

Inspection of boarding and residential provision in schools

Consultation document

This is a consultation document on Ofsted's proposals for revisions to the framework for the inspections of boarding and residential provision in schools in England.

We are seeking the widest possible range of views to ensure that the revised framework takes into account the needs and circumstances of all those who have an interest or expertise in boarding and residential schools. We are particularly keen to hear from those who have been directly involved with boarding schools and residential special schools, including children and young people, staff, parents/carers and those who commission services.

The closing date for the consultation is 16 January 2015.

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361

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Contents

About Ofsted	4
Purpose and background to the consultation	4
Legal basis for inspection	4
How we inspect	5
Changes to inspection	7
The proposals	9
Proposal 1: the evaluation criteria accurately describes the characteristics of good and outstanding boarding/residential provision	10
Proposal 2: Limiting judgements	18
The consultation process	19
Questionnaire for the inspection of boarding and residential provision in schools consultation	21
What did you think of this consultation?	33
Additional questions about you	35

About Ofsted

1. The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

Purpose and background to the consultation

2. This consultation seeks your views on proposed aspects of the new arrangements for inspecting the boarding and residential provision in maintained and non-maintained schools, academies, free schools, pupil referral units and non-association independent schools. Your contribution will help to refine and develop the framework for inspection.
3. This document sets out our proposals for the judgements that inspectors will make and report on when inspecting the boarding and residential provision in schools.
4. Following this consultation, we will evaluate the responses received and, in due course, publish the main findings on our website.
5. We will use the information gathered through the consultation to finalise the revised arrangements for inspection. We propose to implement the changes from April 2015.

Legal basis for inspection

6. The legal basis for inspections of children and young peoples' welfare in boarding and residential special schools is set out in section 87 of the Children Act 1989, as amended by the Care Standards Act 2000 and The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002.^{1,2}
7. The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002 set out Ofsted's general powers to inspect boarding or residential provision in schools and colleges under the Children Act 1989.³
8. In inspecting the welfare of children and young people in boarding and residential special schools, Ofsted will consider:
 - the Children Act 1989 as amended by the Care Standards Act 2000

¹ The Care Standards Act 2000; www.legislation.gov.uk/ukpga/2000/14/contents.

² The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002; www.legislation.gov.uk/uksi/2002/552/contents/made.

³ The National Care Standards Commission (Inspection of Schools and Colleges) Regulations 2002; www.legislation.gov.uk/uksi/2002/552/contents/made.

- the national minimum standards for boarding schools or residential special schools
 - the Education Act 2002⁴
 - the Education Act 2005⁵ as amended
 - the Education and Inspections Act 2006⁶
 - non-maintained special schools approved by the Secretary of State under section 342 of the Education Act 1996⁷
 - the Education (Non-maintained Special Schools) Regulations 2011⁸
 - the Education (Independent School Standards) (England) Regulations 2010⁹ as amended
 - the Equality Act 2010¹⁰
 - Children and Families Act 2014¹¹
 - statutory guidance published by the Department for Education.
9. The legislation above are applicable according to the type of school being inspected.

How we inspect

10. The law does not prescribe how frequently the residential provision in boarding and residential special schools should be inspected. It is set out in a letter to the Her Majesty's Chief Inspector from the Secretary of State.
11. Ofsted will usually conduct an inspection of boarding provision in a boarding school at least once every three years. Inspections of the residential provision in residential special schools take place every year. This frequency recognises the increased vulnerability of residential pupils with special educational needs and/or disabilities. Where there are serious safeguarding or welfare concerns more frequent inspections take place.
12. When Ofsted judges a boarding school to be inadequate or requires improvement for the overall experiences and progress of children and young people, the next full inspection will take place within two years. Monitoring

⁴ The Education Act 2002; www.legislation.gov.uk/ukpga/2002/32/contents

⁵ The Education Act 2005; www.legislation.gov.uk/ukpga/2005/18/contents

⁶ The Education and Inspections Act 2006; www.legislation.gov.uk/ukpga/2006/40/contents

⁷ The Education Act 1996; www.legislation.gov.uk/ukpga/1996/56/part/IV

⁸ The Education (Non-maintained Special Schools) Regulations 2011;

www.legislation.gov.uk/uksi/2011/1627/regulation/6/made

⁹ The Education (Independent School Standards) (England) Regulations 2010 as amended;

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

¹⁰ The Equality Act 2010; www.legislation.gov.uk/ukpga/2010/15/contents

¹¹ Children and Families Act 2014; www.legislation.gov.uk/ukpga/2014/6/contents/enacted

inspections will be undertaken as required to ensure the welfare and safety of children and young people and to establish progress following the inspection.

