

Inspecting residential provision in boarding and residential special schools

This document provides guidance for inspectors on inspection methodology and procedures when inspecting the residential provision in a school either as a single activity, where it is part of the inspection of the whole school, or where the Ofsted inspection is aligned with the school inspection conducted by an independent inspectorate.

It informs maintained, non-maintained and independent boarding and residential special schools about how we inspect the residential provision they make for children and young people in their care.

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Introduction

1. This document sets out the way in which Ofsted conducts the inspection of residential provision in maintained, non-maintained and independent boarding and residential special schools. It covers the inspection of residential provision both as a single activity and where it is part of the inspection of the whole school.
2. It contains references to the inspection of a children's home where it is dually registered as a school.
3. **Part 1** of this document sets out the legal basis and general principles for inspections of residential provision.
4. **Part 2** contains details about the inspection of residential provision when it is conducted as a single activity. It covers the inspection of residential provision in:
 - a maintained, non-maintained or independent residential special school, when it is not part of the whole school inspection
 - a maintained boarding school, when it is not part of the whole-school inspection
 - an independent boarding school whose school inspection is conducted by an independent inspectorate. This section is divided into two parts and provides guidance for Ofsted inspectors when they are conducting the boarding inspection as a separate activity; and when the inspection is aligned with the education inspection by the independent inspectorate.
5. **Part 3** contains details about inspection of residential provision when it is part of an integrated inspection of the whole school. This applies to:
 - a maintained, non-maintained or independent residential special school at the time of the whole school inspection
 - a maintained boarding school where the education inspection is also taking place at the same time
 - an independent boarding school where we also conduct the school inspection.

Part 1. Information about the inspection of residential provision

The legal basis for inspecting residential provision in schools

6. Ofsted inspects maintained boarding schools, non-maintained special schools and maintained residential special schools under section 5 of the Education Act 2005. Ofsted also inspects independent schools under Section 162A of the

Education Act 2002, as amended. The inspection of residential provision in maintained and independent schools is carried out under the Care Standards Act 2000, having regard to the relevant national minimum standards for boarding schools or residential special schools and the associated regulations.

7. Ofsted is committed to improving outcomes for children and young people. We also aim to reduce the pressure of inspection on schools and improve communication, by ensuring that wherever possible the school inspection includes both educational and residential provision. Thus, in both maintained and non-association independent boarding and residential special schools we inspect the residential provision whenever it conducts an inspection of the educational provision in order to provide an evaluation of the school as a whole.
8. There are also occasions on which we inspect the school's residential provision on its own. This occurs:
 - in residential special schools (maintained, non-maintained or independent), where the residential provision is inspected annually
 - in maintained boarding schools if the school inspection is not due, and
 - in those independent boarding schools where the educational provision is inspected by another inspectorate – known as an independent inspectorate – approved for this purpose by the Secretary of State under section 162A(1)(b) of the Education Act 2002, as amended.
9. For maintained boarding schools, non-maintained special schools and maintained residential special schools, this guidance should be read in conjunction with *The Framework for school inspection*, *The evaluation schedule for schools* and guidance in *Conducting school inspections*, available at: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Framework-for-the-inspection-of-maintained-schools-in-England-from-September-2009.
10. For independent boarding and residential special schools this guidance should be read in conjunction with *The Framework for inspecting education in non-association independent schools* and related guidance documents for schools and inspectors available at: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Independent-schools.
11. In a school which has dual registration as a children's home, the inspection of social care is carried out under the Care Standards Act 2000 having regard to the national minimum standards for children's homes and the Children's Homes Regulations 2001. Inspectors must also take the *Statutory guidance on children who run away and go missing from home or care* into account when inspecting

a school which has dual registration as a children's home.¹ This statutory guidance does not apply to boarding schools and residential special schools.

12. All schools which make residential provision, whether maintained or independent, must meet the national minimum standards and regulations set out by the Department for Education (DfE) for their type of school. The relevant national minimum standards and regulations that apply to residential provision are listed below.
 - National minimum standards for boarding schools:
www.teachernet.gov.uk/docbank/index.cfm?id=14855
 - National minimum standards for residential special schools:
www.dh.gov.uk/en/PublicationsandStatistics/Publications/PublicationsPolicyAndGuidance/DH_4006472
 - National minimum standards for children's homes that offer education, and for schools which have dual registration as children's homes, inspectors should refer to the regulations that apply to children's homes:
www.opsi.gov.uk/si/si2001/201396.htm
 - National minimum standards for children's homes:
www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4021209.pdf

The purpose of inspection

13. The inspection of residential provision in a school provides an independent external evaluation of its effectiveness and recommendations for improvement based upon a range of evidence which includes first-hand observation and the views of boarders and residential pupils, parents, and, where relevant, placing authorities.²
14. The purpose of Ofsted's inspections of residential provision in schools is to:
 - provide parents and placing authorities with information which informs their choices and preferences
 - provide the school community with an accurate evaluation of its residential provision
 - promote the improvement of residential provision for pupils in individual schools

¹ *Statutory guidance on children who run away and go missing from home or care* (DCSF-00670-2009); Department for Children, Schools and Families, 2009; www.dcsf.gov.uk/everychildmatters/_download/?id=6178. This guidance is also available in the 'Useful information' section of the *Independent, boarding and residential special schools inspection handbook*.

² The term 'parents' refers to mothers, fathers and/or carers.

- keep the Secretary of State for Education (and parliament) informed about the quality of residential provision and the work of boarding and residential special schools, and
- advise the Secretary of State, in the case of an independent school, about the school's suitability for continued registration as an independent school.

Pattern and frequency of inspection for different types of school

Maintained boarding schools

15. Ofsted routinely conducts an inspection of the residential provision in a maintained boarding school once every three years. Where it is appropriate to do so, we combine this with an inspection of the educational provision under section 5 of the Education Act 2005. This is an integrated inspection of the whole school provision. However, a risk analysis of good and outstanding schools might mean that their education inspection is deferred. This could lead to an interval of five years between school inspections, or longer, if the boarding school was judged as outstanding in its previous educational inspection.
16. Therefore, if a boarding school is not due for an inspection of its education provision, we will conduct, once in a three year period, an inspection of the residential provision alone. In this way, a maintained boarding school may receive an inspection of just its boarding provision or an integrated inspection of its education and residential provision, depending on the circumstances.

Maintained, non-maintained and independent residential special schools

17. Ofsted routinely inspects the residential provision of maintained, non-maintained and independent residential special schools every year. In the year in which the school inspection is also due, these inspections are combined to become an integrated inspection of the whole school. This reduces the pressure on schools and improves the coherence of inspection, enabling the school to receive a single rigorous evaluation of all their provision at one time, resulting in a single report.

Independent non-association boarding schools

18. Ofsted inspects all independent boarding schools at the request of the Secretary of State and the DfE which is the Registration Authority for independent schools. Ofsted always conducts an integrated inspection of the whole school provision, covering education and residential aspects, in an independent boarding school which is not a member of an independent school association. The inspection of a non-association boarding school occurs once every three years, unless the school is causing concern and we have been asked by the DfE to monitor its progress or bring an inspection forward.

Independent boarding schools which are members of independent school associations

19. Ofsted inspects the residential provision in schools which are members of associations such as the Association of Muslim Schools UK, the Christian Schools' Trust, the Steiner Waldorf Fellowship and those affiliated to the Independent Schools Council. As we do not inspect the educational provision in these schools, the inspection of residential provision is always conducted by Ofsted as a single activity, although we seek to align the timing of our inspections where possible with those of the independent inspectorates in order to improve the coherence of inspection for schools and reduce the pressure of inspections. Ofsted conducts an inspection of residential provision in these independent schools once every three years.
20. The education inspection of an independent association boarding school is conducted by an approved inspectorate according to its framework which is agreed with the DfE. The education report is available on the inspectorate's own website.

Independent and maintained children's homes

21. Children's homes which are also registered to provide education receive two inspections of their welfare provision each year by Ofsted. When the education inspection is due, it is timed to occur alongside a key inspection of the residential provision, and inspectors work closely together.³ This is conducted as an integrated inspection, but two separate reports are produced.

Who are the inspectors?

22. Inspection teams are staffed by suitably qualified inspectors who are trained and experienced in inspecting residential provision in schools and children's homes. They have a good understanding of the national minimum standards for the type of school they inspect. Some teams contain boarding school additional inspectors who are experienced senior staff who currently work in boarding schools or have done so in the past.

Code of conduct for inspectors

23. Ofsted's inspectors are required to uphold the highest professional standards in their work and to ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct which requires inspectors to:

- evaluate objectively, be impartial and inspect without fear or favour

³ There are two welfare inspections each year in a children's home. The 'key' inspection looks at regulations and national minimum standards; the second inspection follows up important weaknesses identified by the first inspection.

- evaluate provision in line with frameworks, national minimum standards and/or regulations
- base all evaluations on clear and robust evidence
- have no connection with the provider which could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of service users
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

Reports

24. All Ofsted's inspections result in reports which are published on our website. Where an integrated inspection has taken place, a single report is produced covering all areas of the school's work. However, in a children's home two separate reports are published as they are written for the two separate registering authorities; Ofsted for the children's home registration; the DfE for the registration as an independent school. The report of a registered children's home does not identify its name and location.

Part 2. Conducting the inspection of residential provision as a single event

25. An inspection of residential provision as a single event occurs in:
- maintained, non-maintained and independent residential special schools on an annual basis, except in the year in which we conduct an integrated inspection of the whole school provision
 - maintained boarding schools once every three years if, as a result of risk analysis the school inspection under section 5 is not required
 - independent boarding schools whose educational provision is inspected by an independent inspectorate approved for this purpose by the Secretary of State under section 162A(1)(b) of the Education Act 2002, as amended. Most of these schools are members of associations affiliated to the

Independent Schools Council whose education is inspected by the Independent Schools Inspectorate.⁴

26. Although these types of schools may be very different, there is much common ground in the inspection model and methodology used when inspecting their residential provision as a single event. The guidance in this part of the document refers to the inspection of residential provision when it takes place as a single event. It is ordered into sections according to the type of school in which the inspection is taking place. The final section covers inspection of association boarding schools when it is conducted by Ofsted as a single activity, and when the inspection is aligned with the school inspection by an independent inspectorate, so that both run concurrently. These are referred to as 'aligned inspections'.

Residential special schools

Inspection scheduling

27. All 'stand alone' inspections of residential provision in maintained or independent residential special schools are programmed by our national scheduling team, taking account of the timing of the last inspection and any risk assessment or, in non-association independent schools, any request for inspection from the DfE. The inspections take place on an annual basis.
28. The school inspection, where possible, is integrated with the annual residential inspection. The timing of the school inspection is determined according to risk analysis. Details of procedures for an integrated inspection of the whole school may be found in part 3 of this document.

Staffing the inspection

29. The residential inspection is led by either one of Her Majesty's Inspectors (HMI) or a social care inspector who is trained and experienced to lead inspections of residential provision. All team members are professional inspectors who are trained for the inspection of residential special schools and are experienced in communicating with pupils who have special needs and/or disabilities.
30. All inspectors have received training and are experienced in the inspection of safeguarding matters. The number of inspectors in the team varies to take account of such features as the size of the school, the number of residential pupils on roll, the number of boarding houses and their location. The inspection team should be of sufficient size to ensure that each boarding house or residential setting can be visited. There is no boarding school additional inspector on the team of a residential special school inspection.

⁴ The remaining schools are inspected either by the Bridge Schools Inspectorate or by the School Inspection Service.

Tariff for inspection

31. Residential special schools vary in size and nature. The sector includes large non-maintained special schools which make provision for very specific needs and take children as full boarders from all over the country, to smaller more local providers catering for children with a range of different special needs and disabilities who may be resident at the school only during the week. In some schools the residential accommodation may be located in a number of houses situated on or off the school site. These issues should be borne in mind in considering the staffing for the inspection.
32. An inspection of residential provision lasts a maximum of three days on site depending on the size and circumstances of the school. It could be reduced to two days for very small schools, but the tariff cannot be increased beyond the three days on site. As a general guide, schedulers allocate an average of six inspector days to each residential school inspection; a maximum of three days on site for the team with additional time for the lead inspector to plan and write.⁵ In very large schools, or those with dispersed accommodation facilities, more inspectors should be allocated to the team.
33. The type and duration of the inspection and size and composition of the team are determined by taking account of the risk, date and outcome of the previous inspection, size of school, nature of residential provision (both on and off site), and the pupils' needs. The number of inspectors in the team is as follows:
 - under 50 residential pupils – lead inspector only
 - 50–100 residential pupils – lead inspector and social care inspector
 - 100–200 residential pupils – lead inspector, two social care inspectors
 - over 200 residential pupils – lead inspector, two social care inspectors, and further social care inspectors depending on circumstances and nature of the school's residential provision.
34. We will ensure that there is a sufficient number of inspectors to match the circumstances of the school, and that there is sufficient time to accomplish all necessary inspection activity.
35. As a general guide, the tariff for the inspection includes two planning days for the lead inspector, which covers time for preparatory work, pre-inspection contact and travel to the school. During the inspection, inspectors will spend a maximum of two evenings in the residential accommodation and are likely to be present during morning and/or evening routines.

⁵ Teams are much larger in a big school where all or most pupils' board and houses are not located on one campus.

36. One day after the end of the inspection is allocated to the lead inspector for report writing.

Notice of inspection and pre-inspection contact with the lead inspector

37. Ofsted will normally notify residential special schools of their residential (only) inspection by telephone five clear working days before the inspection is due to begin, and send confirmation of the actual inspection dates and details of the team in a formal notification letter by email on the same day. We reserve the right to inspect schools without notice. This occurs only on rare occasions at the request of the DfE and when there are serious concerns about the school.
38. The notification telephone call to the headteacher will normally be made by the lead social care inspector. If the lead inspector will not be available to make the call themselves, they **must** arrange for a member of Ofsted's inspection support team to do so on their behalf. This is to ensure that the school receives the correct notification period. It is the lead inspector's responsibility to contact the inspection support team.
39. A telephone script for the inspection support team, telephone prompts for lead inspectors and a notification letter template are available on the boarding and residential provision pages of the Ofsted intranet site, and must be used.
40. If the lead inspector makes the notification telephone call themselves, they will still need to contact the inspection support team to provide them with details about the inspection, which are required for the formal notification letter, for example the names of any team inspectors. Further information is provided in the telephone prompts and script.
41. If the inspection support team makes the initial notification call, the lead inspector **must** still telephone the school before the inspection commences. This call must be made during the **following working day** after the inspection support team's call. This is in order to make certain arrangements with either the headteacher or the head of boarding.
42. After the initial telephone call has been made to the school (whether by the inspection support team or the lead inspector) the **inspection support team** will send the school a formal notification of inspection letter by email.⁶
43. The telephone call and formal notification letter will inform the school of:
 - the start and end dates of the inspection
 - the names of the lead and other inspectors (if applicable)

⁶ The inspection support team will need to record in the summary section of RSA the date that the letter was sent to the school.

- brief information about the inspection process and how to obtain key documents from our website, including Ofsted's complaints procedure
 - information about how questionnaires are to be handled – further details about this are in paragraphs 48–51.
44. The lead inspector may discuss the following matters during their telephone call to the headteacher or the head of boarding. Further information is provided in the telephone prompts for lead inspectors.
- The arrangements for the smooth running of the inspection.
 - The information it would be helpful to have by email in advance of the inspection. This will be kept to a minimum to reduce the burden of inspection on the school but might include a plan of the school and residential facilities; a staff list; any documents which might be available electronically; and any self-evaluation of its residential provision which the school has made and wishes to share with inspectors if this is not held in the online self-evaluation form/school information and self-evaluation form.
 - The information required during the inspection (as set out in the national minimum standards), such as staff, parents' and residential pupils' handbooks, policies and records, and samples of pupils' boarding files, including placement and care plans. This will only ever include information the school already has and in the form it keeps it. Schools will not be expected to prepare additional documentation for inspectors.
 - Distribution of questionnaires and collection of responses.
 - A timetable of interviews with key staff.
 - Arrangements for holding discussions with residential pupils.
45. In cases where, at the point of notification, it is found that there are no residential pupils currently on roll, the inspection will be deferred until residential pupils are present at the school. In the event that an independent or non-maintained residential special school wishes to discontinue its residential provision, the headteacher should be advised to confirm this information in writing to the DfE.⁷ The lead inspector should also send this information, together with the school's name and unique reference number, to the DfE. This matter will be dealt with by the DfE, who will send written confirmation to Ofsted so that the provision can be removed from our active database.

