's welfare, health and safety. They may inspect these matters jointly, where practicable, but in any event should share their key judgements with one another to ensure that their judgements match up, and that any inconsistencies are justified and clear to the school and the children's home.
92. Inspectors should aim to feed back their judgements jointly at the end of the inspection, so that the school/home receives clear and consistent messages from Ofsted, particularly about the provision which is covered in both inspection schedules.

---

<sup>28</sup> *Writing inspection reports* (090052), Ofsted, 2014; [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052).

93. Aligned inspections always result in separate reports – one for the DfE which covers the education provision and one for Ofsted which reports the findings from the care inspection.

## Dialogue with and feedback to teachers and other staff

94. The inspection team should explain to the school the arrangements for providing feedback to staff. Inspectors must offer feedback to teachers. For all observations of 25 minutes or more, inspectors should offer and, if requested, arrange feedback with the teacher concerned. There may be occasions when feedback is offered for observations of less than 25 minutes, for example short reading/phonics sessions. The feedback arrangements for these sessions should be explained to the teacher prior to or shortly after the observation.
95. Feedback dialogue should address the main strengths and weaknesses of the activity observed, focusing on:
- pupils' learning and the teacher's contribution to it
  - the quality of what was seen (inadequate, adequate, good or outstanding)
  - how it could be improved
  - and including where possible:
    - the context and content of the lesson
    - where it fits into a sequence or programme of lessons
    - other teaching and learning activities that the teacher uses
    - professional development experience related to teaching
    - the extent to which leaders monitor teaching and provide pedagogical guidance and support for teachers and
    - the nature and impact of performance management.
96. Feedback arrangements should be pragmatic. For example, feedback after a tour of lessons accompanied by a senior member of staff should be to that person and/or the headteacher. For example, the reading leader or co-ordinator might be the appropriate recipient of feedback from visiting a series of groups during a phonics session.
97. Not all feedback will be concerned with lessons. Discussion of other aspects of the school's quality, work or performance should involve the person responsible for that aspect although inspectors will not provide feedback after each interview with a member of staff.

## Inspection team meetings

98. Many inspections will be led by one inspector only. Where there is a team of inspectors, they should meet **briefly** at different points during the course of the inspection. In particular, the team should:

- meet briefly at the start of day two for the lead inspector to brief the team on any emerging issues
- meet at the end of day two to discuss emerging judgements
- meet finally after evidence gathering has concluded on the final inspection day to finalise key judgements and identify areas for improvement<sup>29</sup>
- record the outcomes of all team meetings on evidence forms.

## Providing feedback to the school

99. Following the end of the inspection there must be a short and focused feedback meeting which includes the headteacher, where possible. Attendees at this feedback meeting should include the proprietor or at least one representative from the governing body or trustees/those responsible for governance. It is for the lead inspector to decide, following discussion with the headteacher, whether other senior staff should be present.
100. The lead inspector should explain to those present that the purpose of the feedback session is to share the main findings of the inspection, which include whether the school meets the independent school standards, and how the school can improve further. Governors and proprietors may seek clarification about the judgements, but discussion should not be lengthy. Any feedback or comments should be in the form of professional and objective language and should not include informal remarks that may be personally damaging to the reputation of a member of staff or to the professionalism of the inspectors. An evidence form should be completed by an inspector summarising the key points raised at the feedback.
101. In the event that the headteacher has declined or has been unable to take up the opportunities to engage with the inspection team, the lead inspector should prepare a more extended formal feedback meeting. In such circumstances, the lead inspector should inform the headteacher of the main findings in advance of the extended formal feedback meeting.
102. The lead inspector must ensure that the school is clear about:
- the extent of the school's compliance with the independent school standards, the national minimum standards (if relevant) and any regulatory failures
  - the grades awarded for each key judgement and that the grades may be subject to change and should, therefore, be treated as confidential until the school receives a copy of the final inspection report

---

<sup>29</sup> In schools with residential provision the lead inspector should vary the timing of this meeting to enable the social care inspector/s to attend.

- the main findings of the inspection and that the main points provided orally in the feedback will be referred to in the text of the report
- the recommendations for improvement
- the procedures leading to the publication of the report
- the complaints procedure
- the post-inspection survey
- where relevant, the implications of the school being deemed to be inadequate including the process of moderation.

### **Identifying an inadequate independent day or boarding school after a section 162A or integrated inspection**

103. If, at the end of the inspection, the inspectors, including the social care inspector in a residential or boarding school, have reached the conclusion that the school's overall effectiveness is inadequate, the lead inspector must complete *Form A – confirmation that an independent day, boarding or residential special school is causing concern* (Form A) and send it to the ISP together with the draft report and *Record of inspection evidence and judgements* at the end of the inspection.<sup>30</sup>
104. It is the responsibility of the inspection service provider to send the completed Form A to the senior HMI for independent schools or the senior HMI for boarding provision in schools, as appropriate, together with the final copy of the report and the *Record of inspection evidence and judgements*, which should also be sent to Ofsted via the datafeed in the normal way.
105. The HMI will consider the information provided on the form and may, at that stage, hold a discussion with the lead inspector, before taking further action. The main purpose of Form A is to alert the registration authority, the DfE, to the need for action and to prioritise those schools which require most urgent attention. The Form A will be sent to the DfE by the relevant HMI.
106. Children's homes are registered, inspected and regulated by Ofsted. If any national minimum standards for children's homes are not met or any aspect is found to be inadequate Ofsted, as the registration authority, will take steps to follow up on this.

### **Sending in the evidence from the inspection**

107. The inspection team must not retain any handwritten notes or evidence forms after the inspection. These documents form part of the evidence base, and

---

<sup>30</sup> *Form A – confirmation that an independent day, boarding or residential special school is causing concern* (20090044), Ofsted, 2013; [www.ofsted.gov.uk/resources/form-confirmation-independent-day-boarding-or-residential-special-school-causing-concern](http://www.ofsted.gov.uk/resources/form-confirmation-independent-day-boarding-or-residential-special-school-causing-concern).

must be passed to the lead inspector at the end of the inspection. The lead inspector will send the evidence base by post to the ISP, in an envelope provided by the ISP, immediately after the inspection, where it will be retained in accordance with Ofsted's retention policy, unless required for handling a complaint.