13. An inspection of boarding or residential provision will normally take place at any time that a school is open. It will normally be scheduled in line with the timing and outcome of the school's previous inspections. However, it could also be influenced by:

- the timing of the education inspection
- the outcomes of previous education and welfare inspections
- a request from the DfE for the inspection of a registered independent or non-maintained residential special school
- other relevant information, including complaints, allegations and whistleblowing, received by Ofsted, which raise concerns about the residential provision¹²
- information gathered at the education inspection or at an inspection of early years provision which is part of the school

14. During the inspection, inspectors will:

- meet with children and young people
- interview boarding staff, including those with responsibility for leading, managing and organising boarding or key aspects of it
- observe staff in their day-to-day work interacting with children and young people, including mealtimes and evening routines
- observe how staff work with children and young people and evaluate how policy translates into practice
- observe key activities, such as handovers of information between staff
- examine records, for example, concerning health care and recruitment; records in relation to safeguarding will always be inspected
- examine children and young peoples' records, case files and other relevant documents, including case-tracking of children and young people involved in significant incidents
- gather views from interested parties such as parents/carers, social workers, health professionals and teachers

¹² In order for a complaint to qualify under Ofsted's powers to consider complaints about maintained schools under s11 of the Education Act 2005 as amended, it must meet a set of qualifying criteria. In particular, it must raise matters that fall within one of the areas within Ofsted's school inspection remit under s5 of the Education Act 2005. Since a school's boarding or residential provision is not inspected under s5 of the Education Act 2005, a complaint made solely about boarding/residential provision cannot qualify under Ofsted's s11 powers to consider complaints about schools.

- inspect the premises, accommodation, facilities and health and safety arrangements.
15. Inspection activity will vary dependent on lines of enquiry developed either before or during the inspection. This is set out in further detail in *Conducting inspections of boarding and residential provision in schools*.¹³

Changes to inspection

16. The following changes to the existing interim inspection framework will be implemented in April 2015 and have not been subject to consultation.
- A judgement grade of 'requires improvement' to replace the current judgement grade of 'adequate'.
 - The revised inspection judgement structure:
 - the overall experiences and progress of children and young people
 - the quality of care and support
 - how well children and young people are protected
 - the effectiveness of leaders and managers
 - The evaluation criteria for 'requires improvement' and 'inadequate' where 'good' is established as the minimum benchmark
 - The definitions of 'requires improvement' and 'inadequate' that are already established with the inspection of services caring for vulnerable children, young people and their families
 - The intention that both maintained boarding schools and independent boarding schools judged as requires improvement or inadequate will be subject to a full inspection within two years, rather than the three at present. This follows supportive responses to a public consultation in early 2014. However, the change to the timescales for independent boarding provision is subject to the Secretary of State's approval for independent schools.
17. The experiences of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect.
18. Inspectors will make their judgements on a four-point scale:
- outstanding
 - good

¹³ *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted, 2014; www.ofsted.gov.uk/resources/100180.

- requires improvement
 - inadequate
19. Inspectors will use the descriptors of 'good' as the benchmark against which to grade and judge performance. They will consider the evidence in a particular area against the evaluation criteria for outstanding, good, requires improvement and inadequate before making a judgement at a full inspection. A judgement of good will be made where the inspector concludes that the evidence, overall, sits most appropriately with a finding of 'good'. This is what Ofsted describes as 'best fit'.
 20. In addition, inspectors will identify areas of outstanding practice and priorities for improvement. For all children and young people, the expectation is that care and practice are sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation.
 21. Ofsted inspection frameworks operate on the basis that only 'good' is good enough for children and young people whether that is in respect of their care or education. This framework sets out what 'good' looks like for the experiences of children and young people who are pupils at boarding/residential special schools. When a boarding/residential special school is not yet good, we will judge it to require improvement and set out where we believe it needs to improve.
 22. Meeting all minimum standards will not necessarily result in a judgement of good or outstanding. Meeting the requirements for good or better must equate to high quality care and a safe and protective environment, which leads to good experiences for children and young people.
 23. The seriousness of any failure and the potential impact on the experiences and progress of children and young people will influence the judgements and the outcome of the inspection. Inspectors will use their professional judgement to assess the impact of any failing on the lives of children and young people and the quality of care afforded to them.

