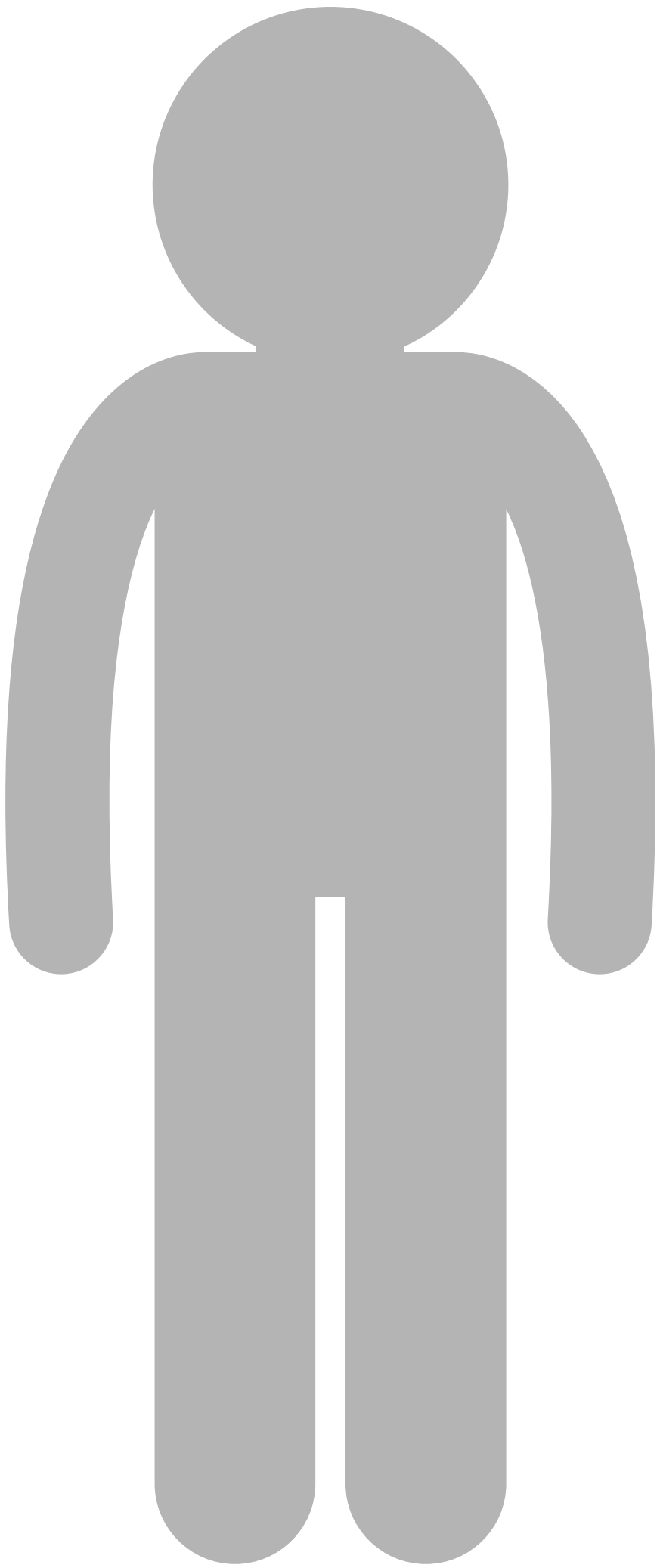




Appendix

Printable activity resources



Appendix B: Consistent connections

These cards are conversation starters, not a checklist. Choose the prompts that work for your group and use follow-up questions where helpful. Young people don't need to answer every card or talk about their own experiences.



1) Who helped you stay connected?

Looking at your circle of connections, who helped you to stay connected with the people who are important to you?

2) What did they do?

What did they do to help you stay connected?

3) How did their help make a difference?

Thinking about the support you had, how did it help you overall?

4) What could they have done differently?

Was there anything adults could have done differently or better to help you stay connected?

5) What if things change?

What could adults do to help children and young people stay connected to important people when things change, for example if they move home or leave care?