## The inspection report

108. The lead inspector is responsible for writing the whole of the inspection report and finalising the *Record of inspection evidence and judgements* on the day after the inspection ends. Evidence gathered by other inspectors should be presented to the lead inspector by the end of the inspection, preferably in bullet point format. It is the lead inspector's responsibility to produce a clear, accurate and coherent report which reflects the findings of the inspection team. Detailed guidance for inspectors on the content of the report can be found in *Writing inspection reports*.<sup>31</sup> This document also contains guidance on what to write in an inspection report when a safeguarding matter is on-going or comes to light during the inspection. Inspectors should also refer to Ofsted's *Inspecting safeguarding briefing*.<sup>32</sup> The report is published on the Ofsted website, and the school is required to distribute the inspection report to parents and carers. The lead inspector should inform the school of the following arrangements.

- The ISP forwards the report to the school for a factual accuracy check within five working days of the end of the inspection. The school has two working days to respond. The lead inspector responds to the school's comments about factual accuracy.<sup>33</sup>
- The school receives an electronic version of the report within 11 working days of the end of the on-site inspection. Schools have five working days to distribute the report to parents and carers. It will be published on Ofsted's website 15 working days after the inspection.

## Integrated inspection report

109. The guidance for writing an integrated report on a boarding or residential special school is in *Conducting inspections of boarding and residential provision in schools*.<sup>34</sup> Lead education inspectors **must** refer to this document.

---

<sup>31</sup> *Writing inspection reports* (090052), Ofsted, 2014; [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052).

<sup>32</sup> *Inspecting safeguarding briefing* (090205), Ofsted, 2014: [www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies](http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies).

<sup>33</sup> In the unlikely circumstances where there is a grade change or the text of a report has been subject to significant amendments made after the school has completed its factual accuracy check, the lead inspector should talk this through with the headteacher.

<sup>34</sup> *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014; [www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180).

110. The lead education inspector is responsible for writing the whole of the integrated report and incorporating the findings relating to the boarding provision throughout it. The social care inspector will provide the five judgements, key evidence and a list of any national minimum standards not met by the school, in short paragraphs, bullet points or whatever form has been agreed between the two inspectors. The social care inspector must provide this at the end of the inspection by 'safestick' or as soon as possible afterwards by uploading it to the ISP's portal.<sup>35</sup>
111. The social care inspector's findings to be woven into the integrated report will generally be provided in a Word document called the 'integrated inspection report document' which is generated from the RSA toolkit. Whatever the format used, the lead inspector must paste the findings, judgements and any national minimum standards not met into the *Record of inspection evidence and judgements* (ROIEJ).
112. The social care inspector may also provide the lead inspector with supplementary evidence to support the inspection findings. This may take the form of a completed *Boarding school national minimum standards check sheet and evidence form*, *Residential special school national minimum standards check sheet and evidence form* or a Word version of the evidence recorded in the RSA toolkit. The lead inspector must **not** paste this supplementary evidence into the ROIEJ, but must ensure that it is included in the evidence base for the inspection.
113. The lead inspector is responsible for writing the whole of the integrated report. They should weave the judgements about residential provision throughout the sections of the full report using their professional discretion. The lead inspector must check for consistency across the full report and ensure that if national minimum standards are not met, this is explained in the text and highlighted in the appropriate sections of the report. Any queries must be discussed with the social care inspector on the writing day. Where the lead inspector is one of Her Majesty's Inspectors, the draft report may be shared between the lead and social care inspectors using Microsoft Lync, if they so wish, in order to check that all key points are covered and the right emphasis has been given. Additional inspectors should communicate via the inspection portal. The lead inspector will send the complete report to the ISP by the end of the writing day.

## Finalising the report

114. The lead inspector will finalise the report and ensure that the *Record of inspection evidence and judgements* (ROIEJ) is fully completed and consistent with the judgements in the report. The ROIEJ should be sent electronically to the ISP along with the draft report. The evidence forms, along with other

---

<sup>35</sup> If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to them by email.

handwritten evidence and completed staff questionnaires, should be sent to the ISP within five working days of the end of the inspection. The ISP provides a pre-paid envelope for this purpose. In an integrated inspection of a boarding or residential special school, the evidence is submitted in the same way.

115. In the case of an integrated inspection of a children's home, a separate report is written by the social care inspector which is subject to Ofsted's own quality assurance procedures. The ISP is responsible only for the quality assurance of the education report. The school report of a children's home is published on the Ofsted website in a redacted form, and where there are fewer than five pupils on roll at the school the report will not identify the location or address of the home. Where there are five or more pupils on roll at the school, the report may acknowledge that this is the report of a children's home and explain that there is a separately published report of its welfare provision for children and young people, if stating this will not put the children at risk. The *Record of inspection evidence and judgements* should contain a note that an inspection of welfare provision was conducted concurrently.
116. Please refer to Annex A which sets out action taken as a result of Ofsted's inspection reports of independent schools.

## Post-inspection survey

117. All schools are invited to take part in a post-inspection survey so that the views of headteachers, governors, proprietors, staff and others are obtained and contribute to the development of inspection. The school inspection survey is handled by the ISP on our behalf and is an online form for schools to complete.<sup>36</sup> Schools are reminded of this when they receive the copy of the inspection report.

## Quality assurance of inspections

118. Responsibility for assuring the quality of the inspection and the subsequent report lies with the lead inspector in the field, and with the ISP and with Ofsted internally. The lead inspector is expected to set clear expectations for the team, including social care inspectors in the case of integrated inspections of boarding and residential special schools, and ensure that those expectations are met. They should plan some time during the inspection to undertake this task. The lead inspector **must** ensure that all judgements are supported by evidence and that the way in which the inspection is conducted meets the expected standard. It is the responsibility of the ISP to assure the quality of the whole integrated report.

---

<sup>36</sup> The questions that schools are asked to respond to in the school post-inspection survey are available on the Ofsted website: [www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-independent-schools/after-independent-school-inspection/school-post-inspection](http://www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-independent-schools/after-independent-school-inspection/school-post-inspection).