⁷ In the case of independent residential special schools, the contact details are: Independent education and boarding team, Department for Education, Mowden Hall, Staindrop Road, Darlington, DL3 9BG. The email address for the team is: registration.enquiries@education.gsi.gov.uk. For non-maintained residential special schools, the contact details are: SEN Operations Team, SEN and Disability Division, Department for Education, Mowden Hall, Staindrop Road, Darlington, DL3 9BG. The email address for the team is: sen.queries@education.gsi.gov.uk.

Pre-inspection information

46. Requests to schools for pre-inspection information are kept to a minimum. In preparing for inspection, lead inspectors take account of documentation which is already available to them. This includes:
- the school's website
 - the DfE's Edubase website
 - all previous education, welfare or monitoring reports
 - any information from the DfE regarding the registration of an independent school, which is available from the Managing Inspector Operational Lead for Integrated Inspections
 - any information stored on our Regulatory Support Application (RSA) system, for example concerning referrals, notifications, complaints or concerns since the last inspection, and
 - the information the school supplied on its most recent census return to the DfE.⁸
47. Inspectors will take account of any self-evaluation the school has made of its residential provision. Where this is contained in the school's online school self-evaluation form, inspectors will access the school's last submitted version through logging into Ofsted's online forms site.⁹ In all other cases, the lead inspector will ask the school to send by email any self-evaluation they would like inspectors to consider. Inspectors will not ask schools to complete any other forms requiring pre-inspection or self evaluation information.

Questionnaires

48. Ofsted is very keen to hear the views of residential pupils, their parents and carers and to take account of these in planning priorities for inspection. For this reason, as part of the notification telephone call and letter, schools will be asked to send pre-inspection questionnaires to parents and carers, and to the residential pupils (not the day pupils).¹⁰ The inspection support team sends the questionnaires by email to schools, with the formal notification letter. Schools are asked to send these promptly by email in order that completed questionnaires can be returned for the start of the inspection. The inspection

⁸ Instructions for accessing school census information are available in the guidance *PROTECT – Guidance on accessing school census information*. This is available on Ofsted's intranet site in the 'Guidance for inspectors – boarding and residential stand alone inspections' section of the *Independent, boarding and residential special schools inspection handbook*.

⁹ Ofsted's online forms site hosts the *Self-evaluation form* for maintained schools and the *School information and self-evaluation form* for independent schools:

<https://forms.ofsted.gov.uk/login.aspx?ReturnUrl=%2findex.aspx>.

¹⁰ *Boarders' and residential pupils' questionnaire for stand alone welfare inspections* (090046), Ofsted, 2010; www.ofsted.gov.uk/publications/090046.

support team also emails a letter and reply form directly to the relevant local authority designated officer, which requests information about child protection enquiries relating to the school that are ongoing, or have been undertaken in the last 12 months. The local authority designated officer is asked to send any information by secure email directly to the lead inspector.

49. If schools wish to use Widget, Makaton and British Sign Language versions of the residential pupils' questionnaire, PDF copies will also be sent alongside the formal notification letter.¹¹ Schools may adapt the residential pupils' questionnaire to suit the needs and abilities of their pupils, for example by translating it into Braille or symbols. Schools may also make other reasonable adjustments such as providing additional support with completing the questionnaires 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, and that the questions remain the same in essence.
50. Schools are asked to distribute questionnaires to residential pupils and their parents and carers, and seek a prompt return of their responses. Responses from residential pupils should be kept confidential, collected and held securely by the school to be given to the lead inspector before or at the start of the inspection, as arranged. Parents and carers are asked to email or post their completed questionnaires to the inspection support team, who will forward them to the lead inspector in advance of the inspection. The local authority designated officer is asked to send any information by secure email directly to the lead inspector.
51. The information from the questionnaires is used to set up lines of enquiry during the inspection or to inform the content of further discussion with groups of pupils to ascertain their views on particular issues. All questionnaires form part of the evidence base and should be retained until the conclusion of the inspection process, unless they indicate safeguarding concerns, in which case they must be retained until any investigation process is concluded.

Using pre-inspection information

52. The lead inspector uses planning time to prepare an inspection timetable which is shared with the school. They also generate a toolkit from the Regulatory Support Application system to be used in the inspection. In preparation for the inspection the inspector must review:
 - the previous welfare and education inspection reports
 - any recommendations from the previous inspection of the school's residential provision

¹¹ Inspectors can access the questionnaires from the Ofsted intranet site.

- evidence recorded on the Regulatory Support Application toolkit about the school
 - any information from the DfE regarding the registration of the school (independent residential special schools only), which is available from the Managing Inspector Operational Lead for Integrated Inspections
 - any referrals, notifications, complaints or concerns since the last inspection
 - all other sources of pre-inspection evidence outlined above.
53. The lead inspector uses the pre-inspection information to raise issues for the inspection which may be discussed with the head teacher or the member of staff in charge of boarding care. An open dialogue between school and inspectors is essential before and during inspection, and good communication is encouraged at all times. In preparing for the inspection, inspectors take account of all available pre-inspection information to draw up a plan for the inspection, deploy the team (if relevant) and for discussion with senior managers. However, no formal pre-inspection briefing is prepared in advance of the residential inspection as is the practice on a school inspection, but the plan for the inspection will be devised in discussion with the school. The lead inspector should not send any additional forms for the school to complete.

What happens during the inspection?

54. Early on in the inspection, the lead inspector will meet the headteacher and the head of boarding and will already have prepared an agenda for discussion. This will be based on an analysis of the pre-inspection information and will focus on any issues arising from it and on developments since the previous inspection and priorities for the future.
55. The inspection team will analyse the returns from the questionnaires. If no team inspectors are deployed, the lead inspector will review the questionnaires and use them to set up inspection issues to pursue.
56. Inspectors visit the residential facilities and talk to key staff and residential pupils. During this time they gather a wide range of evidence on which to base secure judgements. They engage staff and residential pupils fully in discussion. All residential facilities will be visited, although the amount of time spent in each (if relevant) will vary. Arrangements for the support and healthcare of residential pupils are examined, including special support and therapies for those pupils with particular needs or disabilities. Inspectors talk to staff involved in their care, looking at appropriate documentation, records and facilities. Inspectors will spend some time talking to children engaged in after school activities, and will usually be present during evening and/or morning routines. The inspectors are also required to judge the suitability of the school's premises and residential accommodation, and are likely to eat with the residential pupils on at least one occasion. They talk to residential pupils and to the staff who care for them and examine the procedures that the school follows to ensure that the welfare of all pupils is safeguarded and that young people are safe and

well cared for. Inspectors will examine the schools' records and procedures for safe recruitment and checking of staff. They will also talk to young people about their future plans.

57. During their time in school inspectors keep up a dialogue with key staff so that there is opportunity to ask questions and to offer further evidence as the inspection unfolds. Emerging findings are discussed at regular intervals with the headteacher and key care staff, where appropriate. Inspection has the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgements. The lead inspector therefore ensures that the headteacher and senior care staff:
- are kept up to date with how the inspection is proceeding
 - understand how inspectors reach judgements
 - have opportunities to clarify how evidence is used to reach judgements
 - are given the opportunity to present additional evidence relevant to the inspection.

Making judgements

58. Where the residential provision is inspected on its own, inspectors follow the evaluation schedule set out below. Inspectors focus initially on the school's compliance with the key national minimum standards for residential special schools.¹² Inspectors record their evidence and judgements in the Regulatory Support Application toolkit. This provides a full record of inspection findings and the evidence on which they are based. Inspectors make clear which of the standards are met, and where they are not, what the school must do to improve.
59. The schedule requires inspectors to make an overall judgement of the quality of the provision, and key judgements about each of the following matters:
- helping children to be healthy
 - protecting children from harm or neglect and helping them stay safe
 - helping children to achieve well and enjoy what they do
 - helping children to make a positive contribution
 - achieving economic well-being
 - the organisation of the residential provision, including a judgement on equality and diversity.

¹² *Reference guide to the key standards in each type of social care service inspected by Ofsted* (080117), Ofsted, 2008; www.ofsted.gov.uk/publications/080117.

60. For ease of reference, the relevant national minimum standards are grouped under these key judgement headings. Inspectors identify the strengths and weaknesses of the provision and where national minimum standards are not met, they identify what the school must do to improve.
61. In the course of the inspection and at team meetings, inspectors weigh up carefully the school's performance in meeting the standards and also make qualitative judgements about the residential provision and the impact this has on the young people. The overall judgements reflect all the evidence considered by the inspection team. Final judgements are made only when all first-hand evidence has been collected and considered. Final judgements represent the corporate view of the inspection team. Inspectors use *Benchmarking guidance on making social care inspection judgements* to reach clear overall judgements for each of the key judgements above and to reach an overall rating for the quality of boarding provision at the school.¹³
62. The lead inspector has overall responsibility for ensuring that judgements about the residential provision are corporately agreed by the inspection team, with reference to the benchmarking guidance, and that they are supported convincingly by the evidence. Final judgements are subject to moderation by our quality assurance team prior to publication of the report.

Feedback

63. At the end of the final day in school, the inspectors meet the headteacher to feed back the main inspection findings. The headteacher may wish to invite the proprietor, governors, head of boarding or other senior staff, as appropriate, to attend this meeting. Before leaving the school, the lead inspector is required to ensure that the school is clear:
 - that the main points provided orally in the feedback will be referred to in the text of the report
 - about the grades awarded for each judgement required by the evaluation schedule
 - that the grades awarded may be subject to change through the moderation process
 - whether the national minimum standards are met, and if not, which ones are not met
 - about the recommendations for improvement
 - about the procedures leading to the publication of the report
 - about the complaints procedure.

¹³ *Benchmarking guidance on making social care inspection judgements* (080042), Ofsted, 2008; www.ofsted.gov.uk/publications/080042.

Quality assurance of inspections

64. Every social care inspector receives a quality assurance monitoring visit from their manager at least once per year while they are leading an inspection. The purpose of this visit is to ensure that the inspection is conducted in accordance with our frameworks and guidance; that appropriate evidence is being gathered, recorded and used to form overall judgements which are accurate, fair and consistent. Managers also check that inspectors observe the code of conduct and maintain professional relations with the school, including good lines of communication.

What happens after an inspection?

65. After the inspection, the lead inspector is responsible for writing the report. The time for writing must be taken from the allocation of time for the inspection. The findings should be consistent with those explained orally to the school, and should be written using the Regulatory Support Application toolkit. The toolkit must be submitted to the national quality assurance team within five working days.
66. The report is checked rigorously by our quality assurance team to ensure that the report is fair and consistent with the supporting evidence and with *Benchmarking guidance on making social care inspection judgements*.¹⁴ Judgements should be clear and any standards which are not met must be clearly listed so that the school knows what it must do to improve. The style of the report must be accessible to a wide readership.
67. Where the school has not met a national minimum standard (or any part of it), the report must make clear which this is, including the national minimum standards reference number, so that the school understands what it must do to improve. The DfE will follow up these matters with independent residential special schools which will be asked to provide evidence that they have subsequently met the standard, or to provide an action plan to do so. In a maintained school it is the responsibility of the local authority to ensure that the provision is improved to meet the requirements of the national minimum standards.
68. Approximately 10 working days after the inspection, the inspection support team will email the school a PDF version of the inspection report, which has undergone quality assurance.¹⁵ A cover letter template is provided on the

¹⁴ *Benchmarking guidance on making social care inspection judgements* (080042), Ofsted, 2008; www.ofsted.gov.uk/publications/080042.

¹⁵ The inspection support team will need to open the report from the RSA toolkit as a Word document, and convert it into PDF. To create a PDF version of the report, open the Word version of the report, click 'File' and select 'Print'. In the print window, select 'Adobe PDF' from the 'Printer Name' drop down menu. Click 'Ok' and save the document as instructed. Adobe will save the document as a PDF, which can be emailed to the school.

boarding and residential pages of the Ofsted intranet site and must be used.¹⁶

¹⁷ The school is given three working days in which to comment on any factual errors in the report and to reply to the inspection support team, who will in turn forward them to the lead inspector.

69. Once finalised, the report is normally published within five working weeks after the end of the inspection. If the report has been amended to correct any factual errors, a final PDF copy is sent by email to the school (see paragraph 71).¹⁸ The school is responsible for sending copies of the report to parents and carers and to local authorities which fund places for pupils who have statements of special educational need or who are in public care. Shortly afterwards, the report is placed on our website.
70. The inspection support team is also responsible for sending the final copy of the report of an independent residential special school to the DfE.

Post-inspection survey

71. 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 post-inspection survey is emailed by the inspection support team to schools, with a cover letter which is available on the boarding and residential provision pages of the Ofsted intranet site.¹⁹ The post-inspection survey will be emailed alongside the final copy of the inspection report, if the report has been amended as a result of the factual accuracy check. Completed surveys should be returned to Ofsted by email to post.inspection.surveys@ofsted.gov.uk. Ofsted takes these responses seriously and uses the feedback it receives from schools to improve inspection and reporting practice.²⁰

Making a complaint

72. Occasionally, a proprietor or headteacher is dissatisfied with the school inspection or report. When this happens they should follow the guidance in the leaflet *Complaints procedure: raising concerns and making complaints about Ofsted*.²¹

¹⁶ Letters that are automatically generated by RSA should **not** be used.

¹⁷ The inspection support team must record in the summary section of RSA the date that the letter was sent to the school.

¹⁸ Any factual errors will need to be amended in the inspection report, by using the concerns process within RSA.

¹⁹ The inspection support team must record in the summary section of RSA the date that the letter was sent to the school.

²⁰ *Post-welfare inspection survey for residential special schools* (100189) Ofsted, 2010; www.ofsted.gov.uk/publications/100189.

²¹ *Complaints procedure: raising concerns and making complaints about Ofsted* (070080) Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

73. If dissatisfaction still remains after the complaint has been handled, the proprietor or headteacher may refer the complaint to the Independent Complaints Adjudication Service which will conduct a review. The adjudication service is independent of Ofsted. Further information about this service can be found at www.ofsted.gov.uk/Ofsted-home/Footer/How-to-complain.

Maintained boarding schools

74. The following model of inspection is used where the inspection of a maintained boarding school is conducted as a single event.

Inspection scheduling and tariff

75. All single inspections of residential provision in maintained boarding schools are programmed by our national scheduling team, taking account of the timing of the last inspection. The inspection of residential provision in a maintained boarding school must take place once every three years. Where risk analysis indicates deferral of the school inspection, the boarding inspection proceeds alone. Where risk analysis indicates that the school inspection should not be deferred, schedulers will ensure that, wherever possible, an integrated inspection of both the school and residential provision takes place.
76. Details of procedures where the inspection of residential provision is part of an integrated inspection of the whole school may be found in part 3 of this document.
77. The inspection generally lasts three days on site depending on the size of the school. The inspection begins in the morning of the first day and finishes with a feedback at the end of the third day. Inspectors will spend a maximum of two evenings in the boarding accommodation.
78. One day after the end of the inspection is allocated to the lead inspector for report writing.

Inspection tariff

79. Maintained schools vary in size and nature, but are generally large secondary schools. Although all of the schools take day pupils, several of them have a very substantial boarding contingent, while in others boarders may be very much in the minority. The number and location of boarding houses vary. These issues should be considered when deciding the size of the inspection team.
80. An inspection of boarding provision lasts a maximum of three days on site depending on the size and circumstances of the school. As a general guide, six inspector days are allocated by schedulers to the lead inspector of each boarding school inspection. This means a maximum of three days on site for

the team with two days for the lead inspector to plan and one day to write.²² This is flexible and could be reduced where schools have a small number of boarders, but the days on site cannot be increased. In very large schools or those with dispersed accommodation facilities, more inspectors might be deployed.

