

# Writing inspection reports for independent schools

Guidance for inspectors writing a section 162A inspection report

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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.

**Published:** April 2014

**Reference no:** 090052



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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*.<sup>1</sup> A short set of instructions on using the report template is provided at Annex A.
2. Reports must be written in clear, simple language so that the lay reader or parent can understand them. They must be jargon free. The main findings, strengths, weaknesses, and recommendations should be clearly spelled out so that there is no doubt about what the school needs to do to improve, or to maintain already outstanding practice. Avoid the unnecessary regurgitation of the language of the inspection handbook or guidance when writing reports. It adds little and often leads to bland reporting.
3. Lead inspectors may ask team inspectors (where relevant) before the final meeting or feedback to draft in bull bullets the key points that should be made in the report. This can help to capture lively examples and ensure that the reporting closely reflects the unique evidence gathered in each inspection.
4. Above all, the report must tell the unique story of the school and capture its culture or ethos, which is usually linked to the leadership of the school.<sup>2</sup>
5. 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.
6. Inspectors should not mention the names of individuals, including pupils or school staff, anywhere in the text of the report.
7. 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.
8. If inspectors wish to quote a paragraph of the independent school standards in an inspection report, they must use the wording in the published regulations.<sup>3,4</sup>

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<sup>1</sup> *Independent school standard inspection report template* (090070), Ofsted, 2014; [www.ofsted.gov.uk/resources/090070](http://www.ofsted.gov.uk/resources/090070).

<sup>2</sup> All references to 'leaders' in this document include proprietors and those in governance roles.

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.

9. In April 2014, the Government security classifications used for handling sensitive information changed. As a result, the protective marking 'protect-inspection' is no longer required to appear in the header of inspection reports. Where a draft inspection report is submitted for quality assurance or between inspectors using the ISPs' secure inspection portals, no additional action is required. However, if a draft inspection report is shared via email between, for example, an HMI lead inspector and the lead social care inspector in the case of integrated inspections, or issued to the relevant school for the factual accuracy check, a short instruction needs to be included in the covering email to state that the report is only for the intended recipient and not for wider distribution.
10. Guidance on drafting emergency and progress monitoring inspection reports is available in *Conducting additional inspections of independent schools*.<sup>5</sup>

## Writing the report

### Summary of key findings

11. The front page provides a brief summary for parents and placing authorities and should be plainly and unequivocally stated without jargon. The summary must not extend beyond the front page.
12. Inspectors must insert one of the following standard lines of text into the first heading of the 'Summary of key findings' section, which is prefixed 'This is':
  - an outstanding school
  - a good school
  - a school that requires improvement. It is not good because
  - an inadequate school
13. The bullet points in this first textual section on the front cover must make it clear why the school's overall effectiveness has been judged as outstanding/good/requires improvement/inadequate.
14. There must be brief comments about achievement, teaching, behaviour and safety, and leadership and management. These must be explained fully and exemplified in the 'Full report' section.

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<sup>3</sup> [www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made).

<sup>4</sup> [www.legislation.gov.uk/ukxi/2012/2962/contents/made](http://www.legislation.gov.uk/ukxi/2012/2962/contents/made).

<sup>5</sup> *Conducting additional inspections of independent schools* (090060), Ofsted, 2014; [www.ofsted.gov.uk/resources/090060](http://www.ofsted.gov.uk/resources/090060).

15. When writing about leadership and management that 'requires improvement', do not obscure the judgement by trying to balance all the negatives with a positive.
16. If the school is judged as 'requires improvement', the first section, (*This school requires improvement. It is not yet good because:*) must be explicit about the weaknesses and why the school is not yet 'good'. For example, if teaching is judged as 'requires improvement' and if leadership and management are also judged as 'requires improvement', this should be noted.
17. Inspectors must provide a brief statement about the impact of leaders, managers and governors on the quality of teaching and pupils' achievement, making it clear whether or not the school is improving
18. 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.
19. If the school is judged to be 'good', the second section, (*It is not yet an outstanding school because*) must be explicit about what the school needs to do to become 'outstanding', otherwise this section should be deleted – please refer to Annex A.
20. The third section (*The school has the following strengths*) should be completed if the school is judged 'requires improvement' or 'inadequate'. For good and outstanding schools, this section should be deleted following the instructions in Annex A.