119. In the case of integrated inspections, 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 ISP'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 small scale, 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 ISP'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 or the ISP as appropriate must inform 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 outcomes of the inspection are accurately recorded in Ofsted's published data on inspections.<sup>37</sup>
120. Some inspections are subject to external quality assurance by HMI. There is no set pattern to the external quality assurance. It might consist of a telephone call to discuss progress, or perhaps a site visit. When an external quality assurance visit is scheduled, the lead inspector should explain clearly the purpose and likely format of the visit during the initial telephone conversation with the headteacher.

## **Handling concerns and complaints during the inspection**

121. If a school raises a concern during the course of an inspection, the lead inspector seek to resolve it. It is often easier to resolve issues on the spot and this helps to avoid formal complaints later.

If the school is dissatisfied with the lead inspector's response, or in any case wishes to take the complaint further, the lead inspector and ISP should ensure that the school is informed of the complaints procedure.

---

<sup>37</sup> Integrated toolkits can be amended up Day 14 of the timeline for producing the education report – please refer to Annex B.

## Annex A. Actions as a result of Ofsted's reports in independent day, boarding and residential special schools

Inspection outcomes	Action by the Department for Education (DfE)	Further action by DfE	Further action by Ofsted	Any further action?
All judgements 'outstanding' 'good' or 'adequate', and All independent school standards and/or national minimum standards met (with or without recommendations for improvement)	Letter to school noting inspection findings	None	School re-inspected according to routine cycle	No
All judgements at least 'adequate' One or two minor failures in independent school standards and/or national minimum standards (with or without recommendations for improvement)	DfE sends letter to school seeking a non-statutory <b>action plan</b> for how independent school standard/national minimum standard failures will be rectified	DfE assesses action plan and only seeks Ofsted's advice if necessary School may supply evidence of improvement Noted by DfE on school file	School re-inspected according to routine cycle Ofsted considers and reports on improvement at next inspection	No
One judgement of 'inadequate' At least one serious regulatory and/or national minimum standard failure or many minor failures	DfE serves Statutory Notice on school seeking an urgent <b>action plan</b> showing steps by which independent school standard/national minimum standard failings	DfE seeks Ofsted's assessment of action plan and generally asks Ofsted to monitor the school's progress against the action plan at a progress	Ofsted assesses action plan Ofsted monitors the school's achievement in implementing the action plan and rectifying	No further action if regulatory failings have been rectified. If failings not fully rectified, school may be asked for a further action plan. Alternatively a

Inspection outcomes	Action by the Department for Education (DfE)	Further action by DfE	Further action by Ofsted	Any further action?
(with or without recommendations)	will be rectified so as to meet standards	monitoring inspection	regulatory failings, at DfE's request, and publishes a progress monitoring report	determination to remove the school from the register, or an Order to cease part of its operations, may be made.
<p><b>Boarding and residential provision</b>            'Inadequate' judgements in boarders' safety and/or leadership and management and overall effectiveness            One or more serious national minimum standard failure</p> <p><b>Education provision</b>            'Inadequate' judgements in education report            Serious regulatory failures            Report accompanied by 'Form A'</p>	Immediate issue of Statutory Notice requesting an urgent action plan showing steps by which independent school standard/national minimum standard failings will be rectified so as to meet standards	DfE seeks Ofsted's urgent assessment of action plan and asks Ofsted to monitor progress to the timescale declared in the Statutory Notice	Ofsted assesses action plan and monitors the school's achievement in implementing the action plan and rectifying regulatory failings to timescale set out in the Statutory Notice. Progress monitoring report published	No further action if regulatory failings have been rectified. If failings not fully rectified, school may be asked for a further action plan. Alternatively a determination to remove the school from the register, or an Order to cease part of its operations, may be made.

## Annex B. Inspection tariff and timeline

### Tariff

122. The inspection tariff for a standard inspection of most non-association independent schools is four days. This tariff includes all the preparation, travel, on-site inspection, feedback and writing time needed by the lead inspector to complete the inspection and report. The tariff is illustrated in the table below.
123. A standard inspection of all but the smallest schools takes place over three days and is detailed below. The lead inspector of a standard inspection in a school with 5 or more pupils on roll will always be on site for half a day on the first on-site day, and then two whole days. This structure allows sufficient time for the inspector(s) to undertake the required regulatory checks and evaluate the quality of the school. Evidence gathering concludes part-way through the third on-site day. The lead inspector will have informed the headteacher of the likely time that evidence gathering will end in the notification of inspection telephone call. The illustrative tariff and timeline below demonstrate evidence gathering being carried out in the morning of the third on-site day. However the timing depends on the circumstances of the school and is at the discretion of the lead inspector. After evidence gathering has concluded, the inspector/s will complete evidence records; where there is more than one inspector, conduct a final meeting of inspection team; and then provide the formal feedback of inspection findings to the school's senior staff and governors/trustees.
124. The overall tariff for the inspection of a small school (where there are 4 or fewer pupils on roll) is three days. The lead inspector will normally be working alone, and will always be on site for one half day and then one whole day. This structure allows sufficient time for the inspector to undertake the required regulatory checks, which are the same for all schools irrespective of size and type, and to spend sufficient time inspecting teaching and learning to reach a fair and accurate evaluation of the quality of the school.
125. The precise use of inspection time is at the discretion of the lead inspector who will organise all inspection activities in a way that best suits the school, taking account of its context and circumstances. In all cases, the lead inspector must spend time on site during the first day of the inspection. It is expected that this time will be used for regulatory checks and/or looking at pupils' work, but could be used more flexibly for observing teaching at the discretion of the lead inspector.
126. The size and composition of the inspection team takes account of the size and type of school, the age range of the pupils, whether the school is on one site or two or more sites, and any special features it has, such as residential provision. In many cases the inspection is conducted by one inspector working alone. Additional inspectors may join the team depending on the size and nature of the school. In integrated inspections of boarding or residential special schools, one or more social care inspectors will join the team to inspect the

boarding/residential provision, depending on the number of boarders or residential pupils.

