

The framework for inspecting boarding and residential provision in schools

This document sets out the framework for Ofsted's inspections of boarding and residential provision in maintained, non-maintained and independent boarding and residential special schools in England. It should be read alongside the *Evaluation schedule for the inspection of boarding and residential provision in schools* and the guidance *Conducting inspections of boarding and residential provision in schools*.

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Introduction

1. This document sets out the framework for Ofsted's inspections of boarding and residential provision in schools. It applies to all maintained and non-maintained boarding and residential special schools, and to those independent boarding and residential special schools which Ofsted inspects.¹ This framework does not apply to children's homes or to schools which are dually registered as children's homes.²
2. Throughout this document, reference is made to 'boarders' and to 'boarding provision'. Unless otherwise specified, these terms encompass all young people who are resident at their place of education for all or part of their time during school terms and the provision that is made for them.³
3. The framework for inspecting boarding and residential provision in schools shows how the principles and processes underlying all Ofsted inspections are applied, sets out the statutory basis for inspection, and summarises the main features of the inspection process.
4. More detailed guidance is available on Ofsted's website in the linked documents: Evaluation schedule for the inspection of boarding and residential provision in schools and Conducting inspections of boarding and residential provision in schools.^{4,5}
5. The evaluation schedule and the judgements made on inspection are underpinned by the national minimum standards for residential special schools and the national minimum standards for boarding schools, as appropriate for each type of school.^{6,7} Schools are expected to meet statutory requirements and national minimum standards, having regard to any associated guidance issued by the Department for Education. All of the national minimum standards for boarding and residential special schools are covered by the evaluation schedule.

¹ Ofsted does not inspect boarding schools which are members of associations affiliated to the Independent Schools Council. These schools are inspected by the Independent Schools Inspectorate.

² The framework for inspecting children's homes can be found at:
www.ofsted.gov.uk/resources/framework-for-inspection-of-childrens-homes.

³ If pupils are resident for more than 295 days per year, the school must also be registered as a children's home. This framework does not apply to children's homes.

⁴ *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted, 2011; www.ofsted.gov.uk/resources/110096.

⁵ *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2011; www.ofsted.gov.uk/resources/100180.

⁶ The national minimum standards for residential special schools:
www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

⁷ The national minimum standards for boarding schools:
www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

The purpose of inspection

6. The purpose of inspection is two-fold: to test compliance with the national minimum standards; and to make evaluative judgements about the quality and effectiveness of the principal areas of the school's work and their impact on the experience and outcomes of boarders or residential pupils. Inspectors' judgements are guided by grade descriptors which are set out in the evaluation schedule.
7. Ofsted's general principles of inspection are to:
 - support and promote improvement
 - be proportionate
 - focus on the needs of children, their parents or carers, placing authorities and others who are interested in residential provision
 - focus on what schools need from inspection
 - be transparent and consistent
 - be accountable.
8. This framework and related guidance remain subject to periodic review.

Legal basis for inspection

9. The legal basis for the inspection of boarders' welfare in boarding and residential special schools is set out in section 87 of the Children Act 1989 as amended by the Care Standards Act 2000 and The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002.^{8,9}
10. In inspecting the welfare of boarders in boarding and residential special schools, Ofsted will give consideration to:
 - the Children Act 1989 as amended by the Care Standards Act 2000
 - the national minimum standards for boarding schools or residential special schools, as appropriate
 - The Education (Independent School Standards) (England) Regulations 2010¹⁰
 - statutory guidance published by the Department for Education.

⁸ The Care Standards Act 2000; www.legislation.gov.uk/ukpga/2000/14/contents.

⁹ The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002; www.legislation.gov.uk/uksi/2002/552/contents/made.

¹⁰ These regulations apply to independent schools only and complement the national minimum standards: www.legislation.gov.uk/uksi/2010/1997/contents/made.

