

Summary evaluations of multi-academy trusts

Operational note for inspectors

This guidance is designed to support inspectors in carrying out summary evaluations of multi-academy trusts (MATs).

It sets out the process and range of evidence-gathering activities that inspectors carry out, from the time the MAT is notified of the summary evaluation, until the publication of the summary evaluation letter.

It is published for transparency and so that MATs are aware of how we carry out summary evaluations.

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Introduction

1. This guidance is designed to support inspectors in carrying out summary evaluations of multi-academy trusts (MATs). Summary evaluations are when inspectors evaluate the quality of education provided by a MAT and leaders' contributions to this, drawing on previous inspections of individual academies within that MAT. At the end of the summary evaluation, we publish a letter setting out what inspectors have found. This guidance sets out the process and range of evidence-gathering activities that inspectors carry out, from the start of the summary evaluation, until the publication of the summary evaluation letter. We publish this guidance so that MATs can see how we carry out summary evaluations.
2. Inspectors review the extent to which the MAT is delivering a high quality of education and raising standards and outcomes for pupils. The summary evaluation is carried out in line with the letter from the Secretary of State for Education (SoS) to Her Majesty's Chief Inspector (HMCI) on 13 December 2018.¹
3. HMCI has the duty to inspect academies at prescribed intervals under section 5 of the Education Act 2005.² Further, under section 8(2) of the Education Act 2005, HMCI has the power to inspect schools, including academies, in circumstances where she is not required to do so under section 5. There are also general duties/functions that are relevant to these summary evaluations. By carrying out 'batched' inspections of academies within a single MAT, HMCI is able to:
 - better fulfil her general duty to keep the SoS informed about matters connected with her remit³
 - perform her functions for the general purpose of encouraging and promoting improvement within her remit.
4. It is important to note, therefore, that the summary evaluations of MATs are **not** inspections. Ofsted does not have the power to insist that MATs engage with summary evaluations. We aim to consider all important information about the MAT that stems from academy inspections, discussions with MAT leaders and on-site visits to MAT academies. We then use this to provide the MAT with helpful recommendations on aspects that could be improved, and to recognise when MAT leaders are having a positive impact on the quality of education in the individual academies.

¹ www.gov.uk/government/publications/mat-summary-evaluations-damian-hinds-writes-to-ofsted

² www.legislation.gov.uk/ukpga/2005/18/section/5.

³ Sections 118(1) and 118(3) of the Education and Inspections Act 2006:
www.legislation.gov.uk/ukpga/2006/40/section/118.

5. We will collect evidence about individual academies within a MAT through any section 5 and section 8 inspections⁴ that are due. These inspections follow procedures set out within the relevant handbooks.⁵
6. The overall process comprises of two stages:
 - **Stage 1 – batched inspections:** we will carry out section 5 and section 8 inspections in a number of academies over a period of time, which is usually up to two terms (but can also be a single week if we have reason to do the summary evaluation more quickly).
 - **Stage 2 – summary evaluation:** once we have published the section 5 and section 8 inspection reports, we will carry out the MAT summary evaluation. This may be within the same term, or the term after we complete the academy inspections. Over a week, inspectors will meet the leaders of the MAT and discuss the findings of the individual inspections and overall educational quality across the MAT. Inspectors will also meet trustees. During this week, there will be an opportunity for inspectors to visit individual academies or sites with the MAT's agreement. These visits are not inspections.
7. The relevant regional director or national director will use their discretion to decide whether stage 2 is carried out. They may include:
 - MATs that have a high number of academies that are performing well
 - MATs in which lower-performing academies have shown improvement
 - MATs that have weak inspection outcomes.
8. We will not notify the MAT about the summary evaluation until we complete stage 1, so there is time to re-appraise the decision to carry out a review.