The proposals

24. We are seeking your views on two specific proposals.
25. We would like your views on whether the evaluation criteria accurately describe the characteristics of 'good' and 'outstanding' in each of the following areas:
- the overall experiences and progress of children and young people
 - the quality of care and support
 - how well children and young people are protected
 - the effectiveness of leaders and managers.

In particular, we welcome your views on whether the criteria, as they are set out, address the diverse needs of all children who attend boarding and residential special schools.

26. The second proposal is:
- that a judgement of inadequate for 'how well children and young people are protected' will always limit the judgement for the 'overall experiences and progress of children and young people' to inadequate.
 - that a judgement of inadequate for either 'the effectiveness of leaders and managers' or 'the quality of care and support' is likely to lead to a judgement of inadequate for the 'overall experiences and progress of children and young people' and, in all instances, will be limited to 'requires improvement'.
 - the limiting judgements will only apply to inspections of boarding and residential provision. On integrated inspections, covering education and the boarding/residential provision, the limiting judgements will still apply to the inspection of the boarding/residential provision but not automatically to the judgements given overall to the school. The inspection frameworks for maintained and independent schools state it is 'likely' that an overall judgement of inadequate is made when pupils are not protected from harm.

You can read about the consultation process on page 20. The consultation questions that we would like you to answer start on page 21.

Proposal 1: the evaluation criteria accurately describes the characteristics of good and outstanding boarding/residential provision

27. We are seeking your views on the proposed evaluation criteria (paragraphs 28 to 35)

The overall experiences and progress of children and young people

Good

28. The judgement on the overall experiences and progress of children and young people is likely to be good, if:
- a. the quality of care and support is good and, as a result, all children and young people make progress and achieve positive outcomes.
 - b. children and young people feel safe and are safe. Risks to children and young people are managed effectively and are minimised. Staff and children know how to respond to keep themselves safe.
 - c. children and young people are encouraged to build trusted and secure relationships with staff and appropriate significant adults. As a result, they feel supported and listened to.
 - d. leaders and managers ensure that staff are well-trained, supervised and supported.
 - e. there are sufficient staff who have time to listen to, understand and meet the needs of the children and young people in their care.
 - f. staff use individualised positive behaviour strategies to support children and young people in developing skills in managing conflict and developing positive relationships, irrespective of the barriers that they experience.
 - g. children and young people are active participants in keeping themselves fit and healthy. The school's healthcare arrangements promote their physical, emotional and psychological health, and they feel well cared for. Arrangements for managing medication are safe and effective and promote independence wherever possible.
 - h. the views and feelings of children and young people are routinely sought, including those who do not communicate verbally. Their views influence the day-to-day running of the boarding/residential community and the care provided.
 - i. children and young people understand how to raise problems and how to complain. Complaints are treated seriously and result in a clear response that children and young people understand.

- j. children and young people enjoy and benefit from a range of social, educational and recreational activities and they are involved in activities in the wider community.
- k. Children and young people develop the skills and confidence they need to maximise their chances of successful maturity to adulthood.
- l. boarding/residential accommodation is of good quality, comfortable and well-maintained so that children and young people feel relaxed and safe.
- m. senior leaders are effective at tackling weaknesses and securing improvement of the boarding/residential provision. Priorities are based on informed self-evaluation. Senior leaders understand the needs of the children and young people they are caring for and ensure that they receive the very best care.
- n. the boarding/residential provision works effectively in partnership with the school and other agencies to support children and young people.
- o. good outcomes are supported and achieved consistently through good policies and practice.

Outstanding

29. The judgement on the overall experiences and progress of children and young people is likely to be judged outstanding if there is evidence that:
- a. the experiences and progress of children and young people consistently exceeds the standard of 'good' and results in sustained improvement and achievement in all aspects of their lives. The outcomes achieved by children and young people are exceptional and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
 - b. research informed practice, some of which may be innovative and which continues to develop is making an exceptional difference to the lives and experiences of children and young people.
 - c. children and young people, parents and professionals consistently give very positive feedback about the boarding/residential provision at the school.
 - d. leaders and managers routinely make good use of a range of rigorous monitoring activities relating to the quality of the care provided to improve outcomes for children and young people.