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

21. For inspections of day schools, inspectors should delete the reference to 'national minimum standards' in this subheading on the front cover. 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.
22. Inspectors must then insert one of the following statements for the independent school standards and one for the national minimum standards as relevant in the 'Compliance with regulatory requirements' section of the front cover. 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 the inspection**

23. Include brief comments about the inspection, in a bullet pointed list, such as the number of lessons observed; 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.
24. If the Department for Education (DfE) 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.
25. Where the inspection has been brought forward as a result of a complaint being made to DfE, it may be appropriate to make reference to this in the 'information about the inspection' section report. However, where complaints have been retained for the next routine inspection, the complaints only need to be referred to in the evidence base and no reference to the complaints needs to be made in the inspection report.

## **Inspection team**

26. 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

27. Inspectors should agree this section with the school before leaving the inspection in order to avoid errors or later complaints.
28. Inspectors must describe briefly the main characteristics of the school and note particularly any significant changes since the last inspection, 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.
  - Include the name/s of any alternative provision that is used by the school.
  - Include information about any support being provided to other schools by the headteacher of this school.
  - Include information about any support that is being provided to the school and include the name of the school providing the support.
  - 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 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 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.'

29. Avoid making judgements in the 'Information about the school' section for example, do not comment on attainment on entry or attendance.
30. Further information about exemptions from the learning and development requirements of the Early Years Foundation Stage is available in the *Non-association independent school inspection handbook*.<sup>6</sup>

### Reporting on allegations of child abuse or serious incidents

31. 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.'*

32. 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 'Information about this school' section. This text should be in a separate bullet point to ensure that it is clear to the reader:

*'A serious incident that occurred at the school since the previous education inspection is under investigation by the appropriate authorities/has been investigated by the appropriate authorities and is now closed.\* Ofsted does not have the power to investigate incidents of this kind. The welfare provision in the school was evaluated against the regulations that are in place and inspection judgements are based on the evidence available at the time of the inspection.'*

**(\*Delete as applicable)**

33. Refer to *Subsidiary guidance*<sup>7</sup> for a list of serious incidents that should be referred to in a published inspection report and the wording to be used.

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<sup>6</sup> *Non-association independent school inspection handbook* (140053), Ofsted, 2014; [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

<sup>7</sup> *Subsidiary guidance* : [www.ofsted.gov.uk/resources/110166](http://www.ofsted.gov.uk/resources/110166)

## What does the school need to do to improve further?

34. There should be short, clear, recommended actions for improvement drawn from the most significant weaknesses. Even for schools judged to be outstanding it is highly likely that there will be actions for improvement. The recommended actions for improvement must:
  - be short, clearly articulated, challenging, realistic, and achievable
  - not be too complicated and difficult for the school to act on and monitor
  - be clear for the lay reader to understand.
35. The school's weaknesses should be explained in the 'Full report' section and relate clearly to the key findings.
36. If teaching is not 'good' the first area for improvement must spell out what needs to be done. Inspectors must be precise in specifying which elements of teaching require improvement, and in which subjects or year groups.
37. If leadership and management are judged as 'requires improvement', there must be a clear recommendation. There must also be a recommendation for governors if no action, or ineffective action, has been taken since the previous inspection to improve governance.
38. Where a school is judged as 'requires improvement' but leadership and management is judged 'good' or better, and the individual headteacher is deemed to be highly effective, inspectors should clearly report this. This will recognise headteachers and senior leaders working to secure improvement in challenging circumstances.
39. Where governance is weak in a school judged as 'requires improvement' and leadership and management are graded 3, inspectors must include governance in their recommendations for improvement. The form of words to be used is '*An external review of governance is highly recommended to be undertaken in order to assess how this aspect of leadership and governance may be improved.*'<sup>8</sup>
40. 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 them here, 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 11 font. If the inspector wishes to list other points for improvement that are not directly related to one of the

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<sup>8</sup> Further details on reporting on external reviews of governance are provided in *Subsidiary guidance* (110166), Ofsted, 2014; [www.ofsted.gov.uk/resources/110166](http://www.ofsted.gov.uk/resources/110166).

independent school standards, these must appear above the list of unmet standards.

- The school must meet the following independent school standards.
41. 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.
  42. 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 11 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.
  43. 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.<sup>9</sup> 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)
  44. 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 weaknesses which are explained in the full report.