⁴ Section 8 inspections that may be carried out as part of the summary evaluation include short inspections and monitoring inspections of schools that are causing concern or that are judged as requires improvement. These types of section 8 inspections may be due to take place within the timeframes set out in the school inspection handbook for section 8 inspections. No formal designation (NfD) inspections conducted under section 8 should normally **not** be included in batched inspections. NfD inspections are usually narrow in focus and concentrate on the issues that gave rise to the decision to inspect the schools, outside of normal inspection cycles. In this sense, they are not 'due' inspections. In exceptional circumstances, they may be included provided that the focus is sufficiently wide to yield enough evidence about the impact of the MAT on the quality of education provided. Regardless of the circumstances, published NfD inspections with outcomes may be considered by inspectors carrying out a summary evaluation in the same way as any other published inspection outcomes.

⁵ School inspection handbook, Ofsted, 2015; www.gov.uk/government/publications/school-inspection-handbook-from-september-2015 and school inspection handbook for section 8 inspections, Ofsted, 2015; www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

9. At stage 2, inspectors will complete the MAT summary evaluation within a single week. At the start of the week, inspectors will visit the MAT to meet with MAT personnel, for example the CEO or equivalent and members of the trust. They will share and discuss the outcomes of the section 5 and section 8 inspections of academies, and collect and consider further evidence to show the impact of the MAT's work with its academies.
10. During the week, and with the agreement of the MAT, inspectors will also carry out one or more on-site visits at academies within the MAT (either those inspected during stage 1, or other academies not inspected as part of the batched inspections) in order to gather specific evidence in relation to points that emerge from discussions with MAT leaders. They will also carry out separate telephone surveys with academies in the MAT that were not inspected during stage 1 of the process.
11. During the week, inspectors will meet with the MAT to review evidence and share emerging findings. It is important that inspectors and MATs establish and maintain an appropriate working relationship based on courtesy and professional behaviour. Inspectors must conform to Ofsted's code of conduct at all times (see page 16).

Selection of multi-academy trusts for summary evaluations

12. Ofsted will not carry out summary evaluations in every MAT. In fact, most MATs are unlikely to undergo a summary evaluation. We aim to select a broad range of MATs to visit, not just those that may be a cause for concern. This is to ensure that we can: gain an accurate and balanced understanding of the contribution that MATs make to the school system; highlight areas of strength that may be disseminated more widely; and provide insight into weaknesses.
13. When selecting a MAT for a summary evaluation, we will take account of a range of information, including:
 - the number of academies within a MAT
 - the number of pupils on roll at the academies within a MAT
 - the number of academies within the MAT that are due for inspection within the next few terms, relative to the size of the MAT
 - previous inspection outcomes, including changes in the performance of individual academies over time, reflecting where there have been significant improvements or decline
 - previous summary evaluation outcomes (where relevant)
 - progress measures and pupils' attainment
 - the number and nature of any complaints received about academies within the MAT

- any warning notices that may have been issued by the SoS to one or more academies within the MAT
 - any other intelligence that indicates good practice within a MAT or that raises concern, for example, regarding the safeguarding of pupils
 - any requests from the SoS, which may be submitted by the relevant regional schools commissioner acting on behalf of the SoS.
14. The circumstances in which the SoS may make a request through the RSC could include seeking advice about a particular MAT, or MATs more generally, or a number of academies within a MAT.⁶
15. All academies selected for inspection must be due to be inspected in that academic year under section 5 or section 8 of the Education Act 2005 (the Act), in accordance with:
- Ofsted's standard inspection windows
 - the maximum permitted interval between inspections prescribed by Regulations⁷
 - the monitoring inspection arrangements for schools judged to be causing concern or to be requires improvement, under section 8(2) of the Act
 - our policy statement for inspecting academies and free schools.⁸

Academy inspections

16. We will notify academies that are inspected during stage 1 in the usual way. The inspections will be carried out under section 5 or 8⁹ of the Education Act 2005 and in accordance with the framework for school inspection,¹⁰ school inspection handbook¹¹ and the school inspection handbook: section 8.¹² Each

⁶ In accordance with section 118 (3) of the Education and Inspections Act 2006; www.legislation.gov.uk/ukpga/2006/40/section/118.

