

Writing inspection reports for independent schools

Guidance for inspectors writing a section 162A inspection report

This guidance applies to the report template for inspections of all schools inspected under section 162A of the Education Act 2002, as amended, commencing from 1 January 2013.

It should be read in conjunction with the technical guidance on how to complete the section 162A report in Annex A.

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Introduction

1. This document provides guidance for inspectors on writing reports following a standard inspection of an independent school, conducted under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005. All reports written following a standard inspection are produced in the *Independent school standard inspection report template*.¹
2. The standard report template includes references to boarding or residential provision which should be deleted where they are not relevant to the school being inspected.
3. A short set of instructions on using the report template is provided at Annex A.
4. If the school has registered provision for pupils aged from birth to three, this will be the subject of a focussed inspection and separate report. The same is true for the welfare of young people in a children's home. The inspections may occur at the same time, but will always result in a separate report.
5. Guidance on drafting emergency and progress monitoring inspection reports is available in *Conducting additional inspections of independent schools*.²

General principles for writing the report

6. Reports must be written in clear, simple language. They must be jargon free. Sentences should be short and clear. The main findings, strengths, weaknesses, and recommendations should be clearly spelled out so that there is no doubt about what the school does well and what it needs to do to improve, or to maintain already outstanding practice.
7. Reports must also make clear the extent to which the school meets The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012.^{3,4} In integrated inspections of boarding and

¹ *Independent school standard inspection report template* (090070), Ofsted, 2014; www.ofsted.gov.uk/resources/090070.

² *Conducting additional inspections of independent schools* (090060), Ofsted, 2014; www.ofsted.gov.uk/resources/090060.

³ The Education (Independent School Standards) (England) Regulations 2010; www.legislation.gov.uk/uksi/2010/1997/contents/made.

⁴ The Education (Independent School Standards) (England) (Amendment) Regulations 2012; www.legislation.gov.uk/uksi/2012/2962/contents/made.

residential special schools, reports must also make clear the extent to which the school meets the relevant national minimum standards.⁵

8. The sections of the full report must be consistent with and support the main findings, and the judgements summarised in the *Record of inspection evidence and judgements* (ROIEJ).⁶
9. Writing should be evaluative rather than descriptive. Each section of the main report (the 'Inspection judgements' section) should open with a clear overarching judgement. Inspectors should choose one of the four descriptors and ensure that the following text best fits the descriptor in *The evaluation schedule for inspecting non-association independent schools* and that it is supported by the inspection evidence and the judgements summarised in the ROIEJ.⁷
10. It is unnecessary to itemise each of the independent school standards – and for a boarding or residential special school each national minimum standard – which the school has met. However, where a standard is not met, inspectors must state this clearly in the text and provide reasons for their judgement.
11. Where there are significant differences between phases of the school, for example the sixth form or the Early Years Foundation Stage, which contribute to an overall judgement, inspectors should clearly explain these in the appropriate sections of the report.
12. The report should comply with the *Guide to Ofsted's house style*.⁸ Quality assurance reading will adhere closely to the *Guidance to Ofsted's house style*, this guidance document, and in the case of integrated inspection reports of boarding or residential special schools, *Conducting inspections of boarding and residential provision in schools*.⁹
13. Inspectors should follow the *Guide to Ofsted's house style* when referring to children/pupils. However, they must not over complicate reports by referring to, for example 'Children and pupils throughout the school...'. They must take a common sense approach. Where the majority of children in the school are aged from three to five years they should refer to 'children' throughout the report.

⁵ The national minimum standards for boarding schools and for residential special schools are available on the Department for Education's website:
www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

⁶ *Record of inspection evidence and judgements* (090065), Ofsted, 2013;
www.ofsted.gov.uk/resources/090065.

⁷ *The evaluation schedule for inspecting non-association independent schools* (090049), Ofsted, 2013;
www.ofsted.gov.uk/resources/090049.

⁸ *Guide to Ofsted's house style* (080230), Ofsted, 2010; www.ofsted.gov.uk/resources/080230.

⁹ *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014;
www.ofsted.gov.uk/resources/100180.

14. The headings, standard text and inspection judgements in the report template must not be amended except to delete optional text. Instructions for doing this are provided in Annex A of this document.
15. Where there is only one pupil on a school's roll, for example in a children's home with dual registration as an independent school, inspectors must take care to protect the pupil's identity. Inspectors should refer to 'pupils' in the plural and depersonalise the report as far as possible. The provision should be written about in a way that makes the inspection findings applicable to any number of pupils who may be admitted to the roll.
16. Inspectors should not mention the names of individuals, including pupils or school staff, anywhere in the text of the report.
17. In boarding or residential special schools inspectors should refer to the additional guidance on writing integrated inspection reports available in *Conducting inspections of boarding and residential provision in schools*.¹⁰ Where inspectors wish to refer to the pupils who are resident at the school or the staff in the boarding provision, they should use the terminology that the school prefers, for example boarders/residential pupils/students; and care staff/residential staff/boarding staff/house staff, throughout the report. However, to achieve consistency in published reports, inspectors must not change the wording in the headings of the report. They should use the options containing the words 'boarding' and 'boarders' in the case of boarding schools, and 'residential provision' and 'residential pupils' for residential special schools.
18. Inspectors should routinely refer to 'parents and carers' in reports rather than to 'parents' alone. Inspectors should refer to the views of parents and carers, pupils and boarders (where relevant), and placing authorities in relevant sections of the report. Inspectors should comment on how far the school makes use of these opinions in securing its own improvement.
19. In integrated inspections, the lead inspector is responsible for writing the whole report, including evaluations of boarding or residential provision. However, the lead inspector must use the judgements and the key findings provided by the social care inspector to write the integrated report. Lead inspectors should use their discretion as to how to weave information about residential provision into appropriate sections of the report. They should consult the *Evaluation schedule for the inspection of boarding and residential provision in schools*.¹¹
20. Lead inspectors should note that in integrated inspections of boarding and residential special schools, as part of the evidence base, the social care

¹⁰ *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014; www.ofsted.gov.uk/resources/100180.

¹¹ *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted, 2013; www.ofsted.gov.uk/resources/110096.

inspector will record judgements and evidence in an RSA toolkit for integrated inspections. When complete, the text will be automatically extracted into a Word document, known as the 'integrated inspection report document', which the social care inspector will provide to the lead inspector by memory stick at the end of the inspection or as soon as possible thereafter by uploading it to the inspection service provider's portal.¹² This document contains a summary of inspection findings, key judgements and a list of any national minimum standards that the school has not met. The lead inspector must paste the contents of the integrated inspection report document into the 'Evidence from boarding or residential provision' section of the ROIEJ. The inspection findings, key judgements and reference to national minimum standards should be included in the integrated report. The lead inspector should determine how and where to weave the social care inspector's findings into the text, and should use their professional judgement in deciding the most relevant section. Any national minimum standard not met by the school, must be quoted in the 'What does the school need to do to improve further' section of the report exactly as it appears in the published national minimum standards for boarding schools/residential special schools, even if it does not align with Ofsted's house style, followed by its reference number in brackets, for example: (NMS 5.1).¹³

21. The ROIEJ is an inspection instrument. For the purposes of inspection, the questions in the ROIEJ are drawn from The Education (Independent School Standards) (England) Regulations 2010 as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012, but are not a direct quotation.^{14,15} The standards are set out in schedule 1 of the regulations. The numbering of the questions in the ROIEJ aligns with the paragraphs of the standards. The standards are re-worded as questions, to assist schools and inspectors in interpreting them.
22. Therefore, if inspectors wish to quote a paragraph of the standards in an inspection report, they must use the wording in the standards. Sections of the ROIEJ template must **not** be pasted into inspection reports. Text from the report must **not** be pasted into the ROIEJ. They are separate documents with different purposes.
23. Inspectors should note that since January 2013 there is no requirement to produce a letter for pupils or boarders as part of the report.