## Inspection judgements

45. Inspectors must include commentary about each of the main judgements and write these as separate sections under the appropriate header. The suggested length of this section is 1500 words, but inspectors should use their

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<sup>9</sup> The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

professional judgement in deciding how much detail is required in each section in order to 'tell the story' of the school. This limit may be increased by up to 750 words for integrated inspections where residential boarding/provision is included.

46. 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).
47. 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 relevant section of the report, and provide reasons for their judgement.
48. The sections must be written in short, sharply written bullet points which explain the judgements and important findings. Unless the school is 'outstanding', it should be clear why the school has not been awarded a higher grade. Inspectors should particularly note the points set out below.

### **Achievement of pupils**

49. If any specific group of pupils has been identified in the 'Information about the school', inspectors must comment on their achievement and explain how well the school is promoting equality of opportunity, fostering good relations and tackling discrimination.
50. 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.
51. 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.
52. Inspectors must always report in detail on the progress of the most able pupils and how effectively teaching engages them with work that is challenging enough.
53. The achievement of disabled pupils and those who have special educational needs must be reported on, including any specialist resource provision managed by the governing body/proprietor or their equivalent.

## Quality of teaching

54. Sufficient emphasis must be given to the impact of teaching on pupils' learning and achievement. In reporting on the judgements, inspectors must give particular attention to the achievement in and teaching of literacy, including reading and mathematics.
55. **Do not use** formulaic statements about teacher-talk dominating lessons, pupils moving to a wide range of activities, matching work to individual needs, or the lack of 'independent learning' and so on. It is perfectly acceptable for teacher talk to dominate lessons if pupils learn well as a result. Being 'passive' is not necessarily always a bad thing for pupils. Focus instead on whether children are being taught knowledge and skills, or being helped to understand.
56. Do not focus on the structure but on the content of the lesson and the observations made during it.
57. No report that gives the impression that Ofsted has a preference for a particular teaching style will be published. Similarly, do not use unrealistic statements like 'work is not matched precisely to needs to each individual' unless there are few pupils in the class. If you mean 'pupils do not get a dictionary when they come across a new word but guess and so get it wrong' or 'pupils are not made to think for themselves when deciding how to solve a problem in mathematics' then report it like that.
58. Where there is alternative provision there must be some evaluation of this in the report.
59. Inspectors must evaluate the use of, and contribution made by, teaching assistants in this section of the report.

## Behaviour and safety of pupils

60. Ensure that reporting on behaviour and attitudes is direct, forceful and lively. For instance, where they require improvement you might use examples like – 'there is litter around the school', 'pupils are slow to settle to lessons', 'work in books is untidy', 'teachers do not set a good example when they arrive late to lessons', 'classrooms are shabby', 'uniform rules are flouted', 'there is gum on carpets', 'pupils drop litter at break and lunch times', 'some pupils dawdle to lessons', 'pupils are slow to settle', 'few bring the right equipment to lessons', 'not all are eager to learn', 'off-task chatter is not discouraged' and so on. Where necessary, link it with wider comments on the leadership, culture and ethos of the school.
61. Where there is alternative provision there must be some evaluation of this in the report.
62. Inspectors should report on how well the school safeguards its pupils. Where there is provision for children aged three to five years which does not comply

with the safeguarding and welfare requirements of the Early Years Foundation Stage, inspectors should explain the weaknesses in this section.

### **Leadership and management**

63. Sufficient emphasis must be given to the quality of leadership and whether there is strong leadership of teaching, effective management, and governance. Make sure you report on the character of the leadership and its impact in creating a culture or ethos in which teaching and good behaviour can flourish.
64. Parents need to know if this is a school they can send their children to and what the school stands for. A key question to bear in mind when writing is 'is this a school I would send my children to. If so, why? If not, why? If you answer these questions in the report in a way that a lay person can understand, then it is likely to be a better report. Ensure that this includes comment on the effectiveness of middle leaders, in both primary and secondary schools. There must be specific comments on how well those who govern/own the school know about: the quality of teaching; data/information on the school's performance; the use of performance management; what is being done to reward good teachers and tackle underperformance.
65. A brief comment on the nature of the support of, where applicable, any external support and challenge the school is receiving under the section on leadership and management.
66. In faith schools inspectors must 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. These matters may instead be reported in the quality of teaching or pupils' achievement sections of the report, at the inspector's discretion.
67. If security arrangements are inadequate inspectors must report it here, using the guidance for checking compliance with paragraph 23C of the independent school standards in *Completing the record of inspection evidence and judgements*.<sup>10</sup>