6) What should adults remember?

If you could give adults one piece of advice about helping children and young people stay connected to important people, what would it be?



Give me bus money or help with transport so I can see someone important to me.

Help arrange days out so I can spend time with someone important to me.

Ask me who is important to me and get their contact details so I don't lose touch.

Check in with me to see if I've been able to stay in contact with the people who matter to me.

Let me have a say in when, where and how I see people.

Make it easier for my foster carer to arrange for me to see important people, without everything having to go through lots of people first.

Help important people be part of special moments in my life, like birthdays, celebrations and graduations.

Appendix D: Rank, add, rerank



Appendix E: Pick a person / word from the pot



Friend

Brother or sister

Mum

Dad

Grandparent

Foster carer

Social worker

Personal adviser

Teacher

Support worker

Trust

Love

Fun

Feeling safe

Being listened to

Being understood

Being supported

Being included

Being myself

Someone I can rely on

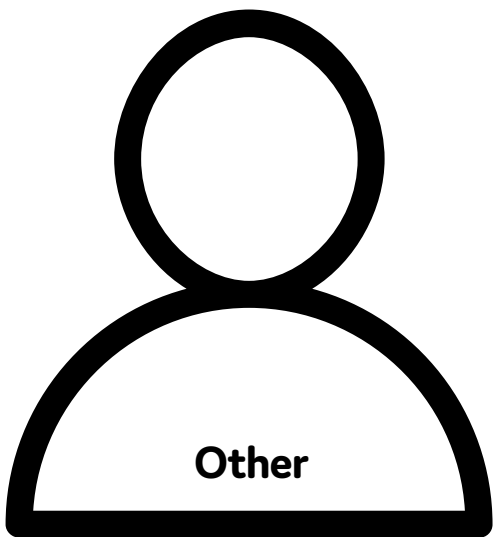
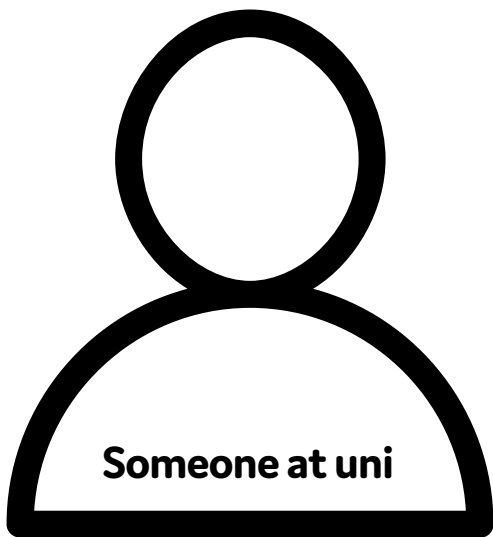
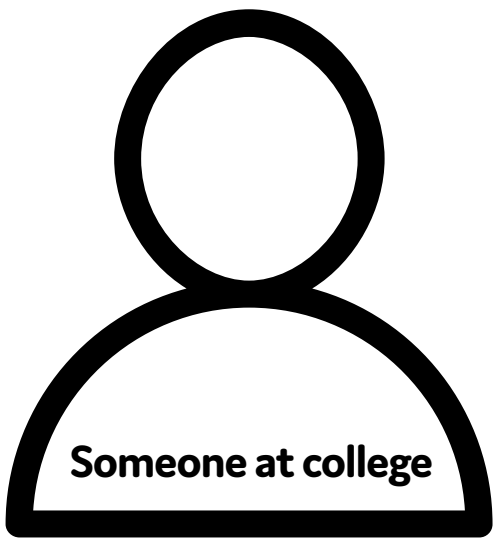
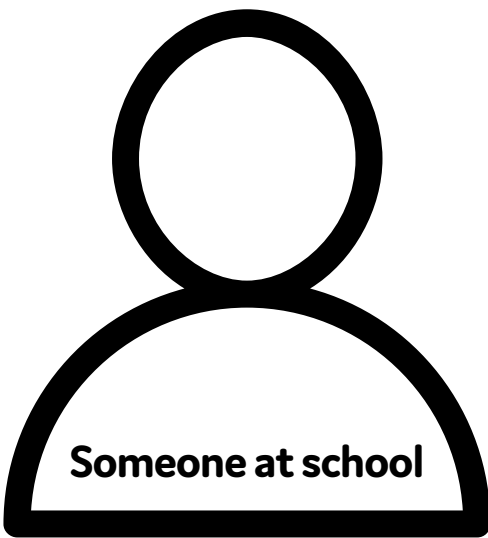
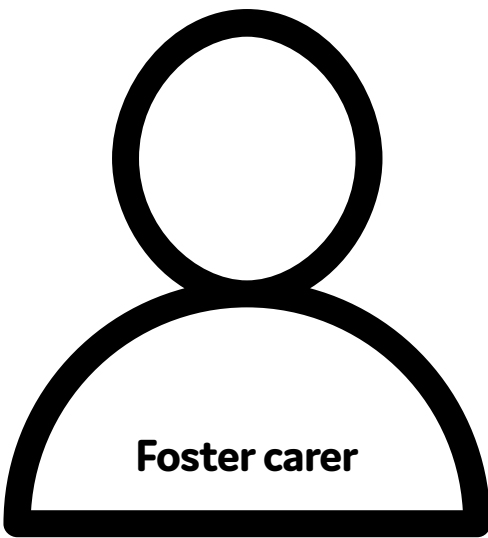
Appendix F: Pick a person / word from the pot