127. Ofsted expects the ISPs to deploy inspectors with the right skills and expertise to match the type of school. However, where additional expertise is required, such as knowledge of a faith curriculum or language, requests for additional team members will be recommended by the senior HMI for independent schools (in the case of education inspectors) or the senior HMI for boarding provision in schools (in the case of social care inspectors) to the appropriate Ofsted senior manager, who makes the final decision. Where the school operates in a language other than English, an interpreter must be added to the inspection team for the duration of the inspection, unless there is an inspector with knowledge of the language.

## Tariff illustration

Number of pupils on roll	Tariff: total number of days allocated to the lead inspector for preparation, inspection and writing the report	On-site days		
		Day 1	Day 2	Day 3
1–4 (small school)	3	<ul style="list-style-type: none"> <li>■ LI half a day preparation and travel</li> <li>■ LI half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day preparation and travel</li> <li>■ LSCI half a day on-site evidence gathering*</li> </ul>	<ul style="list-style-type: none"> <li>■ LI whole day</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI whole day</li> </ul>	
5–74	4	<ul style="list-style-type: none"> <li>■ LI half a day preparation and travel</li> <li>■ LI half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day preparation and travel</li> <li>■ LSCI half a day on-site evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>■ LI whole day</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI whole day</li> </ul>	<b>Morning</b> <ul style="list-style-type: none"> <li>■ LI half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day on-site evidence gathering</li> <li>■ Social care inspector provides the lead inspector with the findings from the boarding provision</li> </ul>

Number of pupils on roll	Tariff: total number of days allocated to the lead inspector for preparation, inspection and writing the report	On-site days		
		Day 1	Day 2	Day 3
				<b>Afternoon</b> All cases: <ul style="list-style-type: none"> <li>■ Completion of evidence records</li> <li>■ Final meeting of inspection team</li> <li>■ Feedback inspection findings to the school's senior staff and governors/trustees/proprietor</li> </ul>
75–249	4	<ul style="list-style-type: none"> <li>■ LI half a day preparation and travel</li> <li>■ LI half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day preparation and travel</li> <li>■ LSCI half a day on-site evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>■ LI whole day</li> </ul> Augmented education team:** <ul style="list-style-type: none"> <li>■ TI whole day</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI whole day***</li> </ul>	<b>Morning</b> <ul style="list-style-type: none"> <li>■ LI half a day on-site evidence gathering</li> </ul> Augmented education team:* <ul style="list-style-type: none"> <li>■ TI half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day on-site evidence gathering</li> </ul> <b>Afternoon</b> All cases: <ul style="list-style-type: none"> <li>■ Completion of evidence records</li> </ul>

Number of pupils on roll	Tariff: total number of days allocated to the lead inspector for preparation, inspection and writing the report	On-site days		
		Day 1	Day 2	Day 3
				<ul style="list-style-type: none"> <li>■ Final meeting of inspection team</li> <li>■ Feedback inspection findings to the school's senior staff and governors/trustees/proprietor</li> </ul>
250–399	4	<ul style="list-style-type: none"> <li>■ LI half a day preparation and travel</li> <li>■ LI half a day on-site evidence gathering</li> </ul> <p>If integrated inspection:</p> <ul style="list-style-type: none"> <li>■ LSCI half a day preparation and travel</li> <li>■ LSCI half a day on-site evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>■ LI whole day</li> </ul> <p>Augmented education team:*</p> <ul style="list-style-type: none"> <li>■ TI1 whole day</li> <li>■ TI2 whole day</li> </ul> <p>If integrated inspection:</p> <ul style="list-style-type: none"> <li>■ LSCI whole day**</li> </ul>	<p><b>Morning</b></p> <ul style="list-style-type: none"> <li>■ LI half a day on-site evidence gathering</li> </ul> <p>Augmented education team:*</p> <ul style="list-style-type: none"> <li>■ TI1 half a day on-site evidence gathering</li> </ul> <p>If integrated inspection:</p> <ul style="list-style-type: none"> <li>■ LSCI half a day on-site evidence gathering</li> </ul> <p><b>Early afternoon</b></p> <p>All cases:</p> <ul style="list-style-type: none"> <li>■ Completion of evidence records</li> <li>■ Final meeting of inspection team</li> <li>■ Feedback inspection findings to the school's</li> </ul>

Number of pupils on roll	Tariff: total number of days allocated to the lead inspector for preparation, inspection and writing the report	On-site days		
		Day 1	Day 2	Day 3
				senior staff and governors/trustees/proprietor
400–599	4	<ul style="list-style-type: none"> <li>■ LI half a day preparation and travel</li> <li>■ LI half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day preparation and travel</li> <li>■ LSCI half a day on-site evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>■ LI whole day</li> </ul> Augmented education team:* <ul style="list-style-type: none"> <li>■ TI1 whole day</li> <li>■ TI2 whole day</li> <li>■ TI3 whole day</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI whole day**</li> </ul>	<b>Morning</b> <ul style="list-style-type: none"> <li>■ LI half a day on-site evidence gathering</li> </ul> Augmented education team:* <ul style="list-style-type: none"> <li>■ TI1 half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day on-site evidence gathering</li> </ul> <b>Early afternoon</b> All cases: <ul style="list-style-type: none"> <li>■ Completion of evidence records</li> <li>■ Final meeting of inspection team</li> <li>■ Feedback inspection findings to the school's senior staff and governors/trustees/proprietor</li> </ul>