81. The type and duration of the inspection and size and composition of the team are determined by taking account of the risk, date and outcome of the previous inspection, size of school, nature of residential provision (both on and off site), and the pupils' needs. The number of inspectors in the team is as follows:
 - under 50 boarders – lead inspector only
 - 50–100 boarders – lead inspector and boarding school additional inspector
 - 100–200 boarders – lead inspector, social care inspector and boarding school additional inspector
 - over 200 boarders – lead inspector, social care inspector, boarding school additional inspector and further social care inspector depending on circumstances.
82. We will ensure that there is a sufficient number of inspectors to match the circumstances of the school, and that there is sufficient time to accomplish all necessary inspection activity.
83. As a general guide, the tariff for the inspection includes two planning days for the lead inspector, which covers time for preparatory work, pre-inspection contact and travel to the school. During the inspection, inspectors will spend a maximum of two evenings in the residential accommodation and are likely to be present during morning and/or evening routines.
84. One day after the end of the inspection is allocated to the lead inspector for report writing.

Who are the inspectors?

85. The inspection team is led by either one of Her Majesty's Inspectors or a social care inspector who is trained and experienced to lead inspections of residential provision. The team members are social care inspectors who are trained for and experienced in the inspection of boarding schools. The number of inspectors in the team is varied to take account of such features as the size of the school, the number of boarders on roll, the number of boarding houses and their location. The inspection team should be of sufficient size to ensure that each boarding house can be visited.

²² Teams are much larger in big schools where all or most pupils' board and houses are not located on one campus.

86. In maintained boarding schools with more than 50 boarders on roll, every effort is made to supplement the team by including a boarding school additional inspector. The boarding school additional inspector is an inspector with current or recent experience of working in a maintained or independent boarding school and has been trained by Ofsted for this type of inspection.

Notice of inspection and pre-inspection contact with the lead inspector

87. Ofsted will normally notify maintained boarding schools of their residential (only) inspection by telephone five clear working days before the inspection is due to begin, and send confirmation of the actual inspection dates and details of the team in a formal notification letter by email on the same day.²³ We reserve the right to inspect schools without notice. This would occur rarely and for reasons generally connected with serious concerns about the school.
88. The notification telephone call to the headteacher will normally be made by the lead social care inspector. If the lead inspector will not be available to make the call themselves, they **must** arrange for a member of Ofsted's inspection support team to do so on their behalf. This is to ensure that the school receives the correct notification period. It is the lead inspector's responsibility to contact the inspection support team.
89. A telephone script for the inspection support team, telephone prompts for lead inspectors and a notification letter template are available on the boarding and residential provision pages of the Ofsted intranet site, and must be used.
90. If the lead inspector makes the notification telephone call themselves, they will still need to contact the inspection support team to provide them with details about the inspection, which are required for the formal notification letter, for example the names of any team inspectors. Further information is provided in the telephone prompts and script.
91. If the inspection support team makes the initial notification call, the lead inspector **must** still telephone the school before the inspection commences. This call must be made during the **following working day** after the inspection support team's call. This is in order to make certain arrangements with either the headteacher or the head of boarding.
92. After the initial telephone call has been made to the school (whether by the inspection support team or the lead inspector) the **inspection support team** will send the school a formal notification of inspection letter by email.²⁴

²³ This notification period only occurs where the residential inspection is NOT integrated with the school inspection. For details on integrated inspections, please see part 3 of this document.

²⁴ The inspection support team will need to record in the summary section of RSA the date that the letter was sent to the school.

93. The telephone call and formal notification letter will inform the school of:
- the start and end dates of the inspection
 - the names of the lead and other inspectors (if applicable)
 - brief information about the inspection process and how to obtain key documents from our website, including Ofsted's complaints procedure
 - information about how questionnaires are to be handled – further details about this are in paragraphs 98–101 below.
94. The lead inspector may discuss the following matters during their telephone call with the headteacher or the head of boarding. Further information is provided in the telephone prompts for lead inspectors.
- The arrangements for the smooth running of the inspection.
 - The information it would be helpful to have by email in advance of the inspection. This will be kept to a minimum to reduce the burden of inspection on the school but might include a plan of the school and boarding facilities; a staff list; any documents which might be available electronically; and any self-evaluation of its boarding provision which the school has made and wishes to share with inspectors if this is not held in the online self-evaluation form/school information and self-evaluation form.
 - The information required during the inspection (as set out in the national minimum standards), such as staff, parents' and boarders' handbooks, policies and records, sample case studies of individual boarders, including those with special educational needs and/or disabilities, from ethnic minority groups, or who are looked after children to show provision made for them and their progress since coming to the school. This will only ever include information the school already has and in the form it keeps it. Schools will not be expected to prepare additional documentation for inspectors.
 - Distribution of questionnaires and collection of responses.
 - A timetable of interviews with key staff.
 - Arrangements for holding discussions with boarders.
95. In cases where, at the point of notification, it is found that there are no boarders currently on roll, the inspection will be deferred until boarders are present at the school. In the event that the school wishes to discontinue its boarding provision, the headteacher should be advised to confirm this information in writing to the independent education and boarding team at the DfE.²⁵ The lead inspector should also send this information, together with the

²⁵ Independent education and boarding team, Department for Education, Mowden Hall, Staindrop Road, Darlington, DL3 9BG. The email address for the team is: registration.enquiries@education.gsi.gov.uk.

school's name and unique reference number, to the DfE. This matter will be dealt with by the DfE, who will send written confirmation to Ofsted so that the provision can be removed from our active database.

Pre-inspection information

96. Requests to schools for pre-inspection information are kept to a minimum. In preparing for inspection, lead inspectors take account of documentation which is already available to them. This includes:
- the school's website
 - the DfE's Edubase website
 - all previous education, welfare or monitoring reports
 - any information from the DfE regarding the registration of an independent school, which is available from the Managing Inspector Operational Lead for Integrated Inspections
 - any information stored on our systems, for example concerning referrals, complaints or concerns since the last inspection
 - the information the school supplied on its most recent census return to the DfE.²⁶
97. Inspectors will take account of any self-evaluation the school has made of its residential provision. Where this is contained in our online school self-evaluation form, inspectors will access the school's last submitted version through logging into Ofsted's online forms site.²⁷ The lead inspector will check that the most recent version of the document has been uploaded. In all other cases, the lead inspector will ask the school to send by email any self-evaluation they would like inspectors to consider. Inspectors will not ask schools to complete any additional forms requiring pre-inspection or self-evaluation information.

Questionnaires

98. Ofsted is very keen to hear the views of boarders and their parents and carers and to take account of these in planning priorities for inspection. For this reason, as part of the notification telephone call and letter, schools will be asked to send pre-inspection questionnaires to the boarders (not the day pupils), and their parents and carers. The inspection support team sends the questionnaires by email to schools, with the formal notification letter. Schools

²⁶ Instructions for accessing school census information are available in the guidance *PROTECT – Guidance on accessing school census information*. This is available in the 'Guidance for inspectors – boarding and residential stand alone inspections' section of the *Independent, boarding and residential special schools inspection handbook*.

²⁷ Ofsted's online forms site hosts the *Self-evaluation form* for maintained schools and the *School information and self-evaluation form* for independent schools:
<https://forms.ofsted.gov.uk/login.aspx?ReturnUrl=%2findex.aspx>.

are asked to send these promptly by email in order that completed questionnaires can be returned for the start of the inspection. The inspection support team also emails a letter and reply form directly to the relevant local authority designated officer, which requests information about child protection enquiries relating to the school that are ongoing, or have been undertaken in the last three years. The local authority designated officer is asked to send any information by secure email directly to the lead inspector.

99. If schools wish to use Widget, Makaton and British Sign Language versions of the boarders' questionnaire, copies will also be sent alongside the formal notification letter.²⁸ Schools may adapt the boarders' questionnaire to suit the needs and abilities of their pupils, for example by translating it into Braille or symbols.²⁹ Schools may also make other reasonable adjustments such as providing additional support with completing the questionnaires for boarders who have low literacy skills or learning difficulties. It is important, however, that boarders are able to express their views privately if they so wish, and that the questions remain the same in essence.
100. Schools are asked to distribute questionnaires to boarders and their parents and carers and to seek a prompt return of their responses. These should be collected, held securely and given to the lead inspector by the start of the inspection.
101. The information from the questionnaires is used to set up lines of enquiry for inspectors to pursue during the inspection or to inform the content of further discussion with groups of boarders to ascertain their views on particular issues. All questionnaires form part of the evidence base and should be retained until the conclusion of the inspection process, unless they indicate safeguarding concerns, in which case they must be retained until any investigation process is concluded.

Using pre-inspection information

102. The lead inspector uses planning time to prepare an inspection timetable which is shared with the school. They also generate a toolkit from the Regulatory Support Application system toolkit to be used as a record of the inspection evidence and findings. In preparation for the inspection the inspector must review:
 - the previous welfare and education inspection reports
 - any recommendations from the previous inspections
 - any referrals, complaints or concerns since the last inspection

²⁸ Inspectors can access the questionnaires from the Ofsted intranet site.

²⁹ *Boarders' and residential pupils' questionnaire for stand alone welfare inspections* (090046), Ofsted, 2010; www.ofsted.gov.uk/publications/090046.

- all other sources of pre-inspection evidence outlined above.

103. The lead inspector uses the pre-inspection information to raise lines of enquiry for the inspection which may be discussed with the head teacher or the member of staff in charge of boarding care. An open dialogue between school and inspectors is essential before and during inspection, and good communication is encouraged at all times. In preparing for the inspection, inspectors take account of all available pre-inspection information to set up lines of enquiry to pursue during the inspection and for discussion with senior managers. However, no formal pre-inspection briefing is prepared in advance of the residential inspection for discussion with the school.

What happens during the inspection?

104. The lead inspector arrives on site in the morning of the first day. Early on in the inspection, they meet the headteacher and the head of boarding and will already have prepared an agenda for discussion. This will be based on the pre-inspection information available, and focus on developments since the previous inspection and priorities for the future.

105. During the school day inspectors will examine policy documents and records and hold interviews with key staff involved in the care, welfare and health provision for boarders. There may be a tour of the boarding accommodation. The lead inspector or one of the team will analyse the responses from boarders and parents to their questionnaires. This will not be a detailed analysis, but will provide an 'at a glance' overview of users' views and raise any issues to be followed up during the inspection.

106. At the end of the school day, inspectors will visit the boarding houses and talk to key staff and boarders, observing after school routines. During this time they gather a wide range of evidence on which to base secure judgements. They engage staff and boarders fully in discussion. All boarding houses are visited, although the amount of time spent in each (if relevant) will vary. Arrangements for the support and healthcare of boarders are examined and inspectors will talk to staff involved in their care, looking at appropriate documentation, records and facilities. Inspectors may see a number of extra-curricular activities and spend some time in talking to children about their experiences. They will inspect the arrangements for prep and private study and usually be present during evening and/or morning routines. The inspectors are required to judge the suitability of the school's premises and residential accommodation, and are also likely to eat with boarders on at least one occasion. They talk to boarders and to the staff who care for them and examine the procedures that the school follows to ensure that the welfare of all pupils is safeguarded and that young people are safe and well cared for. Inspectors will examine the schools' records and procedures for safe recruitment and checking of staff.

107. During their time in school inspectors keep up a dialogue with key staff so that there is opportunity to ask questions and to offer further evidence as the

inspection unfolds. Emerging findings are discussed at regular intervals with the headteacher and key boarding staff as appropriate. Inspection has the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgements. The lead inspector therefore ensures that the headteacher and senior care staff:

- are kept up to date with how the inspection is proceeding
- understand how inspectors reach judgements
- have opportunities to clarify how evidence is used to reach judgements
- are given the opportunity to present additional evidence.

Making judgements

108. In maintained boarding schools where the residential provision is inspected on its own, inspectors follow the evaluation schedule outlined below. They focus initially on the school's compliance with the national minimum standards for boarding schools. Evidence and judgements are recorded into the Regulatory Support Application toolkit to act as a full record of the inspection. Inspectors make clear which of the standards are met, and where they are not, what the school must do to improve.

109. Inspectors make an overall judgement of the quality of the boarding provision which is informed by the key judgements they make about each of the following matters:

- helping children to be healthy
- protecting children from harm or neglect and helping them stay safe
- helping children to achieve well and enjoy what they do
- helping children to make a positive contribution
- achieving economic well-being
- the organisation of the residential provision, including a judgement on equality and diversity.

110. For ease of reference, the national minimum standards for boarding schools are grouped under these key judgement headings. Inspectors identify the strengths and weaknesses of the school under each of these aspects and what it must do to improve, referring to the *Reference guide to the key standards in each type of social care service inspected by Ofsted*.³⁰

111. In the course of the inspection and at team meetings, inspectors weigh up carefully the school's performance in meeting the national minimum standards.

³⁰ *Reference guide to the key standards in each type of social care service inspected by Ofsted* (080117), Ofsted, 2008; www.ofsted.gov.uk/publications/080117.

They also make qualitative judgements under each of the Every Child Matters outcomes and about the organisation of the boarding provision and the impact this has on the young people. Inspectors use *Benchmarking guidance on making social care inspection judgements* to reach clear overall judgements for each of the sections above and an overall rating for the quality of boarding provision at the school.³¹ These judgements reflect all the evidence considered by the inspection team. Final judgements are made only when all first-hand evidence has been collected and considered. Final judgements represent the corporate view of the inspection team.

112. The lead inspector has overall responsibility for ensuring that judgements about the residential provision are agreed collectively by the inspection team, with reference to the benchmarking guidance, and that they are supported convincingly by evidence. Final judgements are subject to moderation prior to publication of the report.

Feedback

113. The lead inspector should ensure that brief feedback is offered to housemistress/housemasters.
114. At the end of the final day in school, the inspectors are available to meet the headteacher to feedback the main inspection findings. The headteacher may wish to invite the governors, senior staff or boarding staff to attend this meeting, as appropriate. Before leaving the school, the lead inspector is required to ensure that the school is clear:
- that the main points provided orally in the feedback will be referred to in the text of the report
 - about the grades awarded for each judgement required under the evaluation schedule
 - that the grades awarded may be subject to change through the moderation process
 - whether the national minimum standards for boarding schools were met, and if not, which ones were not met
 - about the recommendations for improvement
 - about the procedures leading to the publication of the report
 - about the complaints procedure.

³¹ *Benchmarking guidance on making social care inspection judgements* (080042), Ofsted, 2008; www.ofsted.gov.uk/publications/080042.

Quality assurance of inspections

115. Every social care inspector receives a quality assurance monitoring visit from their manager at least once per year while they are leading an inspection. The purpose of this visit is to ensure that the inspection is conducted in accordance with our frameworks and guidance; that appropriate evidence is being gathered, recorded and used to form overall judgements which are accurate, fair and consistent. Managers also check that inspectors observe the code of conduct and maintain professional relations with the school, including good lines of communication.

What happens after an inspection?

116. After the inspection, the lead inspector is responsible for writing the report for which one day is allocated. The findings should be consistent with those explained orally to the school, and should be written using the evidence and judgements recorded in the Regulatory Support Application toolkit. The toolkit should be submitted to the national quality assurance team within five working days.

117. The report is checked rigorously by our quality assurance team to ensure that the report is fair and consistent with the supporting evidence and with the benchmarking guidance. Judgements should be clear and any standards which are not met must be clearly listed so that the school knows what it must do to improve. The style of the report must be accessible to a wide readership.

118. Approximately 10 working days after the inspection, the inspection support team will email the school a PDF version of the inspection report, which has undergone quality assurance.³² A cover letter template is provided on the boarding and residential pages of the Ofsted intranet site and must be used.³³
³⁴ The school is given three working days in which to comment on any factual errors in the report and to reply to the inspection support team, who will in turn forward them to the lead inspector.

119. Once finalised, the report is normally published within five working weeks after the end of the inspection. If the report has been amended to correct any factual errors, a final PDF copy is sent by email to the school (see paragraph

³² The inspection support team will need to open the report from the RSA toolkit as a Word document, and convert it into PDF. To create a PDF version of the report, open the Word version of the report, click 'File' and select 'Print'. In the print window, select 'Adobe PDF' from the 'Printer Name' drop down menu. Click 'Ok' and save the document as instructed. Adobe will save the document as a PDF, which can be emailed to the school.