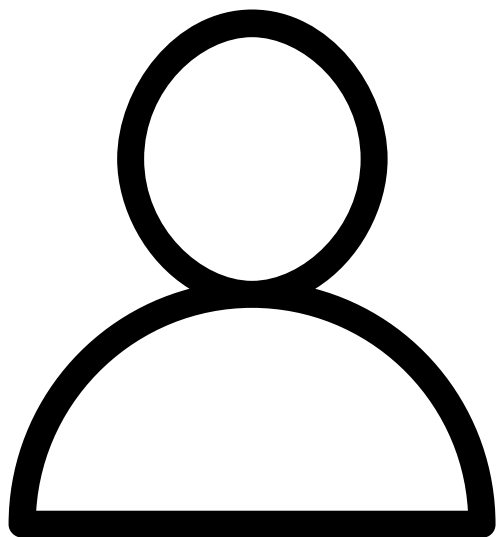
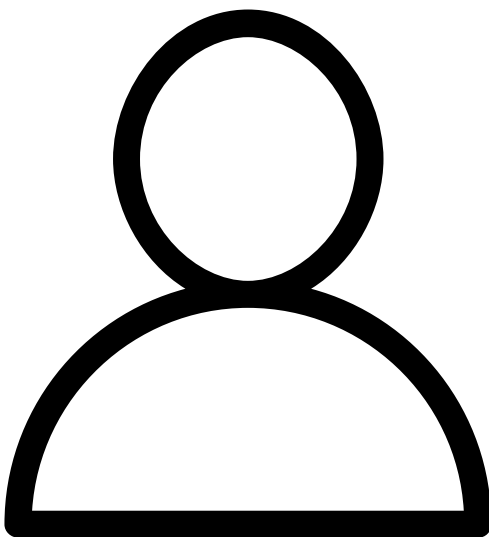
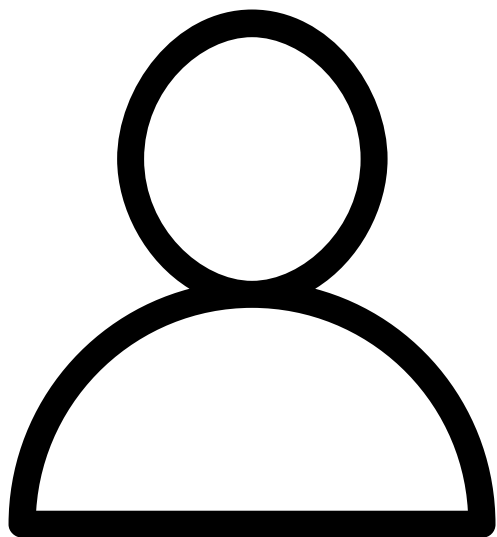
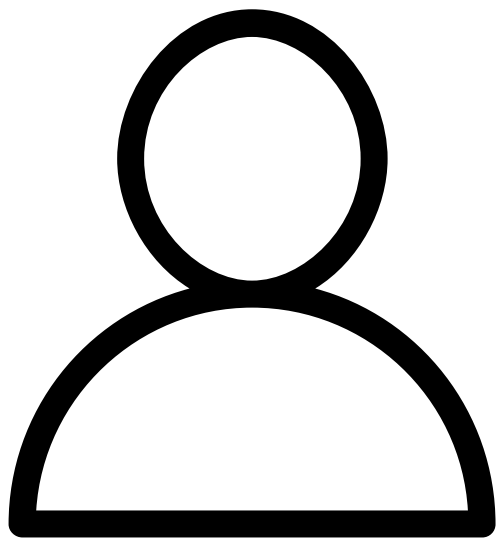
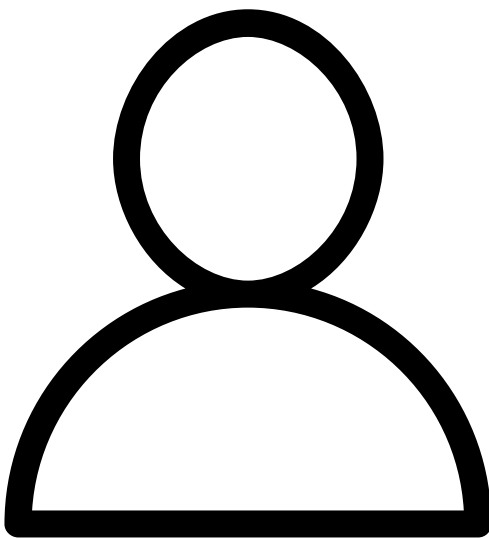
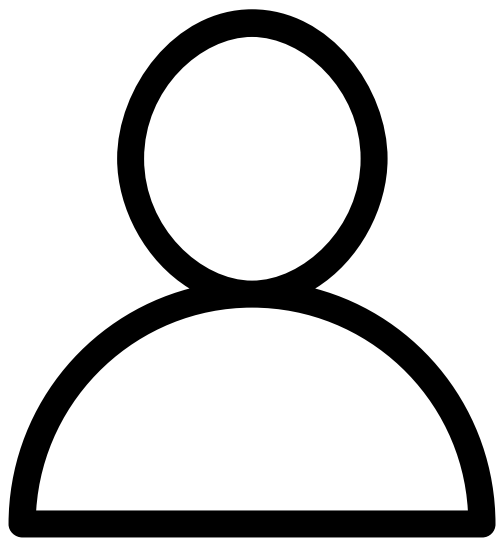