Number of pupils on roll	Tariff: total number of days allocated to the lead inspector for preparation, inspection and writing the report	Day -1	On-site days		
			Day 1	Day 2	Day 3
600+	5	LI full day preparation	<ul style="list-style-type: none"> <li>■ LI half a day preparation and travel</li> <li>■ LI half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day preparation and travel</li> <li>■ LSCI half a day on-site evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>■ LI whole day</li> </ul> Augmented education team:* <ul style="list-style-type: none"> <li>■ TI1 whole day</li> <li>■ TI2 whole day</li> <li>■ TI3 whole day</li> <li>■ TI4 whole day</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI whole day**</li> </ul>	<b>Morning</b> <ul style="list-style-type: none"> <li>■ LI half a day on-site evidence gathering</li> </ul> Augmented education team:* <ul style="list-style-type: none"> <li>■ TI1 half a day on-site evidence gathering</li> </ul> If integrated inspection: <ul style="list-style-type: none"> <li>■ LSCI half a day on-site evidence gathering</li> </ul> <b>Early afternoon</b> All cases: <ul style="list-style-type: none"> <li>■ Completion of evidence records</li> <li>■ Final meeting of inspection team</li> <li>■ Feedback inspection findings to the school's senior staff and governors/trustees/proprietor</li> </ul>

LI – lead education inspector

TI – team education inspector

LSCI – lead social care inspector

TSCI – team social care inspector

\* – the inspection of boarding or residential provision in schools with 4 or fewer pupils on roll will normally have a tariff of three days for the lead social care inspector, which also includes writing time. In exceptional circumstances, the length of inspection and deployment of inspectors may be adjusted if necessary to ensure that there is sufficient time for the residential inspection to take place. This will be discussed and agreed in advance by HMIs with operational lead for independent and for residential schools. Consideration is given to the number and location of the residential premises and to the needs of the young people.

\*\* – total maximum number of additional education inspectors. Additional inspectors will only be added to the team where the nature of the inspection or the circumstances of the school requires it as recommended by the HMI remit lead for inspections of independent schools to the appropriate Ofsted senior manager who has the ultimate decision – please refer to paragraphs 126 and 127 above.

\*\*\* – additional social care inspectors will be added to the team where there are more than 50 boarders on roll, or where there are more than two boarding houses which are not located in the same district, as recommended by the senior HMI for boarding provision in schools to the appropriate Ofsted senior manager who has the ultimate decision.

## Timeline for inspection process

### Example standard inspection (one whole day and two half days on site)

Timeline <sup>38</sup>	Activity
Day –1	<p><b>Around lunchtime</b></p> <ul style="list-style-type: none"> <li>■ Inspection service provider telephones school to announce the inspection will take place on the following day.</li> <li>■ Inspection service provider sends formal notification letter by email to the school, copied to the lead inspector (and lead social care inspector in the case of integrated inspections).</li> </ul> <p><b>Inspections of NOR 600+ only</b></p> <p>Lead inspector’s planning day – one full day.</p>
Day 1	<p><b>Early morning (approximately 8–9am)</b></p> <ul style="list-style-type: none"> <li>■ Lead inspector telephones school to discuss inspection.</li> <li>■ Lead inspector calls social care inspector, where necessary, to confirm.</li> <li>■ LSCI rings the head of boarding/care prior to departure.</li> <li>■ Lead inspector and, where appropriate, social care inspector short preparation time and travel to school.</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>■ Education and, where applicable, boarding/residential inspection starts – one half day on-site evidence gathering.</li> </ul> <p><b>Evening</b></p> <ul style="list-style-type: none"> <li>■ Social care inspector inspects during ‘boarding time’.</li> </ul>
Day 2	<p><b>Morning and afternoon</b></p> <ul style="list-style-type: none"> <li>■ On-site inspection – one full day.</li> <li>■ Inspection of small schools <b>ends</b> (NOR &gt;=1–4).</li> </ul> <p><b>Evening</b></p> <ul style="list-style-type: none"> <li>■ Social care inspector/s may inspect during ‘boarding time’.</li> </ul>
Day 3 (NOR >=5 only)	<p><b>Morning</b></p> <ul style="list-style-type: none"> <li>■ On-site inspection – one half day on-site evidence gathering.</li> </ul> <p><b>Afternoon</b></p> <ul style="list-style-type: none"> <li>■ <b>Integrated inspections:</b> social care inspector provides the lead inspector with the findings from the boarding provision.</li> <li>■ Completion of evidence records.</li> <li>■ Final meeting of inspection team.</li> <li>■ Feedback inspection findings to the school’s senior staff and governors/trustees/ proprietor.</li> <li>■ Inspectors travel home.</li> </ul>

<sup>38</sup> For the purpose of contractual due dates, the timeline is calculated from the writing day, which is expressed as Day +1.

Timeline <sup>38</sup>	Activity
<p><b>Day 3 of inspection tariff NOR <math>\geq 1-4</math></b></p> <p><b>Day 4 of inspection tariff NOR <math>\geq 5</math></b></p> <p><b>Re-aligned for KPI as Day +1</b></p>	<p>Lead inspector's writing day.</p> <p><b>For day schools:</b> lead inspector sends report and <i>Record of Inspection Evidence and Judgements</i> (ROIEJ) to inspection service provider by the end of the day. Lead inspector has five days to send the evidence base of the inspection to the inspection service provider.</p> <p><b>Integrated reports:</b> social care inspector sends findings from the boarding provision to lead inspector as soon as possible, if this was not practicable at the end of Day 3. Lead inspector sends whole report and ROIEJ to inspection service provider by the end of the same day. Lead inspector has five days to send the evidence base of the inspection to the inspection service provider.</p>
<p><b>Day +2-3</b></p>	<p>Quality assurance reading: inspection service provider ensures quality of the whole report.</p> <p>Inspection service provider sends draft report back to lead inspector to check.</p>
<p><b>Day +3</b></p>	<p>Lead inspector checks report.</p>
<p><b>Day +3 close of business</b></p>	<p>Lead inspector sends final draft report to inspection service provider by end of day and sends the evidence base to inspection service provider.</p>
<p><b>Day +4</b></p>	<p>By 10am inspection service provider sends draft report to the school for factual accuracy check.</p>
<p><b>Day +4-5</b></p>	<p>Report is with the school.</p> <p>Draft report sent back to inspection service provider with school comments form by the end of the day.</p>
<p><b>Day +6-7</b></p>	<p>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. Lead inspector liaises with social care inspector where necessary.</p>
<p><b>Day +8</b></p>	<p>Inspection service provider ensures the quality of the report and sends to the Ofsted team by the end of the day.</p>
<p><b>Day +9</b></p>	<p>Sampling by Ofsted quality assurance team.</p>
<p><b>Day +10</b></p>	<p>Ofsted sends signed-off report back to the inspection service provider by the end of the day.</p>
<p><b>Day +11</b></p>	<p>Inspection service provider sends final report to the school with invitation to complete post-inspection survey.</p> <p>Inspection service provider sends final report and ROIEJ to Ofsted.</p>
<p><b>Day +15</b></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 days after toolkit submission).</p> <p>Report is published on the Ofsted website.</p> <p>Ofsted's inspection management and support team sends the report and ROIEJ to the DfE.</p>