³³ Letters that are automatically generated by RSA should **not** be used.

³⁴ The inspection support team must record in the summary section of RSA the date that the letter was sent to the school.

120).³⁵ The school is responsible for sending copies of the report to parents and carers. Shortly afterwards, the report is published on our website.

Post-inspection survey

120. 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.³⁶ The post-inspection survey is emailed by the inspection support team to schools, with a cover letter which is available on the boarding and residential provision pages of the Ofsted intranet site.³⁷ The post-inspection survey will be emailed alongside the final copy of the inspection report, if the report has been amended as a result of the factual accuracy check. Completed surveys should be returned to Ofsted by email to post.inspection.surveys@ofsted.gov.uk. Ofsted takes these responses seriously and uses the feedback it receives from schools to improve inspection and reporting practice.³⁸

Making a complaint

121. Occasionally, a proprietor or headteacher is dissatisfied with the school inspection or report. When this happens they should follow the guidance in the leaflet: *Complaints procedure: raising concerns and making complaints about Ofsted*.³⁹

122. If dissatisfaction still remains after the complaint has been handled, the proprietor or headteacher may refer the complaint to the Independent Complaints Adjudication Service which will conduct a review. The adjudication service is independent of Ofsted. Further information about this service can be found at: www.ofsted.gov.uk/Ofsted-home/Footer/How-to-complain.

Independent association boarding schools

123. Ofsted conducts a routine inspection of each independent association boarding school once every three years. This may be an inspection which takes place independently, or it could be aligned with that of another inspectorate. The

³⁵ Any factual errors will need to be amended in the inspection report, by using the concerns process within RSA.

³⁶ *Post-welfare inspection survey for boarding schools* (100188) Ofsted, 2010; www.ofsted.gov.uk/publications/100188.

³⁷ The inspection support team must record in the summary section of RSA the date that the letter was sent to the school.

³⁸ *Post-welfare inspection survey for residential special schools* (100189) Ofsted, 2010; www.ofsted.gov.uk/publications/100189.

³⁹ *Complaints procedure: raising concerns and making complaints about Ofsted* (070080) Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

*Protocol between Ofsted and the approved independent inspectorates*⁴⁰ states that, wherever practicable, we will try to schedule the inspection of residential provision in an independent boarding school to run concurrently with the education inspection conducted by an independent inspectorate.⁴¹ This is referred to as an aligned inspection. The procedures for scheduling and conducting an aligned inspection are set out in paragraphs 178–218.

124. The procedures for scheduling and conducting an inspection of a boarding school as a single event are set out below.

The inspection of an independent association boarding school when it occurs as a single activity

125. The boarding school sector is extremely varied in size and nature. It includes large independent boarding schools where most children are full boarders; schools offering full, weekly and/or flexi-boarding arrangements; schools which provide for children with a range of different special needs and disabilities; schools with predominantly day pupils and a very small proportion of boarders, and a few schools which do not directly provide residential facilities but take responsibility for accommodating their pupils with host families.
126. Schools in this group are mostly members of the associations which are affiliated to the Independent Schools Council where the school inspection is conducted by the Independent Schools Inspectorate. All other association boarding schools belong to the Association of Muslim Schools UK, the Christian Schools Trust or the Steiner Waldorf Fellowship of Schools. These schools are inspected by the Bridge Schools Inspectorate and the School Inspection Service, respectively.

Inspection scheduling

127. The inspection of boarding provision in an independent association boarding school is routinely scheduled once in a three-year cycle. Wherever possible, we try to align the inspection of boarding provision with the programme of school inspections conducted by the Independent Schools Inspectorate, for greater coherence and to reduce the pressure of two separate inspections for schools. Where it is not possible to align the boarding inspection with the school inspection, Ofsted conducts the inspection of boarding provision as a single activity. The programme of inspections in independent schools is agreed by the registering authority, the DfE.

⁴⁰ *Protocol between Ofsted and the approved independent inspectorates* (100019), Ofsted, 2011; www.ofsted.gov.uk/publications/100019. This document is also available in Annex B of the *Independent, boarding and residential special schools inspection handbook*.

⁴¹ The Independent Schools Inspectorate for schools in the Independent Schools Council; the Bridge Schools Inspectorate for schools in the Association of Muslim Schools UK and the Christian Schools Trust and the Schools Inspection Service for schools in the Steiner Waldorf Fellowship of Schools

Inspection tariff

128. An inspection of boarding provision lasts a maximum of three days on site depending on the size and circumstances of the school. As a general guide, schedulers should allocate the lead inspector and team inspectors for a maximum of three inspector days on site for each boarding school inspection.⁴² The lead inspector should be given two days for planning and one day for writing. This is flexible and could be reduced where schools have a small number of boarders. In very large schools or those with dispersed accommodation facilities, more inspectors should be deployed to the team to ensure that an appropriate range of evidence may be gathered. The length of the inspection may not be extended beyond three days.
129. The type and duration of the inspection and size and composition of the team is determined by taking account of the risk, date and outcome of the previous inspection, size of school, nature of residential provision (both on and off site), and the pupils' needs. The number of inspectors in the team is as follows:
- under 50 boarders – lead inspector only
 - 50–100 boarders – lead inspector and boarding school additional inspector
 - 100–200 boarders – lead inspector, social care inspector and boarding school additional inspector
 - over 200 boarders – lead inspector, social care inspector, boarding school additional inspector and further social care inspector(s) depending on circumstances.
130. We will ensure that there is a sufficient number of inspectors to match the circumstances of the school, and that there is sufficient time to accomplish all necessary inspection activity.
131. As a general guide, the tariff for the inspection includes two planning days for the lead inspector, which covers time for preparatory work, pre-inspection contact and travel to the school. During the inspection, inspectors will spend a maximum of two evenings in the residential accommodation and are likely to be present during morning and/or evening routines.
132. One day after the end of the inspection is allocated to the lead inspector for report writing.

Who are the inspectors?

133. The inspection team is led by either one of Her Majesty's Inspectors or a social care inspector who is trained and experienced to lead inspections of residential

⁴² Teams are much larger in big schools where all or most pupils' board and houses are not located on one campus.

provision. The team members are social care inspectors who are trained for and experienced in the inspection of boarding schools. The number of inspectors in the team is varied to take account of such features as the size of the school, the number of boarders on roll, the number of boarding houses and their location. The inspection team should be of sufficient size to ensure that each boarding house can be visited.

134. In independent boarding schools with more than 50 boarders on roll, every effort is made to supplement the team with a boarding school additional inspector. The boarding school additional inspector is an inspector with current or recent experience of working in a maintained or independent boarding school and has been trained by Ofsted for this type of inspection.

Notice of inspection and pre-inspection contact with the lead inspector

135. Ofsted will notify schools of their boarding inspection by telephone five clear working days before the inspection is due to begin, and send confirmation of the actual inspection dates and details of the team in a formal notification letter by email on the same day. We reserve the right to inspect schools without notice, but this occurs in only a very few cases and is a response to a specific request from the DfE for reasons generally connected with serious concerns about the school.
136. The notification telephone call to the headteacher will normally be made by the lead social care inspector. If the lead inspector will not be available to make the call themselves, they **must** arrange for a member of Ofsted's inspection support team to do so on their behalf. This is to ensure that the school receives the correct notification period. It is the lead inspector's responsibility to contact the inspection support team.
137. A telephone script for the inspection support team, telephone prompts for lead inspectors and a notification letter template are available on the boarding and residential provision pages of the Ofsted intranet site, and must be used.
138. If the lead inspector makes the notification telephone call themselves, they will still need to contact the inspection support team to provide them with details about the inspection, which are required for the formal notification letter, for example the names of any team inspectors. Further information is provided in the telephone prompts and script.
139. If the inspection support team makes the initial notification call, the lead inspector **must** still telephone the school before the inspection commences. This call must be made during the **following working day** after the inspection support team's call. This is in order to make certain arrangements with either the headteacher or the head of boarding.

140. After the initial telephone call has been made to the school (whether by the inspection support team or the lead inspector) the **inspection support team** will send the school a formal notification of inspection letter by email.⁴³
141. The telephone call and formal notification letter will inform the school of:
- the start and end dates of the boarding inspection
 - whether or not this inspection will be aligned with another inspectorate
 - the names of the lead and other inspectors (if applicable)
 - brief information about the inspection process, including how questionnaires are to be handled – further details about this are in paragraphs 146–149.
142. The lead inspector may discuss the following matters during their telephone call to the headteacher or head of boarding. Further information is provided in the telephone prompts for lead inspectors.
- The arrangements for the smooth running of the inspection.
 - The information it would be helpful to have by email in advance of the inspection. This will be kept to a minimum to reduce the burden of inspection on the school but might include a plan of the school and boarding facilities; a staff list; any documents which might be available electronically; and any self-evaluation of its boarding provision which the school has made and wishes to share with inspectors if this is not held in the online self-evaluation form/school information and self-evaluation form.
 - The information required during the inspection (as set out in the national minimum standards), such as staff, parents' and boarders' handbooks, policies and records, and sample case studies of individual boarders, including those with special educational needs and/or disabilities, from ethnic minority groups, or who are looked after children to show provision made for them and their progress since coming to the school. This will only ever include information the school already has and in the form it keeps it. Schools will not be expected to prepare additional documentation for inspectors.
 - Distribution of questionnaires and collection of responses.
 - A timetable of interviews with key staff.
 - Arrangements for holding discussions with boarders.
143. In cases where, at the point of notification, it is found that there are no boarders currently on roll, the inspection will be deferred until boarders are present at the school. In the event that the school wishes to discontinue its

⁴³ The inspection support team will need to record in the summary section of RSA the date that the letter was sent to the school.

boarding provision, the headteacher should be advised to confirm this information in writing to the independent education and boarding team at the DfE.⁴⁴ The lead inspector should also send this information, together with the school's name and unique reference number, to the DfE. This matter will be dealt with by the DfE, who will send written confirmation to Ofsted so that the provision can be removed from our active database.

Pre-inspection information

144. Requests to schools for pre-inspection information are kept to a minimum. In preparing for inspection, lead inspectors should take account of information which is already available to them. This includes:

- the school's website
- the DfE's Edubase website
- all previous education, welfare or monitoring reports
- any information from the DfE regarding the registration of an independent school, which is available from the Managing Inspector Operational Lead for Integrated Inspections
- any information stored on the Regulatory Support Application system, for example concerning referrals, notifications, complaints or concerns since the last inspection, and
- the information the school supplied on its most recent census return to the DfE.⁴⁵

145. Inspectors will take account of any self-evaluation the school has made of its residential provision. This will not, however, be in the self-evaluation form or school information and self-evaluation form used by all other schools which we inspect. The lead inspector will ask the school whether it has made any self-evaluation and if so, will ask the school to send by email any self-assessment they would like inspectors to consider. Inspectors will not ask schools to complete any additional forms requiring pre-inspection or self evaluation information.

Questionnaires

146. Ofsted is very keen to hear the views of boarders and their parents and carers and to take account of these in planning priorities for inspection. For this

⁴⁴ Independent education and boarding team, Department for Education, Mowden Hall, Staindrop Road, Darlington, DL3 9BG. The email address for the team is: registration.enquiries@education.gsi.gov.uk.

⁴⁵ Instructions for accessing school census information are available in the guidance *PROTECT – Guidance on accessing school census information*. This is available in the 'Guidance for inspectors – boarding and residential stand alone inspections' section of the *Independent, boarding and residential special schools inspection handbook*.

reason, as part of the notification telephone call and letter, schools will be asked to send pre-inspection questionnaires to parents and carers, and to the boarders (not the day pupils). The inspection support team sends the questionnaires by email to schools, with the formal notification letter. Schools are asked to send these promptly by email in order that completed questionnaires can be returned for the start of the inspection.⁴⁶ The inspection support team also emails a letter and reply form directly to the relevant local authority designated officer, which requests information about child protection enquiries relating to the school that are ongoing, or have been undertaken in the last 3 years. The local authority designated officer is asked to send any information by secure email directly to the lead inspector.

147. If schools wish to use Widget, Makaton and British Sign Language versions of the boarders' questionnaire, copies will also be sent alongside the formal notification letter.⁴⁷ Schools may adapt the boarders' questionnaire to suit the needs and abilities of their pupils, for example by translating it into Braille or symbols. Schools may also make other reasonable adjustments such as providing additional support with completing the questionnaires for boarders who have low literacy skills or learning difficulties. It is important, however, that boarders are able to express their views privately if they so wish, and that the questions remain the same in essence.
148. Schools are asked to distribute questionnaires to boarders and their parents and carers and seek a prompt return of their responses. The responses should be kept confidential, collected and held securely by the school to be given to the lead inspector before or at the start of the inspection, as arranged.
149. The information from the questionnaires is used to set up lines of enquiry during the inspection or to inform the content of further discussion with groups of boarders to ascertain their views on particular issues. All questionnaires form part of the evidence base and should be retained until the conclusion of the inspection process, unless they indicate safeguarding concerns, in which case they must be retained until any investigation process is concluded.

Pre-inspection contact with the lead inspector

150. Prior to the inspection and as part of the planning process the lead inspector will contact the school by telephone to discuss the inspection and make arrangements for it. This may include making appointments for inspectors to talk to boarders and key members of staff responsible for their support and care. The lead inspector will discuss with the school the information and evidence they need to see in the course of the inspection. The school should ensure that policy documents and records are available for scrutiny during the

⁴⁶ *Boarders' and residential pupils' questionnaire for stand alone welfare inspections* (090046), Ofsted, 2010; www.ofsted.gov.uk/publications/090046.

⁴⁷ Inspectors can access the questionnaires from the Ofsted intranet site.

inspection. Schools will not be expected to prepare additional documentation for inspectors, but may be asked to send certain information in advance by email to assist with the planning process. This will only ever include information the school already has and in the form it keeps it. It might include, for example, a plan of the school and boarding houses, a list of boarding staff or a school prospectus. The lead inspector uses planning time to prepare an inspection timetable which is shared with the school.

Using pre-inspection information

151. The lead inspector uses planning time to prepare an inspection timetable which is shared with the school. They also generate a toolkit from the Regulatory Support Application to be used in the inspection. In preparation for the inspection the inspector must review:

- the previous welfare and education inspection reports
- any recommendations from the previous inspections
- any referrals, complaints or concerns since the last inspection
- all other sources of pre-inspection evidence outlined above.

152. The lead inspector uses the pre-inspection information to raise lines of enquiry for the inspection which may be discussed with the head teacher or the member of staff in charge of boarding care. An open dialogue between school and inspectors is essential both before and during inspection, and good communication is encouraged at all times. In preparing for the inspection, inspectors take account of all available pre-inspection information to set up lines of enquiry to pursue during the inspection and for discussion with senior managers. However, no formal pre-inspection briefing is prepared in advance of the residential inspection for discussion with the school.

What happens during the inspection?

153. Early on in the inspection, the lead inspector will meet the headteacher and the head of boarding and will already have prepared an agenda for discussion. This will be based on the pre-inspection information available, and focus on developments since the previous inspection and priorities for the future.

154. Members of the inspection team will analyse the responses from boarders and parents to the questionnaires. This will not be a formal and detailed analysis, but is intended to provide an overview of their views and raise any issues or inspection trials to be followed up during the inspection.

155. There is a short team meeting to discuss the pre-inspection issues before inspectors begin their work. The inspectors are required to judge the suitability of the school's premises and residential accommodation, and are also likely to eat with boarders on at least one occasion. They talk to boarders and to the staff who care for them and examine the procedures that the school follows to

ensure that the welfare of all pupils is safeguarded and that young people are safe and well cared for. Inspectors will examine the school's records and procedures for safe recruitment and checking of staff. To do so they will look at a sample of recruitment records. Arrangements for the support and healthcare of boarders are examined and inspectors will talk to staff involved in their care, looking at appropriate documentation, records and facilities.

