



School inspection report template writing guidance

Updated September 2026

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as ‘the Standards’.

School inspection report writing guidance

It is vitally important that school inspection reports are clear and easy to understand. Each report should paint a picture that brings the school to life, making its positive aspects and weaknesses clear. Reports should not be complicated, neither should they be bland and formulaic. They should be precise and accurate to the evidence which has been evaluated about the school that has been inspected.

Key principles

1. Unique reports

Always download the most recent version of the report template from the portal and begin each report afresh. Plagiarism of any sort is not permitted.

All reports must be unique to the school. The sectional summaries and final feedback text will be used to inform the final written report but will not be reproduced in full.

2. Language and style

Reports should be written clearly and concisely, using 'plain English'. This means that inspectors should, wherever possible:

- write in short sentences containing one main idea
- use active rather than passive verbs (e.g. 'John bounced the ball' rather than 'The ball was bounced by John')
- use simple words that are easily understood, avoiding technical language and jargon
- adhere to the guidance in the ISI glossary
- write in the present tense, not the past tense.

3. Organisation

Reports should flow well and be easy to follow. Inspectors should:

- plan each section so that bullet points appear in an order that makes sense; the 'framework sections at a glance' document can be a helpful structural guide here; however, it does not contain the entirety of each framework section so still consult the document in full during your drafting. The 'mapping' section at the back of the ISI handbook is helpful in indicating which early years framework sections and which National Minimum Standards for boarding relate to each section.
- ensure that each bullet point is about one main point (for example, behaviour) rather than an amalgam of different things and signalled by a clear topic sentence.

4. Relative weaknesses leading to recommended next steps

It is vital that the various elements of the report fit together and 'add up'. It must be completely clear why an issue has been evaluated to be a relative weakness.

There are three places in the report where a relative weakness must be referred to: the summary, the recommended next step and the relevant section.

Relative weaknesses must be explained fully in the relevant section of the report (e.g. leadership and management, and governance). However, the phrase 'relative weakness' should not be used in the report.

The reporting must be clear around why the issue matters and what makes it important enough to be included in the report. This should be decided upon with reference to the framework and Standards.

- explain the **point** in straightforward language so that it is clear what the relative weakness is
- briefly describe the evaluation of the **evidence** i.e. state how you know about this relative weakness
- explain what the **impact** of the relative weakness i.e. state what does or does not happen as a result of it.

- **Summary**

Whatever has been written in the relevant section should be summarised in the summary section.

- **Recommended next steps**

A recommended next step must be given whenever a relative weakness has been cited.

This must tie up with what has been written in the summary and the relevant section.

A recommend next step must be given when proportionality has been used by inspectors

- Recommended next steps must relate to the Standards (including NMS or EYFS requirements)
- Recommended next steps must not suggest a preferred style of doing things
- State clearly and directly **what** leaders/governors/the proprietor should improve and why

It is important that inspectors do not try to off-set a relative weakness by adding a positive when writing recommended next steps (e.g. 'Leaders have worked hard and have created a rich curriculum across all subjects but ...'). This 'muddies the waters' and makes the point less clear. To ensure clarity, please avoid the use of acronyms within the recommended next steps e.g. SEND.

5. Unmet Standards

- **Reporting on unmet Standards within the summary section** – ensure that unmet Standards are reported clearly and directly within first paragraphs of summary and that other reporting is not written in a contradictory fashion.
- **Areas for action** – check that the 'areas for action' are listed in the order of unmet Standards as they appear in the report i.e. area for action relating to leadership, then quality of education (2, 3, 4 etc). Ensure that there is a relevant 'area for action' with reference to each unmet standard.
- **Reporting on unmet Standards within relevant section of report** – ensure that the reasons for a standard being unmet are sufficiently detailed, precisely written and reported within the first paragraphs of relevant section. All readers of the report need to be able understand exactly why and how a standard was found to be unmet.

- **Reporting on unmet Standards should not be repeated across more sections than is necessary.** For example, unmet Standards around attendance would typically be reported in the summary, section 1 and section 3 but not in detail under safeguarding, despite being unmet in this area.
- **Extent to which the school meets the Standards** – provide a brief paragraph beneath each section sub-heading regarding the extent to which the school meets the Standards in this area. In this one to two sentence paragraph you will specify the aspects which are unmet e.g. for section 1 ‘Standards relating to the single central record and managing risk are not met.’ There is no longer a final statement in each section saying that Standards are met or unmet.