Frequency of inspection

11. The frequency with which an inspection of the residential provision in boarding and residential special schools should be conducted is not prescribed by law. This is a matter of policy for Ofsted in agreement with the Department for Education.
12. Ofsted will normally conduct a routine inspection of boarding provision in a boarding school once in a three-year period. Routine inspections of the residential provision in residential special schools will take place every year. This is in recognition of the increased vulnerability of residential pupils with special educational needs and/or disabilities. The frequency of inspection applies equally to independent, maintained and non-maintained schools with residential provision.
13. An inspection of boarding or residential provision may take place at any time that a school is open. The timing will normally be related to the timing and outcome of the school's previous inspection. However, it could also be influenced by:
 - the timing of the school inspection
 - any qualifying complaints received about a maintained school which also raise concerns about its residential provision¹¹
 - a request from the Department for Education for the inspection of a registered independent or non-maintained residential special school
 - other relevant information received by Ofsted.

Integrating inspections

14. The frequency with which a school inspection is conducted is likely to vary according to the status, type and performance of the school. Therefore, although we acknowledge that boarding and residential special schools may value an inspection which integrates both educational and residential provision, Ofsted will only be able to conduct an 'integrated inspection' when both cycles coincide, as set out below.
 - We shall conduct an integrated inspection of an **independent boarding school** whenever the school (education) inspection falls due. School inspections will be conducted in all independent schools every three years or

¹¹ In order for a complaint to qualify under Ofsted's powers to consider complaints about maintained schools under s11 of the Education Act 2005 as amended, it must meet a set of qualifying criteria. In particular, it must raise matters that fall within one of the areas within Ofsted's school inspection remit under s5 of the Education Act 2005. Since a school's boarding or residential provision is not inspected under s5 of the Education Act 2005, a complaint made solely about boarding/residential provision cannot qualify under Ofsted's s11 powers to consider complaints about schools.

six years, based on risk and performance.¹² The inspection of residential provision will occur every three years and may therefore be either integrated with the school inspection or conducted on its own.

- We shall conduct an integrated inspection of an **independent residential special school** whenever the school (education) inspection falls due. Education inspections will be conducted in all independent special schools every three years. As inspections of residential provision take place annually, they will take place on their own except in the year when the education inspection is also due.
 - We shall conduct an integrated inspection of a **maintained or non-maintained residential special school** whenever the school (education) inspection falls due. The timing of a school inspection is varied according to performance and risk factors. As inspections of residential provision take place annually, they will take place on their own except in the year in which the education inspection is also due.
 - An integrated inspection of a **maintained boarding school** will only take place where the school (education) and boarding inspections coincide within an academic year. The timing of a maintained school inspection is varied according to performance and risk factors; the inspection of boarding provision occurs once in a three-year period. It is unlikely that school and boarding inspections can be integrated.
15. Ofsted conducts **monitoring inspections** to schools where inspectors have found serious weaknesses. Such an inspection may monitor weaknesses found in both residential and education provision, or may be an inspection to monitor weaknesses in the education or the residential provision only, as appropriate.
16. This framework does not apply to **children's homes**. The welfare of children in children's homes is inspected according to the framework for inspecting children's homes, where a standard inspection and an interim inspection are both conducted annually.¹³ For children's homes which are dually registered as schools, Ofsted will, where it is sensible and practical to do so, align the inspection of the school with the welfare inspection in the children's home. Although the inspections may be aligned, two separate reports are produced.

Notification of inspection

17. Where the inspection concerns the residential provision alone, the only notice given to schools will be a brief telephone call from the lead inspector at the beginning of the school day to announce their arrival later that day, at around 12 o'clock.

¹² Independent schools are inspected under s162A of the Education Act 2002 as amended.

¹³ *Inspections of children's homes, Framework for inspection (100195)*, Ofsted, 2011; www.ofsted.gov.uk/resources/framework-for-inspection-of-childrens-homes.