⁷The Education (School Inspection) (England) Regulations 2005 (as amended); www.legislation.gov.uk/uksi/2009/1564/made.

⁸ 'Policy statement for inspecting new schools and schools that undergo a change in status', Ofsted, 2014; www.gov.uk/government/publications/how-ofsted-will-inspect-academy-schools-including-free-schools.

⁹ Schools judged to be causing concern are subject to regular monitoring inspections; schools judged as requires improvement may receive a monitoring at the discretion of the relevant Ofsted Regional Director.

¹⁰ The common inspection framework: education, skills and early years, Ofsted 2015; www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015.

¹¹ School inspection handbook, Ofsted, 2015; www.gov.uk/government/publications/school-inspection-handbook-from-september-2015.

¹² School inspection handbook: Section 8, Ofsted, 2015; www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

academy with a separate unique reference number (URN) will receive its own inspection report, in accordance with statutory requirements.

Arrangements for section 5 and section 8 inspections

17. Academy inspections carried out under section 5 and section 8 of the Education Act 2005 will follow procedures set out within the relevant handbooks.¹³
18. During each section 5 or section 8 inspection, inspectors will consider the same evidence and make the same judgements exactly as they would under any other section 5 or 8 inspection. In doing so, inspectors recognise that responsibility for some aspects of the education that the academy provides may be held at academy level and some may be set by the leaders of the MAT. Therefore, they will gather evidence accordingly. MAT structures vary widely, so it is important that inspectors form a clear picture of the specific arrangements that apply early on in the academy inspection. This is critical in all cases, whether the inspection has been carried out as part of batched inspections or not.
19. Before stage 1, HMI will review all the information Ofsted holds about the MAT and any information that is publicly available. This could include schemes of delegation and other information published by the MAT, such as its approach to curriculum design and implementation, recruitment and continuing professional development of its staff. Other information may include previous inspection outcomes, complaints and regional intelligence. HMI will share this information with the inspectors leading the academy inspections so that the latter are clear about the way the MAT is structured and operates. This information assists them in developing relevant lines of enquiry about the impact the MAT is having in raising standards in individual academies. They will test these lines of enquiry in the course of the academy inspections.
20. Inspectors carrying out section 5 and section 8 monitoring inspections of academies within a MAT will gather information about the use, quality and impact of any support and direction, for example on curriculum planning, that the MAT gives to its academies. Inspectors will explore similar themes to those set out under paragraph 39 of this document.
21. Inspectors will gather evidence first hand, including during meetings held separately with the academy principal, the chair or equivalent of the body responsible for the governance of the academy and, if available, a representative of the MAT (to be determined by the MAT). Evidence from these discussions will be recorded on separate evidence forms. Inspectors will use it to contribute to making their judgements as part of the section 5 or section 8

¹³ School inspection handbook for section 5 inspections: www.gov.uk/government/publications/school-inspection-handbook-from-september-2015 and school inspection handbook for section 8 inspections: <https://www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections>.

inspection when it relates directly to the quality of education provided in the academy, safeguarding and the outcomes for its pupils.

22. If any of this evidence relates to the wider MAT rather than the standards and outcomes of the academy being inspected, inspectors will consider it as part of the evidence base for stage 2 (the MAT summary evaluation) but will not take it into account in reaching judgements about the academy.