156. At the end of the school day, inspectors will visit the boarding houses and talk to key staff and boarders. During this time they gather a wide range of evidence on which to base secure judgements. They engage staff and boarders fully in discussion. All boarding houses are visited, although the amount of time spent in each (if relevant) will vary. Inspectors may see a number of extra-curricular activities and spend some time in talking to children about their experiences. They will inspect the arrangements for prep and private study. They may inspect evening and/or morning routines.
157. The lead inspector should ensure that brief feedback is offered to housemistress/housemasters.
158. The lead inspectors will set aside time in the plan for the inspection to meet and discuss the emerging issues and prioritise further action. They will reach key judgements and record whether national minimum standards are met.
159. During their time in school inspectors keep up a dialogue with key staff so that there is opportunity to ask questions and to offer further evidence as the inspection unfolds. Emerging findings are discussed at regular intervals with the headteacher and key boarding staff as appropriate. Inspection has the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgements. The lead inspector therefore ensures that the headteacher and senior care staff:
 - are kept up to date with how the inspection is proceeding
 - understand how inspectors reach judgements
 - have opportunities to clarify how evidence is used to reach judgements
 - are given the opportunity to present additional evidence.

Making judgements

160. Inspectors follow the evaluation schedule outlined in paragraph 161. They focus initially on the school's compliance with the national minimum standards for boarding schools. Evidence and judgements are recorded into the Regulatory Support Application toolkit by the lead inspector. Team inspectors should contribute to this evidence base from the aspects they have covered and may do so by providing text on a memory stick for incorporation in the Regulatory Support Application. Inspectors make clear which of the standards are met, and where they are not, what the school must do to improve.

161. For ease of reference, the national minimum standards for boarding schools are grouped under the key judgement headings in the evaluation schedule below. While recording compliance with the key national minimum standards, referring to the *Reference guide to the key standards in each type of social care service inspected by Ofsted*,⁴⁸ inspectors also identify the strengths and weaknesses of the provision in each of these aspects and make a clear judgement on each of these matters:

- helping children to be healthy
- protecting children from harm or neglect and helping them stay safe
- helping children to achieve well and enjoy what they do
- helping children to make a positive contribution
- achieving economic well-being
- the organisation of the residential provision, including a judgement on equality and diversity.

162. In the course of the inspection and at team meetings, inspectors weigh up carefully the school's performance in meeting the national minimum standards. They make qualitative judgements under each of the Every Child Matters outcomes and organisation about the boarding provision and the impact this has on the young people. These judgements reflect all the evidence gathered and considered by the inspection team. Final judgements represent the collective view of the inspection team. To reach them, inspectors use Benchmarking guidance on making social care inspection judgements.⁴⁹ Finally, they consider all aspects and, using the benchmarking guidance, they reach an overall rating for the quality of boarding provision at the school.

163. The lead inspector has overall responsibility for ensuring that judgements about the residential provision are agreed collectively by the inspection team, with reference to the benchmarking guidance and that they are supported convincingly by evidence. Final judgements are subject to moderation prior to publication of the report.

Feedback

164. At the end of the final day in school, the inspectors are available to meet the headteacher to feedback the main inspection findings. The headteacher may wish to invite the governors, senior staff or boarding staff to attend this meeting, as appropriate. Before leaving the school, the lead inspector is required to ensure that the school is clear:

⁴⁸ *Reference guide to the key standards in each type of social care service inspected by Ofsted* (080117), Ofsted, 2008; www.ofsted.gov.uk/publications/080117.

⁴⁹ *Benchmarking guidance on making social care inspection judgements* (080042), Ofsted, 2008; www.ofsted.gov.uk/publications/080042.

- that the main points provided orally in the feedback will be referred to in the text of the report
- about the grades awarded for each judgement required under the evaluation schedule
- that the grades awarded may be subject to change through the moderation process
- whether the national minimum standards for boarding schools were met, and if not, which ones were not met
- about the recommendations for improvement
- about the procedures leading to the publication of the report
- about the complaints procedure.

Quality assurance of inspections

165. Every social care inspector receives a quality assurance monitoring visit from their manager at least once per year while they are leading an inspection. The purpose of this visit is to ensure that the inspection is conducted in accordance with our frameworks and guidance; that appropriate evidence is being gathered, recorded and used to form overall judgements which are accurate, fair and consistent. Managers also check that inspectors observe the code of conduct and maintain professional relations with the school, including good lines of communication.

What happens after an inspection?

166. Before any team inspector leaves the school, or following the feedback to the school where any team inspector is present, they will leave the lead inspector with notes of the work they have undertaken and, where deployed to do so, paragraphs for the report. The paragraphs can be in bullet points but this should be agreed with the lead inspector at the beginning of the inspection. Notes or paragraphs provided to the lead inspector should ideally be in electronic form, but can be presented in hardcopy. The lead inspector must ensure that any evidence in hardcopy is securely sent to Ofsted's national business unit, in line with the retention and disposal policy.

167. After the inspection, the lead inspector is responsible for writing the report for which one day is allocated. The findings should be consistent with those explained orally to the school, and should be written using the Regulatory Support Application toolkit.

168. The toolkit containing the report must be submitted to the national quality assurance team within five days of the end of the inspection.

169. The report is checked rigorously by our quality assurance team to ensure that the report is fair and consistent with the supporting evidence and with *Benchmarking guidance on making social care inspection judgements*.⁵⁰ Judgements should be clear and any standards which are not met must be clearly listed so that the school knows what it must do to improve. The style of the report must be accessible to a wide readership.
170. Where the school has not met a national minimum standard (or any part of it), the report must make clear which this is, including the national minimum standards reference number, so that the school understands what it must improve. The DfE will follow up these matters with the school.
171. Approximately 10 working days after the inspection, the inspection support team will email the school a PDF version of the inspection report, which has undergone quality assurance.⁵¹ A cover letter template is provided on the boarding and residential pages of the Ofsted intranet site and must be used.⁵² ⁵³ The school is given three working days in which to comment on any factual errors in the report and to reply to the inspection support team, who will in turn forward them to the lead inspector.
172. Once finalised, the report is normally published within five working weeks after the end of the inspection. If the report has been amended to correct any factual errors, a final PDF copy is sent by email to the school (see paragraph 174).⁵⁴ The school is responsible for sending copies of the report to parents and carers. Shortly afterwards, the report is placed on our website.

Reporting to the Department for Education

173. The inspection support team is also responsible for sending the report of an independent boarding school to the DfE. Where provision has been judged inadequate, the lead inspector should complete *Form A – Confirmation that an independent boarding or residential special school is causing concern following a welfare only inspection* which is used to notify the DfE of the urgency of the

⁵⁰ *Benchmarking guidance on making social care inspection judgements* (080042), Ofsted, 2008; www.ofsted.gov.uk/publications/080042.

⁵¹ The inspection support team will need to open the report from the RSA toolkit as a Word document, and convert it into PDF. To create a PDF version of the report, open the Word version of the report, click 'File' and select 'Print'. In the print window, select 'Adobe PDF' from the 'Printer Name' drop down menu. Click 'Ok' and save the document as instructed. Adobe will save the document as a PDF, which can be emailed to the school.

⁵² Letters that are automatically generated by RSA should **not** be used.

⁵³ The inspection support team must record in the summary section of RSA the date that the letter was sent to the school.

⁵⁴ Any factual errors will need to be amended in the inspection report, by using the concerns process within RSA.

concerns.⁵⁵ Where the school does not meet all national minimum standards or there are concerns about safeguarding, a letter will be sent by the DfE requesting that the school draws up an action plan within a specified timescale. Once the action plan has been received from the school, the DfE may require Ofsted to advise on the suitability of the action plan and may request that a visit to the school is made to monitor its progress.

Post-inspection survey

174. All schools are invited to take part in a post-inspection survey so that their views are obtained and contribute to the development of inspection.⁵⁶ The post-inspection survey is emailed by the inspection support team to schools, with a cover letter which is available on the boarding and residential provision pages of the Ofsted intranet site.⁵⁷ The post-inspection survey will be emailed alongside the final copy of the inspection report, if the report has been amended as a result of the factual accuracy check. Completed surveys should be returned to Ofsted by email to post.inspection.surveys@ofsted.gov.uk. Ofsted takes these responses seriously and uses the feedback it receives from schools to improve inspection and reporting practice.⁵⁸

Making a complaint

175. Occasionally, a proprietor or headteacher is dissatisfied with the school inspection or report. When this happens they should follow the guidance in the leaflet *Complaints procedure: raising concerns and making complaints about Ofsted*.⁵⁹

176. If dissatisfaction still remains after the complaint has been handled, the proprietor or headteacher may refer the complaint to the Independent Complaints Adjudication Service which will conduct a review. The adjudication service is independent of Ofsted. Further information about this service can be found at www.ofsted.gov.uk/Ofsted-home/Footer/How-to-complain.

⁵⁵ *Form A – Confirmation that an independent boarding or residential special school is causing concern following a welfare only inspection* (20090054), Ofsted, 2010;

www.ofsted.gov.uk/publications/20090054. This document is also available in the 'Forms for inspectors' section of the *Independent, boarding and residential special schools inspection handbook*.

⁵⁶ *Post-welfare inspection survey for boarding schools* (100188) Ofsted, 2010;

www.ofsted.gov.uk/publications/100188.

⁵⁷ The inspection support team must record in the summary section of RSA the date that the letter was sent to the school.

⁵⁸ *Post-welfare inspection survey for residential special schools* (100189) Ofsted, 2010;

www.ofsted.gov.uk/publications/100189.

⁵⁹ *Complaints procedure: raising concerns and making complaints about Ofsted* (070080) Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

Conducting inspections of independent boarding schools which are aligned with the school inspection by an independent inspectorate

177. Aligning inspections in a boarding school is likely to add value to the inspection process by increasing the coherence of inspection and the consistency of judgements, and reducing the pressure of two separate inspections for a boarding school. For this reason, Ofsted will seek to align its boarding inspections with the school inspection conducted by an independent inspectorate wherever possible. However, we will not be able to align inspections where:

- inspection cycles between the independent inspectorate and Ofsted are more than six months apart and Ofsted's boarding inspection must be completed within a three-year period in order to meet HMCI's statutory obligations
- we have been requested by the DfE to bring forward an inspection of boarders' welfare because of specific concerns at the school
- we have received insufficient notice of the independent inspectorate's programme of inspection, or of a change within it, in accordance with the *Protocol between Ofsted and the approved independent inspectorates*.⁶⁰

Aligning inspections with the Independent Schools Inspectorate school inspection

178. The Independent Schools Inspectorate changed their inspection framework in January 2010. Schools are now inspected on a three-year cycle. There are two types of inspection: interim and standard inspections. Five working day's notice of inspection is given of an interim inspection, or the initial part of the standard inspection at which regulations are checked.

179. **Interim inspections** alternate with standard inspections for those schools where no regulatory failings were identified at the time of their previous inspection. It is not possible for a school to have two consecutive interim inspections. The interim inspection takes place over two days, and may be conducted by one or two inspectors. The purpose of this inspection is to check that the school continues to meet all the regulations for independent schools. This inspection results in a short report which is published four weeks later.

⁶⁰ The Protocol specifies that details of boarding school inspections should be supplied to Ofsted at least six months in advance. *Protocol between Ofsted and the approved independent inspectorates* (100019), Ofsted, 2011; www.ofsted.gov.uk/publications/100019. This document is also available in Annex B of the *Independent, boarding and residential special schools inspection handbook*.

180. If a school initially allocated an interim inspection is subsequently found to have significant weaknesses including regulatory failings, its interim inspection will revert to a standard inspection format. See paragraph 181.
181. **A standard inspection** is organised into two distinct parts. There is an initial visit to the school which lasts two days during which inspectors make a regulatory check similar to that of the interim inspection. This visit is followed four weeks later by a full-team inspection of the school which lasts three days. While there are notes from the first part of the inspection (the initial visit to the school), the final report for publication is written after the standard inspection.

Scheduling aligned inspections

182. According to the protocol, the Independent Schools Inspectorate will notify Ofsted of its inspection programme six months in advance, providing details of the start and end dates of the inspection and the lead inspector's name. This information will be sent to Ofsted via the email box at ind.sch@ofsted.gov.uk from where it will be passed to the national scheduling team.
183. Ofsted's national scheduling team will use this information to programme an inspection of the boarding provision to run concurrently with the independent Schools Inspectorate's **interim** inspection of the school, or with the **initial visit** in the case of a standard inspection. Schedulers should note that the boarding inspection should be scheduled to finish at the same time as the Independent Schools Inspectorate's inspection of the school. It should be noted, therefore, that in most boarding schools, Ofsted's inspection will start on the day before the Independent Schools Inspectorate's school inspection. For this reason, the inspectorate's interim inspections are not scheduled to start on a Monday.

Notifying the Independent Schools Inspectorate

184. Ofsted will notify the Independent Schools Inspectorate of all inspections of independent schools where it intends to align its boarding inspection with their school inspection. This information will be sent to: data@isi.net. Ofsted will inform the Independent Schools Inspectorate of the name and email address of the Ofsted lead social care inspector as soon as this is known. This will enable inspectors to establish good contact at an early stage. Both inspectorates will respect the confidentiality of this information.

Inspection tariff

185. A boarding inspection is generally conducted over three days on site. This should be reduced to two days in schools where there is a small number of boarders, but it must not be extended beyond the three days of the tariff. In large or complex boarding schools where all, or almost all, pupils are full boarders and there are a number of off-site boarding houses, the length of the

inspection will remain at three days, but more inspectors will be allocated to the inspection team.

186. Well in advance of the inspection, and preferably on receipt of the work programme, the lead social care inspector should consider the nature of the boarding provision, if necessary consulting information available on the Regulatory Support Application system and the school's website. They should discuss the number of inspectors required for the inspection with their inspection team manager and exercise professional judgement in bringing together a team of appropriate size and expertise. Requests for boarding school additional inspectors should also be made at this stage.
187. As a general guide, six inspector days are allocated to each boarding inspection.⁶¹ However, this tariff is flexible and must reflect the circumstances of the individual boarding school and the requirements of the inspection. In the case of very large or unusually complex boarding schools, Ofsted's Managing Inspector Operational Lead for Integrated Inspections must be consulted. The number of inspectors should have regard to this guidance:
- under 50 boarders – lead inspector only
 - 50–100 boarders – lead inspector and a boarding school additional inspector
 - 100–200 boarders – lead inspector, another social care inspector and a boarding school additional inspector
 - over 200 boarders – lead inspector, social care inspector, boarding school additional inspector and further social care inspector(s) depending on the number of boarders on roll and the number and location of boarding houses.
188. The inspection tariff includes two planning days for the lead social care inspector, which covers time for a telephone call and email to the school, liaison with the Independent Schools Inspectorate lead inspector, travel and all preparatory work. There is one day after the end of the inspection allocated to the lead inspector for report writing.

Initial contact between lead inspectors

189. The lead inspector of the Independent Schools Inspectorate has around five weeks notice of the inspection. They will be responsible for making contact with the Ofsted lead social care inspector by email initially, after which inspectors may make arrangements to speak. At an early stage, inspectors are encouraged to discuss the planning of the inspection, including how any pre-inspection documentation might be shared, drawing up an inspection timetable and reducing any areas of overlap for the school by planning joint interviews, for

⁶¹ Teams are much larger in big school where all or most pupils' board and houses are not located on one campus.

example to cover safeguarding matters; the timing of meetings and feedback. The Ofsted lead inspector is advised to read the Independent Schools Inspectorate's inspection framework available from its website: www.isi.net.