The quality of care and support

Good

30. The judgement on the quality of care and support is likely to be good, if:
- a. children and young people make progress, enjoy positive experiences and enhance their life chances as a result of their boarding/residential experience.
 - b. children and young people's individual needs are understood by staff and are well supported. All members of staff work closely and cooperatively to ensure that children and young people receive the best care.
 - c. there are sufficient staff who have time to listen to, understand and meet the needs of the children and young people in their care.
 - d. boarding/residential accommodation is good quality, comfortable and well maintained so that children and young people feel relaxed and safe.
 - e. children and young people enjoy and benefit from a range of social, educational and recreational activities and they are involved in activities in the wider community.
 - f. children and young people are active participants in keeping themselves fit and healthy. The school's healthcare arrangements promote their physical, emotional and psychological health, and they feel well cared for. Arrangements for managing medication are safe and effective and promote independence wherever possible.
 - g. children and young people always have a choice of nourishing meals, which they enjoy. The food is varied, plentiful and of high quality. The school caters well for individual dietary/support needs. Meal times are social events which children and young people enjoy.
 - h. plans in place for children and young people are up to date, detailed and thorough. They meet the needs of individual children and young people, are implemented carefully and are reviewed regularly. Young people are consistently and centrally involved in the planning and review of their care. Equality and diversity issues are positively and effectively addressed in both daily living and planning for care.
 - i. The views and feelings of children and young people are routinely sought, including those who do not communicate verbally. Their views influence the day-to-day running of the boarding/residential community and the care provided.
 - j. Staff use individualised positive behaviour strategies to support children and young people in developing skills in managing conflict and developing positive relationships, irrespective of the barriers they experience.
 - k. The care and support experienced by children and young people is good and is delivered and supported by good policies and practice.

Outstanding

31. The judgement on the quality of care and support is likely to be judged outstanding if:
- a. The quality of care and support consistently exceeds the standard of 'good' and results in sustained improvement to children and young people's lives. Innovative care and support contributes to exceptional outcomes in the education, health and well-being of children and young people.
 - b. Children and young people, parents and professionals consistently give very positive feedback about the quality of the care, support and guidance provided.
 - c. Partnerships with agencies and parents are exceptionally effective and ensure that children and young people receive the support that they need.

How well children and young people are protected

Good

32. The judgement on how well children and young people are protected is likely to be good, if:

- a. children and young people are safe and feel safe. They know how to complain and understand the process for doing so. There is a strong, robust and proactive response from staff working with children and young people that reduces the risk of harm or actual harm to them. Staff know and understand the indicators that may suggest a child or young person is suffering or is at risk of suffering harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.^{14,15}
- b. staff are clear about procedures where they are concerned about the safety of a child and young person and there is a named and designated lead whose role is effective in pursuing concerns and protecting children and young people.
- c. children and young people can identify a trusted adult with whom they can talk about any concerns. They report that adults listen to them and take their concerns seriously. Where children have been or are at risk, such a trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures.
- d. written records are made and held securely where staff working with children and young people are concerned about their safety or welfare. Those records are shared appropriately where necessary and with the necessary consent.
- e. any child protection and/or safeguarding concerns are immediately shared with the local authority in the area where the concerned professional is working and a record of that referral is retained. There is evidence that the referral has been followed up quickly and that action has been taken to protect the child or young person from further harm.
- f. children and young people are supported and protected and informed appropriately about the action the member of staff is taking to share their concerns. Parents are made aware of concerns and their consent sought in accordance with local procedures, unless doing so would increase the risk of or actual harm to a child.
- g. a written plan is in place with clear and agreed procedures to protect a child or young person. For children and young people who are the

¹⁴ *Working together to safeguard children*, Department for Education, 2013.

¹⁵ *Keeping children safe in education*, Department for Education, April 2014;
www.gov.uk/government/publications/keeping-children-safe-in-education

subjects of child protection plans or are looked after, the plan identifies the help that each child should receive and the action to be taken if a professional working with the child has further concerns or information to report.