### **Boarding/residential provision – integrated inspections of boarding and residential special schools only**

68. In an integrated inspection, there must be a discrete evaluation of the outcomes for boarders/residential pupils and the quality of the

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<sup>10</sup> *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2014; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

boarding/residential provision; all other findings from the boarding inspection are interwoven with the judgements and important findings about the school. Please refer to *Conducting inspections of boarding and residential provision in schools* for further guidance on reporting integrated inspections.<sup>11</sup>

69. Please refer to Annex B for further information on integrated inspection reports.

## School details

70. 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 D. The inspector's note will be the signal for the inspection service provider to notify the relevant regional Senior HMI for independent schools who will notify Ofsted's publications department not to identify the school with a map on the website, which it is otherwise Ofsted's normal policy.
71. 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.
72. 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.

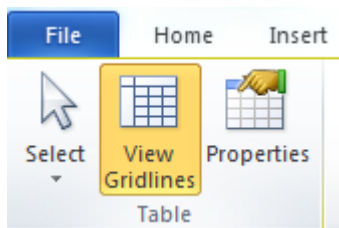
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<sup>11</sup> *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014; [www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180)

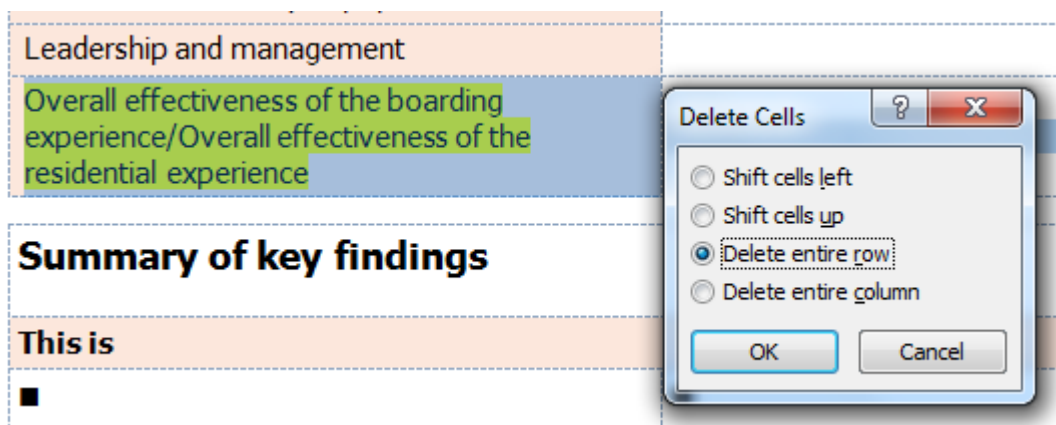
## Annex A. Instructions for using the report template

### General points

73. **Font size.** All textual sections of the report must be written in Tahoma 11 font, and in sentence case.
74. **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.
75. **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:



76. **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'.

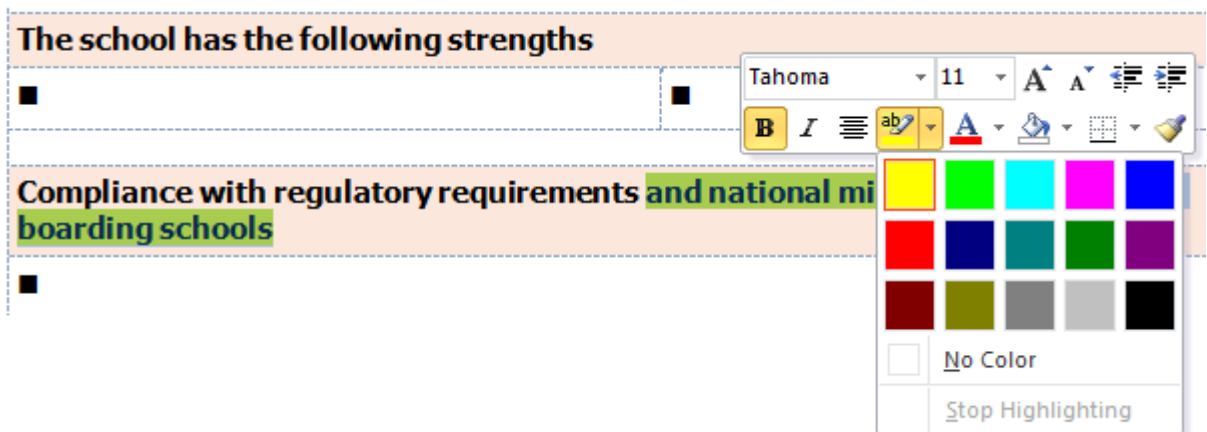


77. **Blank rows between report sections.** To ensure a consistent approach to the layout of reports, blank rows have been included between sections of the report. Please do not type in the rows or delete them.