18. Ofsted will also give one half day's notice to a maintained school where the inspection of boarding or residential provision is integrated into the school inspection. The lead inspector will telephone the school at around 11 o'clock to give notice that the boarding inspection will start at the end of that school day. The school inspection will start the following morning.
19. Independent boarding and residential special schools will be given up to two working days' notice of the start of the education part of an integrated inspection of education and residential provision. Notice will be given by the inspection service provider who is managing the integrated inspection. The school will be informed that the residential part of the integrated inspection will begin on the afternoon before the first day of the education inspection. It is structured in this way to enable the social care inspector(s) to use two evenings, if necessary, to gather sufficient evidence while boarders/residential pupils are available. The notification of inspection will be confirmed in writing. HMCI retains the right to conduct an integrated inspection without prior notice where concerns about a school make it appropriate to do so.
20. There are a limited number of circumstances in which a decision can be taken that an inspection should not go ahead on the planned dates. Ofsted's policy for the deferral, cancellation and rescheduling of residential inspections and integrated inspections of maintained schools is set out in the document *Deferral of inspections, information for schools*, and for independent schools in *Deferral policy for section 162A inspections of independent schools*.^{14,15}

Obtaining the views of boarders, parents and carers, staff, placing authorities and other interested parties

21. Inspectors will take account of the extent to which schools have sought and acted on the views of boarders or residential pupils, their parents or carers, staff and placing authorities in reviewing and improving the boarding or residential experience for pupils and its impact on them. Inspectors will also consider the views expressed in the course of an inspection.
22. Ofsted conducts an online point-in-time survey of the views of boarders, staff and placing authorities at a specific point in the school year. This enables inspectors to have a recent analysis of the views of all interested parties before the inspection starts, without compromising the timing of the inspection. Where the results of the survey indicate cause for concern, they could be used to draw forward the date of the inspection.

¹⁴ *Deferral policy for section 162A inspections of independent schools* (090037), Ofsted, 2011; www.ofsted.gov.uk/resources/deferral-policy-for-section-162a-inspections-of-independent-schools.

¹⁵ *Deferral of inspections, information for schools*, Ofsted, 2011; www.ofsted.gov.uk/resources/deferral-of-inspections-information-for-schools.

23. Ofsted's online service Parent View is available for the parents of boarders/residential pupils to give their opinion of the boarding/residential provision. The lead inspector should check the returns for the school from the Parent View website as part of their preparation.¹⁶ This service is not dependent on the timing of the inspection.
24. Ofsted also seeks information from the local authority designated officer about any child protection enquiries or concerns which are ongoing or have occurred at the school since the previous inspection.
25. For more information on the point-in-time surveys and Parent View, please refer to the guidance *Conducting inspections of boarding and residential provision in schools*.¹⁷

Length of inspection

26. An inspection of boarding provision will last no more than three days, and include no more than two evenings. Typically, the on-site inspection will start with the arrival of the lead inspector in the afternoon of the first day and finish two days later with a feedback to the school's senior managers and proprietor or governors. In very small residential schools, or schools with very few boarders, the inspection may take place over two days, including one evening in the residential environment.
27. An integrated inspection of boarding and education provision typically takes the same amount of time as a residential inspection. It begins with the arrival of the boarding inspector(s) in the afternoon of the first day; the education inspection starts the following morning, and the whole inspection finishes with feedback on the third day.

The inspectors

28. The inspection of boarding provision is conducted by inspectors who are suitably experienced and trained to inspect the welfare of boarders in schools. They have particular expertise in safeguarding children.
29. Inspections of boarding/residential provision may be undertaken by one or more inspectors, depending on the size and location of the boarding provision and the number of boarders on roll. In maintained boarding schools with more than 50 boarders on roll, the inspection team may be augmented by a boarding school additional inspector. This person is a professional with experience of

¹⁶ A summary of responses to Parent View is available online: www.parentview.ofsted.gov.uk/parent-view-results.

¹⁷ *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2012; www.ofsted.gov.uk/resources/100180.

boarding who is drawn from the sector and has received training from Ofsted for their role on inspection.

30. An integrated inspection is always led by an inspector with the relevant training and experience to lead these inspections. The inspection team will contain inspectors who are trained and experienced experts in educational or boarding provision.