## Annex C. Notification telephone prompts for ISP administrators and lead inspectors

128. The **ISP administrator** should cover the following points during the notification telephone call with the headteacher:<sup>39</sup>

- notify the school that the inspection will start on the following day in the afternoon, and confirm the inspection end date
- provide the names of members of the inspection team, where relevant, including the names of social care inspectors in the case of integrated inspections
- give brief detail about the shape and process of the inspection and what will happen once inspectors arrive, ensuring that the school knows how to access on Ofsted's website the important information about inspections of independent schools, such as *Inspections of non-association independent schools, boarding schools and residential special schools: a leaflet for non-association independent schools*<sup>40</sup>
- ask whether the headteacher has a summary of the school's evaluation of the school's provision that they are content to share at the start of the inspection
- confirm the management arrangements for any registered childcare provision or out-of-school care run by the school, and establish clearly whether or not this provision will be inspected at the same time as the school inspection;<sup>41</sup> explain that holiday play schemes for under-five-year-olds and provision that is voluntarily or independently owned and managed is inspected under separate arrangements
- confirm the extent of the boarding or residential provision at the school and (if relevant) the arrangements for inspecting it
- explain that, following this initial phone call, the ISP will email a formal notification of inspection letter to the school, which will contain:
  - a letter for the school to send to the parents and carers of all pupils on Ofsted's behalf inviting them to fill in Parent View
  - an inspection questionnaire for school staff

---

<sup>39</sup> Inspection service providers have been provided with a telephone script for use when announcing inspections of independent schools, to ensure that schools receive a consistent message.

<sup>40</sup> *Inspections of non-association independent schools, boarding schools and residential special schools: a leaflet for non-association independent schools* (090135), Ofsted, 2013; [www.ofsted.gov.uk/resources/090135](http://www.ofsted.gov.uk/resources/090135).

<sup>41</sup> Inspection of registered childcare provision is no longer part of the school inspection. It may be inspected on a separate occasion, or at the same time as the school inspection, but will always receive a separate report.

- in the case of integrated inspections of boarding and residential special schools, a copy of *The indicative timetable*
- confirm the following information about the school: full name of the school; unique reference number; name of the proprietor; number of pupils on roll; age range of pupils; number of staff; name of headteacher (and how this should appear on the inspection report); the nature of the school (for example faith school, catering for disabled pupils and those with special education needs)
- confirm the email address to send the notification letter to the school
- confirm that the school should:
  - inform all parents, carers and pupils that the inspection is taking place and draw parents and carers' attention to Parent View, where they may register their views
  - distribute the inspection questionnaire to all staff (apart from those in the boarding provision whose views will have already been sought through Ofsted's online point-in-time survey) – the ISP will provide the questionnaire to the school with the notification of inspection letter
  - inform the proprietor, governing body or board of trustees (as relevant) that the inspection is taking place
  - inform the lead inspector if any alternative provision is provided by the school for particular pupils

The **lead inspector** should cover the following points during the notification telephone call with the headteacher:

- confirm that the inspection will start this afternoon, give an estimated time of arrival, confirm the inspection end date, give the likely time that evidence gathering will end and the estimated times that final feedback will be given to the school's senior staff and governors/trustees/proprietor, and when the inspectors will leave the school
- ask:
  - the headteacher to arrange, where relevant and if possible, a meeting between the lead inspector and the proprietor, or one or more of the trustees or governors
  - how inspectors can see a selection of pupils' work and any case studies of individual pupils, particularly those who have special educational needs, to show provision made for them and their progress since coming to the school
  - about domestic arrangements (such as availability of a room inspectors could use, parking, meals, refreshments) and indicate when inspectors will be on site
- explain:

- in the case of integrated inspections, that the lead social care inspector would like to telephone the member of staff in charge of boarding to make arrangements for inspecting the boarding/residential provision and completing *The indicative timetable*; check that the headteacher is content with this, and the name of the member of staff
- that in primary, preparatory and pre-preparatory schools, and in some secondary and special schools, inspectors will want to hear some children read
- where relevant, such as in the case of larger schools, that not all teachers will be observed and that in some cases teachers may be observed more than once
- that the headteacher or a member of the senior management team is invited to make joint lesson observations with inspectors and to be party to team meetings
- how the school’s summary of its self-evaluation will influence the work of inspectors
- the arrangements for feeding back to teachers and at the end of the inspection
- where further information about the inspection process may be found
- remind the headteacher of the policies, records and other documentation that inspectors will need to see in the course of the inspection and check that those which are not already on the school’s website will be available during the inspection; these documents are listed in *Inspections of non-association independent schools, boarding schools and residential special schools: a leaflet for non-association independent schools*
- explain that inspectors may also ask to see other existing school documents, such as evidence of internal monitoring of teaching or minutes of meetings.

## Annex D. Independent schools with exemption from the learning and development requirements of the Early Years Foundation Stage

### Introduction

129. Section 46 of the Childcare Act 2006 gives the Secretary of State the power to confer exemptions from the learning and development requirements of the EYFS in prescribed circumstances. These circumstances are set out in the Early Years Foundation Stage (Exemptions from Learning and Development Requirements) Regulations 2008, as amended by the Early Years Foundation Stage (Exemptions from Learning and Development Requirements) (Amendment) Regulations 2012.<sup>42,43</sup>
130. From 26 October 2012, when the amendments came into force, schools that meet certain conditions may take up an exemption from the learning and development requirements of the EYFS.
131. There are two routes for applying for exemption: the independent schools route and the established principles route.