78. **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’.

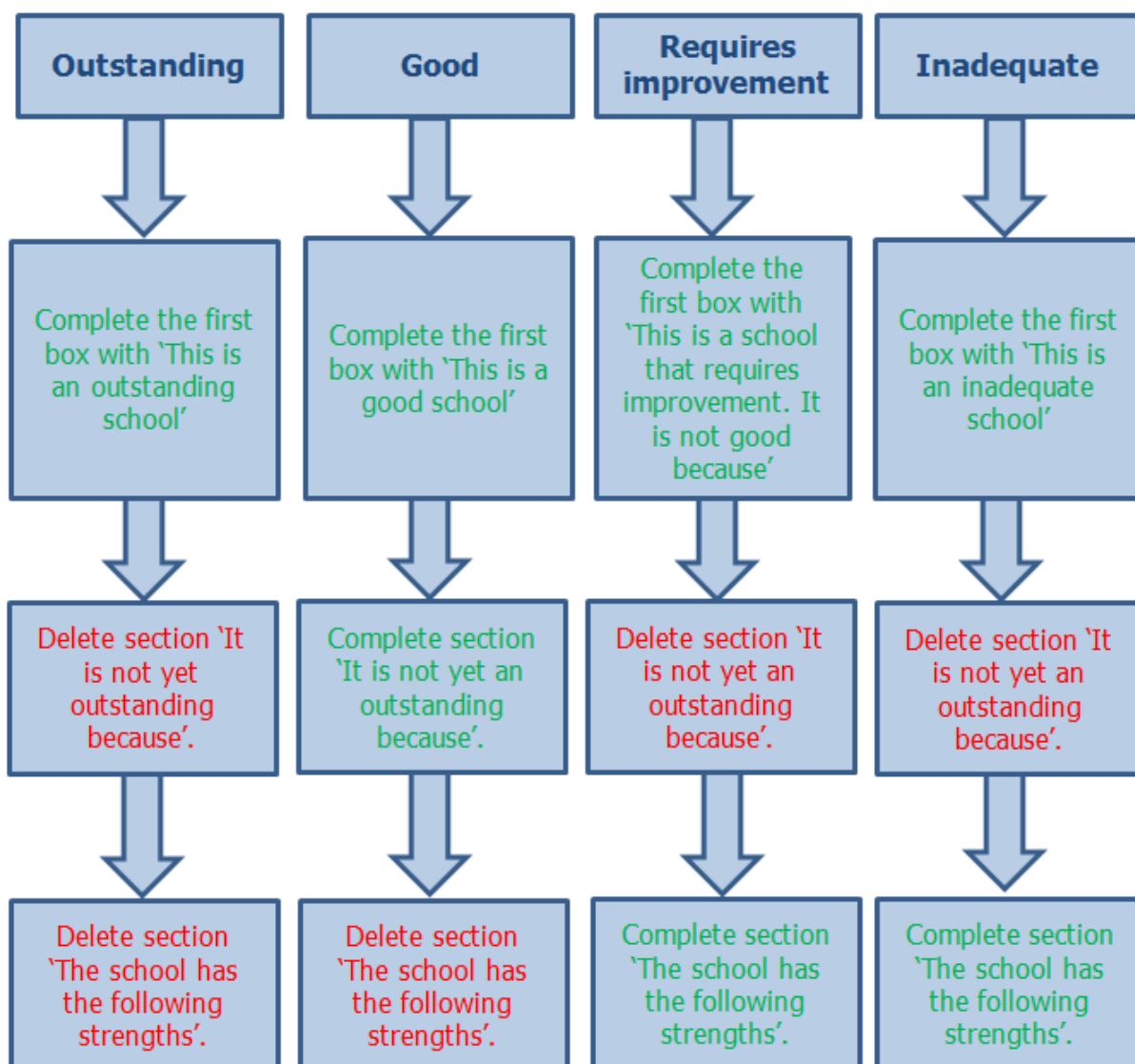


## Instructions for particular sections of the report

### Front cover

79. Insert the inspection dates in the format: 1–2 December 2012
80. In addition to inserting a judgement of outstanding, good, requires improvement or inadequate on the front cover of reports, inspectors will also need to insert numerical inspection judgements: 1=Outstanding; 2=Good; 3=Requires improvement; 4=Inadequate. (The numerical judgements are not used in the ‘inspections judgements’ section of the report.)
81. The flow diagram below illustrates the guidance on completing the ‘Summary of key findings’ in paragraph 12 of this document.

Overall effectiveness grade for this inspection is:



82. The appropriated standard text provided in paragraph 22 must be pasted into the 'Compliance with regulatory requirements and national minimum standards' section.

### Second page of the report

83. The only text that should appear on page two appears under the headings 'Information about this inspection' (see paragraph 23) and the names of all inspectors and their appropriate title in 'Inspection team' (see paragraph 26).

### Third page of the report

84. This text in this section is the 'Information about this school (see paragraph 27) and 'What does the school need to do to improve further' (paragraph 34).

## Central section of the report

85. 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 77 are provided to ensure the correct spacing between sections.

## What inspection judgements mean

86. A table setting out the four inspection judgements and grades 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 boarding and residential provision which are highlighted in yellow. The highlighting must be removed from integrated inspection reports of boarding and residential special schools, and the relevant term 'boarding' or 'residential' retained.