Preparation for inspection

31. Ofsted continues to emphasise the importance of self-evaluation as a tool for school management and improvement. Inspectors will accept any evaluation the school has made of its boarding provision in whatever form they wish to present it: there is no specific format in which this information should be provided.
32. In recognition of our aim to reduce bureaucracy and the reduction in notification of inspection, inspectors will keep their requests for information from schools to a minimum. In preparation for inspection, inspectors will look at the information that Ofsted already holds, or is publicly available, about the school or its boarding provision, which includes:
 - previous inspection reports for both the boarding/residential provision and the education provision – whether the inspection will be of the residential provision only, or an integrated inspection of education and residential provision, all education and social care inspectors on the team must read the previous reports on **both** the education and residential provision
 - any concerns and complaints received
 - the school's own website
 - the analysis of views of boarders, staff and placing authorities from the survey conducted at a 'point-in-time'
 - the responses from Parent View
 - any evaluation of the boarding provision provided by the school – this may be provided in advance for integrated inspections.
33. The national minimum standards give a list of policy documents and records in the appendices at the end, which inspectors will need to look at during the inspection. It would be helpful if schools could provide these to inspectors on arrival at the school, or, if these documents are held electronically, provide inspectors with access to them on the school's network.

During the inspection

34. In the course of the inspection inspectors will:
 - listen and talk to boarders

- observe staff interacting with boarders
- talk to boarding staff including those with responsibility for leading, managing and organising boarding or key aspects of it
- read policies and observe how they are implemented
- observe procedures such as handovers of information between staff
- look at records, case files and other relevant documents
- gather views from interested parties such as social workers, placing authorities and teachers
- inspect the premises, accommodation, facilities and health and safety arrangements.

35. The inspection will specifically focus on gathering evidence to make the judgements in the evaluation schedule. The detail of activities may vary according to evidence gathered either before or during the inspection and the lines of enquiry thrown up by the evidence. This is set out in further detail in *Conducting inspections of boarding and residential provision in schools*.¹⁸

Code of Conduct

36. Inspectors must uphold the highest professional standards in their work, and ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct, which is set out below.

Inspectors should:

- evaluate objectively, be impartial and inspect without fear or favour
- evaluate provision in line with frameworks, national standards or regulatory requirements
- base all evaluations on clear and robust evidence
- have no connection with the provider that 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

¹⁸ *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2011; www.ofsted.gov.uk/resources/100180.

- take prompt and appropriate action on any safeguarding or health and safety issues.

Expectations of schools

37. In order that inspection is productive and beneficial, it is important that inspectors and schools establish and maintain a professional working relationship based on courtesy and professional behaviour. Ofsted expects school staff to:
- apply their own codes of conduct in their dealings with inspectors
 - enable inspectors to conduct their visit in an open and honest way
 - enable inspectors to evaluate the school objectively against the inspection framework
 - provide evidence that will enable the inspectors to report honestly, fairly and reliably about their provision
 - work with inspectors to minimise disruption, stress and bureaucracy
 - ensure that the health and safety of inspectors is not prejudiced while they are on the school's premises
 - maintain a purposeful dialogue with the inspectors
 - draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
 - understand the need for inspectors to observe practice and talk to staff and users without the presence of a manager.

Communication and feedback

38. Inspectors will provide regular opportunities for dialogue with staff, and feedback to senior staff during the inspection. Oral feedback about the inspection findings will be given to the headteacher and the proprietor/governors at the end of the inspection.¹⁹ It will be made clear whether the school meets all of the national minimum standards and, if not, those which are not met and why.

Confidentiality

39. Ofsted will take all appropriate steps to ensure that information provided to inspectors remains confidential. However, evidence gathered during inspections may be subject to disclosure under the Freedom of Information Act 2000, although the identity of named individuals will not be disclosed. Where Ofsted considers that any information provided by children indicates the likelihood of

¹⁹ The headteacher may choose to have senior boarding/care staff present.

harm, the necessary information will be passed to the local authority children's services or the police for action.