- h. children and young people who go missing from the school where they live or attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are understood well and their impact is minimised. The service is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children and young people.
- i. any risks associated with children and young people offending, misusing drugs or alcohol, self – harming, going missing or being sexually exploited are known by the adults who care for them and shared with the local authority children’s social care service. Plans and help are in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.
- j. children and young people are protected and helped to keep themselves safe from extremism, bullying, homophobic behaviour, racism, sexism, and other forms of discrimination. Any discriminatory behaviour is challenged and help and support is given to children and young people about how to treat others with respect.
- k. staff understand the risks posed by adults or young people who use the internet to bully, groom or abuse children and young people and have well-developed strategies in place to keep children and young people safe and to support them in learning how to keep themselves safe. Leaders oversee the safe use of electronic and social media when the children and young people are on site and take action immediately if they are concerned about bullying or risky behaviours.
- l. clear risk assessments, and a consistent response by staff, protect children and young people, while enabling them to take age-appropriate and reasonable risks as part of their growth and development.
- m. children and young people feel secure and, where they may present risky behaviours, they experience positive support from all staff. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children and young people’s behaviour. They develop effective responses as a team and they review those responses to assess their impact, taking into account the views and experiences of the young person

- n. positive behaviour is consistently promoted. Staff and/or carers use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and young people. Restraint is only used in strict accordance with the legislative framework to protect the child or young person and those around them.¹⁶ Children and young people do not have their liberty restricted unless a relevant court order is in place. All incidents are reviewed, recorded and monitored and the views of the child or young person are sought and understood. Monitoring of the management of behaviour is effective, and the use of any restraint significantly reduces or ceases over time.
- o. all staff and volunteers who work with children and young people are carefully selected and vetted (on a regular and ongoing basis), and there is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children and young people or place them at risk.
- p. clear and effective arrangements are in place for staff development and training in respect of the protection and care of children. Staff receive regular supervision and support if they are working directly and regularly with children and young people where there are concerns about their safety and welfare.
- q. the physical environment for children and young people is safe, secure and protects them from harm or the risk of harm.
- r. all staff have a copy of and understand the written procedures for managing allegations of harm to a child or young person. They know how to make a complaint and how to manage whistleblowing or other concerns about the practice of adults in respect of the safety and protection of children and young people, and there is evidence that the process is used.
- s. children and young people are safe and feel safe and this is delivered and supported by good policies and practice.

Outstanding

- 33. The judgement regarding how well children and young people are protected is likely to be outstanding if, in addition to meeting the requirements of a good judgement:
 - a. staff are highly experienced, skilled, and find consistently creative ways to help and protect children and young people. Practice is innovative and research-based, contributing to sustained improvements to the lives of children and young people.

¹⁶ *Use of reasonable force in schools*, Department for Education, July 2014; www.gov.uk/government/publications/use-of-reasonable-force-in-schools.

- b. there is strong and robust evidence that the school's boarding/residential provision is minimising any unnecessary risks to the safety of children and young people. Systematic risk assessment and risk management improve the protection of children and young people. Risk assessments are reviewed and updated in response to changes to the resident group.
- c. professionals consistently report that the help and protection that children receive is of an exceptionally high standard.

The effectiveness of leaders and managers

Good

34. The judgement on the effectiveness of leaders and managers is likely to be good, if:
- a. the boarding/residential provision is effectively and efficiently led by suitably qualified and experienced leaders and managers.
 - b. the culture of the school is characterised by high expectations and aspirations for all children and young people. Leaders and managers ensure that children and young people make progress, are safe and achieve their goals.
 - c. the ethos and objectives of the boarding/residential provision is demonstrated in practice and effectively communicated by all staff, to parents/carers, children and young people and other stakeholders.
 - d. leaders and managers actively and regularly monitor the quality of care provided and listen to children and young people, creating a culture of learning and improvement.
 - e. feedback, external and internal is welcomed and supports leaders and managers in taking action to improve the boarding/residential provision. Written development plans are in place.
 - f. leaders and managers ensure that staff are well trained, supervised and supported.
 - g. senior leaders are effective at tackling weaknesses and securing improvement of the boarding/residential provision. They understand the needs of the children and young people they are caring for and ensure that they receive the very best care.
 - h. the boarding/residential provision works effectively in partnership with all other areas of the school to support children and young people.
 - i. leaders and managers ensure that staff are well-trained in identifying pupils at risk of harm and responding appropriately. The school's arrangements for safeguarding pupils are effective.
 - j. leaders and managers monitor the progress that individual children and young people make and can demonstrate the impact and value that the

boarding/residential provision has had on children and young people's education and personal development.

- k. leaders and managers work proactively and positively with parents/carers, the local authority where they are located and other agencies to support children and young people.
- l. leaders and managers can demonstrate good outcomes for children and young people and that these are achieved and sustained.