## School details

87. This section contains factual details about the school and states the legal basis of the inspection.
88. Do not alter the text that is already in the table, except where indicated below.
89. 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.
90. If the head is styled as 'Principal' or 'Director', alter the 'Headteacher' heading to suit.
91. The headteacher's and proprietor's names should be written in the style that they prefer.
92. In the 'Telephone number' and 'Fax number' fields please enter a space between the area code and the rest of the number.
93. 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 70), the rows containing the fields 'Telephone number' and 'Email address' should be deleted.

## Final page of the report

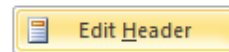
94. Standard text about Parent View and Ofsted's complaints process appears on the final page of the report, alongside the copyright. This text should not be altered.

## Updating the headers

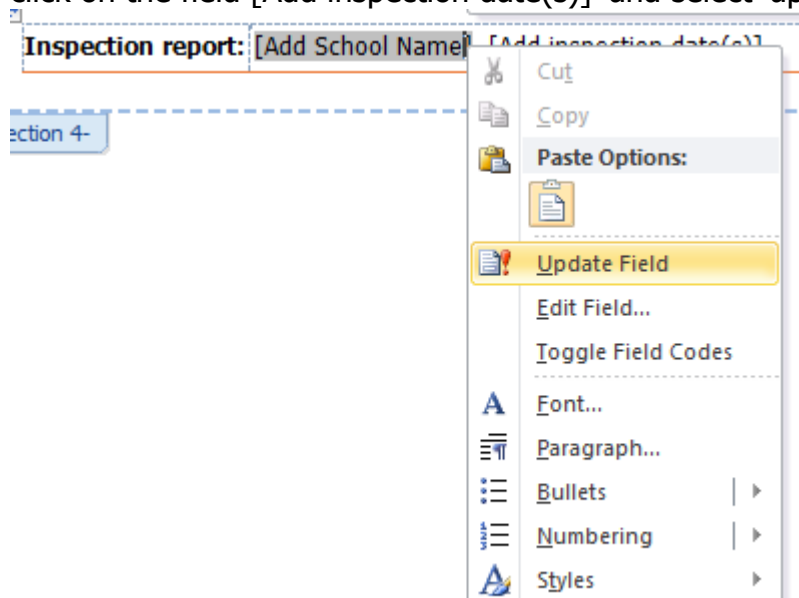
95. This should be the final stage in the report writing process. After inspectors have drafted their report and entered all the factual details as set out above, they will need to update the headers at the top of each page of the report as follows.

- 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 through the rest of the pages of the report. Most of the headers will be automatically populated. For any that are not, right click with the mouse on the field '[Add school name]' and select 'update field'; then right click on the field '[Add inspection date(s)]' and select 'update field'.