The evaluation schedule for inspection

40. The *Evaluation schedule for inspections of boarding and residential provision in schools* sets out in detail the judgements which inspectors will make and the evidence they will consider in reaching their judgements.²⁰ The evaluation schedule also provides detailed grade descriptors to guide inspectors in arriving at their judgements. The schedule refers generically to 'boarders', but inspection reports will refer to 'boarders' or 'residential pupils' as appropriate to the type of school.
41. The evaluation schedule is set out below. Inspectors will make five inspection judgements. They are:
- overall effectiveness
 - outcomes for boarders (residential pupils)
 - quality of boarding (residential) provision and care
 - boarders' (residential pupils') safety
 - leadership and management of boarding (residential provision).

Overall effectiveness

42. In reaching a judgement about the **overall effectiveness** inspectors will consider evidence and judgements from the four contributory judgements in the evaluation schedule and consider the impact this has on the young people in residence. They will also take into account the views of all interested parties, and the extent to which the national minimum standards are met.

Outcomes for boarders (residential pupils)

43. In reaching a judgement about **outcomes for boarders** inspectors will consider the progress boarders make in their personal and social development, taking into account the starting points of the young people when they joined the school. Inspectors will talk to boarders and take account of the views of all interested parties. In residential special schools, where relevant, inspectors will be sensitive to the pupils' preferred mode of communication. No national minimum standards are referenced to this section of the evaluation schedule, but the impact of the school's compliance will be evident in boarders' outcomes.

²⁰ *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted 2011; www.ofsted.gov.uk/resources/110096.

Quality of boarding (residential) provision and care

44. In reaching a judgement about the **quality of boarding provision and care** inspectors will consider the quality of pastoral support, care planning, extra-curricular and leisure activities, healthcare and catering arrangements, the quality of the boarding accommodation, and the impact of these factors on the experience of boarders. The national minimum standards 2, 3, 4, 5, 8, 9, 10 and, for residential special schools only, 21 are referenced to this judgement.

Boarders' safety

45. In reaching a judgement about **boarders' safety** inspectors will consider the school's arrangements for ensuring that boarders in their care are safe and protected from harm. This section includes arrangements for the safe recruitment of staff, health and safety, child protection, anti-bullying strategies and behaviour policies. Inspectors will talk to boarders and take account of the views of all interested parties. The national minimum standards 6, 7, 11, 12, 14 are referenced to this judgement.

Leadership and management of boarding

46. In reaching a judgement about the **leadership and management of boarding** inspectors will consider how effectively the residential or boarding environment is organised and managed for the benefit of the young people in the school's care. They will check that routines and procedures are clear, well-established and operate consistently to provide an orderly and safe community. They will talk to boarders and staff and take account of their views. Inspectors will also look at policies, procedures and records, and assess the way the school assesses its own boarding provision and develops it for the benefit of the young people it serves. The national minimum standards 1, 13, 15, 16, 17, 18 for all schools, standards 19 and 20 for boarding schools, and standards 19, 20, 22 for residential special schools are referenced to this judgement.

Equality and diversity

47. Issues of equality and diversity are crucially important to all aspects of the evaluation schedule. Therefore, when they are making all of their judgements, inspectors consider the impact of the boarding provision on the outcomes for all children resident at the school. Inspectors will not make a separate judgement on equality and diversity. However, reference to the school's practice with regard to matters of equality and diversity will be threaded throughout the report.

Making judgements

48. Inspectors will make a judgement of outstanding, good, satisfactory or inadequate for each of the five aspects of the inspection.