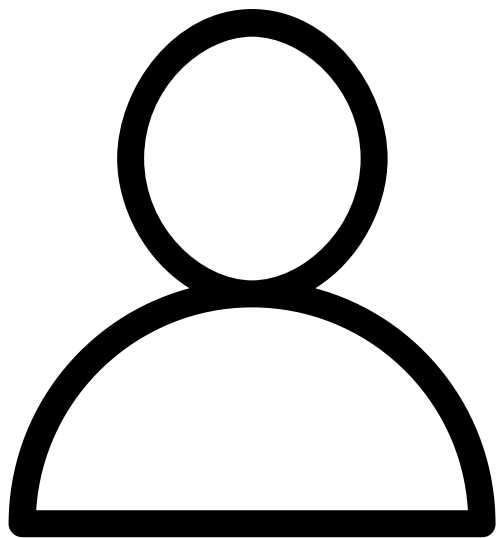
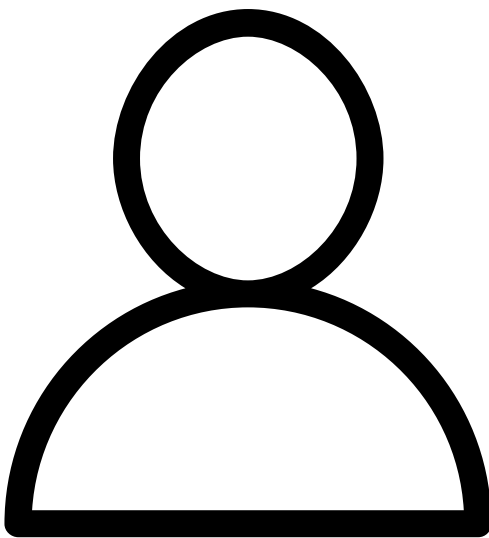
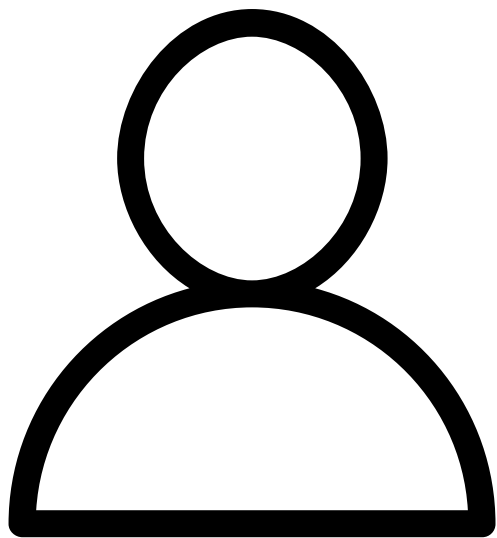
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Appendix G: Who should Ofsted ask what?