¹² If the lead education inspector was one of Her Majesty's Inspectors, the social care inspector can send the document to the lead inspector by email.

¹³ The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

¹⁴ www.legislation.gov.uk/uksi/2010/1997/contents/made.

¹⁵ www.legislation.gov.uk/uksi/2012/2962/contents/made.

Reporting on independent schools which are dually registered as children's homes

24. Ofsted publishes separately the reports of welfare inspections in children's homes, even when both inspections take place at the same time, and inspectors work together in an integrated way. The school report must therefore only report on the educational provision, and follow the guidance set out in the table in Annex B. Inspectors should include in the ROIEJ a note that the school has dual registration as a children's home, as this provides the context for the quality assurance reader. Inspectors, critical readers, inspection service providers and HMI signing off s162A standard reports should ensure that all reports about the educational provision in a children's home align with the table in Annex B.
25. The social care inspector and the lead inspector will need to ensure that the judgement on the overall effectiveness of the provision, which the social care inspector feeds back to the children's home at the end of the inspection, is recorded simply in the 'Evidence from boarding or residential provision' section of the **ROIEJ**. No other text is necessary. This is not public information and is for our records and for the information of the Department for Education.
26. Where national minimum standards for children's homes are not met, inspectors should note that this does **not** have an impact on paragraph 8 in part 3 and paragraph 23H in part 5, because these standards apply only to boarding schools and residential special schools. As such, in an aligned inspection of an independent school with dual registration as a children's home, no reference should be made to the national minimum standards for children's homes in the ROIEJ. The social care inspector will record any failure in standards in their record and report. The sections of the education report 'Compliance with regulatory requirements and national minimum standards' and 'What does the school need to do to improve further' should not record any failures against the requirements of the national minimum standards for children's homes. The reference to national minimum standards in the heading 'Compliance with regulatory requirements and national minimum standards' must be deleted.

Assessing a material change application as part of a routine section 162A inspection and reporting on the outcome

27. Occasionally, a school submits an application to the Department for Education (DfE) to make a material change around the same time as the routine section 162A and/or the routine boarding/residential inspection is due. Where this occurs, the inspection team should assess the request for a material change in exactly the same way as they would if it were a focused inspection. Evidence and judgements about the material change should be recorded in detail in the

Record of inspection evidence and judgements (ROIEJ) under the heading 'Evidence from material change for assessment, or where emergency matters have been considered at the request of the registration authority'. In the report, the 'Information about this inspection' section should contain a line about the nature of the material change sought by the school. The 'Leadership and management' part of the 'Inspection judgements' section should include additional text which summarises the team's judgement about whether the material change is recommended or not. Inspectors should note that there is no need to complete a separate advice note under these circumstances. If the school needs to do further work before the material change could be recommended, inspectors should record these points in the 'What does the school need to do to improve further' section. Here inspectors should insert a line before listing any unmet independent school standards to say that 'in order for the proposed material change to be acceptable the school should...'. This will distinguish standards which are currently not met by the school from those that would not be met if the material change were implemented. Where the amount of work required is substantial and requires significant reporting, inspectors should simply state that the material change is not recommended owing to inadequate accommodation/curriculum planning and so on, and record the full details in the ROIEJ for the information of the DfE.

Writing the report – guidance on completing the sections of the standard template

28. Please refer to Annex A for a short set of instructions on using the report template.

The report sections

Summary of key findings

29. The front page of the report template provides a brief summary for parents and pupils. **It should be written in plain, easy to read language without jargon.** The summary must not extend beyond the front page. Inspectors are therefore asked to choose the most important points only for inclusion in this section.
30. The key findings summarise the overall effectiveness judgement. The bullet points must be written in sentence case and make it clear why the school's overall effectiveness has been judged outstanding/good/adequate/inadequate.
31. If the school has boarding or residential provision, inspectors should refer to its overall effectiveness in the key findings of the integrated report, using a separate bullet if needed.
32. This is a user-friendly template but without some of the technical functions of other templates. It therefore requires inspectors to delete unnecessary sections, as relevant to the overall effectiveness judgement selected.

Instructions for deleting rows from the report template, and a flow diagram illustrating the guidance in paragraph 33–36 are available in Annex A.

33. If the school is judged **outstanding** inspectors must do the following.
- Only complete the first section (the school is outstanding because), giving **no more than six** (and could be fewer) brief key reasons for the excellence of the school, which should be drawn, as appropriate, from some or all of the six key judgements (achievement; behaviour and personal development; teaching; curriculum; welfare, health and safety; and leadership and management). These reasons should be explained fully in the text of the 'Inspection judgements' section of the full report and may be exemplified appropriately. Reference must be made to the outstanding quality of the teaching and how well the pupils achieve.
 - Delete the other two sections (it is not yet an outstanding school because); and (the school has the following strengths).
34. If the school is judged **good** inspectors must do the following.
- Complete the first section (the school is good because), giving no more than the most important **five** reasons for the judgement (and could be fewer), drawn from the key areas as above.
 - Complete the second section (it is not yet an outstanding school because), making very clear the key reasons why the school is not in the top category.
 - Ensure the summary of key findings tells the reader how well the pupils are doing and make clear why this is so.
 - Delete the third section (the school has the following strengths), as these will already have been captured in the sections above.
35. If the school is judged **adequate** inspectors must:
- Complete the first section (the school is adequate because), giving no more than **six** key reasons (and could be fewer) why the school is not inadequate but is nonetheless not good. Inspectors should draw these from the different key areas, as relevant, but must ensure that they tell the reader how well pupils are doing at the school and make clear why this is so. Inspectors must be explicit about the weaknesses and explain through the choice of key points why the school is not judged to be good.
 - Delete the second section (it is not yet an outstanding school because).
 - Complete the third section (the school has the following strengths), choosing no more than **three** key strengths.
36. If the school is judged **inadequate** inspectors must:

- Complete the first section (the school is inadequate because), stating plainly the reasons for this judgement.
 - Delete the second section (it is not yet an outstanding school because).
 - In the third section (the school has the following strengths) insert no more than **two** points, in order not to outweigh the reasons for the 'inadequate' judgement.
37. Inspectors should provide a brief statement in the key findings about the impact of leaders, managers and, where applicable, governors or trustees on the quality of teaching and pupils' achievement, making it clear whether or not the school is improving or maintaining high standards. Inspectors must refer to pupils' achievement or lack of achievement.

Compliance with regulatory requirements and national minimum standards for boarding schools (if BS)/residential special schools (if RSS)

38. In the report template inspectors must delete all the text relating to national minimum standards where the report refers to a day school. For integrated inspections of boarding and residential special schools, inspectors must choose the relevant title of national minimum standards for the school they are inspecting.
39. Inspectors must then insert one of the following statements for the independent school standards and one for the national minimum standards as relevant. The details of any standards not met must not be listed here. Where there are regulatory failures, they are listed in the 'What does the school need to do to improve further' section of the full report.
- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.
 - The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.
 - The school meets the national minimum standards for boarding schools/residential special schools. (Used as appropriate.)
 - The school does not meet the national minimum standards for boarding schools/residential special schools. The details are listed in the full report. (Used as appropriate.)

Information about this inspection

40. This section should be written in no more than four bullet points and a maximum of 100 words. It should include brief information about the notice period given; the lesson observation strategy used; the number of lessons/hours observed teaching; the number of teachers seen; the meetings that took place; information gathered from Parent View and online surveys from pupils, boarders and placing authorities, where relevant; and reference to other main inspection activities such as scrutiny of school policies and records and examination of pupils' work.
41. In an integrated inspection, brief reference should also be made to the activities undertaken in the inspection of the residential provision. This could be combined with the points above, for example: 'meetings were held with teachers, boarding staff, matron, and groups of pupils and boarders'.
42. If an inspection of the registered childcare, or the welfare provision of the children's home took place at the same time as this inspection and there are five or more pupils on roll, inspectors may record this fact and state that a separate report on this provision is published – please refer to Annex B.
43. An additional bullet point must be added to explain that the inspection also included consideration of an application for a material change, where this is relevant.
44. If the Department for Education has asked for a particular focus to an inspection, this should be stated in the 'Information about this inspection' section of the report. Appropriate reference should then be made to the requested focus in the relevant sections of the report, at the lead inspector's discretion.