### Independent schools route

132. Registered independent schools that meet the four conditions below, can take an exemption from all of the learning and development requirements. Exemptions will only be granted for pupils aged three upwards, however pupils aged 'rising 3' (that is children who will turn three within the first term that they attend the school) should be treated in the same way as three-year-olds.
133. **Quality threshold.** Quality is determined by the school's most recent inspection report.
- For a school where the last report still contains a separate EYFS judgement, the school must have received a judgement of 'good' or better for 'Overall effectiveness of the Early Years Foundation Stage'.
  - For a school where the last report does not include a separate EYFS judgement, the school must have received a judgement of 'good' or better against parts 1 and 2 of the independent school standards.
    - In inspection reports written prior to 1 January 2013, this means a judgement of 'good' or better for 'Quality of education provided' and 'Spiritual, moral, social and cultural development of pupils'.

---

<sup>42</sup> The Early Years Foundation Stage (Exemptions from Learning and Development Requirements) Regulations 2008: [www.legislation.gov.uk/uksi/2008/1743/contents/made](http://www.legislation.gov.uk/uksi/2008/1743/contents/made).

<sup>43</sup> The Early Years Foundation Stage (Exemptions from Learning and Development Requirements) (Amendment) Regulations 2012: [www.legislation.gov.uk/uksi/2012/2463/contents/made](http://www.legislation.gov.uk/uksi/2012/2463/contents/made).

- For inspection reports written after 1 January 2013, this means a judgement of 'good' or better for 'Quality of teaching', 'Quality of curriculum' and 'Pupils' behaviour and personal development'.
  - For any exemption taken up where the most recent inspection report dates after 1 January 2013, the report must also show that the school meets any standard under Part 1 of the independent school standards relating to the education of children below compulsory school age.
134. The other conditions (seeking the views of parents, informing the local authority and notifying the DfE) are set out in the DfE's guidance *The Early Years Foundation Stage (EYFS) learning and development requirements: Guidance on exemptions for early years providers*.<sup>44</sup>
135. Under the independent schools route, exemptions will be granted in full against all the learning and development requirements of the EYFS. An exemption is 'taken up' on the date that the notification is made to the DfE, provided that all the conditions have been met. The DfE will send an acknowledgement to confirm receipt of the notification. An exemption will remain valid for as long as the school continues to meet the quality threshold.

### **Established principles route**

136. Some independent schools are governed by established principles relating to the learning and development of young children, which cannot be reconciled with some or all of the EYFS learning and development requirements. Such schools can be granted exemption from some or all of the EYFS learning and development requirements via the established principles route if they meet the following conditions, which are taken from the DfE's guidance *The Early Years Foundation Stage (EYFS) learning and development requirements: Guidance on exemptions for early years providers*.
137. The provider's established principles cannot be reconciled with one or more of the learning and development requirements of the EYFS. In their application, the provider is required to demonstrate that their early years provision is governed by established principles which cannot be reconciled with some of all of the EYFS learning and development requirements, for which they seek exemption or modification. They must set out how the early learning goals, educational programmes, or aspects of the EYFS profile assessment, conflict with the provider's established principles.
138. The other conditions (seeking the views of parents, informing the local authority and requesting a direction from the DfE) are set out in the DfE's

---

<sup>44</sup> *The Early Years Foundation Stage (EYFS) learning and development requirements: Guidance on exemptions for early years providers*, Department for Education, 2012; [www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/education/a0068102/early-years-foundation-stage-eyfs](http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/education/a0068102/early-years-foundation-stage-eyfs).

guidance *The Early Years Foundation Stage (EYFS) learning and development requirements: Guidance on exemptions for early years providers.*<sup>45</sup>

139. Under the established principles route, exemptions can be granted, and modifications can be made, against the learning and development requirements, which in turn may be classified into educational programmes, early learning goals and assessment arrangements.
140. If an exemption is granted under the established principles route, it will be in effect from the date of the letter from the DfE granting the provider exemption. During the period between applying and receiving the response, the provider is **not** exempt from the EYFS learning and development requirements.

### **What happens after exemption?**

141. Schools which have taken up an exemption must continue to meet the conditions above. They must notify the DfE and the local authority if, after taking up an exemption, they cease to meet the conditions above and therefore are no longer eligible for an exemption. Any school that is no longer eligible for an exemption will be required to re-introduce and meet the learning and development requirements of the EYFS.
142. Independent schools that take up full exemption from the EYFS learning and development requirements are still able to practise in a way that meets the EYFS learning and development requirements but they will be classified officially as exempt and will not be subject to local authority moderation.

### **Before an inspection**

143. If the school has EYFS provision, it may transpire in the notification telephone call that the school has recently taken, or is in the process of applying for, exemption from the learning and development requirements of the EYFS. In anticipation of this, the lead inspector must check whether the school meets the quality threshold for exemption, by checking that the last inspection report contains a judgement of good or outstanding for:
  - 'Overall effectiveness of the Early Years Foundation Stage', or
  - 'Overall quality of education' and 'Quality of provision for pupils' spiritual, moral, social and cultural development' where the last report does not have a separate EYFS judgement and was written prior to 1 January 2013, or
  - 'Quality of teaching', 'Quality of curriculum' and 'Pupils' behaviour and personal development', if the last report was written after 1 January 2013.

---

<sup>45</sup> *The Early Years Foundation Stage (EYFS) learning and development requirements: Guidance on exemptions for early years providers*, Department for Education, 2012; [www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/education/a0068102/early-years-foundation-stage-eyfs](http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/education/a0068102/early-years-foundation-stage-eyfs).

144. Then, during their initial phone call with the headteacher (after the inspection service provider has notified the school of their inspection), the lead inspector must ask whether the school has or has applied for an exemption from the learning and development requirements of the Early Years Foundation Stage. If so, the lead inspector must ask whether the application was via the independent schools route, or through the established principles route, and if the latter whether the exemption covers all or part of the EYFS learning and development requirements.
145. If the school has applied for an exemption under the independent schools route, and meets the quality threshold, the inspection must proceed as if the exemption has been granted.
146. However, if the school has applied through the established principles route, and has not yet received a letter from the Department for Education granting the exemption, the school is not exempt from the EYFS learning and development requirements, and will therefore be inspected against them.