Outstanding

- 35. The judgement regarding the effectiveness of leaders and managers will be outstanding, if:
 - a. there is evidence that leaders and managers are inspirational, confident, and ambitious for all children and young people. They have high aspirations for children and young people in their care and high expectations of their staff. They lead by example, innovate and generate creative ideas to sustain the highest quality care for children and young people.
 - b. leaders and managers know strengths and weaknesses of the boarding provision well and can provide evidence of improvement over a sustained period. Professional relationships between the school, parents/carers and relevant professionals ensure the best possible care and experiences for children and young people.

Proposal 2: Limiting judgements

- 36. We think it is right that the overall judgement must be inadequate if children and young people are not protected from harm. It is proposed that when inspectors judge 'how well children and young people are protected' to be inadequate, the judgement for the 'overall experiences and progress of children and young people' will always be limited to inadequate.
- 37. We believe that a judgement of 'inadequate' for either 'the effectiveness of leaders and managers' or 'the quality of care and support' should be likely to lead to a judgement of 'inadequate' for the 'overall experience and progress of children and young people' and certainly no more than 'requires improvement'. We think that in making that final judgement, inspectors should take into account the impact of the failures on the experiences of children and young people.

We welcome your views on this proposal.

The consultation process

38. We welcome your responses to this consultation paper. The consultation opens on 5 December 2014 and closes on 16 January 2015.
39. The information you provide us with will inform our consideration of changes to the inspection framework for the inspection of boarding schools and residential special schools.
40. We will publish a response to the consultation at the same time that we intend to implement the inspection framework in April 2015.

Sending back your response

41. There are three ways of completing and submitting your response.

Online electronic questionnaire

42. Complete the online questionnaire:

www.surveymonkey.com/s/boardingandresidential

Download and email

43. Visit the Government website to download a Word version of this document and complete the response form on your computer:

www.gov.uk/government/consultations/inspection-of-boarding-and-residential-provision-in-schools.

44. When you have completed the form, please email it to socialcare@ofsted.gov.uk with the subject line: '*Boarding and residential consultation*'

Print and post

45. Visit the Government website to print a Word or PDF version of this document that can be filled in by hand:

www.gov.uk/government/consultations/inspection-of-boarding-and-residential-provision-in-schools.

46. When you have completed it, please post it to:

Social Care Policy Team (8th Floor)
Ofsted
Aviation House
125 Kingsway
London
WC2B 6SE

Questionnaire for the inspection of boarding and residential provision in schools consultation

Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and research to help us to become more effective, influence policies and inform inspection and regulatory practice.

We will treat your identity in confidence, even if you disclose it.

Are you responding on behalf of an organisation?

- Yes please complete Section 1 and the following questions
 No please complete Section 2 and the following questions

Section 1

If you would like us to consider publishing the views of your organisation, please indicate this below.

Organisation:

Section 2

Which of the below describes you best?

a parent/carer who has a child or children who board or are resident at a school	<input type="checkbox"/>	An employee of a boarding school	<input type="checkbox"/>
a child/young person who boards or is resident at a school	<input type="checkbox"/>	An employee of a residential special school	<input type="checkbox"/>
a commissioner of services for children and families	<input type="checkbox"/>	a social worker or manager working with children/young people or families who board or are resident at a school	<input type="checkbox"/>
a representative member of a national or regional group involved with a boarding school/residential special school	<input type="checkbox"/>	a school governor	<input type="checkbox"/>
other (please specify)	<input type="checkbox"/>	prefer not to say	

Proposal 1: the evaluation criteria

The overall experiences and progress of children and young people

Please see paragraphs 28 and 29 of the consultation document for a listing of the criteria we are proposing for good and outstanding.

Q1. Do you agree that the evaluation criteria accurately describes good for the overall experiences and progress of children and young people?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for good?

Q2. Do you agree that the evaluation criteria accurately describes outstanding for the overall experiences and progress of children and young people?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for outstanding?

The quality of care and support

Please see paragraphs 30 and 31 of the consultation document for a listing of the criteria we are proposing for good and outstanding.

Q3. Do you agree that the evaluation criteria accurately describes good for the quality of care and support?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for good?

Q4. Do you agree that the evaluation criteria accurately describes outstanding for the quality of care and support?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for outstanding?

How well children and young people are protected

Please see paragraphs 32 and 33 of the consultation document for a listing of the criteria we are proposing for good and outstanding.

Q5. Do you agree that the evaluation criteria accurately describes good for how well children and young people are protected?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for good?

Q6. Do you agree that the evaluation criteria accurately describes outstanding for how well children and young people are protected?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	-----------------------------------	--	--------------------------------------	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for outstanding?

The effectiveness of leaders and managers

Please see paragraphs 34 and 35 of the consultation document for a listing of the criteria we are proposing for good and outstanding.

Q7. Do you agree that the evaluation criteria accurately describes good for the effectiveness of leaders and managers?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for good?

Q8. Do you agree that the evaluation criteria accurately describes outstanding for the effectiveness of leaders and managers?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing and should be included in the criteria for outstanding?

Addressing the diverse needs of children

Please see paragraphs 28 to 35 of the consultation document.

Q9. Do the criteria, as they are set out in the evaluation criteria, address the diverse needs of all children who attend boarding and residential special schools?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - if you think we should amend a specific criteria please indicate which criteria you are referring to.

Is there anything you think is missing?

Proposal 2: limiting judgements

How well children and young people are protected

Please see paragraph 36 in the consultation document.

Q10. Do you agree that a judgement of inadequate for 'how well children and young people are protected' will always limit the judgement for the 'overall experiences and progress of children and young people' to inadequate?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments - for example, if you disagree, then please tell us the reasons why?

The effectiveness of leaders and managers/quality of care and support

Please see paragraph 37 in the consultation document.

Q11. Do you agree that a judgement of inadequate for either 'the effectiveness of leaders and managers' or 'the quality of care and support' is likely to lead to a judgement of inadequate for the 'overall experiences and progress of children and young people.' In all instances, the judgement will be limited to 'requires improvement'?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
--	---------------------------------------	--	--	---	--

Comments - for example, if you disagree, then please tell us the reasons why?

Any other comments?

Do you have any other comments about this consultation?

What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation so that we can make necessary improvements to how we consult.

	Agree	Neither agree nor disagree	Disagree	Don't know
I found the consultation information clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the consultation easy to find on the Ofsted website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had enough information about the consultation topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would take part in a future Ofsted consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did you hear about this consultation?

- Ofsted website
- Ofsted News*
- Ofsted's email alert service
- @ofstednews (Twitter)
- Ofsted conference
- Another organisation (please specify, if known) _____
- Other (please specify) _____

Is there anything you would like us to improve on or do differently for future consultations? If so, please tell us below.

Comments:

Thank you for taking part in our consultation.

Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society. We would like to assure you that completion of this section is optional; you do not have to answer any of the questions. All responses are confidential.

Please tick the appropriate box.

1. Gender

Female <input type="checkbox"/>	Male <input type="checkbox"/>
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2. Age

Under 14 <input type="checkbox"/>	14–18 <input type="checkbox"/>	19–24 <input type="checkbox"/>	25–34 <input type="checkbox"/>	35–44 <input type="checkbox"/>	45–54 <input type="checkbox"/>	55–64 <input type="checkbox"/>	65+ <input type="checkbox"/>
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3. Ethnic origin

(a) How would you describe your national group?

- British or mixed British
- English
- Irish
- Northern Irish
- Scottish
- Welsh
- Other (specify if you wish)

(b) How would you describe your ethnic group?

Asian		Mixed ethnic origin	
Bangladeshi	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black African and White	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Black Caribbean and White	<input type="checkbox"/>
Any other Asian background (specify if you wish)	<input type="checkbox"/>	Any other mixed ethnic background (specify if you wish)	<input type="checkbox"/>
Black		White	
African	<input type="checkbox"/>	Any White background (specify if you wish)	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	Any other ethnic background	
Any other Black background (specify if you wish)	<input type="checkbox"/>	Any other background (specify if you wish)	<input type="checkbox"/>
Chinese			
Any Chinese background (specify if you wish)	<input type="checkbox"/>		

4. Sexual orientation

Heterosexual <input type="checkbox"/>	Lesbian <input type="checkbox"/>	Gay <input type="checkbox"/>	Bisexual <input type="checkbox"/>
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5. Religion/belief

Buddhist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Christian	<input type="checkbox"/>	Sikh	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	Any other, please state:	<input type="checkbox"/>
Jewish	<input type="checkbox"/>	None	

6. Disability

Do you consider yourself to have a disability?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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