Before the MAT summary evaluation

Notifying the MAT

23. The lead HMI will notify the MAT about the summary evaluation (stage 2), normally up to five working days before the start. Subject to the availability of the MAT's chief executive or equivalent, HMI should ask to speak to the most senior executive officer available.
24. If the MAT is using a telephone answering machine, the HMI should leave a message and state the date and time at which the message was left. If the telephone remains unanswered, the HMI should persevere, keeping a note of the times at which s/he tried to make contact with the MAT.
25. Once the lead HMI has spoken to the MAT, s/he will send formal confirmation to the MAT by email, sending a copy of the email to Ofsted's [operations team](#). The email will include a letter confirming the summary evaluation.
26. The purpose of the notification call is for the lead HMI to:
 - inform the MAT of the summary evaluation and the telephone surveys with academies that were not inspected during stage 1
 - alert the MAT to the fact that there could be some on-site visits during the week, to be agreed with MAT and academy leaders
 - make arrangements for summary evaluation activities, including preparations for discussions with seniors leaders, such as trustees, members of the trust board and directors, senior officers and other staff/partners
 - outline the process to be followed and provide an opportunity for the MAT to raise any initial questions
 - request that relevant evidence be made available during the on-site week, making clear that Ofsted does not expect information to be provided in any particular format and that the MAT does not need to do any activities specifically for the review
 - confirm the dates of the summary evaluation activity and remind the MAT that the resulting letter will be published on Ofsted's website.
27. In explaining the summary evaluation activity arrangements, HMI should:
 - indicate the likely format of the summary evaluation activity

- explain the extent to which other senior staff can be engaged in the activity
 - indicate the likely range of documentation that inspectors will need to access when they are on site (see also paragraph 35)
 - ask for any existing evidence that the MAT considers would enhance inspectors' understanding of the MAT's impact
 - discuss the arrangements for feedback
 - confirm arrangements/contact details for the Ofsted post-review survey
 - make domestic arrangements (inspectors' room, parking and other facilities)
 - indicate inspectors' intended arrival and departure times. It is recommended that inspectors arrive at the MAT premises on the first day of the week no earlier than midday, and no earlier than 9am on days thereafter, and that they usually depart no later than 5pm. These times are advisory and inspectors might arrive later and leave earlier. Inspectors will of course work within the MAT's standard office hours.
28. The telephone call is an important opportunity to initiate a professional relationship between HMI and the MAT leaders. It should be focused on practical issues. Inspectors should not use this as an opportunity to probe or investigate the quality of support that the MAT provides to its academies. However, HMI should discuss any particular areas of interest stemming from pre-inspection analysis.
29. Ofsted does not have the power to insist that the MAT engages with the summary evaluation. If the MAT indicates that it is not willing to do so, then HMI should contact the relevant regional director immediately.

Requests for a deferral

30. We may decide to defer a summary evaluation (stage 2). If MATs have concerns about the timing of a summary evaluation, they may submit a deferral request, with any supporting reasons, to the lead HMI at the point of notification. If a MAT requests a deferral of its summary evaluation, the lead HMI must notify Ofsted via the appropriate region as soon as possible.

During the summary evaluation

31. The following elements will usually be included in a MAT summary evaluation:
- published inspection outcomes from the batched inspections carried out at the academy level and the evidence bases from those inspections
 - a telephone survey of academies that were not inspected during stage 1
 - a visit to the MAT that includes discussions with leaders
 - on-site visits to some of the academies within the MAT.

Arrangements for the stage 2 on-site visit with MAT leaders

32. Inspectors must show their identity badges on arrival and ensure that the chief executive or equivalent of the MAT has been informed of their arrival. Inspectors should ensure that evidence-gathering activities start promptly. These activities will normally last up to three days.
33. HMI should meet briefly with the chief executive, their equivalent or delegate at the beginning of the first day to:
 - introduce team inspectors and other attendees
 - confirm arrangements for meetings with key staff, as agreed with the MAT, over the course of the visit
 - confirm arrangements for providing feedback during and at the end of the review and discuss practical issues, including plans for on-site visits and telephone surveys.
34. MAT structures are diverse, reflecting the values and ambition of each MAT. Ofsted has no fixed view on what constitutes the best arrangement. Inspectors should therefore avoid advocating any particular structure or arrangement. However, inspectors should feel confident commenting on the effectiveness of the arrangements that are in place, based on the evidence they gather. The Department for Education has published guidance about governance structures in MATs, which includes information about effective arrangements in relation to checks and balances.¹⁴
35. **There is no expectation that the MAT should prepare evidence specifically for the benefit of inspectors.** Inspectors are likely to encounter a variety of approaches and arrangements. Inspectors should accept existing evidence in whatever format provided by the MAT. When carrying out summary evaluations, inspectors may take into account the following:
 - if available, a summary of any self-evaluation regarding the overall quality of education within the MAT academies and arrangements for supporting and enhancing this
 - any strategic plans for education within the MAT, including details of partnership arrangements, commissioning and brokerage and any evaluation reports
 - documentation about arrangements for monitoring, challenge, intervention and support of trust academies