Inspection team

45. The names of all inspectors must appear in this section, including the names of the social care inspector(s) if this is an integrated inspection of a boarding or a residential special school. If this inspection was aligned with an inspection of either registered provision for children aged from birth to three years or welfare in the case of a children's home, the childcare or social care inspector's name should not appear in this report, as they will produce a separate report.

Full report

Information about this school

46. Inspectors should agree this section with the school before leaving the inspection in order to avoid errors or later complaints.
47. Inspectors must describe briefly the main characteristics of the school, expressed in a list of bullet points. This should include the following.

- A short, factual statement about the type of school including any special characteristics such as a Steiner, Montessori or faith school or residential special school and the particular special educational needs it caters for. Inspectors should, if relevant, include information about the aims of the school where this serves to explain the special characteristics of the school.
- The gender and age range of pupils, the current number on roll and the number of pupils with statements. Inspectors should state the age range of pupils that the school is registered by the DfE to take. Where the school is registered to take adults also, inspectors should give the registered age as 11–23, for example. Where there are adults present but the school is registered only for 11–18 year olds, inspectors should give the registered age as 11–18 and make clear in the text of the report that the school has admitted other learners above the registered age range. Inspectors should make reference to the ethnic heritage of pupils or groups of pupils where it is a significant feature.
- The nature and extent of boarding or residential provision where relevant. The information about the nature of the boarding provision should be supplied by the social care inspector. Inspectors should ensure that the address and location of a children’s home is not disclosed, as set out in the table in Annex B.
- For a group provider where the name and address identifies the registered office of the group registration as a collection of children’s homes where education is provided, inspectors should include all relevant social care unique reference numbers for the linked children’s homes, but no further information.
- Whether or not the school makes any additional provision for its pupils, such as registered provision for children, or any alternative provision that is used by the school. Where there is onsite childcare provision that is not managed by the proprietor/trustees or governing body (for example a breakfast club or an after school club) it must only be referred to in the ‘Information about this school’ section, for example, *‘there is an after school club that is not managed by the school’s proprietor/trustees/governing body’*. Where schools offer before and after school care for their own pupils on roll, this provision should be considered as part of the school inspection, and the findings woven into the inspection report at the lead inspector’s discretion. However, childcare provision for children aged three and over, where none of the children are on the school’s roll, will be registered on either the Early Years Register or the Childcare Register. Such provision is not part of the school inspection; it forms part of a separate inspection of registered Early Years Foundation Stage provision and will result in a separate report.
- When the school was last inspected. This applies if the last inspection resulted in a published report, including a progress monitoring or published emergency report if relevant. If it is a new school undergoing its first inspection, inspectors should indicate when the school was first registered and state that this is its first inspection. In the case of integrated inspections

of boarding and residential special schools, inspectors should also record when the last welfare inspection took place if this was not at the same time as the previous school inspection.

- In a school with provision in the Early Years Foundation Stage for children aged between three and five years, inspectors should refer to any exemption which the school has applied for or been granted from the learning and development requirements.

Exemptions from the Early Years Foundation Stage

48. Inspectors should note that the school must teach all elements of the learning and development requirements of the Early Years Foundation Stage unless exemption has been sought from the Secretary of State. Exemption is granted automatically if the school obtained 'good' judgements in its previous inspection report, including all judgements for the Early Years Foundation Stage.
49. Where a school has an exemption from the learning and development requirements of the Early Years Foundation Stage, the specific details of this should be stated in this paragraph using one of the following options.

'The school has applied for/been granted exemption from the learning and development requirements of the Early Years Foundation Stage. Hence, these aspects were not inspected.'

'Although the school has applied for/been granted exemption from the learning and development requirements of the Early Years Foundation Stage, it does not meet the conditions for exemption.'

50. Inspectors should note that all schools must meet the welfare requirements.
51. Inspectors must avoid expressing any evaluations or judgements in the 'Information about the school' paragraph of the report and should avoid any comments on attainment on entry or attendance.
52. Further information about exemptions from the learning and development requirements of the Early Years Foundation Stage is available in *Conducting inspections of non-association independent schools*.¹⁶

What does the school need to do to improve further?

53. This section should take the form of a bullet point list written in sentence case. Inspectors must complete this section for all schools.

¹⁶ *Conducting inspections of non-association independent schools* (090048), Ofsted, 2014; www.ofsted.gov.uk/resources/090048.

54. Where the school does not meet all of the independent school standards or, if relevant, the national minimum standards for boarding or residential special schools, the inspector must list here those independent school standards and/or national minimum standards which the school must meet for continued registration, as follows. The inspector must use the following line of text as one of the items in the bullet pointed list, which must be written in emboldened Tahoma 12 font. If the inspector wishes to list other points for improvement that are not directly related to one of the independent school standards, these must appear first.

- The school must meet the following independent school standards.

55. Then, each unmet standard must be listed against a subordinate bullet point (which appears in the template as a dash). Inspectors may paraphrase the standard in plain English but must ensure that each unmet standard is followed in brackets by its paragraph reference number. The lead inspector should check that the paragraph reference numbers to each of the standards are correct.

56. Similarly, if a boarding or residential special school does not meet all the national minimum standards, the list of unmet standards must be introduced by the following line of text, written in emboldened Tahoma 12 font. This text should appear against a main (square) bullet point, after the list of unmet independent school standards.

- The school must meet the following national minimum standards for boarding schools.
- The school must meet the following national minimum standards for residential special schools.

57. Any national minimum standard not met by the school, must appear against separate subordinate bullet points, and must be quoted exactly as it appears in the published national minimum standards for boarding schools/residential special schools, even if it does not align with Ofsted's house style.¹⁷ The quoted standard should followed by its reference number in brackets, for example:

Suitable sleeping accommodation is provided for boarders. Where pupils are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls. (NMS 5.1)

58. Where all the independent school standards have been met, or where only one or two are unmet, inspectors must use this section to provide the school with some points for further development. These should be key points designed to bring about improvement. They should be clear and specific, challenging, realistic, and achievable. They should be drawn from the most significant

¹⁷ The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

weaknesses which are explained in the full report. Even for schools judged to be outstanding it is highly likely that there will be actions for improvement.

59. If all the independent school standards have been met and yet teaching has not been judged good or better, the first area for improvement must spell out what needs to be done to improve the quality of the teaching. Inspectors must be precise in specifying which elements of teaching require improvement, and in which subjects or year groups, if this is relevant.
60. If all the independent school standards have been met but leadership and management have not been judged good or better, there must be a clear recommendation about how these aspects should be improved.
61. There must also be a recommendation for leadership and management to improve where standards are not met and no action or ineffective action has been taken since the previous inspection to improve the school.

Inspection judgements

62. Inspectors should start the opening paragraph of each section with a clear judgement which matches the grade they have given. The text should be written in continuous prose. Inspectors must write in plain English and avoid jargon. All judgements must be clear and explicit. Unless the school is 'outstanding', it should be clear why the school has not been awarded a higher grade. The text in each section must justify the opening judgement and explain the reasons for weaknesses. Inspectors may include examples from the inspection to support their judgements. The views of parents and carers, pupils and boarders, staff and placing authorities should feature naturally in the text where they are most appropriate.
63. In integrated inspection reports of boarding and residential special schools, the social care inspector's findings will be woven into this section of the report at the lead inspector's discretion (see paragraph 19–20) and the four key judgements on the boarding/residential provision will appear at the end of the section. The judgement on the overall effectiveness of the boarding or residential experience is reported on the front cover of the report.
64. It is recommended that the length of the 'Inspection judgements' section is around 1,500 words, and not normally more than 2,000 words. This limit may be increased by up to 750 words for integrated inspections where residential provision is included. Inspectors should use their professional judgement in deciding how much detail is required in each part of the 'Inspection judgements' section in order to 'tell the story' of the school. If there is inadequate provision in the educational or residential provision, and there are a number of independent school standards and or national minimum standards failed, this may require further explanation, and thus lengthen the report. Inspectors may vary the word count between the parts of the 'Inspection judgements' section depending upon findings about strengths and the degree

of non-compliance, although the upper limit for the section as a whole should not be exceeded. Inspectors and quality assurance readers are asked to use professional judgement in this matter.