### **On-site inspection activity**

147. Where an independent school is exempt from the learning and development requirements (or has applied through the independent schools route for an exemption and meets the quality threshold) EYFS provision for children aged three and over should be inspected against the independent school standards, rather than the learning and development requirements of the EYFS. Exempted independent schools must continue to comply with the independent school standards for children aged three and over, and the EYFS safeguarding and welfare requirements – the Childcare Act 2006 does not allow for any exemptions from the safeguarding and welfare requirements of the EYFS.
148. Inspectors may ask to see copies of letters granting exemptions via the established principles route.
149. All independent schools which have EYFS provision must deliver the EYFS in full, unless they have an exemption or have applied for an exemption through the independent schools route and meet the quality threshold.

### **Inspection reports**

150. Inspection reports must include a line to state that a school is exempt from the EYFS learning and development requirements, or that a school no longer meets the conditions for exemption, as appropriate. Standard text for use by inspectors is available in the guidance *Writing inspection reports*.<sup>46</sup>

---

<sup>46</sup> *Writing inspection reports* (090052), Ofsted, 2014; [www.ofsted.gov.uk/resources/090052](http://www.ofsted.gov.uk/resources/090052).

## Annex E. Point-in-time surveys

151. Ofsted's inspection management and support team will provide each school with the instructions for accessing and completing the online point-in-time surveys. The school is asked to distribute these to all day pupils, and as appropriate, all boarders/residential pupils, boarding staff and the local authorities which place children at the school. The online surveys will normally be open for a period of six weeks during the academic year.
152. All of the point-in-time surveys are available on the Ofsted website as Word documents, and Ofsted will provide a copy of them to schools which do not have access to the internet.<sup>47</sup> Widgit, Makaton and Picture Communication System versions of the point-in-time surveys for day pupils and for boarders/residential pupils are published on the Ofsted website, and British Sign Language versions are available on YouTube.<sup>48,49</sup> Links to these adapted versions are included in the request sent to the school about the distribution and completion of the surveys.
153. Alternatively, schools may adapt the surveys for day pupils and boarders/residential pupils to suit any other needs of their pupils, for example by translating it into Braille or other symbol versions, such as photo symbols. However, it is important that any such translations ensure that the questions remain the same in essence. Schools may also make other reasonable adjustments such as providing additional support with completing the point-in-time survey for pupils who have low literacy skills or learning difficulties. It is important, however, that pupils are able to express their views privately if they so wish.
154. The responses to all surveys are sent directly to Ofsted where they are collated and analysed. Ofsted's inspection management and support team will send the analyses to the relevant ISP, in order that they can form part of the pre-inspection information for the relevant school's next inspection, to inform inspection trails.
155. If any of the returned surveys appear to raise safeguarding concerns, the inspection management and support team will send them immediately to the HMI remit lead for inspections of independent schools, in the case of surveys completed by day pupils or placing authorities responding about independent

---

<sup>47</sup> The point-in-time surveys are available on the Ofsted website: [www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-independent-schools/independent-school-inspection/preparing-for-independent-sc](http://www.ofsted.gov.uk/schools/for-schools/inspecting-schools/inspecting-independent-schools/independent-school-inspection/preparing-for-independent-sc).

<sup>48</sup> The translated versions of the point-in-time survey for day pupils is available on the Ofsted website: [www.ofsted.gov.uk/resources/point-time-survey-for-pupils-aged-3-19-non-association-independent-schools](http://www.ofsted.gov.uk/resources/point-time-survey-for-pupils-aged-3-19-non-association-independent-schools).

<sup>49</sup> The translated versions of the point-in-time survey for boarders/residential pupils is available on the Ofsted website: [www.ofsted.gov.uk/resources/point-time-survey-for-boarders-and-residential-pupils](http://www.ofsted.gov.uk/resources/point-time-survey-for-boarders-and-residential-pupils).

day schools. If safeguarding concerns are raised on surveys completed by boarders/residential pupils, boarding staff or placing authorities responding about boarding or residential special schools, the inspection support team will send them immediately to the relevant HMI manager. This may have an impact on the timing of the next inspection. Such concerns should be discussed with the inspection manager and a recommendation about the timing of the next inspection should be sent to the senior HMI for boarding provision in schools who will advise the DfE.

156. The ISP will make the analyses available on their inspection portal for the lead inspector to use to generate lines of enquiry. It is vitally important that the lead inspector has this information in advance so that the inspection can operate effectively with minimum notification.
157. During inspection, the lead inspector may share the quantitative data with the school, but any comments from users that are recorded in analyses remain confidential to the inspection team.<sup>50</sup> In the case of boarding schools, there may be sets of analyses for up to three years of annual point-in-time surveys available to the lead inspector by the time an inspection of the boarding provision is due. All sets will be taken into account, and the lead inspector will explore with the school any particular 'themes' arising from the analyses. If any of the returned surveys appear to raise safeguarding concerns, the inspection management and support team will send them immediately to the relevant HMI manager. This may have an impact on the timing of the next inspection.
158. In rare cases where there is no analysis from point-in-time surveys, inspectors will need to put greater emphasis on finding alternative ways to seek the views of staff and pupils. For instance, it would be helpful for inspectors to make themselves available at a certain time in a certain place, and make this known to pupils or staff so that they can come forward with any issues and so on. In integrated inspections of boarding and residential special schools, the lead social care inspector may contact Ofsted's inspection management support team to request a copy of the analyses from the previous year's point-in-time surveys for boarders and boarding staff and share this with the lead education inspector, however, analysis from previous years should only be used as a guide alongside other evidence, to help inform inspection trails. It must be included in the evidence base for the inspection.

---

<sup>50</sup> Inspectors should note that the point-in-time surveys state the following: 'When we write our inspection report, we may refer to the issues you have raised. We may also use the data in our other publications such as the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills. We keep the information from all of the questionnaires in our database, and the inspector might refer to some of it during inspection with the independent school, boarding school or residential special school to help them improve their service. We make sure no information identifies you whenever we use what you have told us.'