Notice of inspection and pre-inspection contact with the lead inspector

190. Ofsted will give an independent boarding school four working days' notice of a boarding inspection.⁶² This will avoid compromising the Independent Schools Inspectorate's notification period of five days. The notification telephone call to the headteacher will normally be made by the lead social care inspector. If the lead inspector will not be available to make the call themselves, they **must** arrange for a member of Ofsted's inspection support team to do so on their behalf. This is to ensure that the school receives the correct notification period. It is the lead inspector's responsibility to contact the inspection support team.
191. A telephone script for the inspection support team, telephone prompts for lead inspectors and a notification letter template are available on the boarding and residential provision pages of the Ofsted intranet site, and must be used.
192. If the lead inspector makes the notification telephone call themselves, they will still need to contact the inspection support team to provide them with details about the inspection, which are required for the formal notification letter, for example the names of any team inspectors. Further information is provided in the telephone prompts and script.
193. If the inspection support team makes the initial notification call, the lead inspector **must** still telephone the school before the inspection commences. This call must be made during the **following working day** after the inspection support team's call. This is in order to make certain arrangements with either the headteacher or the head of boarding.
194. After the initial telephone call has been made to the school (whether by the inspection support team or the lead inspector) the **inspection support team** will send the school a formal notification of inspection letter by email.⁶³
195. The telephone call and formal notification letter will inform the school of:
 - the start and end dates of the boarding inspection
 - whether or not this inspection will be aligned with another inspectorate
 - the names of the lead and other inspectors (if applicable)

⁶² This will depend on whether the boarding inspection is starting on the day before the Independent Schools Inspectorate's inspection or not. Where it does, only four days' notice will be given in order not to compromise the Independent Schools Inspectorate's notification period.

⁶³ The inspection support team will need to record in the summary section of RSA the date that the letter was sent to the school.

- brief information about the inspection process, including how questionnaires are to be handled – further details about this are in paragraphs 199–203.
196. The lead inspector may discuss the following matters during their telephone call with the headteacher or the head of boarding. Further information is provided in the telephone prompts for lead inspectors.
- The arrangements for the smooth running of the inspection.
 - The information it would be helpful to have by email in advance of the inspection. This will be kept to a minimum but might include a plan of the school and boarding facilities; a staff list; any documents which might be available electronically; and any self-evaluation of its boarding provision which the school has made and wishes to share with inspectors if this is not held in the online self-evaluation form/school information and self-evaluation form.
 - The information required during the inspection (as set out in the national minimum standards), such as staff, parents' and boarders' handbooks, policies and records, and sample case studies of individual boarders, including those with special educational needs and/or disabilities, from ethnic minority groups, or who are looked after children to show provision made for them and their progress since coming to the school. This will only ever include information the school already has and in the form it keeps it. Schools will not be expected to prepare additional documentation for inspectors.
 - Distribution of questionnaires and collection of responses.
 - A timetable of interviews with key staff.
 - Arrangements for holding discussions with boarders.
197. In cases where, at the point of notification, it is found that there are no boarders currently on roll, the inspection will be deferred until boarders are present at the school. In the event that the school wishes to discontinue its boarding provision, the headteacher should be advised to confirm this information in writing to the independent education and boarding team at the DfE.⁶⁴ The lead inspector should also send this information, together with the school's name and unique reference number, to the DfE. This matter will be dealt with by the DfE, who will send written confirmation to Ofsted so that the provision can be removed from our active database.

⁶⁴ Independent education and boarding team, Department for Education, Mowden Hall, Staindrop Road, Darlington, DL3 9BG. The email address for the team is: registration.enquiries@education.gsi.gov.uk.

Pre-inspection information

198. Requests to schools for pre-inspection information are kept to a minimum. In preparing for inspection, lead inspectors should take account of information which is already available to them. This includes
- the school's website; the DfE's Edubase website
 - all previous education, welfare or monitoring reports
 - any information from the DfE regarding the registration of an independent school, which is available from the Managing Inspector Operational Lead for Integrated Inspections
 - any information stored on the Regulatory Support Application system, for example concerning referrals, notifications, complaints or concerns since the last inspection
 - the information the school supplied on its most recent census return to the DfE.⁶⁵

Questionnaires

199. Ofsted will seek to reduce bureaucracy for schools by keeping requests for pre-inspection information to a minimum and ensuring that information is shared between inspectors. For this reason, we will **not** ask the school to distribute additional questionnaires to parents and carers. Instead, any issues emerging from an analysis of the Independent Schools Inspectorate's survey of parents, which is relevant for an inspection of the boarding provision, will be shared with the Ofsted team.
200. However, we will email to the school a questionnaire for distribution to boarders only (not the day pupils).⁶⁶ This will be sent with the formal notification letter. If schools wish to use Widget, Makaton and British Sign Language versions of the boarders' questionnaire, copies will also be sent alongside the formal notification letter.⁶⁷ Schools may adapt the boarders' questionnaire to suit the needs and abilities of their boarders, for example by translating it into Braille or symbols. Schools may also make other reasonable adjustments such as providing additional support with completing the questionnaires for boarders who have low literacy skills or learning difficulties. It is important, however, that boarders are able to express their views privately if they so wish, and that the questions remain the same in essence.

⁶⁵ Instructions for accessing school census information are available in the guidance *PROTECT – Guidance on accessing school census information*. This is available in the 'Guidance for inspectors – boarding and residential stand alone inspections' section of the *Independent, boarding and residential special schools inspection handbook*.

⁶⁶ *Boarders' and residential pupils' questionnaire for stand alone welfare inspections* (090046), Ofsted, 2010; www.ofsted.gov.uk/publications/090046.

⁶⁷ Inspectors can access the questionnaires from the Ofsted intranet site.

201. Schools are asked to distribute the questionnaire to boarders and seek a prompt return of their responses. Schools must enable boarders to complete the questionnaire in confidence, collect their responses and hold them securely to be given to the lead inspector before or at the start of the inspection. The views of boarders are extremely important to Ofsted's inspectors.
202. The inspection support team will also email a letter and reply form directly to the relevant local authority designated officer, which requests information about child protection enquiries relating to the school that are ongoing, or have been undertaken in the last 12 months. The local authority designated officer is asked to send any information by secure email directly to the lead inspector.
203. The information from the questionnaires is used to set up lines of enquiry during the inspection or to inform the content of further discussion with groups of boarders to ascertain their views on particular issues. All questionnaires form part of the evidence base and should be retained in accordance with Ofsted's retention policy, unless they indicate safeguarding concerns, in which case they must be retained until any investigation process is concluded.

Pre-inspection discussion with the Independent Schools Inspectorate's reporting inspector

204. It is anticipated that lead inspectors from both inspectorates will hold a conversation by email or telephone in advance of the inspection, and during the planning phase, to ensure that there is a clear and detailed plan for the inspection covering the timing of any joint meetings, and any interviews which should be held jointly because the substance of the interview concerns both inspection schedules. This would concern arrangements for safe recruitment of staff, safeguarding pupils and health and safety, for example. It should also include any pre-inspection information or documentation that either team has, which would have relevance to the duties of the other.
205. Schools complete a 'pre-inspection package' for the Independent Schools Inspectorate which contains information and self-assessment. The reporting inspector may, if the school agrees, share with Ofsted any information in this document about boarding. This would avoid us asking the school to supply the information twice. Inspectors are asked to use their discretion and to be guided at all times by the principle of reducing bureaucracy for the school. They are encouraged to share inspection plans with one another.

Conducting aligned inspections

206. During aligned inspections, Ofsted and the independent inspectorate will each follow their respective inspection schedules and guidance (please refer to paragraphs 153–163). Wherever practical and commonsense to do so, inspectors will work together to minimise overlaps and improve coherence, sharing the information the school has provided, and holding joint interviews where this is appropriate. We will use the evaluation schedule for inspecting

residential provision as a stand-alone event, as set out in the previous section. Judgements will be made according to the benchmarking guidance.

Ensuring consistent judgements

207. The lead inspectors must set aside time throughout the inspection to talk to one another. These conversations are of paramount importance for ensuring that each is aware of emerging issues where they affect each other's work and that judgements are coherent and consistent. It is, of course, entirely reasonable that a school with good teaching may have only 'satisfactory' boarding provision, as long as judgements are explained clearly. However, judgements about areas which overlap, such as pastoral care, welfare, health, safety and safeguarding, or the quality of boarding as it contributes to a child's development should be agreed by both the Independent Schools Inspectorate and Ofsted teams in order to give a consistent and clear message to the school.

Feedback to the school

208. Both inspections will end at the same time: in the afternoon of Ofsted's third, and the Independent Schools Inspectorate's second day in the school. At this point, inspectors from both teams are available to meet the headteacher to feedback the main inspection findings. The headteacher may wish to invite the governors, senior staff or boarding staff to attend this meeting, as appropriate. The lead inspectors will make arrangements with the school for feeding back jointly, if this is appropriate and is what the school wants. In this way both lead inspectors will be aware of the judgements at the end of the inspection. Before leaving the school, the Ofsted lead inspector is required to ensure that the school is clear:

- that the main points provided orally in the feedback will be referred to in the text of the report
- about the grades awarded for each judgement required under the evaluation schedule
- that the grades awarded may be subject to change through the moderation process
- whether the national minimum standards for boarding schools were met, and if not, which ones were not met
- about the recommendations for improvement
- about the procedures leading to the publication of the report
- about the complaints procedure.

Schools with weaknesses or failures against the national minimum standards

209. Where a number of failures against national minimum standards have been identified and one or more of aspects of the school have been judged

inadequate, the lead inspector will complete *Form A – Confirmation that an independent boarding or residential special school is causing concern following a welfare only inspection* and send this through to the Managing Inspector Operational Lead for Integrated Inspections by email, to alert them to the issues.⁶⁸ This form will be signed off by the managing inspector and sent on to the DfE to alert them to the forthcoming report and the issues it contains.

210. The DfE follows up with schools where they fail to meet any of the national minimum standards and may ask Ofsted to make a monitoring visit to check that action has been taken to rectify the situation.
211. The Independent Schools Inspectorate's procedures are that in a standard inspection, a team of inspectors will return a month later. At this stage, compliance with the regulatory failures on the school side will be checked for improvement. In the event that the regulatory failure also impacts on national minimum standards, the report will make clear that the improvement was made after the Ofsted inspection took place. This is to avoid contradictory messages for parents and the general public.

After the inspection

212. After the inspection Ofsted will follow its normal writing and quality assurance procedures as set out in paragraphs 165–172. However, the Ofsted inspector will alert the Independent Schools Inspectorate's reporting inspector in the event of a change of judgement through the quality and moderation process.
213. Where an aligned inspection has taken place, the Ofsted report should include the following sentence, which should appear at the start of the 'summary' section.

'This inspection of the boarding provision took place at the same time as an inspection of the school was conducted by the Independent Schools Inspectorate'.

Sharing post-inspection drafts of reports

214. The Ofsted lead inspector may share a pre-publication draft of the inspection report with the Independent Schools Inspectorate, if the reporting inspector requests that they do so. This must be the draft which has gone through moderation and quality assurance, which will also be shared with the school for a factual accuracy check. Lead inspectors must note that in accordance with information assurance directions, they should not send this draft directly to the

⁶⁸ *Form A – Confirmation that an independent boarding or residential special school is causing concern following a welfare only inspection* (20090054), Ofsted, 2010; www.ofsted.gov.uk/publications/20090054. This document is also available in the 'Forms for inspectors' section of the *Independent, boarding and residential special schools inspection handbook*.

reporting inspector's personal email address. Instead, they must send the report to: boardingreports@ISI.net.

Reporting to the Department for Education

215. The DfE will receive the report from the inspection support team. Where provision has been judged inadequate, the lead inspector should complete *Form A – Confirmation that an independent boarding or residential special school is causing concern following a welfare only inspection* which is used to notify the DfE of the urgency of the concerns.⁶⁹ Where the school does not meet all national minimum standards or there are concerns about safeguarding, a letter will be sent by the DfE requesting that the school draws up an action plan within a specified timescale. Once the action plan has been received from the school, the DfE may require Ofsted to advise on the suitability of the action plan and may request that a visit to the school is made to monitor its progress. For further information inspectors should see *Conducting additional inspections of independent schools*.⁷⁰

Post-inspection survey

216. 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.⁷¹ The post-inspection survey is emailed by the inspection support team to schools, with a cover letter which is available on the boarding and residential provision pages of the Ofsted intranet site.⁷² The post-inspection survey will be emailed alongside the final copy of the inspection report, if the report has been amended as a result of the factual accuracy check. Completed surveys should be returned to Ofsted by email to post.inspection.surveys@ofsted.gov.uk. Ofsted takes these responses seriously and uses the feedback it receives from schools to improve inspection and reporting practice.⁷³

Making a complaint

217. Occasionally, a proprietor or headteacher is dissatisfied with the school inspection or report. When this happens they should follow the guidance in the

⁶⁹ *Form A – Confirmation that an independent boarding or residential special school is causing concern following a welfare only inspection* (20090054), Ofsted, 2010;

www.ofsted.gov.uk/publications/20090054. This document is also available in the 'Forms for inspectors' section of the *Independent, boarding and residential special schools inspection handbook*.

⁷⁰ *Conducting additional inspections of independent schools* (090060), Ofsted, 2011;

www.ofsted.gov.uk/publications/090060.

⁷¹ *Post-welfare inspection survey for boarding schools* (100188) Ofsted, 2010;

www.ofsted.gov.uk/publications/100188.

⁷² The inspection support team must record in the summary section of RSA the date that the letter was sent to the school.

⁷³ *Post-welfare inspection survey for residential special schools* (100189) Ofsted, 2010;

www.ofsted.gov.uk/publications/100189.

leaflet: *Complaints procedure: raising concerns and making complaints about Ofsted*.⁷⁴

218. If dissatisfaction still remains after the complaint has been handled, the proprietor or headteacher may refer the complaint to the Independent Complaints Adjudication Service which will conduct a review. The adjudication service is independent of Ofsted. Further information about this service can be found at: www.ofsted.gov.uk/Ofsted-home/Footer/How-to-complain.

Part 3. The inspection of residential provision when it is integrated into the school inspection

Integrated inspections of maintained schools

219. Ofsted conducts the school inspection of maintained boarding schools, non-maintained special schools and maintained residential special schools under section 5 of the Education Act 2005 according to the published framework.⁷⁵ When it does so, the inspection of the school's residential provision is also included, so that the school can receive an efficient inspection of all its provision. The inspection results in a single report. Guidance for inspectors about conducting integrated inspections is available in *Inspection of boarding provision in maintained residential schools in England*.⁷⁶
220. There are many similarities between inspecting residential provision as a single activity and as part of an integrated inspection. This ensures that there is coherence and continuity between inspection methodologies, that judgements are consistent and that there is comparability between schools which provide for boarders/residential pupils.

When does an integrated inspection occur?

221. An integrated inspection of education and residential provision takes place in a maintained boarding school and a residential special school when both education and boarding inspections are due. The inspection of boarding provision occurs on a three-year cycle in maintained boarding schools and annually in residential special schools. The school inspection occurs on a three-year cycle but may be deferred if this is indicated by a risk assessment. Where the timing of both school and residential inspections coincide, Ofsted will make one single, integrated inspection of the whole school.

⁷⁴ *Complaints procedure: raising concerns and making complaints about Ofsted* (070080) Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

⁷⁵ *The framework for schools inspection* (090019), Ofsted, 2010; www.ofsted.gov.uk/publications/090019.

⁷⁶ *Inspection of boarding provision in maintained residential schools in England* (090251), Ofsted, 2010; www.ofsted.gov.uk/publications/090251.

Composition of inspection teams

222. In an integrated inspection of a maintained school the lead inspector is always one of Her Majesty's Inspectors or an additional inspector from one of the inspection service providers. The lead inspector is an education expert. The team includes one or more inspectors who are trained and experienced in judging the quality of the boarding provision. The number of boarding inspectors in the team may be varied according to such factors as the number of boarders on roll, the number of boarding houses and their location. In a large boarding school where the inspection team contains more than one boarding inspector one social care inspector will be responsible for managing the boarding aspects of the inspection. A boarding school additional inspector will be deployed to inspections of maintained boarding schools where there are over 50 boarders. The boarding school additional inspector is an inspector drawn from the sector who has received training in inspecting to the national minimum standards. There are no boarding school additional inspectors in residential special schools.
223. All inspectors work together as a team to discuss and reach fair and accurate judgements about the school as a whole. While boarding inspectors focus on the boarding provision, their judgements contribute to other aspects of the school. For example, their views of behaviour in the boarding provision will influence the judgement of behaviour in the school as a whole. They make a major contribution to aspects of the inspection such as the care, guidance and support for and safeguarding of the pupils. They contribute to the collective judgements on the capacity of leaders and managers to improve the school, and the school's overall effectiveness.