Pupils' achievement

65. This section focuses on pupils' academic achievement. In schools where there are public examination results or standardised assessments which facilitate comparisons, inspectors should refer to them, setting them both in a national context and in the context of pupils' starting points in order to explain their judgement of pupils' achievement. Where appropriate, inspectors should refer to other evidence of the school's success. For example, where a preparatory or a primary school is successful in enabling its pupils to obtain places at – or scholarships to – secondary schools of their choice, this should be stated in this section.
66. Inspectors must comment on pupils' achievements in literacy and numeracy. They should comment on achievements in other areas of the curriculum or extra-curricular activity, for example performance in sport or drama, where these are noteworthy.
67. Inspectors should comment on the achievement of any specific group of pupils identified in the 'Information about this school', or refer to 'all groups of pupils' where there is no difference between them. They should comment specifically on the achievement of disabled pupils and those who have special educational needs, unless these pupils form the entire intake of the school.
68. Inspectors should make a clear connection between the progress pupils make and the quality of the teaching and curriculum they receive. Where the school has a particular specialism, for example a stage school, inspectors should comment on how well pupils achieve in this area.

Pupils' behaviour and personal development

69. This section focuses on the outcomes of the school's pastoral arrangements and its programme for pupils' spiritual, moral, social and cultural development. Inspectors must comment on how well pupils behave, their attitudes, social interactions and relationships, and their attendance.
70. Inspectors must comment on the quality and effectiveness of the school's provision for pupils' spiritual, moral, social and cultural development by making links to how pupils conduct themselves. Inspectors should comment on how much pupils know of other cultures, their attitudes and behaviour to those of different backgrounds, faiths and cultures, and how well the pupils are prepared for life in modern, multi-cultural, democratic British society. Inspectors should comment, where appropriate, on pupils' confidence, self-esteem and developing independence. In schools that are based in or serve a homogenous community, for example a faith school, or where pupils' attitudes have caused concern, for example in a behavioural, emotional and social difficulties special

school, inspectors should make overt reference to whether, and how, the school assists pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions. Inspectors are also advised to make reference to paragraph 5(a)(iv) in part 2 (which requires the school to provide pupils with a broad general knowledge of public institutions and services in England) where this may be pertinent to the type of school.

71. In special schools catering for pupils with behavioural, emotional and social difficulties, inspectors should make clear that their judgement is an evaluation of the improvement in pupils' behaviour as a result of the school's intervention strategies. Inspectors must provide some convincing evidence to justify this judgement, and should link behaviour to its impact on learning and achievement.
72. In integrated inspection reports for boarding and residential special schools inspectors must explain how the experience of boarding contributes to boarders' or residential pupils' personal development, for example in developing their independence and self-esteem or in preparing them for life after school. Inspectors should indicate how effectively the links between residential and education provision operate to reinforce and enhance the outcomes for pupils.

Quality of teaching

73. This section deals with the quality of the teaching. It should start with a clear overall judgement and make a clear link to its impact on pupils' learning and achievement. Inspectors must focus on the effectiveness of the teaching, particularly for vulnerable groups such as those with disabilities or special educational needs. Inspectors must guard against expressing any preferred teaching methodology, and be clear about what works or does not work and why. Inspectors must explain clearly why the teaching grade is awarded, and, if appropriate, what the school must do to improve. Inspectors should comment on the use and quality of assessment in this section. In integrated inspections they should also report on how well the care and teaching staff work together, their use of assessment, and the impact this has on residential pupils' progress. Inspectors must state any independent school standards which are not met, and explain clearly the reasons for the failure.

Quality of curriculum

74. This section deals with the quality of the curriculum. It should start with a clear overall judgement and make a clear link between the quality of the curriculum and its impact on what pupils learn and achieve. In faith schools inspectors must put their primary focus on the effectiveness of the secular curriculum, particularly in developing pupils' literacy and numeracy skills. In schools with a specialist curriculum, for example stage schools or faith schools, inspectors should comment on the quality of the specialist (or religious) curriculum provision and what it adds to or detracts from pupils' academic and/or personal

development. Inspectors should comment on the quality of curriculum planning and provision and its impact on the achievements of all pupils or any groups of pupils for whom it is a significant feature, particularly vulnerable groups. Inspectors should comment on the quality of extra-curricular provision where it has a significant impact.

75. In all integrated inspections of boarding and residential special schools inspectors should indicate how any extra-curricular and/or 24 hour curriculum provision contributes to the experience of residential pupils. Inspectors should refer to the arrangements for preparation or study support, if they are significant. Inspectors must state any independent school standards which are not met, and explain clearly the reasons for the failure.

Welfare, health and safety of pupils

76. The section should start with a clear overall judgement about the quality of the school's provision for the welfare, health and safety of its pupils. The text must explain this judgement and state whether or not the independent school standards are met. Where appropriate, inspectors must make clear what needs to be done to improve. Inspectors must comment on how well the school safeguards its pupils and on the effectiveness of procedures for dealing with and eliminating bullying. If significant health and safety risks have been identified in the school premises and accommodation they should be noted here.
77. Inspectors should note that there is no need to refer specifically to the Early Years Foundation Stage in this section unless the welfare requirements for pupils aged three to five years are not met. However, where the welfare requirements for Early Years Foundation Stage are not met, inspectors must explain the weaknesses in this section. This may occur, for example, where staff qualifications do not meet the Early Years Foundation Stage requirements or where the staff to pupil ratio is inadequate. Inspectors are reminded that all schools must meet the welfare requirements irrespective of any exemption from the learning and development requirements.
78. In an integrated report of a boarding or residential special school this section is likely to be one of the longest sections in the report. Inspectors must be clear about the extent to which national minimum standards are met. They should bring together inspection judgements and evidence about both day and residential provision to make a coherent evaluation of the school's total welfare provision. The text must include the suitability of policies and procedures, stating how effectively they are implemented, and their impact on boarders or residential pupils. The lead inspector has discretion over where to weave in the key judgements about residential provision, but it would be prudent to ensure that child protection in its widest sense and procedures for caring for boarders' health are included here. Inspectors may also wish to comment on the links between social care and education staff to support the boarders, for example, the arrangements for their medical care, and the effectiveness of care plans

and reviews, where relevant. Health and safety risks associated with the boarding accommodation should be explained in the section on accommodation.

79. Inspectors must comment on the extent to which the school has carried out the appropriate checks on the suitability of staff, including volunteers where appropriate, to work with young people. This should also cover the safe recruitment of boarding staff in an integrated inspection, although there is no need to single out residential staff, since the independent school standards and national minimum standards which underpin this section apply to the whole school. Where there are regulatory failures in the recruitment process, inspectors should explain what needs to be done to improve.
80. Any issues relating to the inadequacy of the qualifications or staffing in the Early Years Foundation Stage where it affects the children's welfare, health or safety should be referred to in this section of the report.
81. When a safeguarding issue has been raised during an inspection but has not been resolved through Compliance, Investigation and Enforcement by its conclusion – which is likely to be the case – a footnote should be added to this section of the inspection report, using the standard text shown below. For technical reasons, inspectors should first add the sentence to the main body of the text in the 'Welfare, health and safety of pupils' section of the report, so that it can be transcribed to a footnote later. The sentence should be separated from the main body of the text to ensure that it is clear to the reader:

'Concerns raised by some pupils/a pupil/some parents and/or carers/one parent/one carer/the school* during the inspection are being examined by the appropriate bodies'. This includes referrals to the local authority designated officer which are under investigation.