Appendix H: Who should Ofsted ask what?





Listening

How could Ofsted find out whether this person listens to children and young people?

Being there

How could Ofsted find out whether this person is there when a young person needs them?

Seeing me

What could Ofsted ask about how often this person actually spends time with a young person?

Taking action

How could Ofsted find out what this person does when a young person asks for help?

Working together

What could Ofsted ask to find out whether the adults around a young person communicate and work together?

What happens to what I say?

How could Ofsted find out whether adults actually do something with the things children and young people tell them?

Appendix J: What could be better?

1. SOMETHING THAT DOESN'T WORK / COULD BE BETTER What's the problem?	
2. WHAT SHOULD HAPPEN INSTEAD? What would make this better for children and young people?	
3. WHAT SHOULD OFSTED ASK OR CHECK? How could an inspector find out whether this is happening?	



Scenario 1: Who is sorting it?

Alex has a social worker, foster carer and someone supporting them at school. Alex has told all three that travelling to see their sibling is becoming difficult. Everyone knows there is a problem, but Alex still doesn't know who is helping to sort it out.

Scenario 2: I've already told you

Sam has recently had some changes in their life and has had to explain what has happened to several different adults. Sam feels like they keep being asked the same questions but isn't sure what happens to the information after they share it.

Scenario 3: Everything seems fine

Jordan lives in a children's home. When an inspector visits, the adults say that things are going well. Jordan thinks some things are good, but there are also things they would like to change. Jordan isn't sure whether to say anything because they don't know what will happen if they do.



WHAT'S GOING ON?

What isn't working, or could be better, for the young person in this situation?

There might be more than one thing, and you don't have to agree.

WHAT SHOULD HAPPEN?

What should the adults do to make things better for the young person?

Think about what they could do differently, or how they could work together.

WHAT SHOULD OFSTED ASK OR CHECK?

If an Ofsted inspector wanted to find out whether things were being sorted, what should they ask or check?

What would they need to know? Who might they need to speak to?

HOW WOULD YOU KNOW THINGS HAD IMPROVED?

If you came back to this situation later, what would show you that things had got better for the young person?

What might be different? What might the young person notice or feel?



.....

Face-to-face
Text or message
Video
Voice note or audio
Online form
Group conversation
One-to-one conversation
While doing an activity
Pictures or symbols
Anonymously

[illegible]

Not for me	
Maybe	
I'd like this	



WHAT WOULD MAKE YOU FEEL COMFORTABLE?