Notification of inspection

224. The inspection of a maintained school is supported by the inspection service provider who has responsibility for notifying the school of the inspection. Schools are given two clear days' notice of the start of the inspection. The official start of the inspection is the arrival of the boarding inspector (or team). This occurs on the afternoon before the first day of the education inspection when the lead inspector and education team arrives. It is structured in this way to enable the boarding inspector(s) to use two evenings, if necessary, to gather sufficient evidence while boarding and residential pupils are available.

Questionnaires

225. When the inspection service provider's administrator notifies the school of inspection they will ensure that the school has copies of the questionnaires which survey the views of parents and carers, staff, day pupils and boarders

and residential pupils.⁷⁷ The pupils' questionnaire is in two parts: the first part is for all pupils; the second for boarders and residential pupils only. It is important that the school distributes the questionnaires to pupils at this early stage, and lead inspectors should emphasise this request to the school managers during the initial telephone call. Schools are asked to ensure that the questionnaires are sent out promptly and that all boarders complete the confidential questionnaire covering both education and boarding care. The completed questionnaires should be collected, and those of the boarders separated from the day pupils. This is to facilitate analysis at the start of the inspection.

226. The pupils' questionnaire is a vital source of evidence to the boarding inspection and inspectors use it to follow up issues for inspection. It is important that inspectors see this evidence before they start the inspection. For this reason, in a maintained school inspection the clerical assistant will be on site on the day the boarding inspection starts and will make a statistical analysis of the responses from all questionnaires and present this in tabular form for the use of the full inspection team. The lead boarding inspector will use the analysis to adjust inspection priorities and deploy the boarding inspectors.

Pre-inspection contact with the lead inspector

227. Once the inspection service provider has notified the school, the lead inspector is responsible for liaising with the headteacher to make the arrangements for the inspection. After this initial call, and if this has been agreed, the lead boarding inspector may liaise directly with the head of boarding, or head of boarding, as appropriate. This may include making appointments for inspectors to talk to boarding and residential pupils and key members of staff responsible for their care. The school should ensure that policy documents and records related to boarders are available for scrutiny during the inspection. Schools will not be expected to prepare additional documentation for inspectors, but may be asked to provide certain information for the start of the inspection. This will only ever include information the school already has and in the form it keeps it.

Pre-inspection information

228. Requests to schools for pre-inspection information are kept to a minimum. In preparing for inspection, lead inspectors take account of documentation which is already available to them. This includes
- the school's website
 - the DfE's Edubase website
 - all previous education, welfare or monitoring reports

⁷⁷ The maintained school pre-inspection questionnaires for parents and carers, staff, pupils, and boarding pupils are available on the Ofsted website: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-schools.

- any information from the DfE regarding the registration of an independent school, which is available from the Managing Inspector Operational Lead for Integrated Inspections
- any information stored on Ofsted's Regulatory Support Application system, for example concerning referrals, notifications, complaints or concerns since the last inspection
- the information the school supplied on its most recent census return to the DfE.⁷⁸

229. Inspectors will take account of any self-evaluation the school has made of its residential provision. Where this is contained in Ofsted's online school self-evaluation form, inspectors will access this document from the inspection portal. In all other cases, the administrator will ask the school to send by email any self-evaluation they would like inspectors to consider.

The inspection plan

230. Both the lead inspector and the lead boarding inspector have time ahead of the inspection to prepare and plan for it. The lead inspector should check that the lead boarding inspector has access to any self-evaluation the school has prepared and any other relevant pre-inspection documents. If not, they must ensure that copies are emailed to them. The boarding inspector uses the preparation day to plan the boarding inspection, and may liaise with the school if appropriate. Inspectors will read the available pre-inspection documentation, especially the school's self-evaluation and the previous education and welfare reports, and use it to form hypotheses about the quality of provision and to identify issues for inspection.

231. The lead inspector is in overall charge of the inspection. They will agree an inspection plan with the lead boarding inspector before the inspection begins, to ensure that inspection activities are organised to minimise overlaps, avoid duplication and reduce pressure for the school. The timings of interviews, meetings and agendas for these must be clear so that all inspectors can prepare for them and contribute judgements from their observations, and a holistic view is reached of the school's provision and its impact on the outcomes for pupils. The school must be made aware in advance of any relevant pre-inspection documentation and of members of staff which the inspectors would like to see. Inspectors will not duplicate interviews, and will work together to

⁷⁸ In advance of integrated inspections, the inspection service provider will ensure that information from the relevant school's most recent census return is available on their inspection portal. Instructions for accessing school census information are available in the guidance *PROTECT – Guidance on accessing school census information*. This is available in the 'Guidance for inspectors – boarding and residential stand alone inspections' section of the *Independent, boarding and residential special schools inspection handbook*.

reach balanced judgements. One inspector will take the lead on issues of safeguarding young people.

The pre-inspection briefing

232. The lead inspector will draw up the pre-inspection briefing. The lead boarding inspector is responsible for contributing to the pre-inspection briefing and should make this available to the lead inspector, so that the pre-inspection briefing which is discussed with the school takes account of issues in the residential provision. The boarding section of the pre-inspection briefing will include possible issues for follow-up on site, including a check on any national minimum standards not met at the time of the previous inspection.
233. The pre-inspection briefing will be the focus of the pre-inspection telephone call between lead inspector and the headteacher.

The timing of an integrated inspection of a maintained school

234. The table below summarises the timing of pre-inspection planning and contact between inspectors and the activities of the inspection during the days in school.

Day minus two	Day minus one	Day one	Day two	Day three	Day four
<p>Afternoon: inspection service provider notifies school</p> <p>Lead inspector makes brief contact with school then rings lead social care inspector; lead social care inspector contacts school</p>	<p>Lead inspector prepares the pre-inspection briefing</p> <p>Lead social care inspector reads self-evaluation form and contributes to the pre-inspection briefing</p>	<p>Lead inspector holds telephone conversation with head teacher</p> <p>Afternoon: social care inspector(s) start inspection of boarding provision</p>	<p>Lead inspector and education team begin inspection of school provision</p>	<p>Inspection, meeting feedback</p> <p>Whole team leaves school</p>	<p>Writing day for lead inspector and lead social care inspector</p>

During the inspection

235. The boarding inspector(s) arrive in the afternoon of day one and stay until the evening. During this time the lead boarding inspector will meet the head of boarding care, and the team will review documentation and visit boarding houses or look at after-school activities, as arranged in the inspection plan. Boarding inspector(s) should take an evening meal with the boarders/residential pupils.
236. During the course of this day, the lead inspector will also hold a longer telephone call with the headteacher and ensure that the school receives a copy of the pre-inspection briefing. As the boarding team is probably on site by this time, the lead inspector must ensure that the boarding team is kept informed of any issues arising from the telephone conversation which are relevant to the boarding inspection.
237. There is a short meeting for the boarding team, if relevant, at the end of the evening inspection, to share emerging views and issues before the boarding team leaves the school. The lead boarding inspector will share emerging issues and views with the headteacher or head of boarding either at the end of the day or in the early meeting on the next morning, by mutual agreement.

Arrival of the full team

238. On **day two** the education team arrives, and the day will usually begin with a brief meeting with the headteacher and senior team to focus on the pre-inspection briefing. The lead boarding inspector will attend this meeting, feeding into it observations from the previous evening's inspection of the residential provision.
239. During the day, the lead boarding inspector will ensure that all boarding houses are visited by the team, although they do not all need to receive the same level of scrutiny. This should be determined by pre-inspection evidence. The boarding inspectors are deployed to cover the key national minimum standards, and this will involve them in interviews with key staff and talking to boarders and residential pupils.
240. Inspectors record their judgements about the quality of boarding provision electronically, reaching clear overall judgements which reflect the quality of the boarding provision. All key national minimum standards are covered.⁷⁹ Any evidence of national minimum standards not being met are made clear in the recorded evidence and reported to the school. The lead boarding inspector will collate evidence and judgements and summarise key points for the lead inspector and for feedback to the school.

⁷⁹ *Reference guide to the key standards in each type of social care service inspected by Ofsted* (080117), Ofsted, 2008; www.ofsted.gov.uk/publications/080117.

241. A meeting of the boarding team (if relevant) is held in advance of the inspection team meeting at the end of the school day. This meeting will summarise key judgements about the quality of the boarding provision – its key strengths and weaknesses and any national minimum standards which are not met. The after-school meeting of the education team is attended by members of the school's senior management team and the lead boarding inspector will be in attendance to contribute the emerging evidence and judgements from the boarding team into the full discussion. During this time, if relevant, other members of the boarding team may be engaged in inspection activity in boarding houses.

Making judgements about the quality of boarding provision

242. Inspectors judge the quality of boarding provision in relation to the relevant national minimum standards for that type of setting and the outcomes for children. Their evidence and judgements feed into all aspects of the section 5 evaluation schedule to ensure that full consideration is given to boarders in reaching judgements on each aspect of the school. It is the lead inspector's role to ensure that judgements from the residential inspection are given due consideration by the team in reaching fair corporate judgements about the school as a whole.

243. Because the boarding inspectors are participating in an integrated rather than a stand-alone inspection of the residential provision, they will follow the section 5 evaluation schedule which requires them to summarise the key strengths and weaknesses of the residential provision and to reach one overall judgement of its effectiveness using the benchmarked grade criteria available in the section 5 evaluation schedule.⁸⁰ They are not required to make separate judgements on each of the Every Child Matters Outcomes.

244. Any non-compliance with national minimum standards must be made clear. If outcomes for boarders and residential pupils, and for day pupils differ, this must be explained clearly to the school both at feedback and in the section 5 report.

After the inspection

245. The lead inspector and the lead boarding inspector both have a day after the inspection in which to write the report. The lead inspector has overall responsibility for the quality of the integrated inspection report. The social care inspector will contribute a section of around 800 words summarising the quality of the residential provision and will email this to the lead inspector by 2pm on

⁸⁰ *The evaluation schedule for schools* (090098), Ofsted, 2010; www.ofsted.gov.uk/publications/090098.

the writing day.⁸¹ Inspectors should ensure that the judgements in the report match the feedback that was given to the school.

246. The lead inspector may make minor adjustments to the boarding report to avoid duplication or repetition and to ensure the report conforms to the Ofsted style guide. If issues in the boarding part of the report are not entirely clear, it is the responsibility of the lead inspector to telephone the social care inspector and ensure that this is clarified.
247. As a whole, the report must reflect throughout that it is the report of a boarding or residential special school. This would mean that the 'Information about the school' section should make clear the nature of the boarding intake; and the main sections of the report should refer to the provision for boarders. The boarding section itself should make more detailed reference to the quality and arrangement of the residential accommodation and provision for ensuring that boarders are healthy, safe, safeguarded, well-nourished and cared for. It should make clear whether national minimum standards are met, where they are not met and what improvements are necessary. Inspectors should refer to the views of boarders, whether they enjoy their residential experience and what benefit it is to them, if appropriate. The report must read well as a whole entity and be accessible to a wide readership.
248. The report is then sent through to the inspection service provider for quality assurance by 5pm on the writing day.

Quality assurance

249. The critical reader at the inspection service provider is responsible for the quality assurance of the education part of the integrated report.
250. The boarding section of the report is sent by email to Ofsted's quality assurance national team, where a social care reader assures its quality. They should ensure that any national minimum standards failures are clear in the report and are substantiated by the text. These must be consistent with the evidence recorded by the inspector in the toolkit. Any national minimum standards failures must feature in the report as points for improvement. Social care quality assurance readers should use the grade criteria for boarding in the schools' evaluation schedule, the same as the inspectors used on inspection, when checking that the overall grade for boarding is correct.
251. Following quality assurance, the integrated report is sent back to the lead inspector to make any changes required. It is the lead inspector's responsibility to liaise with the social care inspector if clarification on any point relating to the boarding section is needed at this stage. The report then goes back to the

⁸¹ This could be longer only where there are substantial weaknesses in the boarding provision which require further explanation.

inspection service provider and out to the school for a factual accuracy check according to published procedures and timelines. The social care inspector takes responsibility for ensuring that the toolkit is updated.

252. After any adjustment, required as a result of the school's factual accuracy check, the inspection service provider sends the report to Ofsted's quality assurance national team where it is signed off by one of Her Majesty's Inspectors.
253. Post inspection, the integrated section 5 report follows the same timeline as the report of a day school. It is published by Ofsted on its website within 20 working days of the end of the inspection.

Post-inspection survey

254. 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 inspection service provider on Ofsted's behalf and is an online form for schools to complete.⁸² Schools are reminded of this when they receive a copy of the report for publication.

Making a complaint

255. Occasionally, a proprietor or headteacher is dissatisfied with the school inspection or report. When this happens they should follow the guidance in the leaflet: *Complaints procedure: raising concerns and making complaints about Ofsted*.⁸³
256. If dissatisfaction still remains after the complaint has been handled, the proprietor or headteacher may refer the complaint to the Independent Complaints Adjudication Service which will conduct a review. The adjudication service is independent of Ofsted. Further information about this service can be found at: www.ofsted.gov.uk/Ofsted-home/Footer/How-to-complain.

Integrated inspections of independent non-association boarding and residential special schools

257. Non-association independent boarding and residential special schools are inspected by Ofsted under section 162 of the Education Act 2002, as amended, once in a three-year period. The inspection always covers both education and residential provision. The inspection model is set out in *The framework for*

⁸² 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/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/School-inspection-survey-questions-maintained-schools.

⁸³ *Complaints procedure: raising concerns and making complaints about Ofsted* (070080) Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

inspecting education in non-association independent schools, and related guidance for inspectors.⁸⁴

Composition of inspection teams

258. The integrated inspection of a non-association independent school is led by one of Her Majesty's Inspectors or an additional inspector from one of the inspection service providers. The lead inspector is generally an education expert, but sometimes the inspection may be led by an HMI who is an expert in residential inspection. Where this occurs, there are education expert inspectors on the team throughout the inspection. The team is staffed according to the types and character of the school and includes one or more inspectors who are trained and experienced in judging the quality of the boarding provision. The number of boarding inspectors in the team may be varied according to such factors as the number of boarders on roll, the number of boarding houses and their location. In a large boarding school where more boarding inspectors are deployed, they will be led by a lead social care inspector who is responsible for managing the boarding aspects of the inspection. Generally, however, non-association independent boarding and residential special schools are small, and the common pattern of staffing inspections is that there is a lead inspector (HMI or additional inspector) and a social care inspector present for the two days of the inspection. Boarding school additional inspectors are not used in the inspection of non-association boarding schools.
259. Education and boarding inspectors work together to discuss and reach fair and accurate judgements about the school as a whole. While the social care inspector focuses on the boarding provision, their judgements contribute to other aspects of the school. For example, their views of behaviour in the boarding provision will influence the judgement of behaviour in the school as a whole. They make a major contribution to aspects of the inspection such as the welfare health and safety provision for pupils and their safeguarding. Final overall judgements are made by the whole team.

Notification of inspection

260. The inspection of a non-association independent school is supported by the inspection service provider. Schools are given two clear days' notice of the start of the inspection. The official start of the inspection is the 'preparatory day' when the lead inspector is in school and is examining documentation. The social care inspector (or team if appropriate) will arrive in the afternoon of this day. The inspection is structured in this way to enable the social care inspector(s) to use two evenings, if necessary, in the residential accommodation to gather sufficient evidence while boarders or residential pupils are available.

⁸⁴ *The framework for inspecting education in non-association independent schools* (090036), Ofsted, 2010; www.ofsted.gov.uk/publications/090036.