¹⁴ 'Governance handbook: for academies, multi-academy trusts and maintained schools', Department for Education and National College for Teaching and Leadership, 2015; www.gov.uk/government/publications/governance-handbook.

- any documentation or strategy relating to curriculum design and implementation
 - any documentation or strategy relating to pupil behaviour, including the use of exclusion and any forms of off-rolling
 - any documentation or strategy relating to the recruitment, training and continual professional development of academy staff at all levels
 - any data sets about performance of trust academies and any analyses thereof
 - case study material regarding targeted school improvement work and its impact on trust academies, including curriculum plans
 - a list of key staff and their roles and responsibilities
 - information regarding strategies used to improve the quality of teaching (or education) across the trust academies and evidence of their impact
 - information regarding strategies used to improve the standards of governance in individual academies and across the MAT.
36. Both the review and discussions with MAT leaders focus on the quality of education provided and how well pupils are doing across the whole MAT, rather than how individual academies or pupils within the MAT are performing.
37. Meetings with key staff and representatives of the trust board are to share and discuss any areas of focus based on pre-inspection analysis and inspection outcomes from the academy inspections. It is also to consider further evidence that shows the impact of the MAT's work with its academies. Discussions will centre on the quality of education across the MAT, drawing on achievement and other relevant data for all the academies within the MAT, and the MAT's arrangements to oversee, challenge and support its academies. Inspectors will also consider the outcomes of telephone surveys and evidence gathered during on-site visits. Inspectors will provide the MAT with every opportunity to present evidence, data and other relevant information.
38. HMI should consider all the evidence gathered to support their findings. Discussions and the evidence presented may be wide ranging. However, they should be firmly focused on impact, both for the pupils served by the MAT and in terms of raising standards and the quality of education offered, including through improving the performance of its member academies.
39. The questions that follow are **not** intended to be a checklist or exhaustive. The aim is to help MATs understand the areas that inspectors will likely concentrate

on. Inspectors will tailor their lines of enquiry to the circumstances of the MAT. HMI are likely to explore:¹⁵

- the impact the trust has on its academies, including what elements of education are uniform across the trust, where the trust allows academies more autonomy and how the trust reduces underperformance
- how the trust monitors its academies, especially how it understands the quality of education being offered and its impact
- how policies are made, implemented and reviewed, including how curriculums are designed and reviewed, and the impact they have
- what the trust's intentions and ambitions are, especially in relation to its curriculum, and how these are communicated, understood, implemented and monitored across the trust
- how the trust identifies its strengths and weaknesses, including in terms of the teaching within individual academies, and how the trust responds
- the way in which MAT leaders lead the trust, including how staff recruitment, development and management work across the trust
- how the MAT trustees work with the MAT leadership, including how they set priorities and how they constructively challenge leaders.

40. Inspectors will collate, analyse and assess the evidence about the MAT gathered during the inspection of individual academies and discussions with MAT leaders.

41. Inspectors will gather and analyse evidence, and record it in an evidence notebook (EN) and note their judgements in a summary notebook (SN). Both notebooks are part of the evidence base. HMI are responsible for compiling, securing and assuring the quality of the evidence base and for keeping it securely.