*delete as applicable.

Serious incidents that should be referred to in a published inspection report

82. Where a serious incident concerning the welfare, health and/or safety of pupils has occurred at the school since the last inspection, even if the incident is still under investigation, inspectors should acknowledge this fact in the text of the report in this section. Such references are confined to the most serious incidents, such as the death of a child or a serious safeguarding failure, or allegations of serious fraud, and should avoid going into such detail that it would risk prejudicing the outcome of the investigation or identifying individuals who may be wholly innocent of the alleged wrongdoing.
83. Information about investigations is available to Ofsted inspectors through searching the provider information portal (PIP) or to additional inspectors via the relevant inspection service providers' secure inspection portal.

84. Inspectors should avoid making any reference to a serious incident if there is any possibility that doing so would prejudice such an investigation or prejudice the outcomes, breach confidentiality or where the reference could risk identifying individuals subject to or related to the investigation.
85. Inspectors should note that the restrictions in this guidance apply to what may be reported in the published inspection report about active, external investigations, not to what may be included as lines of enquiry in the inspection. Inspectors are required and remain free to comment upon any matter they think is relevant to the quality of the care provided as long as it is based on the inspection evidence.
86. Depending on the nature of the serious incident, the legal powers under which Ofsted inspects and reports on independent schools may provide the basis for such references to be included in an inspection report. In cases in which the serious incident does not fall within Ofsted's express inspection and regulatory powers, Ofsted may rely upon its ancillary power to do whatever is necessary or expedient for the purposes of its functions in referring to these incidents (paragraph 13 of Schedule 11 and paragraph 6 of Schedule 12 to Education and Inspections Act 2006). It is to be noted that Ofsted has an overarching obligation to have regard to the need to safeguard and promote the rights and welfare of children in performing its functions (sections 117 and 119 of Education and Inspections Act 2006).

Qualifying concerns/incidents and the sentence to include in the report

87. Where relevant and appropriate, given the particular circumstances, the lead inspector should give careful consideration to and seek advice about the insertion of specific text in the 'welfare, health and safety' section of the report.
88. Inspectors must use one of the following lines of standard text, appropriate to the incident. The text should be separated from the main body of the text to ensure that it is clear to the reader.

- A serious case review that involves the school.

'Inspectors were aware during this inspection that a serious incident which occurred at the school since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.'

- An investigation into the death or serious injury of a child at the school or elsewhere while in the care of staff employed by the school, for example during an educational visit.

‘Inspectors were aware during this inspection that a serious incident which occurred at the school since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.’

- An investigation into alleged child protection failings.

‘Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.’

- A police investigation into the use of restraint/restriction of liberty at the setting.

‘Inspectors were aware during this inspection of a police investigation into serious allegations about restriction of liberty at the school. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegation(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.’

- An investigation into allegations of other serious offences such as fraud, involving the head, proprietor or registered manager of the school.

‘Inspectors were aware during this inspection of an investigation by the appropriate authorities into allegations of wrong-doing that did not concern child protection or safeguarding arrangements’. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegation(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.’

Reporting on evidence or allegations of child abuse

89. On a very small number of occasions, inspectors may come across evidence or allegations of child abuse within a school. When such allegations have been made, the lead inspector should report the concerns using the following wording:

‘Concerns raised by some pupils/a pupil/some parents/one parent during the inspection are being examined by the appropriate bodies.’

Leadership and management

90. This section should start with a clear opening judgement about the quality of the school's leadership and management. The text must explain the judgement and the impact this has on what pupils learn and achieve. Inspectors should emphasise the leadership of teaching and the effectiveness of the proprietor, the school governors or trustees, as relevant, in the success of the school. Inspectors must state the extent to which the independent school standards are met.
91. In this section inspectors must include reference to the suitability and adequacy of the premises and accommodation, the quality of information for parents, and the procedure for handling complaints. All of these should be covered briefly unless there are regulatory failures which require further explanation.
92. If the security arrangements are inadequate inspectors must report it here, without being specific about the detail, which might put children at risk. Please refer to the advice for the checking compliance with paragraph 23C in *Completing the record of inspection evidence and judgements*.¹⁸
93. Integrated reports must include a commentary on the quality of the leadership and management of the residential provision. Inspectors should include observations of the adequacy, qualifications, training and professional development of boarding staff in this section and state whether or not the relevant national minimum standards are met. All integrated reports should include information about the quality of the residential accommodation and its suitability for the boarders or residential pupils.
94. Reference should be made to how accurately the school knows itself, in particular acknowledging where the school is already aware of any deficiencies, and already has plans to remedy them, for example in a school development plan.

School details

95. The accuracy of the school's details should be checked with the school during the inspection. If the school has a reasonable case for not including the school address (which appears on the front cover of the report), email address or telephone number the inspector should omit them and send a note of explanation to the quality assurance reader and inspection service provider. This is particularly important in some special and faith schools, where the disclosure of such information may bring risk to the school's pupils or staff. It also applies to children's homes that offer education – please refer to Annex B. The inspector's note will be the signal for the inspection service provider to notify the HMI remit lead for inspections of independent schools who will notify

¹⁸ *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2014; www.ofsted.gov.uk/resources/090051.

Ofsted's publications department not to identify the school with a map on the website, which it is otherwise Ofsted's normal policy.

96. The 'Type of school' field should be used to record that the report is about, for example, a secondary, preparatory, faith, Steiner or Montessori school. In the 'School status' field, inspectors should choose one of the following options: independent school, independent boarding school, independent residential special school. Both fields should be completed in sentence case.
97. The legal basis for the inspection is also captured within this section. For integrated reports, inspections should choose the appropriate option concerning the legal basis for inspecting the school's boarding or residential provision, or delete both in the case of day schools and schools with dual registration as children's homes.

Inadequate schools

98. Where the inspection team judges the school to be inadequate in any major aspect, the lead inspector must ensure that *Form A – confirmation that an independent school is causing concern* has been completed. This form is applicable to education-only and to integrated inspections.¹⁹
99. The completed *Form A – confirmation that an independent school is causing concern* should be sent to the inspection service provider or the quality assurance national function team – in the case of an integrated report – to accompany the inspection report and ROIEJ.
100. Please refer to *Conducting inspections of non-association independent schools* for further information on action to take if the inspection team has reached the conclusion that the school is inadequate in any of the inspection judgements.²⁰

Finalising and quality assurance of reports

101. The writing of a standard s162A inspection report of a day school and an integrated inspection report of a school with residential provision is the ultimate responsibility of the lead inspector. The lead inspector may direct the team to produce contributions for the report or ROIEJ, and to request contributions in prose, note or bullet point form. It is up to the lead inspector how the contributions are incorporated into and expressed in the report. **The lead inspector is responsible for the quality of the report.**

¹⁹ *Form A – confirmation that an independent school is causing concern* (20090044), Ofsted, 2013; www.ofsted.gov.uk/resources/20090044.

²⁰ *Conducting inspections of non-association independent schools* (090048), Ofsted, 2014; www.ofsted.gov.uk/resources/090048.

102. The lead inspector should ensure that the report follows the guidance in this document and adheres to the *Guide to Ofsted's house style*.²¹ They should check that the 'Information about this school' section tallies with the 'School details' section. Any failures to meet the regulatory requirements (or national minimum standard) should be explained in the text and listed in the 'What does the school need to do to improve further' section, as set out above. Points for further improvement must arise from critical comments in the text. The 'Summary of key findings' section must be a fair and accurate summary of the inspection judgements. The text of the whole report must be written in clear straightforward and jargon-free language, easily accessible to the general reader. The lead inspector is responsible for checking the consistency of messages throughout the inspection report.
103. The lead inspector is also responsible for checking that the ROIEJ is a clear and concise record of compliance with the regulatory requirements for independent schools. Where appropriate, it must state clearly any reasons for non-compliance, and these must also be consistent with the inspection report. The ROIEJ should contain more detailed information in a school where substantial evidence of weakness has been found, or where the inspection has been conducted at request of the DfE as a result of a statutory order or for another purpose. The ROIEJ following an integrated inspection should contain, in the designated sections as set out above, the key evidence and judgements about the residential provision supplied by the social care inspector. The lead inspector will decide how to use it in the report.
104. The lead inspector is allocated one day to write the report and finalise the ROIEJ. In integrated inspections the social care inspector is also allocated writing time. The lead inspector is responsible for checking the consistency of messages in the inspection report. They must discuss with the social care inspector the presentation of findings about the boarding/residential provision in the integrated inspection report, and share the integrated report with the social care inspector.²² The lead inspector should ensure that the report as a whole tells a coherent and balanced story. On the rare occasion that the inspectors agree a change to a judgement or findings about the boarding/residential provision, or to the national minimum standards listed as not being met, the social care inspector **must** revise their RSA integrated inspection toolkit accordingly to ensure that the boarding outcomes of the inspection are accurately recorded in Ofsted's published data on inspections.

²¹ *Guide to Ofsted's house style* (080230), Ofsted, 2010; www.ofsted.gov.uk/resources/080230.

²² Where the lead inspector is one of Her Majesty's Inspectors, the draft report may be shared between the lead and social care inspectors using Microsoft Lync. In the case of inspections led by additional inspectors, the report must be shared through the inspection service provider's secure inspection portal.

Quality assurance reading

105. The quality assurance reader at the inspection service provider is responsible for ensuring that both the standard and the integrated reports meet the requirements and follow the guidance in this and related documents, as set out above. The quality assurance reader should ensure that the report as a whole tells a coherent and convincing story. They must check that any failures in meeting the independent school standards and/or national minimum standards are consistent between the ROIEJ and the report. Proof-reading should identify typographical and similar errors, but the report must not be altered to fit a reader's preferred style. A report will not meet the quality standard if it is inconsistent with the ROIEJ, if the inspection judgements are unclear, or if it is misleading. Minor omissions or amendments should be rectified by the reader at the quality assurance stage.
106. If any of the judgements or findings about the boarding/residential provision of integrated inspection reports are changed at the quality assurance stage, or if there are any changes to the national minimum standards listed as not being met, the inspection service provider's quality assurance team **must** inform the social care inspector as soon as possible and provide them with a copy of the amended document via their secure inspection portal. If the changes are small scale, for example for grammatical accuracy, the revised document should be sent for the social care inspector's information only. However, where the substance of the welfare section of the document has been changed, the inspection service provider's quality assurance team must also liaise with the social care inspector by telephone, and give them the opportunity to comment. If changes are made to the boarding/residential aspects of the report during the sign-off stage, the HMI or the inspection service provider as appropriate must inform the social care inspector as soon as possible. The social care inspector **must** update their RSA integrated inspection toolkit to align with the amendments to the report. This is to ensure that the boarding outcomes of the inspection are accurately recorded in Ofsted's published data on inspections.

Sending in the report and *Record of inspection evidence and judgements*

107. Please refer to *Conducting inspections of non-association independent schools*, which sets out the stages in and timeline for the report production process.²³
108. Following education-only and integrated inspections, the lead inspector is responsible for sending the finalised (and where applicable, integrated) inspection report and the ROIEJ to the inspection service provider at the end of the writing day.

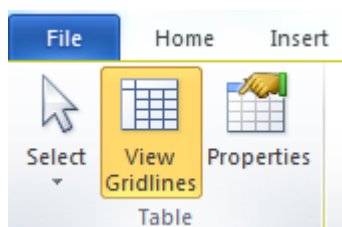
²³ *Conducting inspections of non-association independent schools* (090048), Ofsted, 2014; www.ofsted.gov.uk/resources/090048.

109. The quality assurance reader's edited version of the report is returned to the lead inspector with the reader's suggested amendments marked with 'track changes'. It is the lead inspector's responsibility to produce the final draft of the report, and the acceptance of readers' suggestions for re-phrasing is at lead inspectors' discretion, although the inspection service provider has ultimate responsibility for agreeing the final version of the report prior to sending to Ofsted. The lead inspector **must** consult the social care inspector at this stage if clarification is needed or if any of the findings or judgements about the boarding provision are subject to change.
110. The reader's comments should be deleted and the final draft should be returned to the inspection service provider. The draft will be sent by the inspection service provider to the school for a factual accuracy check and it is crucial that all track changes are cleared before sending it to the school.
111. The lead inspector is responsible for sending the evidence base, which should include the top copies of all evidence forms, including any completed by the social care inspector, and any additional notes or hard copies of completed questionnaires by post to the inspection service provider within five days of the end of the inspection, where they will be retained in accordance with Ofsted's retention policy, unless required for handling a complaint. The evidence on the RSA toolkit is also held in accordance with Ofsted's retention policy. The lead inspector must keep the duplicate copies of the evidence forms in a safe place in line with Ofsted's retention policy.
112. After the report is finalised it is sent to Ofsted for publication. Around 10% of routine s162A inspection reports will be sampled for quality assurance purposes.
113. All school inspection reports will be published on the Ofsted website within four weeks of the end of the inspection. A copy should be sent electronically to the DfE along with the ROIEJ.

Annex A. Instructions for using the report template

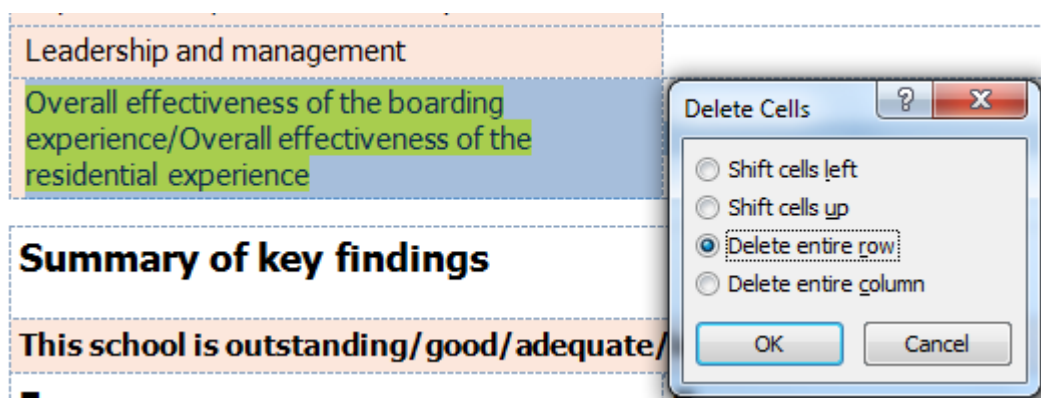
General points

114. **Font size.** All textual sections of the report must be written in Tahoma 11 font.
115. **Headings and standard text.** These should not be amended except to delete or retain optional text. This is in order to ensure consistency in published reports.
116. **Table gridlines.** The report is structured in a table. Please ensure that the gridlines of the table are visible, by clicking anywhere under the 'Add school name' field in the template, clicking on the 'Layout' section of the ribbon at the top of your screen and then clicking on 'View gridlines' symbol as shown below:



117. **Deleting rows.** Where there are fewer than four inspectors on the team, the surplus rows for the names of inspectors in the 'Inspection team' table will need to be deleted. In inspection reports of day schools, all rows relating to judgements or factual details about boarding/residential provision will also need to be removed.

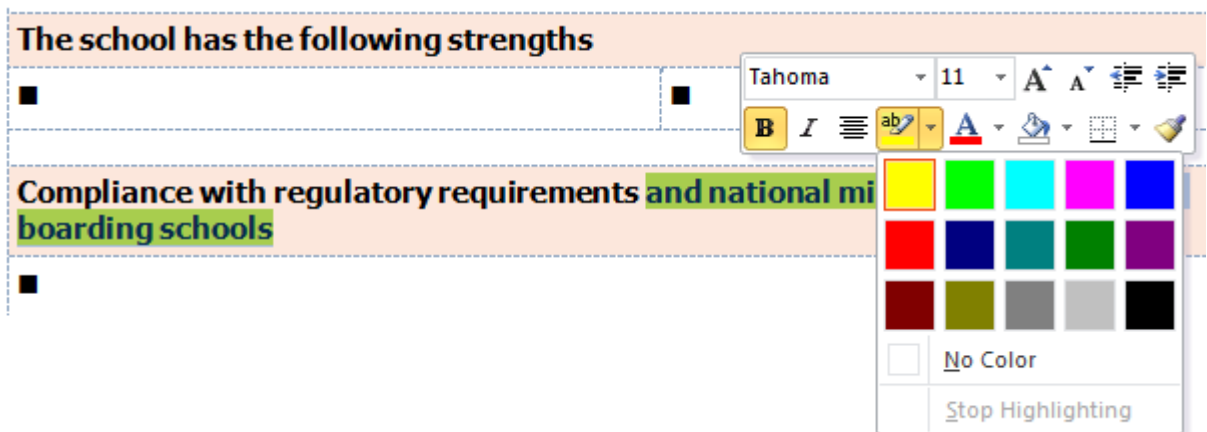
- To delete a row, highlight it, right click with the mouse and select 'delete cells' to access the 'delete cells' menu, and then select 'delete entire row'.



118. **Blank rows between report sections.** To ensure a consistent approach to the layout of reports, blank rows have been included between sections of the report. Please do not type in the rows or delete them.

119. **Yellow highlighting.** Text for use in integrated inspection reports of boarding or residential special schools is highlighted in yellow. There are usually two options of highlighted text – options containing the words ‘boarding’ and ‘boarders’ are for use in the case of boarding schools, and ‘residential provision’ and ‘residential pupils’ are for residential special schools. For inspections of day schools, all yellow highlighted text must be deleted (including in the case of schools with dual registration as children’s homes). The yellow highlighting must be removed from the chosen text in integrated inspection reports and the other optional wording deleted.

- To remove the yellow highlighting: highlight the text, right click with the mouse to access the formatting toolbar. On the toolbar, use the drop-down menu next to the highlighting tool and select ‘no colour’.

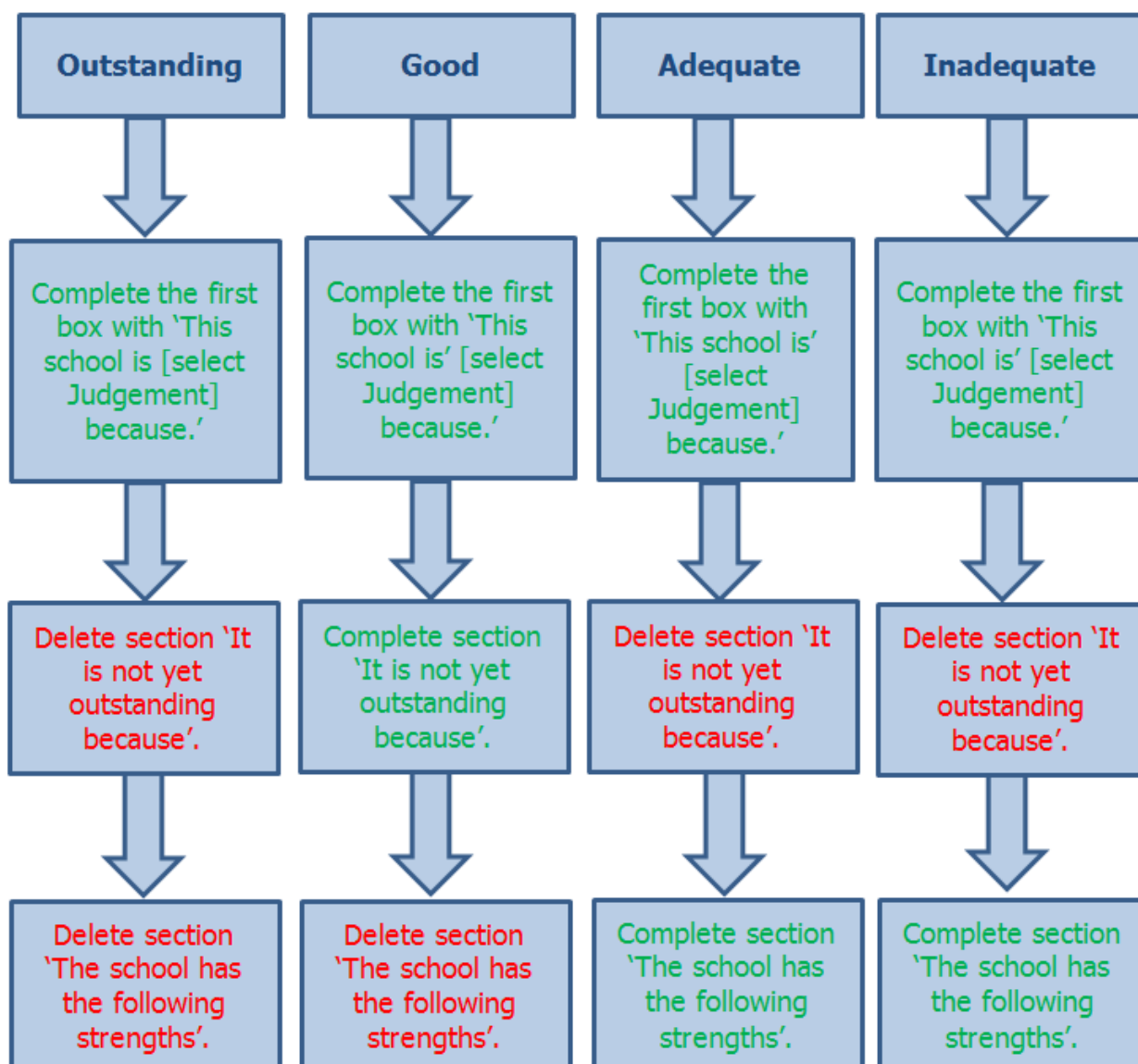


Instructions for particular sections of the report

Front cover

120. Insert the inspection dates in the format: 1–2 December 2012
121. From January 2013, in addition to inserting a judgement of outstanding, good, adequate or inadequate on the front cover of reports, inspectors will also need to insert numerical inspection judgements: 1=Outstanding; 2=Good; 3=Adequate; 4=Inadequate. (The numerical judgements are not used in the ‘inspections judgements’ section of the report.)
122. The flow diagram below illustrates the guidance on completing the ‘Summary of key findings’ in paragraphs 33–36.

Overall effectiveness grade for this inspection is:



123. The appropriated standard text provided in paragraph 39 must be pasted into the 'Compliance with regulatory requirements and national minimum standards' section.

Second page of the report

124. The only text that should appear on page two appears under the headings 'Information about this inspection' (see paragraph 40) and the names of all inspectors and their appropriate title in 'Inspection team' (see paragraph 45).

Third page of the report

125. This text in this section is the 'Information about this school' (see paragraph 46) and 'What does the school need to do to improve further' (paragraph 53).

Central section of the report

126. The 'Inspection judgements' section begins on page 4 and may run to two or more sides. Blank line returns should not be added at the end of the 'Inspection judgements' sections; the blank rows mentioned in paragraph 118 are provided to ensure the correct spacing between sections.

What inspection judgements mean

127. A table of standard text giving a definition of the judgements outstanding, good, adequate and inadequate appears on a page of its own, between the 'inspection judgements' and 'school details' sections. In inspections of day schools, inspectors should delete the references to 'care' which are highlighted in yellow. The highlighting must be removed from integrated inspection reports of boarding and residential special schools. Otherwise, this text must not be altered.

School details

128. This section contains factual details about the school and states the legal basis of the inspection.

129. Do not alter the text that is already in the table, except where indicated below.

130. The rows 'number of boarders on roll' and 'annual fees (boarders)' should be completed in the case of integrated inspections of boarding and residential special schools. These rows are not applicable to inspections of schools with dual registration as children's homes.

131. If the head is styled as 'Principal' or 'Director', alter the 'Headteacher' heading to suit.

132. The headteacher's and proprietor's names should be written in the style that they prefer.

133. In the 'Telephone number' and 'Fax number' fields please enter a space between the area code and the rest of the number.

134. If the school has a reasonable case for not including the school address (which appears on the front cover of the report), email address or telephone number (as mentioned in paragraph 95), the rows containing the fields 'Telephone number' and 'Email address' should be deleted.

Final page of the report

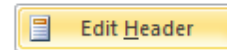
135. Standard text about Parent View and Ofsted's complaints process appears on the final page of the report, alongside the copyright. This text should not be altered.

Updating the headers

136. This should be the final stage in the report writing process. After inspectors have drafted their report and entered all the factual details as set out above, they will need to update the headers at the top of each page of the report as follows.

- Scroll to the top of the front cover, right click with the mouse (do not double click the mouse) and select 'edit header'.

PROTECT – INSPECTION
 School report/
 School and boarding report/School and residential report



- Retain the appropriate text for the type of inspection conducted, and delete the other options. For day schools retain 'School report'; 'School and boarding report' and 'School and residential report' are for integrated inspections of boarding and residential special schools respectively. If one of these is used, remove the yellow highlighting.
- In all cases, please avoid deleting the Ofsted logo.
- Scroll down to the header on page two. Insert the name of the school and the inspection start and end date in the same format used on the front cover. Please ensure these items are separated by a comma. Delete the prompts '[Add school name], [Add inspection date(s)]'.

Inspection report: [Add school name], [Add inspection date(s)]	2 of 13
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- Scroll through the rest of the pages of the report. Most of the headers will be automatically populated by the header on page two. Any that are not need to be manually completed.

Annex B. Reporting on an independent school which is dually registered as a children's home

137. The table below identifies the different approaches taken in reports on schools with dual registration as children's homes.

138. In the case of a day school which provides education for several children's homes, the report should purely cover education provision and be treated as a day school report. No education report on a children's home should contain any sensitive information about why the children are placed in this provision.

Report section	Children's home with five or more pupils on roll	Children's home with fewer than five pupils
Front cover	<ul style="list-style-type: none"> ■ Insert the name of school ■ Delete the 'overall effectiveness of the boarding experience/residential experience' row ■ There should be no reference to whether national minimum standards for children's homes are met in the 'compliance with regulatory requirements' section – delete the yellow highlighted text in this heading that refers to national minimum standards for boarding and residential special schools 	<p>If the school's name identifies its address (e.g. 4 Bury Lane):</p> <ul style="list-style-type: none"> ■ The school name must not be used – insert the education unique reference number (URN) in the 'add school name' field – this is to prevent identification of its location ■ Delete the row containing fields for the school's address <p>If the school's name does not identify its address:</p> <ul style="list-style-type: none"> ■ The school name can be used at the headteacher's discretion <p>In all cases:</p> <ul style="list-style-type: none"> ■ There should be no reference to whether national minimum standards for children's homes are met in the 'compliance with regulatory requirements' section – delete the yellow highlighted text in this heading that refers to national minimum standards for boarding and residential special schools
Information about	<ul style="list-style-type: none"> ■ This section can if appropriate refer to the school having dual registration as a children's home, 	<ul style="list-style-type: none"> ■ This section must not state that there is a

Report section	Children's home with five or more pupils on roll	Children's home with fewer than five pupils
this inspection	and whether an inspection of the care provision took place at the same time, which is reported on separately – in the case of a large school with dual registration it would not put children at risk to mention that this is a dual registration	children's home on site <ul style="list-style-type: none"> ■ There should be no reference to a separate children's home report being available
Inspection team	<ul style="list-style-type: none"> ■ Do not include the names of any social care inspectors 	<ul style="list-style-type: none"> ■ Do not include the names of any social care inspectors
Information about this school	<ul style="list-style-type: none"> ■ This section can if appropriate refer to the school having dual registration as a children's home, and whether an inspection of the care provision took place at the same time, which is reported on separately – in the case of a large school with dual registration it would not put children at risk to mention that this is a dual registration ■ There must be no sensitive information about vulnerable children, although it can refer to pupils having disabilities or behavioural issues 	<ul style="list-style-type: none"> ■ This section must not state that there is a children's home on site but can refer to the school catering for residential pupils ■ There must be no sensitive information about why children are placed in the children's home ■ The number of children at the provision should not be stated, and the provision should be described as a 'small school' ■ There should be no reference to a separate children's home report being available <p>If the school's name identifies the address (e.g. 4 Bury Lane):</p> <ul style="list-style-type: none"> ■ The school must only be referred to by its education URN or simply as 'the school' <p>If the school's name does not identify the address:</p> <ul style="list-style-type: none"> ■ The school name can be used at the headteacher's discretion
What does the school need to do to improve further?	School name can be used <ul style="list-style-type: none"> ■ Impact of residential experience on academic progress and personal development can be stated where there is evidence ■ No reference should be made to compliance with 	If the school's name identifies the address (e.g. 4 Bury Lane): <ul style="list-style-type: none"> ■ The school must only be referred to by its education URN throughout the report or simply as 'the school'

Report section	Children's home with five or more pupils on roll	Children's home with fewer than five pupils
	<p>national minimum standards</p>	<ul style="list-style-type: none"> ■ No reference should be made to compliance with national minimum standards <p>If the school's name does not identify the address:</p> <ul style="list-style-type: none"> ■ The school name can be used throughout the report at the headteacher's discretion ■ The impact of residential experience on academic progress and personal development can be stated where there is evidence ■ No reference should be made to compliance with national minimum standards
<p>Inspection judgements</p>	<ul style="list-style-type: none"> ■ Refer to guidance above for 'What does the school need to do to improve further' ■ Inspectors should not refer to the impact of residential experience on academic progress and personal development ■ Delete the four rows containing judgements about residential and boarding provision 	<ul style="list-style-type: none"> ■ Refer to guidance above for 'What does the school need to do to improve further' ■ Inspectors may refer to the impact of residential experience on academic progress and personal development where there is evidence ■ Delete the four rows containing judgements about residential and boarding provision should be deleted
<p>School details</p>	<ul style="list-style-type: none"> ■ Insert the education URN ■ Insert the social care URN ■ Delete the references to the legal basis for inspecting boarding and residential provision ■ Insert the age range of pupils, gender of pupils, number of pupils (and part time pupils) on roll ■ Insert the annual fees for day pupils ■ Delete the number of boarders on roll row ■ Delete the 'annual fees (boarders)' row 	<p>There should be no reference to the school being dually registered as a children's home</p> <ul style="list-style-type: none"> ■ Insert the education URN ■ Delete the social care URN row ■ Delete the references to the legal basis for inspecting boarding and residential provision ■ Insert the age range of pupils, gender of pupils, number of pupils (and part time pupils) on roll ■ Delete the 'number of boarders on roll' row

Report section	Children's home with five or more pupils on roll	Children's home with fewer than five pupils
	<p>(The latter two fields which are shaded in yellow are only applicable to integrated inspections of boarding and residential special schools)</p> <ul style="list-style-type: none"> ■ Insert the telephone number, fax number and email address 	<ul style="list-style-type: none"> ■ Delete the 'annual fees (day pupils)' row ■ Delete the 'annual fees (boarders) row ■ Delete the telephone number, fax number and email address rows