Questionnaires

261. When the inspection service provider notifies the school of inspection they will ensure that the school has copies of the questionnaires which survey the views of parents and carers, day pupils, boarders and residential pupils, and the placing authorities.⁸⁵ The pupils' questionnaire is in two parts: the first part is for all pupils; the second for boarders and residential pupils only. It is important that the school distributes the questionnaires to pupils appropriately at this early stage, with day pupils, and boarders and residential pupils receiving the sections of the questionnaire that applies to them. The lead inspector should emphasise this request to the school during their initial telephone call.
262. Schools are asked to ensure that the questionnaires are sent out promptly and that all boarders and residential pupils complete the questionnaire covering both education and boarding care in privacy. The completed questionnaires should then be sealed in individual envelopes to protect confidentiality. The school is asked to collect the envelopes, but to keep those of the boarders/residential pupils separate from the day pupils. This is to facilitate analysis at the start of the inspection.
263. The boarders' questionnaire is a vital source of evidence to the boarding inspection and inspectors use it to follow up issues for inspection. It is important that inspectors see this evidence before they start inspecting. For this reason, in an integrated school inspection the boarding inspection will start with an analysis of the responses from all questionnaires. This will not be a detailed analysis such as that which takes place in a maintained school, since there is no clerical assistant attached to the inspection. However, the questionnaire is designed to enable social care inspectors to pick up the issues quickly. Inspectors will consider the views of boarders and the lead boarding inspector will use the analysis to adjust inspection priorities.
264. Questionnaires from day pupils and their parents will be analysed by the lead inspector on the preparation day. The lead social care inspector should ensure that the first part of the boarders' questionnaire, dealing with the school provision, is also available to and considered by the lead inspector.

Pre-inspection contact with the lead inspector

265. Once the inspection service provider has notified the school, the lead inspector is responsible for liaising with the headteacher to make the arrangements for the inspection. The lead inspector will follow the normal procedures outlined in *The framework for inspecting education in non-association independent*

⁸⁵ The independent school pre-inspection questionnaires for parents and carers, placing authorities and pupils are available on the Ofsted website: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Independent-schools/Information-for-schools.

schools.⁸⁶ They will ensure either that arrangements are discussed for the boarding part of the inspection, or that the social care inspector will telephone later to talk to the head of boarding care. This will be agreed between the lead inspector and lead social care inspector in advance.

266. After this initial call, and if this has been agreed, the inspector who is leading on boarding may liaise directly with the school's head of boarding, or head of boarding, as appropriate. This may include making appointments for inspectors to talk to pupils and key members of staff responsible for their care. The school should ensure that policy documents and records related to boarders are available for scrutiny during the inspection. Schools will not be expected to prepare additional documentation for inspectors, but may be asked to provide certain information for the start of the inspection. This will only ever include information the school already has and in the form it keeps it. Helpful documents which will assist with the inspection planning are:

- a plan of the school and boarding accommodation
- a staff list
- handbooks for staff and boarders
- a timetable of boarding routines.

Pre-inspection information

267. Requests to schools for pre-inspection information are kept to a minimum. In preparing for inspection, lead inspectors take account of documentation which is already available to them. This includes:

- the school's website
- the DfE's Edubase website
- all previous education, welfare or monitoring reports
- any information from the DfE regarding the registration of an independent school, which is available from the Managing Inspector, Independent Schools or the Managing Inspector Operational Lead for Integrated Inspections
- any information stored on Ofsted's Regulatory Support Application system, for example concerning referrals, notifications, complaints or concerns since the last inspection

⁸⁶ *The framework for inspecting education in non-association independent schools* (090036), Ofsted, 2010; www.ofsted.gov.uk/publications/090036.

- the information the school supplied on its most recent census return to the DfE.⁸⁷

268. The inspection service providers should note that they should make the last published welfare report (when this was not part of an integrated inspection) available to all inspectors through their portal. They should also make sure that the school's DfE census forms, from the years between now and its previous inspection, have been drawn down onto the portal and form a part of the pre-inspection information.
269. Inspectors will take account of any self-evaluation the school has made of its residential provision. Generally, school may hold this in Ofsted's online school information and self-evaluation form. If so, inspectors will access this document from the inspection portal. If not, the administrator will ask the school to send any evidence of self-evaluation they would like inspectors to consider. It is not mandatory for schools to provide any self-evaluation.

The inspection plan

270. Both the lead inspector and the lead boarding inspector have time ahead of the inspection to prepare and plan for it. The lead inspector should check that the lead boarding inspector has access to any self-evaluation the school has prepared and any other relevant pre-inspection documents. If not, they must ensure that copies are emailed to them. The boarding inspector uses the preparation day to plan the boarding inspection, and may liaise with the school if appropriate. The lead inspector will usually, and with the school's agreement, spend at least part of their planning day in the school. Inspectors read the available pre-inspection documentation, especially the school's self-evaluation and the previous education and welfare reports, and use the information to form hypotheses about the quality of provision and to identify issues for inspection.
271. The lead inspector is in overall charge of the inspection. They will agree an inspection plan with the lead boarding inspector before the inspection begins, to ensure that inspection activities are organised to minimise overlaps, avoid duplication and reduce pressure for the school. The timings of interviews, meetings and agendas for these must be clear so that all inspectors can prepare for them and contribute judgements from their observations so that a holistic view is reached of the school's provision and its impact on the outcomes for pupils. The school must be made aware in advance of any relevant pre-

⁸⁷ In advance of integrated inspections, the inspection service provider will ensure that information from the relevant school's most recent census return is available on their inspection portal. Instructions for accessing school census information are available in the guidance *PROTECT – Guidance on accessing school census information*. This is available in the 'Guidance for inspectors – boarding and residential stand alone inspections' section of the *Independent, boarding and residential special schools inspection handbook*.

inspection documentation and of members of staff which the inspectors would like to see. Inspectors will not duplicate interviews, and will work together to reach balanced judgements. One inspector will take the lead on issues of safeguarding young people.

The pre-inspection briefing

272. No pre-inspection briefing is required for the inspection of a non-association independent school, as schools are generally small and for most schools the team consists of a lead and a social care inspector only. Thus, lead inspectors analyse the pre-inspection material and note their observations directly onto the Record of Inspection Evidence and Judgements. Inspectors are strongly encouraged to share plans and use every opportunity to stay in touch with one another in advance of the inspection.

The timing of an integrated inspection of a non-association independent school

The table below summarises the timing of pre-inspection planning and contact between inspectors and the shape of the inspection during the days in school.

Day minus two	Day minus one	Day one	Day two	Day three	Day four
<p>Afternoon: inspection service provider notifies school</p> <p>Lead inspector makes brief contact with school then rings lead social care inspector; lead social care inspector contacts school</p>	<p>Lead social care inspector reads school information and self-evaluation form and other documents, and prepares boarding inspection</p>	<p>Planning day for lead inspector undertaken at school; involves looking at documents and records</p> <p>Afternoon: social care inspector(s) start inspection of boarding provision</p>	<p>Lead inspector and education team inspector (if appropriate) begin inspection of school provision</p>	<p>Inspection, meeting feedback</p> <p>Late pm: whole team leaves school</p>	<p>Writing day for lead inspector and lead social care inspector</p>

During the inspection

273. The lead inspector arrives in the afternoon of the planning day, by agreement with the school, and spends the rest of the time in school meeting with the headteacher, looking at school records, documentation and pupils' work.
274. The boarding inspector(s) also arrives in the afternoon of the planning day. The social care inspector may join the meeting with the head teacher or organise a meeting with the head of boarding, as appropriate. The social care inspector will stay until approximately 8pm. During this time they will meet the head of boarding care, scrutinise documentation and visit boarding houses or look at after-school activities and routines, as arranged in the inspection plan. Boarding inspector(s) should take an evening meal with the boarders/residential pupils. In a small school, where there is only one social care inspector, the lead inspector is also strongly encouraged to spend at least part of the evening in the residential accommodation talking to staff and pupils. This will enable both inspectors to gain evidence on which to base their judgements.
275. There is a short meeting of the team, if relevant, (possibly at about 8.00–8.30 pm) to share emerging views and issues before the inspectors leave the school. The lead boarding inspector will share emerging issues and views with the headteacher or head of boarding either at the end of the day or in the early meeting on the next morning, by mutual agreement.

Arrival of the full team

276. On the **next day** any further team inspectors arrive, and the day will usually begin with a brief meeting of the team to focus on the emerging issues and priorities, based on the previous day's work, including observations from the previous evening's inspection of the residential provision.⁸⁸
277. During the day, the social care inspector will ensure that all boarding houses or residential settings are visited by the team, although they do not need to all receive the same level of scrutiny. This should be determined by pre-inspection evidence. The social care inspector will ensure that all key national minimum standards are covered for the relevant type of school, and this will involve the team in interviews with staff in key roles and talking to boarders and residential pupils.
278. Inspectors record their judgements about the quality of boarding provision electronically, reaching clear overall judgements which reflect the quality of the boarding provision. All key national minimum standards are covered. Any evidence of national minimum standards not being met are made clear in the recorded evidence and reported to the school. The lead inspector will collate

⁸⁸ There may be an additional education or social care inspector, or an inspector for the Early Years Foundation Stage.

evidence and judgements in the record of inspection evidence and judgements. The social care inspector may, if they so wish, enter evidence into the toolkit as they go along, but should not feel obliged to do so. They should summarise electronically key points about the residential provision's strengths and weaknesses, and paste this into the Regulatory Support Application system under the 'organisation' heading. The summary should be used for feedback to the school and given to the lead inspector at the end of the inspection.

279. The inspectors will hold a brief meeting at a convenient time during or at the end of the school day. This meeting will summarise key judgements about the quality of the boarding provision – its key strengths and weaknesses and any national minimum standards which are not met. It is important that meetings are held to share information and emerging judgements, but they do not need to be lengthy, especially where there are only two inspectors.

Making judgements about the quality of boarding provision

280. Inspectors judge the quality of boarding provision in relation to the relevant national minimum standards for that type of setting and the outcomes for children. The evidence and judgements from the residential experience feed into all aspects of the section 162A evaluation schedule to ensure that full consideration is given to boarders in reaching judgements on each aspect of the school. It is the lead inspector's role to ensure that judgements from the residential inspection are given due consideration in collectively reaching fair and accurate judgements about the school as a whole. Judgements about spiritual, moral, social and cultural development; welfare, health and safety; suitability of staff; premises and accommodation; information for parents and complaints should all be reached jointly by inspectors using the grade criteria available in the section 162A guidance *Criteria for making judgements*.⁸⁹
281. The judgement of the effectiveness of the boarding provision will also be made jointly, although the social care inspector will lead on this aspect. The social care inspector should summarise the key strengths and weaknesses of the residential provision and reach one overall judgement of its effectiveness using the grade criteria available in the section 162A guidance *Criteria for making judgements*. In an integrated inspection no individual judgements about the Every Child Matters outcomes for children are required.
282. Any non-compliance with national minimum standards must be made clear alongside the improvements that are needed. If outcomes for boarders and for day pupils differ, this must be explained clearly to the school both at feedback and in the section 162A report.

⁸⁹ *Criteria for making judgements* (090049), Ofsted, 2010; www.ofsted.gov.uk/publications/090049.

Feedback to the school

283. The inspection will end at the end of the second full day in school (Day 2 on the example given above). At this stage, inspectors are available to meet the headteacher to feedback the main inspection findings. The headteacher may wish to invite the governors, senior staff or boarding staff to attend this meeting, as appropriate. The inspectors will make arrangements with the school to feedback jointly so that messages can be heard by all.
284. Before leaving the school, the lead inspector is required to ensure that the school is clear:
- that the main points provided orally in the feedback will be referred to in the text of the report
 - about the grades awarded for each judgement required under the evaluation schedule
 - that the grades awarded may be subject to change through the moderation process
 - whether the national minimum standards for boarding schools were met, and if not, which ones were not met
 - about the recommendations for improvement
 - about the procedures leading to the publication of the report
 - about the complaints procedure.

Schools with weaknesses or failures against the national minimum standards

285. Where a number of failures against national minimum standards have been identified and one or more aspects of the school have been judged inadequate, the lead inspector will complete form A and send this through to the Managing Inspector Operational Lead for Integrated Inspections in the normal way, to alert them to the issues. This form will be signed off by the managing inspector and sent on to the DfE to alert them to the forthcoming report and the issues it contains.
286. The DfE follows up with schools where they fail to meet any of the national minimum standards. Where there are serious weaknesses, the DfE may ask Ofsted to make a monitoring visit to check that action has been taken to rectify the situation.

After the inspection

287. Both inspectors have a day after the inspection in which to write the report. The lead inspector has overall responsibility for the quality of the integrated inspection report. The social care inspector will contribute a section of around 750–800 words summarising the quality of the residential provision and will

email this to the lead inspector by 2pm on the writing day.⁹⁰ Inspectors should ensure that the judgements in the report match the feedback that was given to the school.

288. The lead inspector may make minor adjustments to the boarding report to avoid duplication or repetition and to ensure the report conforms to the Ofsted style guide. If issues in the boarding part of the report are not entirely clear, it is the responsibility of the lead inspector to telephone the social care inspector and ensure that this is clarified.
289. As a whole, the report must reflect throughout that it is the report of a boarding or residential special school. This would mean that the 'Information about the school' section should make clear the nature of the boarding intake; and the main sections of the report should refer to the provision for boarders. The boarding section itself should make more detailed reference to the quality and arrangement of the residential accommodation and provision for ensuring that boarders are healthy, safe, safeguarded, well-nourished and cared for. It should make clear whether national minimum standards are met and, where they are not met, what improvements are necessary. Inspectors should refer to the views of boarders, whether they enjoy their residential experience and what benefit it is to them, if appropriate. The report must read well as a whole entity and be accessible to a wide readership.
290. The report is then sent through to the inspection service provider for quality assurance by 5pm on the writing day.

Quality assurance

291. The critical reader at the inspection service provider is responsible for the quality assurance of the education part of the integrated report. The social care section is sent by email to the quality assurance national team, where a social care reader assures its quality. They should ensure that any national minimum standards failures are clear, and that attention is drawn to these in the compliance section as points for improvement. Social care quality assurance readers should use the same grade criteria for boarding in the schools' evaluation schedule, which the inspectors used on inspection, when checking the overall grade for boarding and the report.
292. Following quality assurance, the integrated report is sent back to the lead inspector to make any changes required. It is the lead inspector's responsibility to liaise with the social care inspector if this is needed at this stage. The report then goes back to the inspection service provider and out to the school for a factual accuracy check according to published procedures and timelines. The

⁹⁰ This could be longer only where there are substantial weaknesses in the boarding provision which require further explanation.

social care inspector takes responsibility for ensuring that the toolkit is updated on Ofsted's Regulatory Support Application system.

- 293. After any adjustment required as a result of the factual accuracy check, the inspection service provider sends the report to Ofsted's quality assurance national team where it is signed off by an HMI.
- 294. Post inspection, the integrated section 162A report follows the same timeline as the report of an independent day school. It is published on our website within 20 working days of the end of the inspection.

Reporting to the DfE

- 295. Ofsted will send the DfE the school report at the same time that it is dispatched to the school. Where the school has been judged inadequate, the lead inspector should complete Form A which is used to notify the DfE of the urgency of the concerns. Where the school does not meet all the regulations for independent schools and/or the national minimum standards for boarding or residential special schools, or there are concerns about safeguarding, a letter will be sent by the DfE requesting that the school draws up an action plan within a specified timescale. Once the action plan has been received from the school, the DfE may require Ofsted to advise on the suitability of the action plan. Where serious concerns have been identified by the inspection, the DfE issues the school with a statutory notice to improve, and requests that Ofsted monitors its progress.

Post-inspection survey

- 296. 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 inspection service provider on our behalf and is an online form for schools to complete.⁹¹ Schools are reminded of this when they receive a copy of the report for publication.

Making a complaint

- 297. Occasionally, a proprietor or headteacher is dissatisfied with the school inspection or report. When this happens they should follow the guidance in the leaflet: *Complaints procedure: raising concerns and making complaints about Ofsted*.⁹²

⁹¹ 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/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Independent-schools/Information-for-schools/School-post-inspection-survey-questions-independent-schools.

⁹² *Complaints procedure: raising concerns and making complaints about Ofsted* (070080) Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

298. If dissatisfaction still remains after the complaint has been handled, the proprietor or headteacher may refer the complaint to the Independent Complaints Adjudication Service which will conduct a review. The adjudication service is independent of Ofsted. Further information about this service can be found at: www.ofsted.gov.uk/Ofsted-home/Footer/How-to-complain.