## Annex B. Integrated inspections of boarding and residential special schools

96. In integrated inspections, the lead inspector is responsible for writing the whole report, including evaluations of boarding or residential provision. Inspectors should refer to the additional guidance on writing integrated inspection reports available in *Conducting inspections of boarding and residential provision in schools*.<sup>12</sup>
97. 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 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.
98. 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*.<sup>13</sup> 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).<sup>14</sup>
99. As part of the evidence base, the social care 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.<sup>15</sup> 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

<sup>12</sup> *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014; [www.ofsted.gov.uk/resources/100180](http://www.ofsted.gov.uk/resources/100180).

<sup>13</sup> *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted, 2013; [www.ofsted.gov.uk/resources/110096](http://www.ofsted.gov.uk/resources/110096).

<sup>14</sup> The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

<sup>15</sup> 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.

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).<sup>16</sup>

### **Information about this inspection section**

100. 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'.

### **Quality of teaching section**

101. In this section, inspectors should report on how well the care and teaching staff work together, their use of assessment, and the impact this has on boarders'/residential pupils' progress.

### **Behaviour and safety of pupils**

102. 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. Ensure that child protection in its widest sense and procedures for caring for boarders' health are included here.

### **Leadership and management**

103. Inspectors should indicate how any extra-curricular and/or 24 hour curriculum provision contributes to the experience of residential pupils. Include a commentary on the quality of the leadership and management of the residential provision, the quality of the residential accommodation and its suitability for the boarders or residential pupils. 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.

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<sup>16</sup> The wording used in the 'integrated inspection report document' is quoted directly from the published national minimum standards.

104. Inspectors may 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 here. The text must include the suitability of policies and procedures, stating how effectively they are implemented, and their impact on boarders or residential pupils.

### Quality assuring reports

105. If any of the judgements or findings about the school's boarding/residential provision or the national minimum standards listed as not being met in integrated inspection reports need to be changed at the quality assurance stage, the inspection service provider's quality assurance team must have the agreement of the social care inspector **before** the change is made. Once any amendments are agreed by the social care inspector, and incorporated in the report/advice note, the inspection service provider's quality assurance team **must** provide a copy of the amended document to the social care inspector via their secure inspection portal. If the changes are 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.
106. 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.

## **Annex C. Assessing a material change application as part of a routine section 162A inspection and reporting on the outcome**

107. Where the Department for Education has requested that the inspection team considers a school's application to make a material change as part of the standard section 162A inspection, this should be reported in the report and *Record of inspection evidence and judgements* (ROIEJ) for the standard inspection. A separate advice note should not be completed under these circumstances.
108. Inspectors should following the guidance in *Conducting additional inspections of independent schools* for reporting the assessment of the material change in the report and the ROIEJ.<sup>17</sup>

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<sup>17</sup> *Conducting additional inspections of independent schools* (090060), Ofsted, 2014; [www.ofsted.gov.uk/resources/090060](http://www.ofsted.gov.uk/resources/090060).



## Annex D. Reporting on independent schools which are dually registered as children's homes

109. 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 below. 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 below.
110. 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 in the 'Information about this school' section.
111. 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.
112. 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.

## Reporting on an independent school which is dually registered as a children's home

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

114. 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
<b>Front cover</b>	<ul style="list-style-type: none"> <li>■ Insert the name of school</li> <li>■ Delete the 'overall effectiveness of the boarding experience/residential experience' row</li> <li>■ 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</li> </ul>	<p>If the school's name identifies its address (e.g. 4 Bury Lane):</p> <ul style="list-style-type: none"> <li>■ 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</li> <li>■ Delete the row containing fields for the school's address</li> </ul> <p>If the school's name does not identify its address:</p> <ul style="list-style-type: none"> <li>■ The school name can be used at the headteacher's discretion</li> </ul> <p>In all cases:</p> <ul style="list-style-type: none"> <li>■ 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</li> </ul>
<b>Information about</b>	<ul style="list-style-type: none"> <li>■ This section can if appropriate refer to the school having dual registration as a children's home,</li> </ul>	<ul style="list-style-type: none"> <li>■ This section must not state that there is a</li> </ul>

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

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

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"> <li>■ Insert the telephone number, fax number and email address</li> </ul>	<ul style="list-style-type: none"> <li>■ Delete the 'annual fees (day pupils)' row</li> <li>■ Delete the 'annual fees (boarders) row</li> <li>■ Delete the telephone number, fax number and email address rows</li> </ul>