6. Use of examples

Examples are an important part of inspection reports. Used well, they bring the school to life and make one report distinct from the next. However, when used less effectively, they can obscure the point being made and make reports appear disjointed. Examples should:

- be used to illustrate the impact for pupils of the actions taken by leaders/the proprietor
- rich and powerful, relating directly to the point being made
- be focused on what is **typical**, not just on a ‘one-off’ that happened to occur during the inspection. It can be helpful to give examples which occurred across a subject area or age range within the school e.g. In English lessons..., In lessons in the prep school,...
- woven throughout the report, reflecting the depth and breadth of the evidence gathered.

7. Making sure everything adds up

A key aspect of reporting is ensuring that what is written fits with the judgements that have been made. If inspectors have judged that all the Standards are met then the report must not state, for example, that there are notable issues with pupils’ behaviour. This could be seen to imply that standard 9(b) is not met.

Where the Standards are met but there are relative weaknesses, the report must make clear that there is an area for improvement rather than a failing.

When you submit each draft version of your report, you are signalling that you are confident the report is error-free and ready for publication

Final checks before you submit your report for editing:

- **If there are issues with formatting which you cannot solve, please contact your editor and/or the proof-reader manager for advice prior to the submission of your report**
- **Remember to do a final ‘ctrl+F’ check for any of your most common glossary errors**
- **Double-check that each abbreviated term e.g. SEND, has been defined on first use**
- **Have you updated the contents page?**
- **Have you checked the accuracy of details about the proprietor and chair of proprietor body?**

- **Have you reported on leaders' provision and its impact for pupils who have SEND or who speak EAL as two distinct areas in different paragraphs, including if referenced within the summary?**
- **Make sure that the relative weaknesses relating to each of your recommended next steps are reported clearly in the summary**



School inspection report template writing guidance

Date to Date

Example School

[Insert school address]

This report outline and writing guidance is provided as guidance for inspectors writing ISI reports. It is published to the schools that ISI inspects to aid understanding of our approach to reporting.

Guidance for inspectors is highlighted in green
Examples (highlighted in yellow) are fictional and for guidance only.

It should be read alongside the ISI Inspection framework and handbook.

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Please ensure that you update the contents table when the report is completed:

- Left click on **Contents** at the top of this page
- Click on update table
- Select update entire table

- *The main text of the report is written in Calibri font size 12*
- *All of the paragraphs in the report must be numbered (1. 2. etc.) with a line space between paragraphs*
- *Please ensure that numbering is sequential from one section of the report to another*
- *Please ensure numbering is aligned left*
- *Where the word Standard(s) is used as a collective term, this includes the Independent Schools Standards, the National Minimum Standards for boarding and the Early Years Foundation Stage Requirements, where appropriate.*

Report naming conventions

The inspection report file name should consist of, in order:

- *ROU (for routine inspection)*
- *PMI (progress monitoring inspection)*
- *MCI (for material change inspection)*
- *ADDI (for additional inspection)*
- *ROU-MCI (for routine inspection with a material change inspection as part of the routine inspection)*
- *PMI- MCI (for progress monitoring inspection with a material change inspection carried out at the same time)*
- *BSO (for British schools overseas)*
- *PFE (for Private further education)*
- *Inspection number*
- *One word from school's name*
- *Type of document: report*
- *Version: a number identifying the current stage of the process (please see below)*
- *Date: in reverse order which makes chronological order obvious*
- *Initials: owner of this draft of the document*
- *Clean (cl) or tracked changes (tc)*

Examples

ROU15777 ShakespeareReport v1 2025-09-01 WS cl

ROU15778 HathawayReport v1.1 2025-09-15 AH tc

Initial draft

v1- report template ready for drafting by the reporting inspector

v1.1 etc- any drafts which the reporting inspector completes prior to submission for editing are 1.1, 1.2 etc

v2 – reporting inspector renames their report as v2 and submits ready for editing

v2.1 – edited version returned to reporting inspector

v2.2 etc. -versions travelling between editor and reporting inspector. Reporting inspector uploads tracked change (tc) and clean (cl) at each stage

v3 – when editing is completed to the editor’s satisfaction, the editor renames report as v3. This is a clean copy and indicates that the report is ready for proof
v4 – post-proof, clean version uploaded by proofreader ready for FAC pdf

Summary of inspection findings

Writing guidance

The **summary must:**

- *describe the school’s overall character and context*
- *focus on the quality of provision and **its impact on pupils’ wellbeing***
- *give an accurate view of the positive areas of the school’s practice and any areas of relative weaknesses*
- *the relative weakness/es which link to the recommended next steps must each be reported on within the summary*
- *include a bullet point for each section of the inspection framework (second and subsequent bullet points can be added, if necessary)*
- *describe the reasons for any unmet Standards briefly at the beginning of the summary section*

The extent to which the school meets the Standards:

Writing guidance:

- *Report whether Standards are met consistently or not, with reference to each section of the framework*
- *Where Standards are met, include recommended next steps (having discussed with leaders)*
- *Include any areas where proportionality has been applied according to ISI guidance Proportionality must result in a recommended next step*
- *Where Standards are not met, there will be both areas for action and recommended next steps*

Areas for action

Writing guidance:

*Where Standards are not met, include areas for action which identify and report improvements that **must** be made.*

The areas for action must be recorded in accordance with the Standards (in full) which have been found to be unmet. These should be reported in the order in which they appear in the framework.

Recommended next steps

Writing guidance:

Insert recommended next steps, having discussed them with the school. Report what leaders should do. The recommended next steps must be written in a clear, succinct and straightforward manner. They should remain within the scope of the inspection framework.

Where proportionality has been applied, there must be a relevant recommended next step.

Ensure there is a page break here

Section 1: Leadership and management, and governance

Writing guidance

The leadership and management, and governance section **must** report on:

- *the impact of leadership at all levels, including how leaders:*
 - *demonstrate good skills and knowledge appropriate to their role.*
 - *fulfil their responsibilities effectively*
 - *actively promote the wellbeing of pupils evidenced by decision making and actions supported by representative examples of the leadership culture*
 - *ensure that the school meets its duties under the Equality Act 2010 (respect for the protected characteristics, teaching that does not discriminate, accessibility strategy and plan). This must be reported on explicitly in accordance with inspection evidence*
 - *whether leaders report to the local authority on the annual review of the EHC plan*
 - *whether leaders report to the local authority about pupils who join or leave the school at non-standard transition times*
- *how the proprietor, or those with governance responsibility, ensures that leaders:*
 - *have good skills and knowledge appropriate to their role*
 - *fulfil their responsibilities effectively and consistently*
 - *ensure that the ISSRs are met consistently*
 - *actively promote the wellbeing of pupils*
- *whether the school's aims and ethos are promoted and seen to work well in practice*
- *how well leaders evaluate the school's effectiveness and whether they take effective action, in response, when necessary*
- *the effectiveness of risk assessment and management, including:*
 - *whether the proprietor has ensured that leaders and managers have appropriate skills, knowledge and understanding in this area*
 - *how effectively leaders identify, manage and reduce risks*
 - *how effectively leaders ensure pupils' health needs are met and their physical and emotional wellbeing is actively promoted*
 - *how effectively leaders identify and guard against risks that are harder to spot*
- *how well leaders ensure that policies (required by the ISSRs):*
 - *are implemented effectively and consistently*
 - *comply with relevant legislation and have regard to applicable guidance*
 - *are understood by staff and pupils*
- *how well leaders ensure that appropriate information (required by the ISSRs) is made available to parents and others*
- *the effectiveness of the links leaders have established with other agencies to promote and benefit the wellbeing of pupils (including boarders)*
- *how effectively the complaints policy is implemented*

The leadership and management, and governance section should include pertinent examples that:

- *illustrate the point being made*

- *show clearly the impact for pupils*
- *exemplify what is typical*

This section should be approximately 500 to 600 words

If the report has unmet Standards then include the following:

The extent to which the school meets Standards relating to leadership and management, and governance

Example: leadership and management standard not met because supervision/risk/behaviour not met

1. Standards are not met consistently with respect to the supervision of pupils, the management of pupils' behaviour, and the identification and management of risk of harm.

Section 2: Quality of education, training and recreation

Writing guidance

The quality of education, training and recreation section **must** report on:

- the quality of the school's curriculum, specifically:
 - how, and how well, it covers the required areas - linguistic, mathematical, scientific, technological, human and social, aesthetic and creative (physical is reported in section three)
 - its plans, schemes of work and programmes of activities
 - how it takes into account pupils' ages, aptitudes and needs including pupils who have special educational needs and disabilities (SEND)
 - how it takes into account pupils' ages, aptitudes and needs including pupils who speak English as an additional language
 - **where applicable**, the early years curriculum, particularly communication and language skills
- how well the curriculum is delivered (the quality of teaching), specifically:
 - how it enables pupils to acquire new learning and **make good progress** through well-planned lessons and effective methodology
 - that staff demonstrate good knowledge and understanding of the subject matter being taught
 - how teaching meets the needs of pupils who have SEND
 - **where applicable**, how teaching meets the needs of pupils who speak EAL
 - Management of class time and pupils' behaviour
 - Using a range of good-quality classroom resources well
- assessment practices and how they are used to evaluate pupils' work and performance regularly and thoroughly
- how well pupils achieve and, **where applicable**, pupils' academic performance in public examinations
- **where pupils are above compulsory school age**, the quality of the programme of activities and how appropriate it is to their needs
- the range and quality of recreational activities provided outside teaching time including boarding, where applicable
- **where applicable**, the quality of boarding provision with reference to Section 2
- how, and how well, pupils develop their emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment
- if teaching is found to undermine British values then report where and how this was found to be the case.

The quality of education, training and recreation section should include pertinent examples that:

- illustrate the point being made
- show clearly the impact for pupils
- exemplify what is typical

This section should be approximately 500 to 600 words.

If the report has unmet Standards then include the following:

The extent to which the school meets Standards relating to the quality of education, training and recreation:

Where Standards are unmet, add numbered paragraphs to describe the area of the framework where the school has failed to meet the Standard(s). See example in the leadership and management, and governance section of this guidance. Where all Standards are met, these paragraphs are not required

Section 3: Pupils' physical and mental health and emotional wellbeing

Writing guidance

The pupils' physical and mental health and emotional wellbeing section **must** report on:

- *how effectively the school:*
 - *encourages mutual trust and respect for other people, particularly those with protected characteristics*
 - *develops pupils' spiritual and moral knowledge and understanding*
 - *develops pupils' self-knowledge, self-esteem and self-confidence*
- *the quality of the PSHE curriculum and how well it is delivered*
- *the quality of the physical education curriculum and how well it is delivered*
- *the quality of the relationships (and sex) education curriculum and how well it is delivered*
- *what behaviour is like and whether the behaviour policy is implemented fairly and consistently*
- *what arrangements are in place to ensure that the school is a mobile phone-free environment by default*
- *the effectiveness of the school's anti-bullying strategy*
- *the effectiveness of health and safety arrangements*
- **where applicable**, *the quality of boarding provision with reference to Section 3*
- *premises and accommodation*
- *supervision of pupils*
- *admission and attendance registers and the effectiveness of the school's promotion of attendance*
- *first aid arrangements*
- *For those below compulsory school age (early years), the provision and effectiveness of activities which promotes their personal, emotional and physical development*
- *Where relevant, that any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them*

The pupils' physical and mental health and emotional wellbeing section should include *pertinent examples* that:

- *illustrate the point being made*
- *show clearly the impact for pupils*
- *exemplify what is typical*

This section should be approximately 500 to 600 words.

If the report has unmet Standards then include the following:

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing:

Where Standards are unmet, add numbered paragraphs to describe the area of the framework where the school has failed to meet the standard(s). See example in the leadership and management, and governance section of this guidance. Where all Standards are met, these paragraphs are not required

Section 4: Pupils' social and economic education and contribution to society

Writing guidance

The pupils' social and economic education and contribution to society section **must** report on:

- *how effectively the school:*
 - *actively promotes fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs)*
 - *develops pupils' social and cultural knowledge and understanding reflecting the school's aims and ethos*
 - *prepares pupils for life in British society*
 - *encourages pupils to show initiative and contribute positively to the local area and wider society*
 - *encourages mutual respect including for those with protected characteristics*
 - *actively promotes principles including right from wrong*
 - *encourages pupils to accept responsibility*
 - *supports the social development of children below compulsory school age (early years)*
- *the quality of careers guidance (a MUST for secondary-aged pupils)*
- *the quality and impact of economic education*
- *how effectively the school teaches pupils:*
 - *to distinguish right from wrong and to respect the civil and criminal law of England;*
 - *to acquire a broad general knowledge of and respect for public institutions and services in England;*

This section should be approximately 500 to 600 words.

If the report has unmet Standards then include the following:

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society:

Where Standards are unmet, add numbered paragraphs to describe the area of the framework where the school has failed to meet the Standard(s). See example in the leadership and management, and governance section of this guidance. Where all Standards are met, these paragraphs are not required

Safeguarding

Writing guidance

The safeguarding section can report on:

- the arrangements leaders make to safeguard pupils and how effective these are
- the culture of safeguarding at the school
- staff training and the impact it has on safeguarding practice
- the effectiveness of arrangements to –
 - identify safeguarding issues or concerns
 - report safeguarding concerns, including low level concerns
 - take action in response to safeguarding concerns
- how effectively leaders work with other partnerships and other agencies to safeguard pupils and protect them from harm
- the robustness of recruitment procedures in ensuring the suitability of staff and other adults appointed by the school
- **where applicable**, that boarders know how to contact an independent person
- how effectively pupils are taught to keep themselves safe, including when online
- how effectively the school meets current safeguarding standards and other requirements e.g. filtering and monitoring
- how effectively leaders work with other partnerships and other agencies to safeguard pupils and protect them from harm
- the effectiveness of measures taken to manage safeguarding risks (including any contextual risks) and protect pupils from harm
- how well leaders manage any incidents that occur

This section should be approximately 250 to 400 words.

If the report has unmet Standards then include the following:

The extent to which the school meets Standards relating to safeguarding:

Where Standards are unmet, add numbered paragraphs to describe the area of the framework where the school has failed to meet the Standard(s). See example in the leadership and management, and governance section of this guidance. Where all Standards are met, these paragraphs are not required

Ensure there is a page break here

(Delete this section if all Standards are met)

Schedule of unmet Standards

Writing guidance

Include in the table below all ISSRs, NMS and EYFS requirements that are not met using the wording of the ISSRs, NMS and EYFS requirements.

Add rows for each of the ISSRs, NMS and EYFS requirements that are not met

- For reporting purposes, all Standards are mapped to each section of the ISI Framework. This mapping can be found in the ISI inspection handbook.

Section 1: Leadership and management, and governance

Example Paragraph number	Standards
ISSR Part 8, paragraph 34 (1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
34 (1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
34 (1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34 (1)(c)	actively promote the wellbeing of pupils.
ISSR Part 3 paragraph 16	The standard in this paragraph is met if the proprietor ensures that— (a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and (b) appropriate action is taken to reduce risks that are identified.

Section 3: Pupils' physical and mental health, and emotional wellbeing

Example Paragraph number	Standard
ISSR Part 3 Paragraph 14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.

School details

School	[Insert]
Department for Education number	[Insert]
Delete row if not applicable	[Insert]
Registered early years number	
Delete row if not applicable	[Insert]
Registered charity number	
Address	[Insert school name] [Insert first line] [Insert city] [Insert county] [Insert postcode]
Phone number	[Insert]
Email address	[Insert]
Website	[Insert]
Proprietor	[Insert title first and second name. Do not delete – the inspection must include the name of the proprietor]
Chair	[Insert title first and second name. Please refer to the chair of the proprietary body which will only be the chair of governors if the governing body is the proprietor]
Headteacher	[Insert title first and second name]
Age range	[Insert lowest age] to [Insert highest age]
Number of pupils	[Insert]
Delete row if not applicable	[Insert] delete row if not applicable
Number of boarding pupils	
Delete row if not applicable	[Insert] delete row if not applicable. If boarding is entirely flexible then write 'flexible'
Number of children in the early years registered setting	
Date of previous inspection	[Insert]

Ensure there is a page break here

Information about the school

2. [Insert information about the school in one continuous paragraph that must include:
- town and county location and any split site arrangements
 - single sex or co-educational
 - day or boarding
 - significant changes since the previous inspection, e.g. change of headteacher or chair of governors]
- Please note that we must report here about the location and addresses of any different parts of the school site not captured by the school's main listed address on school details page.

Example

Shakespeare School is a co-educational day school located in Stratford-upon-Avon, Warwickshire. The school consists of a prep school and a senior school which includes a sixth form. The prep school is located on a separate site approximately a mile from the senior school. The school is a charitable trust overseen by a board of governors. Since the previous inspection a new chair of governors was appointed in January 2022.

3. [Insert boarding information, where applicable including the location and number of boarding houses and the age range of pupils accommodated]
4. [Insert information about early years, where applicable including the location and makeup of the early years]

Example

There are 52 children in the early years comprising one Nursery and two Reception classes. There is also a separate early years setting which is registered with Ofsted and which provides for children under two years of age.

5. The school has identified **[insert]** pupils as having special educational needs and/or disabilities. **[Insert]** pupils in the school have an education, health and care plan.
6. The school has identified **[insert]** pupils as speaking English is an additional language.
7. The school states that its aims are **[insert school's stated aims]**. These should be paraphrased succinctly and phrasing should make clear that these are the aims of the school through language such as 'Leaders intend/aim to....' to remove confusion with stated inspection findings.

Inspection details

The information in this section must not be generic and needs to be completed precisely for each inspection. Please add/delete activities as relevant.

Inspection dates [Insert]

8. A team of [insert number – not including shadow team inspectors] inspectors visited the school for two and a half days. [The onsite inspection was quality assured].

9. Inspection activities included:

(delete amend or add to the bullets below)

- observation of lessons, some in conjunction with school leaders
- lesson walk with school leaders
- lesson walk with SENCo
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

10. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys (amend as appropriate)

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net