What could an inspector do to make it easier for you to talk and have your say?

WHAT WOULD HELP YOU TRUST THEM?

What could an inspector do to help you feel like you could be honest with them?

WHERE WOULD YOU WANT TO TALK?

Where would you feel most comfortable having a conversation?

WOULD YOU WANT SOMEONE WITH YOU?

Would having someone you know or trust with you make it easier or harder to have your say?

WHAT WOULD MAKE IT FEEL LESS FORMAL?

Would anything help the conversation feel more relaxed?

WHAT WOULD YOU WANT TO KNOW FIRST?

What should an inspector explain before asking you to share your views?



What would make you feel comfortable talking to an Ofsted inspector?

What should an inspector do when they first meet you?

Where or how would you prefer to talk to an inspector?

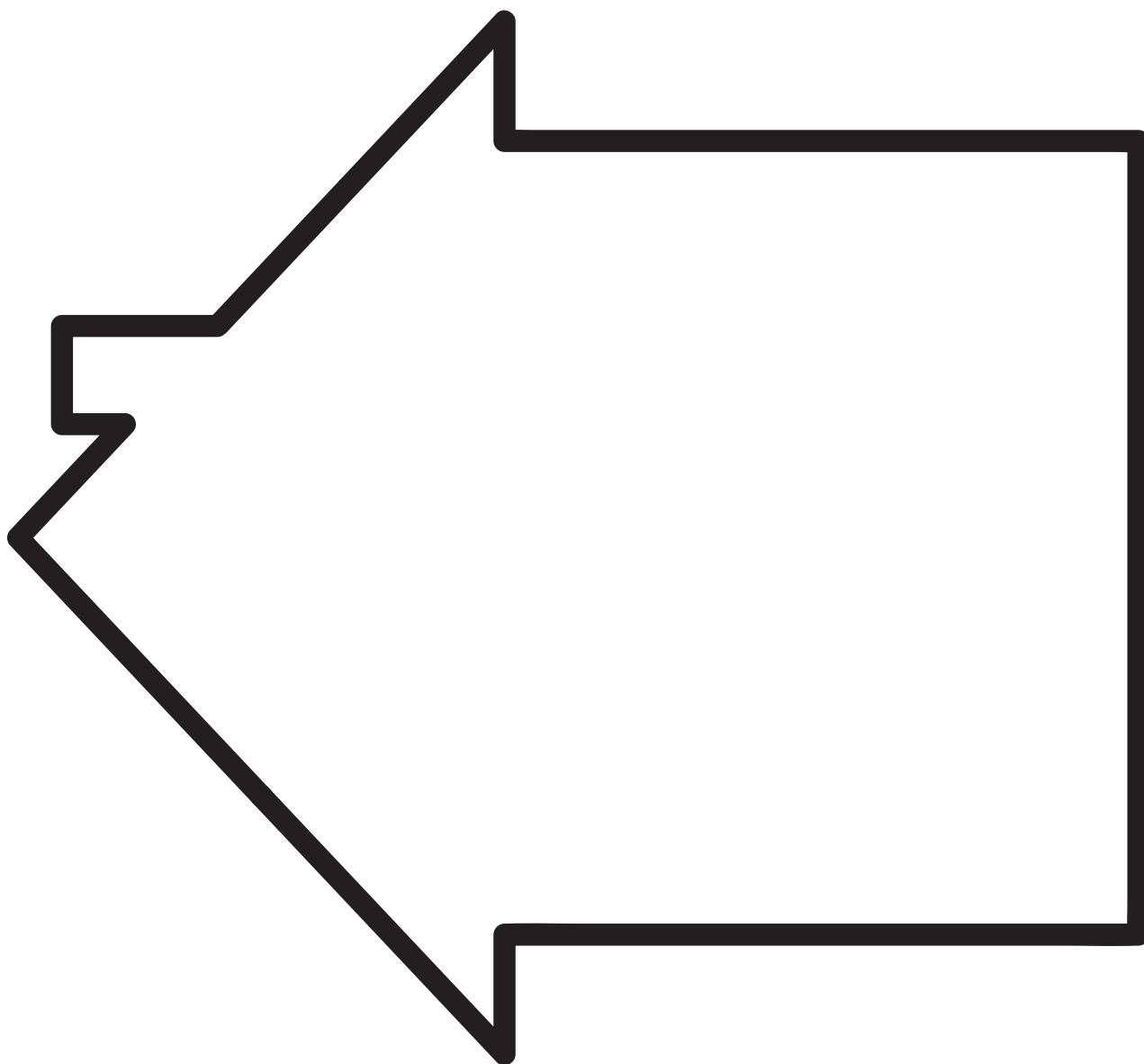
What would make you more likely to tell an inspector what you really think?

What should inspectors avoid doing?

Anything else?

What else do you think Ofsted should know about speaking and listening to children and young people?

Appendix Q: Bring the ratings to life





Exceptional

Strong standard

Expected standard

Needs attention

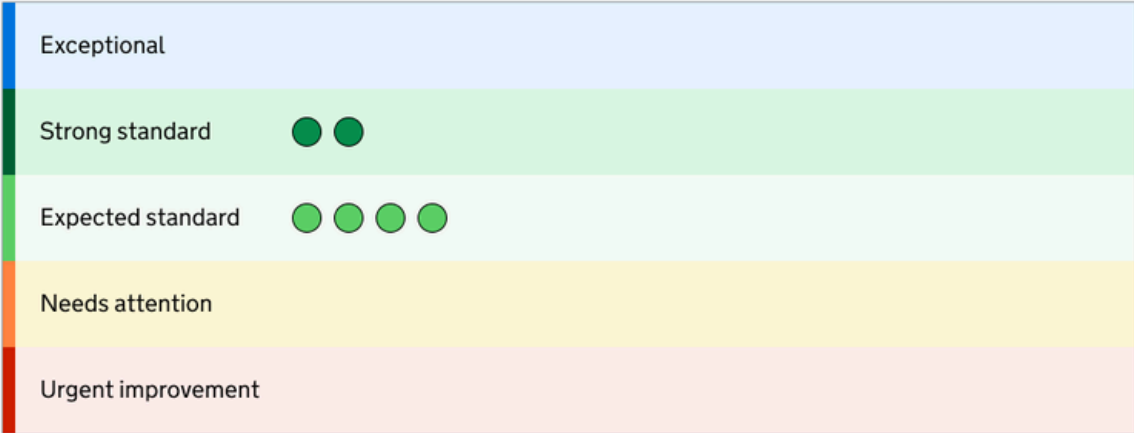
Urgent improvement



MAKES SENSE I understand what this means.	NOT SURE I'm not sure what this is telling me.	CHANGE IT I think Ofsted should use a different word.
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Appendix T: Design your Ofsted report

Children’s services inspection: 19 May 2026



[▶ Our grades explained](#)

What the findings mean for children and families

⌵ [Show](#)

Experiences of children receiving Family Help	Strong standard	●	⌵ Show
Experiences of children in need of protection	Expected standard	●	⌵ Show
Local authority engagement with family networks	Strong standard	●	⌵ Show
Experiences of children in care	Expected standard	●	⌵ Show
Experiences of care leavers	Expected standard	●	⌵ Show
Impact of leaders	Expected standard	●	⌵ Show

Next steps

⌵ [Show](#)

About this inspection

⌵ [Show](#)

Lead inspector:

Joe Bloggs, His Majesty’s Inspector

Team inspector(s):

Joe Smith, His Majesty’s Inspector

Joe Jones, His Majesty’s Inspector

Joe Woods, His Majesty’s Inspector

Download this report

 [19 May 2026: Children’s services inspection \(PDF\)](#)
Published on 8 June 2026

DESIGN YOUR OFSTED REPORT

Use this page to create the kind of Ofsted report you would want to see. Keep, change, add, remove or move anything you like. You can use words, pictures, symbols or your own ideas.

Think about:
What should stand out? What should come first? What would make it easy to understand?