Arrangements for the on-site visits

42. During the review, inspectors may also visit academies in the MAT. These visits are not inspections of the individual academies. Their purpose is to gather further evidence about the impact of the MAT and an opportunity for MAT leaders to show this impact. The visits are not intended to gather information about the academy. They will focus on discussions with academy leaders about their experiences in being part of a MAT.

43. The lead inspector will discuss and agree with MAT and academy leaders which academies may be visited. On-site visits will only be carried out with MAT leaders' agreement, and only when inspectors believe there is something useful

¹⁵ The list of questions is not exhaustive; the questions are intended as prompts for inspectors who will tailor them to the circumstances of the discussion.

to see at that academy that will benefit their understanding of the MAT. This may or may not include academies that were inspected during stage 1. However, it must not include any academies that may be subject to monitoring inspections by Ofsted, for example because they have been judged to be causing concern or as requires improvement.¹⁶ This is to ensure that these academies are given space to act on the recommendations from their full inspections, and so that they are not put under undue burden.

44. The visits are intended to be short, typically no more than a couple of hours. They may involve discussions with academy staff, local governors and pupils or other activities, as agreed between the lead inspector and MAT leaders. On-site visits are **not** inspections and should not be treated as such. If, however, a serious concern does arise during a visit, for example a potential safeguarding concern, Ofsted is obliged to consider whether an inspection of the academy is needed at a later date. Depending on the circumstances, this may mean that the feedback to the MAT and/or publication of the summary evaluation letter may be delayed so that the outcome of that inspection can be considered fully as part of the summary evaluation.

Arrangements for the telephone surveys

45. Evidence gathered from the batched section 5 and section 8 inspections carried out as part of stage 1 will be supplemented, whenever possible, by a telephone survey of principals of academies within the MAT that were not inspected during stage 1.
46. The MAT summary evaluation team inspectors carry out telephone surveys during the stage 2 week. HMI leading the MAT evaluation should carry out telephone surveys for all academies not inspected during stage 1.
47. In the telephone surveys, inspectors are likely to explore:
 - how well the MAT understands the quality of education it offers and, in particular, its strengths and weaknesses
 - the measures in place to further enhance strengths and address weaknesses
 - how the MAT knows it is having a positive impact on the quality of education provided for its pupils.

¹⁶ Not all academies judged as requires improvement will receive monitoring inspections. If the relevant region has determined that a requires improvement academy will not be receiving a monitoring inspection, the academy may be selected for a visit as part of the summary evaluation.

Reviewing safeguarding

48. Safeguarding and the welfare of young people are responsibilities shared by all in the system, as set out in statutory guidance.¹⁷ This applies to all 'practitioners', which the statutory guidance defines as those working with children and their families in **any** capacity. When evaluating a MAT, inspectors may consider how far MAT leaders and managers have put in place effective arrangements to:
- identify children and learners who may need early help or are at risk of neglect, abuse, grooming or exploitation
 - help prevent abuse by raising awareness among children and learners of safeguarding risks and how and where to get help and support if they need it
 - help those children who are at risk of abuse and need early help or statutory social care involvement, keeping accurate records, making timely referrals where necessary and working with other agencies to ensure that children and learners get the help and support they need
 - manage allegations about adults who may be a risk, and check the suitability of staff to work with children, learners and vulnerable adults.

Recording evidence

49. Separate guidance is provided on completing the evidence form. Inspectors are reminded of the following points.
- Evidence forms should be clear and legible. As a contemporaneous record, they are part of the audit trail. They form part of the evidence base and may be scrutinised or disclosed externally following the review as part of quality assurance arrangements, or in the event of a legal challenge or complaint. Inspectors should highlight or identify any information that was provided 'in confidence'.
 - Where a particular theme is pursued across a number of discussions, a single evidence form may be used, and that form can be 'open' or 'running'.
 - Evidence forms should be used for recording the main points of discussion when feeding back to senior management and for summarising evidence that underpins key judgements.

Inspector team meetings

50. The team will usually meet briefly at different points during the course of the summary evaluation. For example, around midday on day one the team may

¹⁷ Guidance for inspecting safeguarding in early years, education and skills settings, Ofsted, 2015; www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings.

meet to share initial findings, discuss hypotheses, corroborate evidence and keep the lead inspector fully aware of any developments.

Feedback to the MAT

51. HMI carrying out summary evaluations will offer oral feedback on emerging findings to senior leaders, such as trustees, members of the trust board and directors, senior officers and other staff/partners to promote professional dialogue. Constructive dialogue between inspectors and MAT staff is important, in particular between the lead HMI and the chief executive, or equivalent or delegate.
52. Before the end of the summary evaluation (stage 2), HMI should ensure that the MAT is clear:
 - about Ofsted’s view of the relative strengths and weaknesses of the quality of education and leadership and management offered across the MAT
 - that the main points provided orally in the feedback will be referred to in the text of the summary evaluation letter, subject to quality assurance
 - about the post-review procedures leading to the publication of the letter
 - about what to do if the MAT has a complaint.
53. After inspectors have reached their provisional findings, they will present and briefly explain these to senior executives and board representatives of the MAT. While any oral feedback should be consistent with the findings, all findings will be subject to moderation and quality assurance by senior Ofsted staff. This should be clearly explained to the MAT leaders during feedback.

The summary evaluation letter

54. The lead inspector will set out the findings from the summary evaluation activity in a letter to the MAT chief executive, or equivalent, and copied to the SoS and the chair of the trust board. The letter will highlight specific areas of strength and areas where the support and challenge that the MAT offers its academies can be improved. It will report the range of evidence considered and outline the most recent inspection outcomes for all academies within the MAT. It must be stressed that summary evaluations do **not** result in graded judgements. The judgements that inspectors make about the MAT’s impact, strengths and weakness will always be in narrative form. The letter will be published on the Ofsted reports website.¹⁸ The format of the letter will be as follows:
 - introduction

¹⁸ <https://reports.ofsted.gov.uk/mat>.

- summary of main findings – the headlines that are explained in more detail in the letter
 - range of evidence
 - context
 - main findings
 - findings on safeguarding
 - recommendations.
55. Letters will set out previous inspection outcomes for all academies within the MAT. Inspectors may well take these outcomes into account in their consideration, although more recent inspections will have more weight.
56. Before publication, the HMI leading the summary evaluation (stage 2) will provide the MAT with the draft letter. The MAT will normally have five working days to make any comments (including factual accuracy comments), on the draft letter. Ofsted will refuse to take into account any additional evidence provided by a MAT with comments on the draft report if that evidence could reasonably have been provided to inspectors during the summary evaluation.
57. HMI will consider all comments received and will address them before the letter is finalised and published. This will occur usually within 28 working days from the last day of the summary evaluation visit.

Quality assurance of summary evaluations

58. Responsibility for assuring the quality of the summary evaluation lies with the HMI leading the review. An editor will check the draft letter to ensure that the wording is clear and coherent. In addition, the report and letter will be signed off by the relevant Ofsted regional director.
59. Any concerns and complaints during the summary evaluation will be handled in line with Ofsted's published complaints policy.¹⁹

Conduct during summary evaluations

60. Inspectors must uphold the highest professional standards in their work and treat everyone they encounter during inspections fairly and with respect and sensitivity. Inspectors must at all times adhere to the conduct of inspectors during Ofsted inspections.²⁰

¹⁹ 'Complaints about Ofsted', Ofsted, 2013; www.gov.uk/government/publications/complaints-about-ofsted.

²⁰ 'Conduct of inspectors during Ofsted inspections', Ofsted, 2016; www.gov.uk/government/publications/conduct-of-inspectors-during-ofsted-inspections.



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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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