49. Inspectors are required to weigh up the balance of evidence for each aspect and its impact on the experience and outcomes for boarders. Then, using the grade descriptors for outstanding, good, satisfactory or inadequate, inspectors find the one which best describes the evidence they have gathered before making a final judgement. The descriptors are hierarchical: good boarding provision should also meet the descriptors for satisfactory provision and so on. Inspectors will use professional judgement and be guided by the grade descriptors in reaching a judgement. Judgements are not made by using a formulaic approach.
50. Boarding and residential special schools are expected to meet both the statutory requirements of the regulations which apply to the appropriate type of school and comply with the relevant national minimum standards and statutory guidance. However, failure to meet all the requirements in full will not necessarily result in an automatic judgement of inadequate. Inspectors will consider how serious the failure is and its impact on the boarders' welfare, health, safety and experience of boarding.
51. The inspection report will state clearly any national minimum standard which has not been met. If these do not result in a judgement of inadequate, inspectors will check that the school has rectified any areas of non-compliance at the next inspection.
52. Irrespective of whether the boarding provision is inspected as part of an integrated inspection or as a single activity, inspectors will make the same five judgements about boarding, using the grade descriptors. In an integrated inspection, the inspection team will work together and use professional judgement to determine the impact of judgements arising from boarding provision on the school as a whole. The judgement may vary depending on such factors as the number of boarders relative to day pupils and the impact of strengths and weaknesses. Inspectors are required to weigh up these factors and the inspection evidence before reaching their judgements about the school as a whole. No judgement should be based on a formulaic approach. However, it is highly likely that boarding provision which has been judged inadequate overall will have a negative impact on any judgement about the effectiveness of the school's management, and failure to adequately safeguard boarders may well apply to the school as a whole.

The procedures following a judgement of inadequacy

53. A judgement of inadequate is made where there are serious weaknesses and failures to comply with national minimum standards or other requirements, with the result that boarders' welfare is not safeguarded or that the boarding experience they receive in school has a detrimental impact on their development and well-being.
54. The inspection report will state clearly the national minimum standards which have not been met.

55. The Department for Education, as the registration authority for **independent boarding and residential special schools**, may serve a statutory notice to improve on an independent school with inadequate judgements. The school is expected to take action, or to draw up a plan of action within a specified timeframe, which details how and when the weaknesses are to be rectified. The Department for Education may accept the action plan as a whole or in part, or accept it with modifications, or reject it. The Department for Education generally asks Ofsted to assess the action plan and to check on its implementation.
56. Inspectors monitor the progress of an inadequate independent school. They do so in accordance with a request from the registering authority, and to a timeline set out by the statutory notice to improve. This depends on the severity of the weaknesses, but as a general guide monitoring occurs between three and six months after the inspection, and results in a monitoring report which is published on Ofsted's website. Failure to make adequate progress may result in an order to deregister the residential facility at the school. If the registration authority considers that there is risk of serious harm to children, they may remove the school from the register, and this would lead to closure.
57. A monitoring inspection will be made to the residential provision where the inadequacies relate only to boarders. Where the inadequacies relate to the educational provision also, a joint monitoring inspection will cover both aspects of the school's work, and be conducted by inspectors with education and boarding expertise.
58. In **maintained boarding and residential special schools and non-maintained special schools** it is the responsibility of the governors to rectify the weaknesses identified by the inspection. The local authority's role is to ensure that sufficient improvement is made.²¹
59. Inspectors monitor the progress of schools with inadequate judgements. Where inadequacies have been identified as part of an integrated inspection resulting in a school being placed into a category of concern, a monitoring inspection will take place according to Ofsted's published procedures, and will cover boarding and educational aspects. The inspectors will work together. When inadequacies are identified as part of the boarding inspection only, a social care inspector will monitor the school. However, inadequate judgements of boarding will feed into Ofsted's risk analysis process for maintained and non-maintained schools, and this may trigger a school inspection.

²¹ In the case of non-maintained special schools the Department for Education acts in place of the local authority.

Reports

60. A report will be published after an inspection of boarding provision, an integrated inspection of school and boarding provision, and a monitoring inspection.
61. The report following a routine inspection of boarding or residential provision as a single activity in maintained, non-maintained and independent schools will be organised under the headings below.

Purpose and scope of the inspection	Standard information about the legal basis for the inspection
Information about the school	Brief factual information about the boarding provision at the school
Inspection judgements	A table summarising the inspection grades
Overall effectiveness	Evaluative judgement in form of bullet points
Outcomes for boarders (residential pupils)	Evaluative judgement and text
Quality of boarding (residential) provision and care	Evaluative judgement and text
Boarders' (residential pupils') safety	Evaluative judgement and text
Leadership and management of boarding (residential provision)	Evaluative judgement and text
National minimum standards	A statement that the standards are met or, if not, which ones the school does not meet
What should the school do to improve further?	Points for improvement

62. A letter addressed to the boarders/residential pupils is included as the final page of the inspection report, to inform them of the main inspection findings and the things the school needs to improve.
63. The report of an **integrated** inspection will follow the same format as the school report, with few modifications. For example, the report of an independent school will follow the standard report template, with a short additional section for the leadership and management of boarding.²² All the other evidence and judgements resulting from boarding will be integrated into the inspection report under the appropriate headings such as 'pupils' welfare, health and safety'; 'accommodation' and so on. The decision on how to report boarding in an integrated report will rest with the lead inspector.

²² The standards regulations for independent schools do not cover the leadership and management of the school.

64. In maintained and non-maintained schools inspected under s5 of the Education Act 2005 there will be a short separate section in which to report on the boarding (residential) provision. This covers the outcomes for boarders and the quality of the boarding provision, but all other findings from the boarding inspection, such as boarders' behaviour and safety, and the effectiveness with which boarding is led and managed, are captured in appropriate sections of the school report. It is the responsibility of the lead inspector to write the whole of the integrated report, using the key points of evidence and judgement, supplied by the boarding inspector.
65. The draft inspection report of boarding or residential provision will be sent to the school within 10 working days of the end of the inspection for a factual accuracy check.
66. The headteacher must return the draft inspection report with any comments on factual accuracy within three working days. The final report will be published on the Ofsted website within 20 working days of the end of the inspection (irrespective of appeals or complaints). The school is responsible for sending copies of the report to parents/carers, and ensuring that the boarders/residential pupils receive a copy of the letter. Whilst not specifically required to do so, headteachers might also wish to draw the report to the attention of local authorities who place children at their school.
67. Monitoring reports for boarding inspections will report on the progress the school has made in rectifying its weaknesses since its last inspection. They will follow the same format as the monitoring reports for schools.

Quality assurance

68. Ofsted assures the quality of its inspections and reports. It does so by ensuring that inspectors are suitably trained and experienced in inspecting boarding and residential special schools. The lead inspector has responsibility for ensuring all evidence gathered, including by team members, is robust, reliable and secure.
69. To ensure national consistency, some inspections will be visited by an inspector from Ofsted to support the quality assurance process. During these visits, the visiting inspector will speak to the inspector, headteacher and other staff and, where possible, boarders. The inspector will always seek views from the staff at the school on the conduct of the inspection and sample the way evidence is being gathered, collated and used to make judgements.
70. All inspection reports are subject to rigorous quality assurance procedures.
71. After the inspection Ofsted will invite the headteacher to complete a short evaluation of the inspection. The responses will be used to improve the quality of our inspections.

How do schools complain about their inspection or inspection report?

72. Any concerns the school has about the inspection should be raised with the lead inspector during the inspection and, where possible, resolved. Concerns may also be raised with a quality assurance inspector should one have been allocated to the inspection. If the concerns are not resolved by these means, or the person expressing the concern does not feel that due weight is being given to the concerns, or an independent view is sought, then the person raising the concern, or someone acting on their behalf, should contact the Ofsted helpline on 0300 123 1231.
73. Similarly, any concerns the school has about the inspection report should be raised with the lead inspector or inspection service provider as soon as possible.
74. If it has not been possible to resolve concerns raised then individuals or schools may decide to lodge a formal complaint. The complaints procedures are available on Ofsted's website at: www.ofsted.gov.uk/resources/complaints-procedure-raising-concerns-and-making-complaints-about-ofsted.

Further information

75. We hope that schools will find this document useful in helping to prepare for inspection. Queries about individual inspections should be discussed with the lead inspector at first contact. General queries about the inspection of boarding or residential provision in schools may be emailed to enquiries@ofsted.gov.uk or made in writing to:

Ofsted National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD.