

Inspection 2012

An evaluation report

This is a report on the outcomes of the consultation about the new school inspection arrangements for maintained schools and academies to be introduced in January 2012.

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Introduction

This evaluation report summarises the responses to Ofsted's consultation on the proposals for school inspections from January 2012.

Since March 2011, Ofsted has undertaken a wide-ranging consultation on proposals for new arrangements for the inspection of maintained schools and academies. The consultation has included the publication of a document explaining the proposals and a formal online consultation process.

Along with the formal consultation, Ofsted carried out 145 pilot inspections in May and June 2011 to test the proposals. We also received feedback through formal meetings, conferences, seminars and discussions with: headteachers and school staff; governors; local authorities; the Department for Education (DfE); government officials and ministers; professional and national associations; and parents, carers and children. This report reflects the results of the pilot inspections and the feedback we have received, and notes where issues raised were not identified through the formal consultation.

Background

In November 2010, the government published the schools White Paper *The importance of teaching*, setting out proposals for reforms to the education system in England.¹ These included a number of proposals for the inspection of maintained schools. Where legislative change was necessary, the proposals were reflected in the Education Bill, which was laid before parliament in January 2011.

In response, and to help make sure that inspection has a stronger impact on driving improvement and raising standards, Ofsted developed new inspection arrangements for consultation, which we published in March 2011. As with all new inspection arrangements, we are looking through these new arrangements to raise expectations. At the heart of the proposed changes is the slimming down of the inspection framework. This is intended to give inspectors more time to focus on the overall effectiveness of the school by evaluating four key judgements:

- Achievement
- Quality of teaching
- Leadership and management
- Behaviour and safety.

¹ *The importance of teaching - the schools White Paper 2010*, DfE, 2010; <http://www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper/b0068570/the-importance-of-teaching/>.

We think it is essential that we focus on what really matters in a school to ensure that pupils achieve well. This is why we also proposed a renewed focus on the teaching of early reading and literacy.

At the same time, we are continuing our increasingly proportionate approach to the timing of school inspections. The proposed new arrangements take into account the proposals in the Education Bill that most schools judged outstanding at their previous inspection will not be subject to routine inspections unless concerns are raised through our risk assessment. Under the proposals, most schools judged good at their previous inspection will be inspected within five years. This will allow us to increase our focus on schools that are inadequate and those that are satisfactory where standards are not improving or are slipping.

Part A of this report outlines the overall main findings from the consultation, before outlining the key issues raised and Ofsted's proposed way forward. Part B notes the key findings from the pilot inspections and notes the next steps. This is followed by a number of annexes providing further background information, including details of how the consultation was conducted and who responded.

What will happen next?

Next steps

On 30 September 2011, Ofsted will publish the key draft documents setting out the arrangements for inspection, which include:

- an inspection framework in draft form, until the Education Bill becomes law, setting out the overarching arrangements for the inspections of maintained schools in England
- a draft inspection evaluation schedule, setting out the grade criteria against which inspectors will make their judgements and provide outline guidance about the evidence that inspectors will gather during an inspection.

Following publication of the new draft inspection framework and other documentation in September, Ofsted will organise a series of dissemination conferences for local authorities, school leaders, union representatives and other stakeholders in October. In addition, many headteachers, governors and local authority staff from across the country have been invited to local events organised by local authorities and others to hear a presentation by Her Majesty's Inspectors (HMI) on the new framework.

Following the Education Bill becoming law, the final version of the inspection documents will be posted on Ofsted's website.

There will be a programme of intensive training for all inspectors who are involved in maintained school inspections between September and December 2011 so that they are familiar with the new inspection arrangements that will begin in January 2012.

Part A. Analysis of consultation responses

Key findings

Overall, the responses to the consultation were generally in favour of Ofsted's proposals. The following are the key findings.

- A large majority of respondents agreed with the proposed approaches to judging the quality of teaching (80%), behaviour and safety (73%), and leadership and management (79%).
- Sixty eight per cent of respondents agreed with the proposals for judging achievement and 55% were in favour of our proposals for taking account of value-added (VA) data in place of contextual value-added (CVA) data. Some concerns were expressed about how we would take a school's context into account, and in particular the achievement of pupils with special educational needs.
- The reduction in the number of inspection judgements was welcomed and the majority of respondents were in favour of integrating the evaluations of the sixth form and the Early Years Foundation Stage within the four key judgements rather than reporting them separately in the main school report.
- Sixty per cent of respondents were in favour of the proposals for risk assessment but there were some concerns about how parents' and carers' views would influence the selection of schools for inspection.
- Sixty per cent of respondents supported the proposals to shorten the timescales for monitoring visits to schools that require a notice to improve or special measures.
- A similar percentage of respondents agreed with the proposal that Ofsted should respond positively to most requests for inspection.

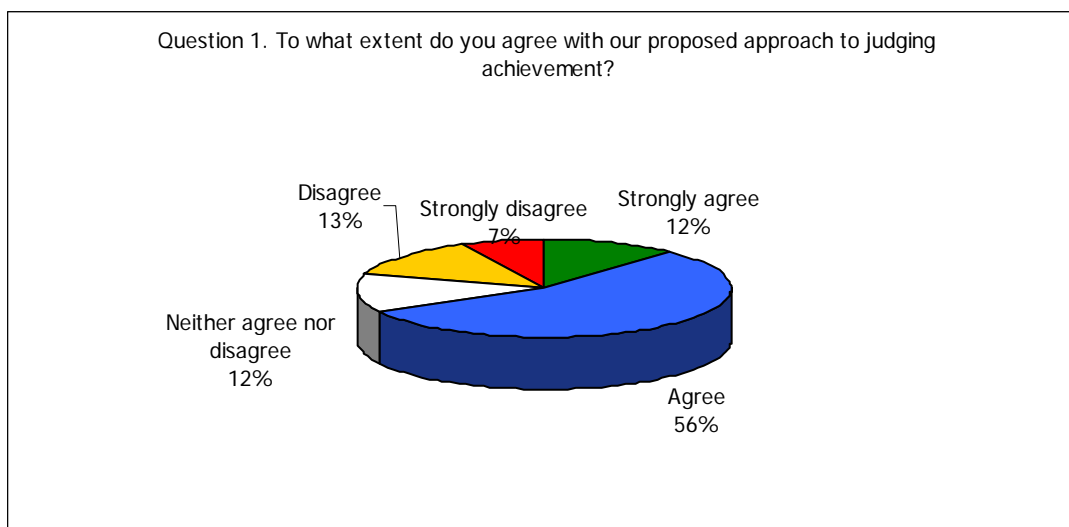
Analysis of responses to consultation questions

Q1. To what extent do you agree with our proposed approach to judging achievement?

Q2. Do you have any comments or suggestions on our approach to judging achievement?

Over two thirds of respondents either strongly agreed or agreed with our proposed approach to judging achievement. There was strong support among headteachers, with 71% responding favourably. Just over half (51%) of teacher respondents were also in support of the proposed approach, while

nearly a third (32%) disagreed. The large majority of local government representatives (78%), and school governors (78%) responding to this question registered their overall approval.



The Ofsted Parents' Panel² was asked a very similar question, with around nine in ten respondents (87%) agreeing that the achievement of pupils in schools should be based collectively on the areas outlined in the consultation document.

A common concern emerging from the comments received was about judging the achievement of pupils with special educational needs. Respondents highlighted the need for flexibility in judging both the progress of individuals and of groups of varying abilities and aptitudes. Some respondents suggested that, for young people with special educational needs, Ofsted should judge achievement in a wider context, taking account of independence, social and communication skills.

Respondents perceived the removal of CVA measures as a further potential disadvantage for special schools or schools with significant proportions of disabled pupils, pupils who have special educational needs or both such groups of pupils. In addition, the Equality and Human Rights Commission (EHRC) noted that judgements should include equality outcomes for the full range of pupils with protected characteristics under the Equality Act 2010, not just disabled pupils and pupils who have special educational needs.

There was considerable support for the increased emphasis on attainment and progress in reading. Many respondents acknowledged the importance of reading as the key to accessing the rest of the curriculum. However, many expressed the view that inspection should place the same emphasis on writing, which, in their experience, was generally weaker. For secondary

² The Ofsted Parents' Panel is a consultative group formed in 2009 involving 1,600 parents and carers.

schools, many felt that the focus should be on numeracy as well as literacy. Some respondents also viewed the introduction by the government of a phonic screening check for six-year-olds as potentially problematic. They cited issues such as children's different starting points, pupil mobility, pupils with special educational needs, pupils who speak English as an additional language and school context (in the absence of CVA data) as key factors influencing reading standards.

There were concerns, particularly from some professional teaching bodies, that the proposals lacked clarity as to how they would work in practice, for example how achievement for pupils with special educational needs would be judged. But there was clear support for what some respondents saw as a better balance between attainment and progress in reaching the judgement on achievement.

Proposed way forward

The evaluation schedule will make clear that inspectors will judge achievement by taking account of standards of attainment, progress made by pupils in recent years, and the learning and progress of pupils currently in a school. Inspectors will also take account of how well different groups of pupils are achieving, including those who have special educational needs and/or disabilities and those who are looked after, and any differences between the achievement of different groups of pupils and that of all pupils nationally. Ofsted will provide clear guidance to inspectors on the protected characteristics that are identified in the Equality Act 2010. Pupils' learning and progress, as well as their attainment, will continue to be considered together in judging achievement. In this way, schools that enable pupils with very low attainment on entry to school to make good and outstanding progress will be recognised for their effectiveness.

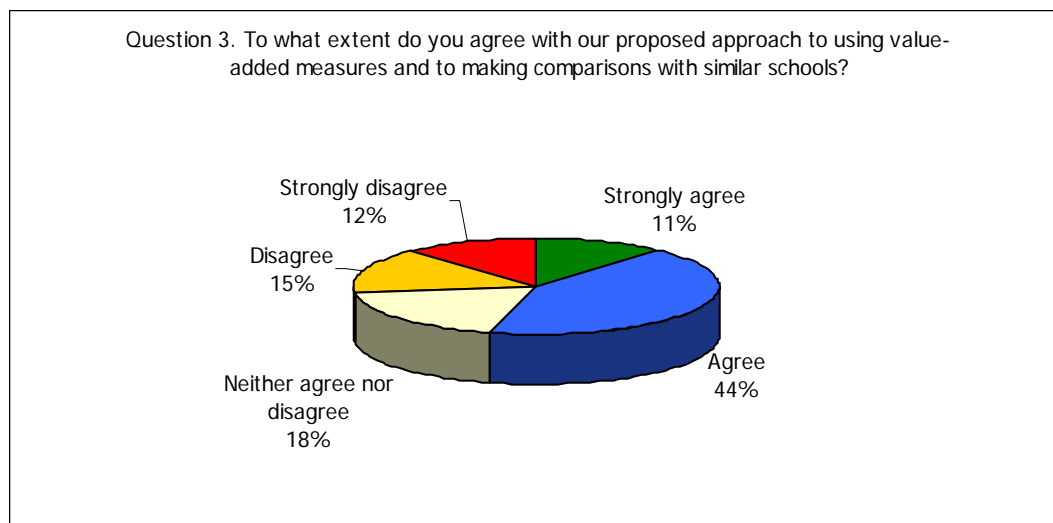
The evaluation schedule will provide a greater focus on reading, particularly at Key Stages 1 and 2. Inspectors will draw on a wide range of evidence, such as the results of national tests, the evaluation of a school's own assessments of standards of reading, and listening to pupils read. In addition, specific training for all inspectors involved in school inspections on the teaching of reading, particularly phonics, and literacy across the school will be implemented during autumn 2011. Ofsted will provide additional guidance for inspectors and schools on how the inspection of early reading will be undertaken during inspections beginning in January 2012. This guidance will be published on Ofsted's website.

Inspectors will continue to reach their judgements taking into account a school's specific circumstances and the school's own assessment of its performance. In doing so, inspectors will continue to give high priority to engaging with a school's senior leaders.

Q3. To what extent do you agree with our proposed approach to using value-added measures and to making comparisons with similar schools?

Q4. Do you have any comments or suggestions on our proposed approach to using value-added measures and to making comparisons with similar schools?

The majority of responses to this proposal were positive. Fifty four per cent of headteachers favoured the proposed approach. Responses from teachers were split with 42% agreeing and 41% disagreeing overall. Nearly two thirds of local government representatives (61%) and some 57% of governors also responded positively.



Almost two thirds (65%) of parents agreed with Ofsted's proposed approach for making comparisons with similar schools. Also, participants in the Ofsted Children and Young People's Panel ('Your say')³ were more likely to agree than disagree that schools should be compared with other schools in order to assess how well they are doing (47% agreed and 33% disagreed).

Those against the removal of CVA measures viewed a school's context as key and considered VA measures as an overly simplistic approach that failed to take account of the challenging circumstances in which many schools work. These respondents suggested that in areas of high deprivation, for example inner-city schools, data analysis based on VA measures would be likely to lead to unfair outcomes. The Association of School and College Leaders (ASCL) suggested that the problems inherent in the statistical model used to calculate CVA would still be present in the model used for VA calculations. Professional associations were keen to understand what VA measures would be used in future. The Cambridge Primary Review was keen that changes to VA

³ The Ofsted Children and Young People's Panel ('Your say') is made up of 1,000 children and young people aged 11 – 18 (up to the age of 25 if they are disabled and/or have learning difficulties) representative nationally in terms of region, gender and age.

measures were fair and should not act as a disincentive for schools to admit pupils from disadvantaged backgrounds.

Supporters of the introduction of VA measures welcomed the proposals to measure the progress of pupils from the point of entry to a school and to use progress measures over a three-year trend.

In the pilot inspections in summer 2011, the absence of CVA measures did not present a significant issue and did not hamper the inspection. In many cases, school staff welcomed the clearer focus on the progress that individual pupils make and inspectors felt that the dialogue about pupils' progress with senior leaders was more meaningful. There was a clear account of school context by looking at the progress measures for different groups of pupils and comparing the school's performance with progress for these groups nationally.

Proposed way forward

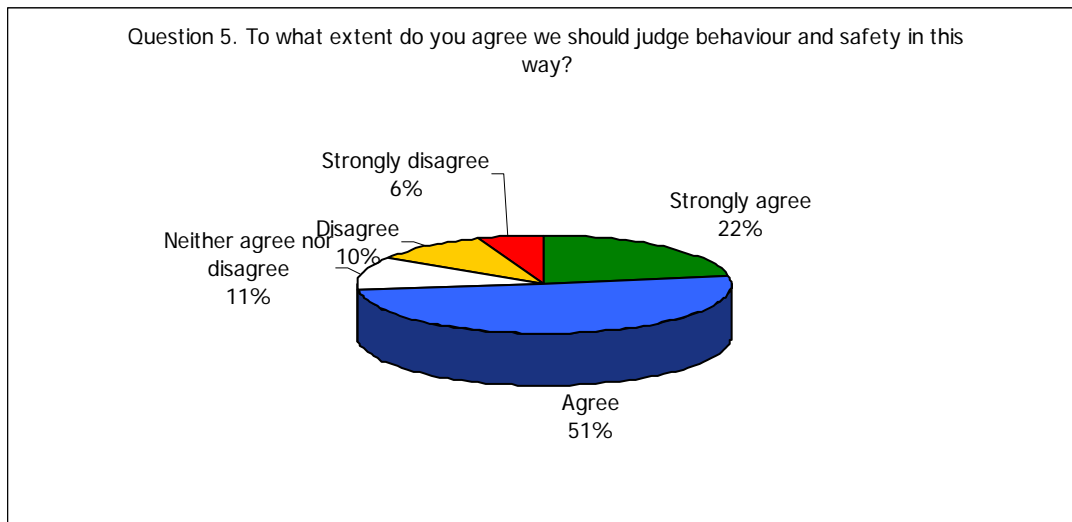
The new evaluation schedule will ensure that inspectors take account of a school's context by considering the progress of different groups of pupils, based on their starting points. Ofsted will use VA measures that will enable inspectors to evaluate the progress of all pupils and that of different groups of pupils, such as those known to be eligible for free school meals; those who have special educational needs; disabled pupils; pupils from minority ethnic groups; and looked after children. In addition, inspectors will take account of how well a school is helping pupils to overcome particular barriers to learning.

The context of a school will be taken into account through the provision of more detailed information on different groups of pupils' prior attainment, and the introduction of new data, including information about pupils' primary type of special educational need.

Q5. To what extent do you agree we should judge behaviour and safety in this way?

Q6. Do you have any comments or suggestions on how we intend to judge behaviour and safety?

A large majority of respondents either agreed or strongly agreed with our proposals for judging behaviour and safety. More than three quarters of headteachers agreed with the approach, while only a few registered disagreement. The proposal also met with the approval of two thirds of teachers while a fifth disagreed. Support was also strong among governors and local government representatives, with both groups registering high net approval ratings.



Parents were in strong agreement with Ofsted's proposals for judging pupils' behaviour and safety with a very large majority (94%) of parents from the Ofsted Parents' Panel agreeing with the proposals.

This question elicited many positive responses from respondents to the online consultation, including the following:

'This both clarifies and strengthens the criteria set out in the 2009 Evaluation Schedule.' (Governor)

'Completely agree with this. Neither disruptive nor threatened pupils thrive in schools.' (Headteacher)

'I think that the outline proposal of how to judge behaviour is sensible and not using information that is irrelevant. The proposal would provide a great deal of information about behaviour that would accurately reflect the behaviour and ethos of the school.' (Teacher)

'This would help schools develop a consistent approach to behaviour, safety and social skills.' (Teacher)

There were some concerns about the proposed approach but they appeared to focus mainly on including attendance and punctuality as aspects that contribute to the overall judgement on behaviour and safety.

However, others viewed attendance and punctuality as having more to do with the leadership and management of a school or contended that there was no direct correlation between attendance and behaviour ('Poor attenders can behave very well'). Whatever the reason cited, these respondents wanted greater acknowledgement of the considerable efforts that schools make in order to bring about improvements in this area. Punctuality and attendance could be an even bigger challenge in the context of special schools and pupil referral units. Therefore, some respondents felt that the focus should be on

the effectiveness and appropriateness of the systems and policies to tackle poor attendance and punctuality.

There were some who suggested that, since many schools surveyed their parents and pupils on behaviour and safety, inspectors should take account of the outcomes from these surveys in making this judgement. Both parents from the Ofsted Parents' Panel and children and young people felt strongly that Ofsted should consider their views. Around three quarters of pupils and nearly nine out of ten parents felt inspectors should take account of their views when judging behaviour.

The National Society for the Prevention of Cruelty to Children (NSPCC) acknowledged that some significant gains had been achieved following the increased focus on safeguarding by inspectors when the current inspection framework was introduced in 2009. This organisation wanted to be reassured that any changes would not see important gains lost in this area.

Young people from the 'Your Say' panel overwhelmingly considered that inspectors should assess whether or not schools protected pupils from bullying when judging behaviour and safety (86%).

Proposed way forward

Ofsted is aware that it has played a part in the improvements achieved by schools in the arrangements for safeguarding pupils. The importance of the key measures undertaken by schools will continue to be evaluated by inspectors.

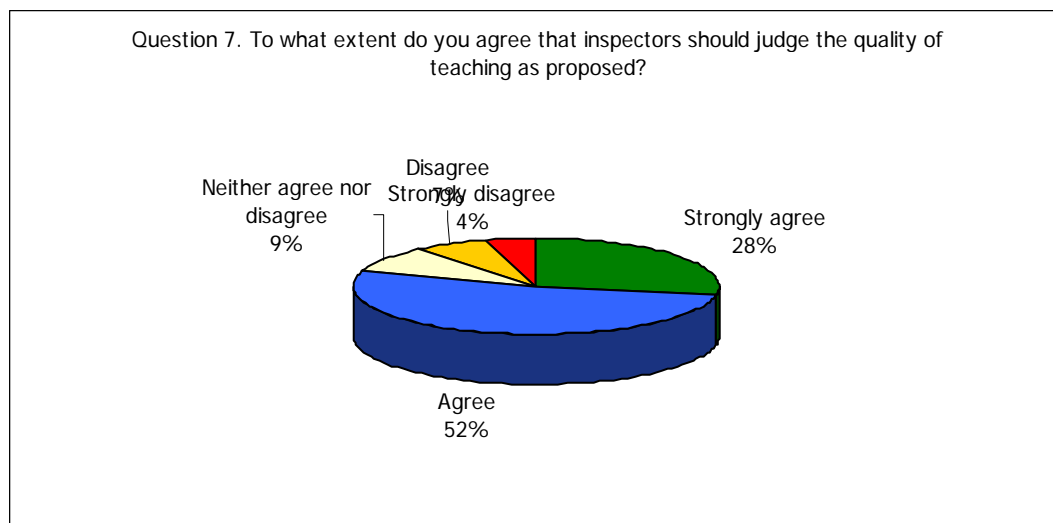
The evaluation schedule will continue to take into account the views of parents and pupils during an inspection, particularly when judgements are made about behaviour and safety. However, in making this judgement, inspectors will give greater weight to the views of parents, carers and pupils. They will also spend more time collecting and considering a wide range of evidence from observations of pupils' attitudes and behaviour in lessons and around the school, through school records, and through discussions with pupils, staff and senior leaders.

Ofsted believes that attendance should remain an important element of the judgement on behaviour and safety for two main reasons. Firstly, patterns of attendance for particular groups or individuals and the school's response to their attendance provide an insight into the school's approach to safeguarding and pupils' safety. Secondly, patterns of attendance provide evidence of the pupils' and parents' engagement in the education the school provides.

Q7. To what extent do you agree that inspectors should judge the quality of teaching as proposed?

Q8. Do you have any comments or suggestions on how we intend to judge the quality of teaching?

Many respondents were positive about the proposed approach to judging the quality of teaching. Some 86% of responses from headteachers were positive, while only 8% were negative. Two thirds of teachers also registered their approval, while a fifth disagreed overall. Very large majorities of local government representatives and governors responded favourably overall.



A very large majority (95%) of parents responding through the Ofsted Parents' Panel agreed with Ofsted's proposals for judging the quality of teaching.

Many of the respondents to the consultation welcomed the increased emphasis on the quality of teaching, which they saw as key to whole-school performance. Indeed, there were some very positive comments, for example:

'It's important that pupils get the right body of essential knowledge and skills.' (Governor)

'Clear and sensible criteria.' (Headteacher)

By and large, more lesson observations (particularly whole lessons), more time spent by inspectors in the classroom, more scrutiny of pupils' work, greater use of a school's own data, increased involvement of senior school leaders, and discussions with pupils were welcomed. Many pupils on the 'Your Say' panel commented on the importance of talking to pupils about teaching and learning on inspection, as in this typical comment:

'I would talk to a few pupils from a few classes and ask them how they think the school is improving and how much they are learning.'

These and many other suggestions received from these respondents would help the inspection judgement on the quality of teaching to be more than just a snapshot. For example, the General Teaching Council (GTC) indicated that inspection needed to illuminate a school's grasp of its own teaching quality and measure the effectiveness of its improvement-related activity. The Cambridge Primary Review was keen for inspection to look at teaching across the whole of the curriculum and suggested a separate judgement on the quality of the curriculum.

During the consultation, some professional bodies and individual teachers and headteachers expressed a desire for the inspection of the teaching of reading not to focus exclusively on the use of synthetic phonics. There was a view that to become too wedded to this may adversely affect schools where standards are already high and pupils read well. In addition, some teachers and headteachers expressed concern at the use of the screening check on phonics by inspectors.

Proposed way forward

Ofsted believes that the provision of high quality teaching and its positive impact on pupils' learning and their rate of progress is the core purpose of schools. We will proceed with the proposals for judging the quality of teaching and will expect inspectors to gather as much evidence as possible through lesson observations. We will give particular emphasis to considering the progress pupils make over time through discussions with pupils and staff, scrutinising school records and pupils' work in a range of subjects.

Ofsted has always focused on the outcomes being achieved by pupils and students. We propose that inspectors should give a greater focus to how well pupils are achieving in reading and consider whether, for example, they are reading as well as they should and whether the teaching of reading is sufficiently effective in Year R and Year 1. If pupils are achieving well and making good progress, inspectors will report positively on this. Where pupils are not making good progress in reading or are not acquiring the necessary skills, inspectors will assess the school's approach to the teaching of reading in more depth. There will be a clear expectation that pupils should be taught in a systematic way to develop their phonic knowledge and skills. Where weaknesses exist, inspectors will be expected to identify these clearly in the inspection report.

When the phonics screening check for six-year-olds is introduced by the government in 2012, inspectors will discuss the findings with senior leaders and teachers so that a clear understanding of the findings can be reached. Inspectors will not use the results of the screening check to compare one school with another but will use the evidence to determine whether individual

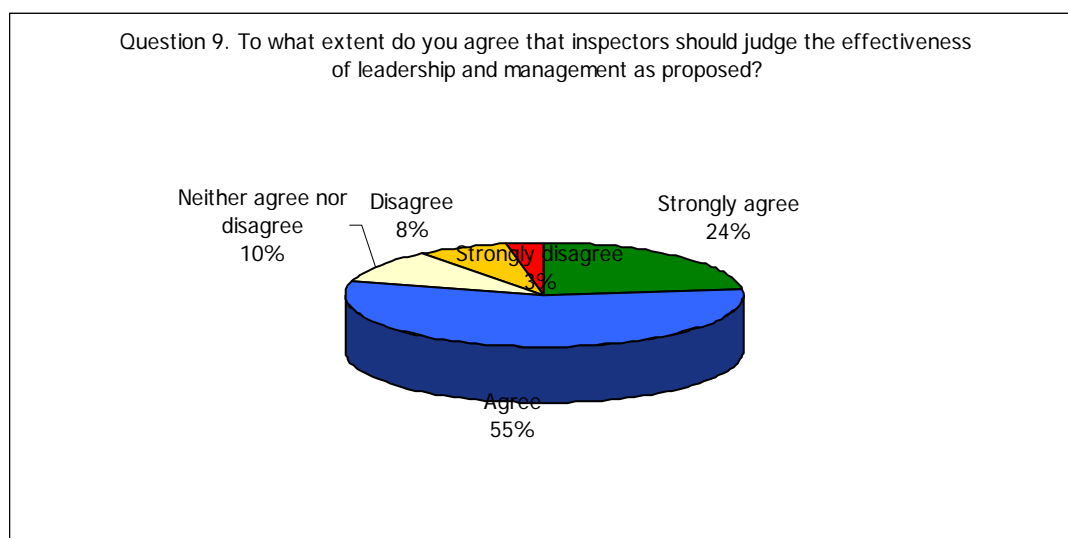
pupils are reaching or likely to reach their full potential and what the school is doing to address the needs of weaker readers.

The evaluation schedule will require inspectors to evaluate the teaching of reading, taking into account the effectiveness of any teaching approaches used, including those based on the systematic teaching of phonics. All inspectors will receive additional training on inspecting early reading, including the systematic teaching of phonics, before the implementation of the new framework in January 2012.

Q9. To what extent do you agree that inspectors should judge the effectiveness of leadership and management as proposed?

Q10. Do you have you any comments or suggestions on how we intend to judge the effectiveness of leadership and management?

The large majority of respondents either agreed or strongly agreed with the proposed approach to judging the effectiveness of school leadership and management. Eighty four per cent of headteachers and 71% of teachers were positive about the proposal. The consultation recorded very high net approval ratings in responses from inspectors, governors and local government representatives.



The proposals also met with strong approval from parents, with 90% of respondents to the Ofsted Parents' Panel survey agreeing with the approach.

Some professional associations considered that the proposals did not represent a genuine slimming down of the framework and were combining existing aspects under the single heading of leadership and management. Other organisations considered that some important areas were being lost. For example, Barnardo's urged Ofsted to continue evaluating how schools supported the social and emotional well-being of their pupils. This was especially important for those children whose difficulties at home resulted in

disruptive behaviour in the classroom. A large number of respondents regretted the removal of the self-evaluation form (SEF).

There was also some concern expressed about the proposal that inspectors would take account of a school's curriculum as part of the judgement on leadership and management. The Cambridge Primary Review, for example, thought that without a separate curriculum judgement there was a risk that inspection would develop a narrow focus only on those subjects for which there were national benchmarked attainment and VA data.

Proposed way forward

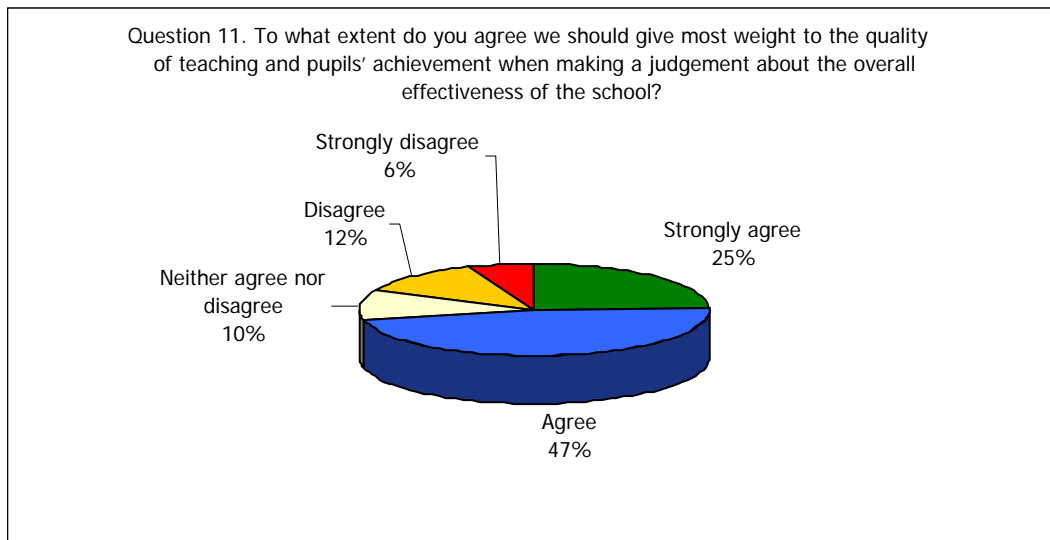
Although the online SEF and guidance will no longer be available from September 2011, inspectors will continue to assess the quality of the school's self-evaluation when judging leadership and management. In addition, inspectors will continue to take account of how well leaders and managers, including governors, understand the strengths and weaknesses of the school. Inspectors will consider the effectiveness of action taken to promote improvement, particularly in teaching, and how well leaders and managers at all levels enable pupils to overcome particular barriers to learning. In doing so, inspectors will assess how well the school has developed and modified its curriculum to best meet the needs of its pupils. Inspectors will also take account of the school's arrangements for safeguarding its pupils as an essential responsibility of school leaders, including governors.

Ofsted will ensure that the evaluation schedule places greater emphasis on the evaluation of the curriculum and the contribution it makes to pupils' achievement, to their behaviour and safety, their spiritual, moral, social and cultural development and will be central to the judgement on leadership and management. Inspectors will be guided to take account of pupils' learning and progress in subjects and activities across the curriculum through their observations, scrutiny of pupils' work and discussions with pupils and staff. An evaluation of the effectiveness of the curriculum in meeting the needs of all pupils will be a key aspect of every inspection report.

Q11. To what extent do you agree we should give most weight to the quality of teaching and pupils' achievement when making a judgement about the overall effectiveness of the school?

Q12. Do you have you any comments or suggestions about the proposal for judging the quality of the school?

The large majority of respondents either agreed or strongly agreed with the proposal to give greater weight to the quality of teaching and pupils' achievement in reaching the overall effectiveness judgement. Some 73% of headteachers and 63% of teachers registered a positive response, although just under a quarter of teachers disagreed overall. There was strong support for this approach from inspectors, local government representatives and governors.



Most parents and pupils were also in agreement with this proposal. Ninety three per cent of parents and pupils said that inspectors' primary focus in judging overall effectiveness should be the quality of teaching and how well pupils achieved.

Some of the comments received included:

'If the progress is genuinely taken into account this is an important step and will recognise the hard work of a school in narrowing the gap, even if they miss out on being "at national levels of attainment". It is always something we strive to achieve and exceed but sometimes recognition that a child has made exceptional progress but falls short of the national Level 4 would be appreciated. This proposal seems to address this issue.'
(Headteacher)

'This has been the core of everything we do and it seems we have resumed our focus on the child's development.'
(Headteacher)

'Quality of teaching is vital and I would strongly agree.'
(Parent)

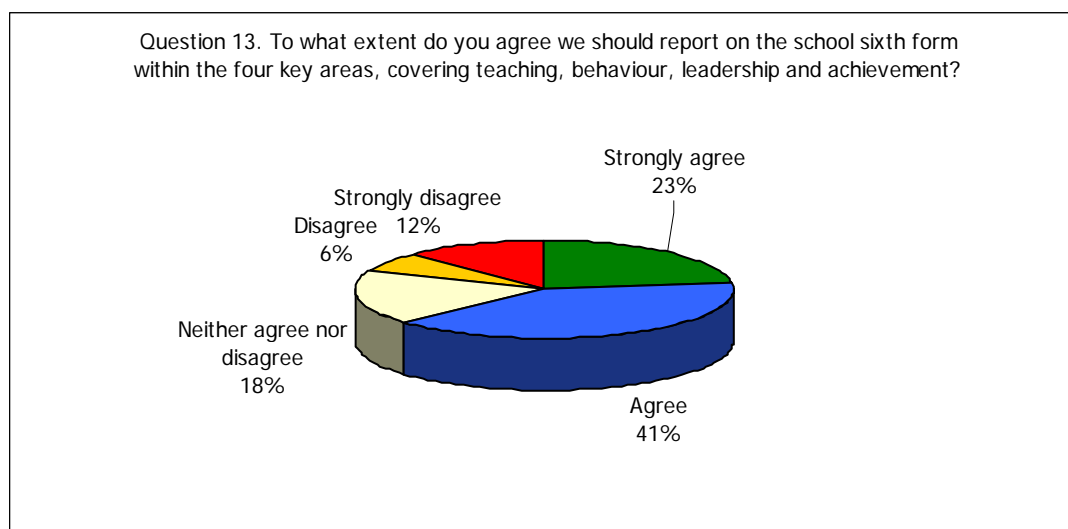
Proposed way forward

The evaluation schedule will set out clear criteria for judging the work of schools that are based on how well schools meet the needs of all pupils. When pupils' needs are not met, resulting in underachievement, pupils feeling unsafe, or spiritual, moral, social and cultural development that is poor, it is highly likely that the school will be placed in a category of concern. Similarly, schools are unlikely to be judged outstanding unless the great majority of pupils' learning and development needs are being met successfully through high quality teaching.

Q13. To what extent do you agree we should report on the school sixth form within the four key areas, covering teaching, behaviour, leadership and achievement?

Nearly two thirds of all respondents registered positive overall responses. While some (18%) disagreed overall, an equal proportion neither agreed nor disagreed. It is worth noting that significantly lower numbers of respondents to the consultation responded to this question. For instance, only 42% of headteachers who took part in the consultation responded to this specific question. This may reflect the fact that there are considerably fewer secondary headteachers than there are primary headteachers and still fewer headteachers of secondary schools with sixth forms.

Of the headteachers who responded, two thirds were in support, some 12% were against, while just over a fifth neither agreed nor disagreed. Teachers were less enthusiastic with 57% responding positively. While 18% disagreed overall, nearly a quarter did not express a preference. As with headteachers, significantly fewer teachers responded to this question, with nearly a third making no response of any kind. The large majority of governors (77%)⁴ was in favour of reporting on the effectiveness of sixth form provision within the four key areas, as were some 60% of local government representatives. Professional associations had mixed views on this issue.



Pupils were less supportive of this proposal with just over half (54%) of the 'Your Say' panellists agreeing that the sixth form should be included in the other key judgements about a school. A quarter disagreed. Panellists who were in the sixth form were more likely than younger pupils to disagree (38% compared to 24%).

⁴ This figure should be viewed with caution given that only 56% of governor respondents responded to this question, so the number of respondents to this question from this group was relatively small.

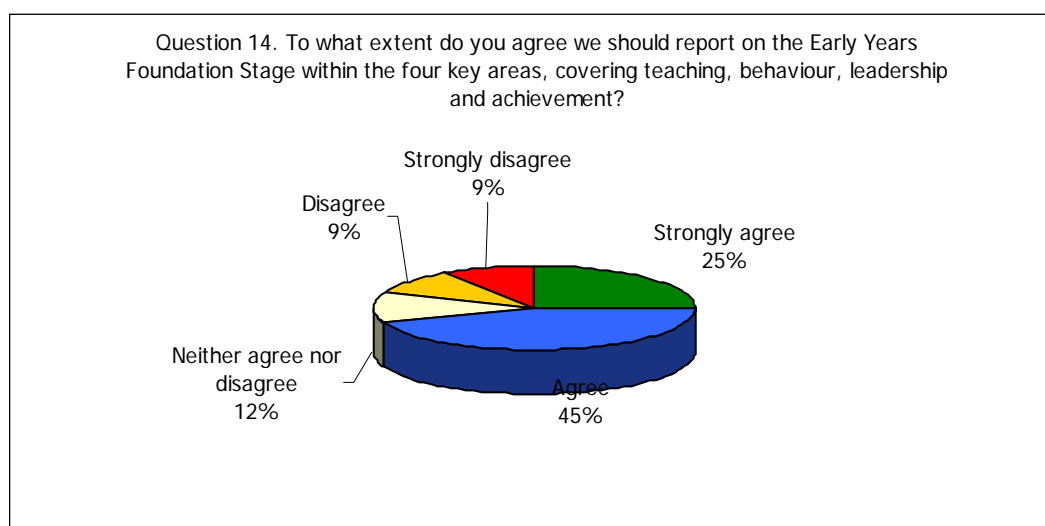
Proposed way forward

Ofsted proposes to include a written evaluation of sixth form provision but it will not be graded or reported on separately within the inspection report. Particular strengths and weaknesses of sixth form provision will be identified in the published report. The quality of provision for the sixth form will be taken into account by inspectors when evaluating the quality of the school.

Q14. To what extent do you agree we should report on the Early Years Foundation Stage within the four key areas, covering teaching, behaviour, leadership and achievement?

The large majority of respondents either agreed or strongly agreed with this approach. Just over a quarter of the headteachers who responded to the consultation did not answer this question. Of those who responded, 79% were in favour of the proposal. The professional associations had mixed views on this issue.

Based on those who did respond to the question, there was considerable support among governors and inspectors. Support from local government representatives, although in the majority, was less enthusiastic, with 58% favouring the proposed approach to reporting on the Early Years Foundation Stage. Sixty per cent of teachers responded positively. However, some 29% of local government representatives registered an overall negative response.



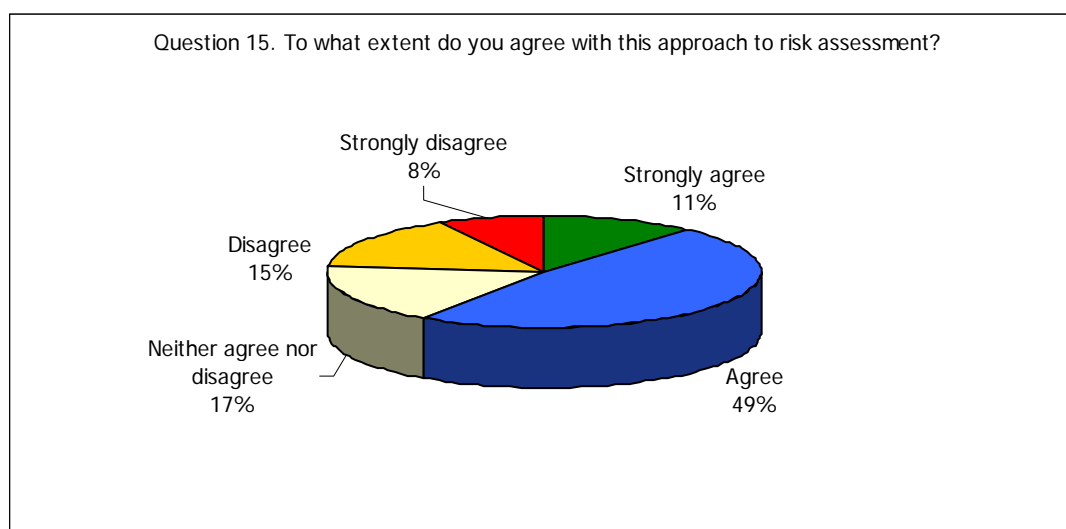
Proposed way forward

Ofsted will require inspectors to report on any strengths or weaknesses in the Early Years Foundation Stage within the four key judgements on teaching, achievement, behaviour and leadership. The quality of provision for the Early Years Foundation Stage will also be taken into account by inspectors when evaluating the overall effectiveness of the school.

Q15. To what extent do you agree with this approach to risk assessment?

Q16. Do you have any comments or suggestions about how we might improve it?

The majority of respondents were in favour of our proposed approach to risk assessment. Some 61% of headteachers supported the approach while 23% were against. A majority of teachers (53%) registered a positive response, while just under a quarter (24%) either disagreed or strongly disagreed. Although two thirds of governors were in support, inspectors were less enthusiastic (56%), with some 30% disagreeing overall. Support from local government representatives stood at 64%. The submission from the Association of Directors of Children’s Services (ADCS), in common with some other professional associations, requested greater clarity about the risk assessment process.



Some respondents expressed concerns about the potential for biased, vexatious or vocal minorities of parents exercising a disproportionate influence over a school’s inspection cycle. Although some respondents considered our proposed approach as interesting, there were some reservations about the possible rigour of the process and the take-up of the online parental survey.

Parents and carers were more positive about the proposal to take their views into account in deciding if and when to inspect a school. Around seven in ten respondents on the Ofsted Parents’ Panel agreed that Ofsted should take on board the views of parents/carers in this way. Children and young people want a high level of involvement from parents and carers in how Ofsted selects schools for inspection. Two thirds of the ‘Your Say’ panellists agreed that inspectors should consider the views of parents and carers in deciding when to inspect a school. In contrast, 14% disagreed with this, rising to 20% of those aged from 14 to 16.

Some organisations, such as Mencap, NSPCC and many teaching associations did not agree with any risk assessment process, as they believe all schools should be inspected regularly to check arrangements for safeguarding.

While the feedback from the consultation suggested that it was generally accepted that parents' and carers' views were significant and should be part of the risk assessment process, there was some concern expressed about whether they would be representative of a parent body as a whole. The National Association of Headteachers (NAHT) commented:

'It is right that where appropriate Ofsted should listen to the views and concerns of parents – however, they must remain mindful of and have robust systems to deal with persistent and/or vexatious complainants.'

Proposed way forward

Ofsted will review and publish on its website during autumn 2011 the range of evidence used for the annual risk assessment so that schools are fully informed of the evidence being used for this.

We intend to improve the range of evidence used for risk assessment purposes by asking parents and carers to provide their views of the school their child attends on a new online questionnaire called 'Parent View' to be launched in October 2011.

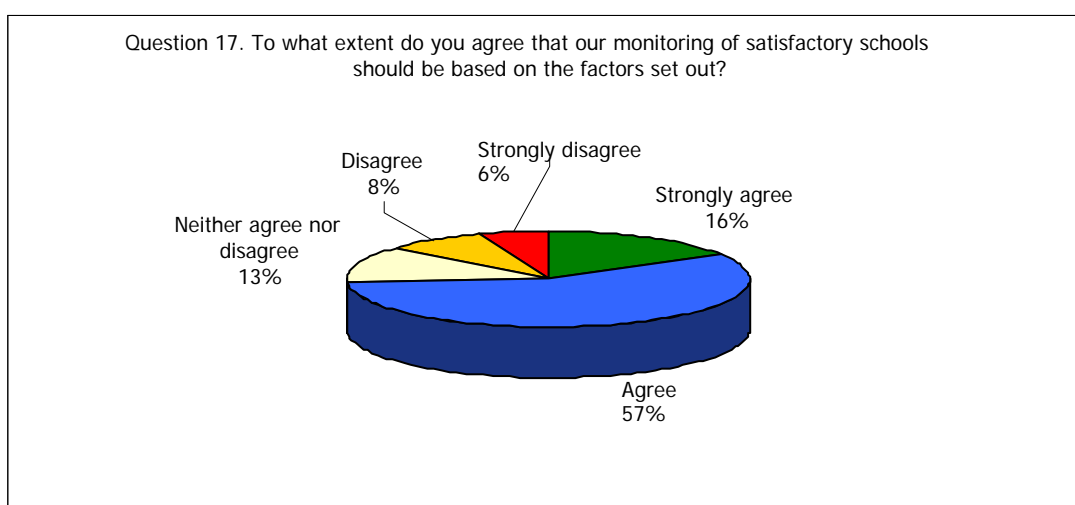
For each question in the 'Parent View' survey, parents and carers will be able to choose from a number of different responses to express their views. Parents will not be able to reply using free text. The information will contribute to the annual risk assessment process that is undertaken to determine if and when to inspect a school. Ofsted would be unlikely to inspect a school solely on the basis of information gathered through the responses made on the 'Parent View' website. Rather, this information will contribute to the range of indicators used to assess risk, including information on current attendance, standards of attainment and rates of progress, including the progress of pupils who have special educational needs and other groups of pupils, such as those from minority ethnic backgrounds.

In addition to the risk assessment process, if significant concerns about safeguarding or welfare are brought to Ofsted's attention, then the Chief Inspector may exercise his or her power, under section 8 of the Education Act 2005, to inspect a school.

Q17. To what extent do you agree that our monitoring of satisfactory schools should be based on the factors set out?

Q18. Do you agree that we should inspect a satisfactory school sooner when our monitoring indicates that it is making inadequate progress?

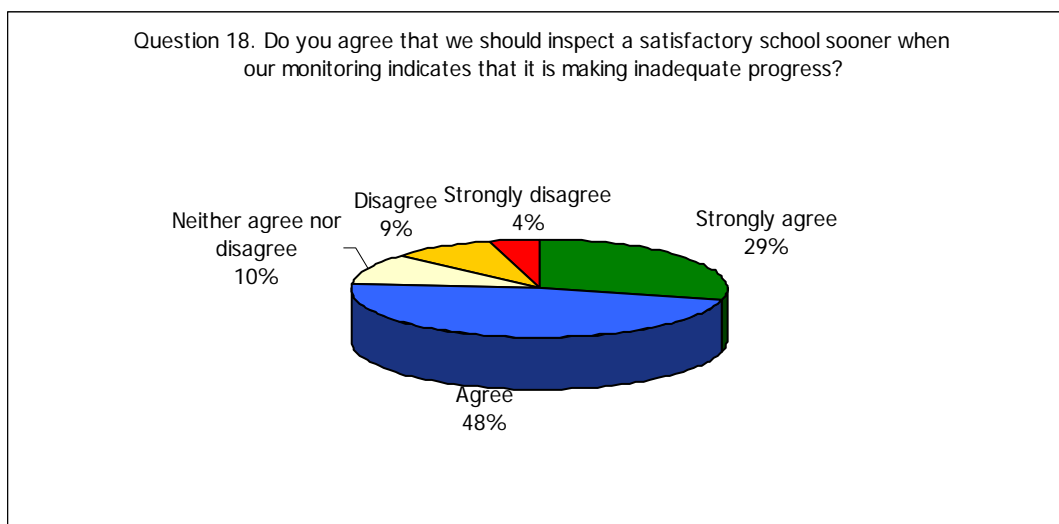
Nearly three quarters of all respondents either agreed or strongly agreed with the proposals to target inspection resource at the satisfactory schools that needed it most. There was overwhelming support from inspectors and strong support from governors, local government representatives and headteachers. Although teachers registered their support overall (56%), just under a quarter disagreed with the proposed approach. However, a fifth of teachers neither agreed nor disagreed.



Overall, parents were in favour of this proposal with 90% of parents on the Ofsted Parents' Panel agreeing. Pupils from the 'Your Say' panel told us that a satisfactory school should be inspected when there is evidence of significant disruptive behaviour and 96% of parents agreed.

Over three quarters of all respondents either agreed or strongly agreed with the proposal that Ofsted should inspect a satisfactory school sooner when our monitoring suggested it was making inadequate progress. Some 76% of headteachers responded positively. A majority of teachers (63%) registered an overall positive response while over a fifth (22%) disagreed.

Those with concerns about this approach thought that, potentially, increased monitoring may have a negative impact on some schools, for example, morale could be adversely affected if school staff felt under constant scrutiny.



Proposed way forward

Ofsted will focus its efforts and resources on schools where progress may have stalled or where pupils may not be progressing at the expected rate. In addition, particular focus will be given to schools where behaviour is satisfactory at the previous inspection. Ofsted intends to strengthen the monitoring of satisfactory schools and target inspection to bring about more rapid improvement in schools where improvements are not taking place or are not taking place quickly enough.

Q19. To what extent do you agree that we should shorten the timescale for monitoring and re-inspecting schools with a notice to improve?

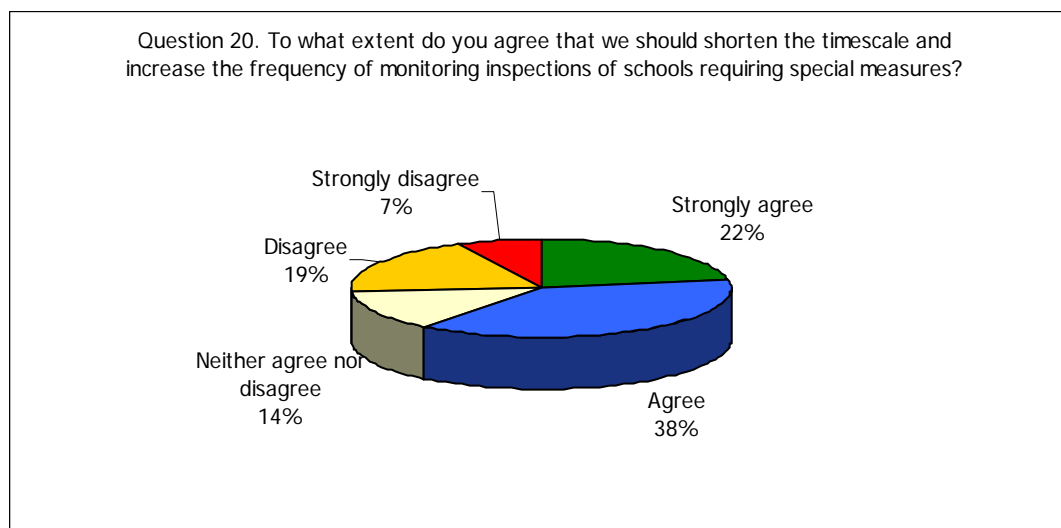
Q20. To what extent do you agree that we should shorten the timescale and increase the frequency of monitoring inspections of schools requiring special measures?

An overall majority of respondents responded positively to the proposals that schools with a notice to improve should be expected to improve at a faster rate. The majority of headteachers (56%) supported the shorter timescales but 29% were against. Responses from teachers varied with 49% for and 34% against. Support among governors was more enthusiastic with 70% in favour and 62% of local government representatives also responded favourably.

Some professional associations including NASUWT and the National Union of Teachers, and individual headteachers highlighted their concern about the need for Ofsted to have reasonable expectations about the time needed to improve schools and embed change in inadequate schools.

Some 60% of all respondents registered an overall positive response to the proposal that a shorter timescale should be created between inspections for schools requiring special measures, while just over a quarter disagreed. Support among headteachers stood at 58% but, as with the overall response,

more than a quarter (26%) disagreed overall. A majority of teachers (52%) responded positively but nearly a third disagreed. There was considerable support among governors. The majority of local government representatives were in favour of this approach.



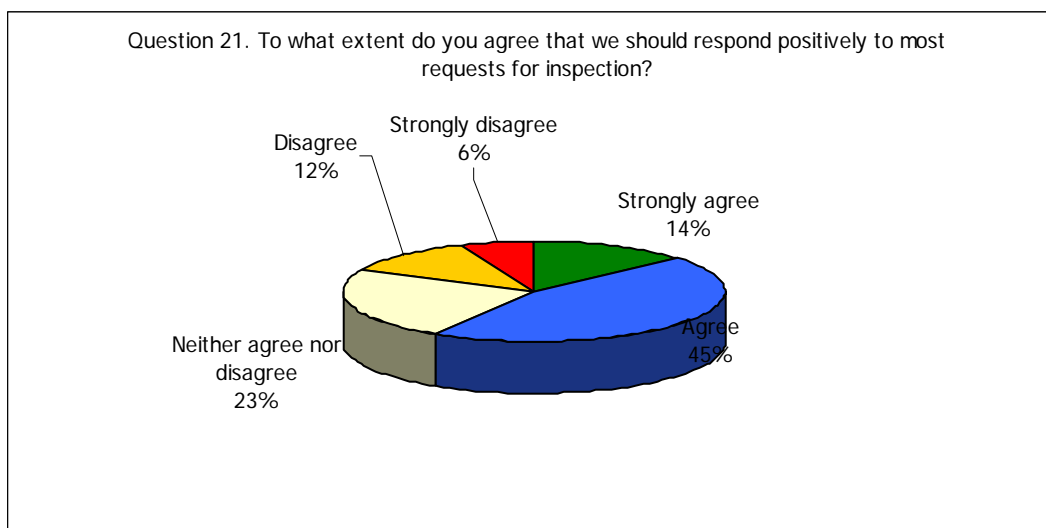
Proposed way forward

A small scale trial of earlier visits to schools in special measures has been conducted during the summer term 2011. Early indications from this trial are positive. We intend to carry out further trials of this approach in autumn 2011 before introducing any changes in 2012.

Q21. To what extent do you agree that we should respond positively to most requests for inspection?

A majority responded positively to the proposal that schools should be able to ask Ofsted to inspect them. Although some 18% of respondents disagreed overall, a larger proportion (nearly a quarter) did not register a preference. Just over half of headteachers who responded (51%) were positive about the proposed approach. Although 23% disagreed overall, a quarter neither agreed nor disagreed. Similarly, some 52% of teachers responded positively overall but 22% either disagreed or strongly disagreed and over a quarter did not express a preference.

The large majority (73%) of local government representatives were of the view that Ofsted should be responding positively to most requests for inspection, as did 67% of governors. In addition, nearly two thirds (64%) of parents from the Ofsted Parents' Panel agreed that Ofsted should respond positively to schools requesting an inspection.



Proposed way forward

Pending the enactment of the Education Bill, Ofsted will develop and publish a protocol for responding to requests for inspection early in 2012.

Part B. Summary of the pilot inspection findings

The pilot inspections identified a number of broad strengths in the framework used for them.

- Inspectors and school staff, principally the headteacher, welcomed the reduced number of judgements as this enabled inspectors and schools to focus on what one headteacher described as ‘what matters’.
- The reduced number of judgements meant that inspection was more rigorous and challenging for schools since the key aspects were evaluated in more depth and a wide range of evidence was gathered for each judgement. The reduction in areas of focus meant there were fewer meetings between inspectors and school staff enabling more time to be spent observing lessons.
- There was widespread support for the focus on teaching, including on the leadership and management of teaching and for the increased focus on lesson observation.
- The grade descriptors and guidance were generally helpful in enabling inspectors and schools to focus on important issues within each judgement and to make the appropriate judgement about the school.

As expected from pilot inspections, a number of areas for further development were identified.

- The grade descriptors required further refinement to help inspectors differentiate better between grades, especially between good and outstanding and between special measures and notice to improve.
- Further clarification was required on some aspects including:
 - the way inspectors would continue to evaluate safeguarding
 - the evaluation of the school's promotion of pupils' spiritual, moral, social and cultural development
 - the evaluation of the school curriculum
 - the application of the framework in some more specialist provision, including nursery schools, special schools and pupil referral units.

Next steps

The evaluation of the pilot inspections and the feedback from the headteachers of the participating schools generally support the proposed new framework and evaluation schedule. We have taken careful account of the feedback and have amended the evaluation criteria in the light of the comments received. We are improving the guidance about conducting inspections. In addition, Ofsted will publish more detailed guidance for inspectors and schools on key aspects of the new inspection framework, including the use of data in judging achievement, and inspecting early reading and literacy, and behaviour and safety.

Annex A. Analysis of consultation responses

When Ofsted published its proposals for maintained school inspections from January 2012, it also launched an eight-week consultation to test the proposals.

Table 1 shows the number of responses received from each of the respondent groups. Nearly two thirds (63%) of respondents to the online consultation represent the schools sector, including headteachers, teachers, governors and 'other school staff' (see Chart 1).

Table 1

Online respondents by numbers

Type of respondent	
Governor	101
Headteacher	528
Inspector	62
Local government representative	99
Other	193
Other school staff	25
Other service provider	44
Parent/carer	21
Prefer not to say	15
Pupil/student	24
Teacher	225

Not every respondent answered all the questions in the online consultation. Where proportions of responses to specific questions are used in the analysis (for instance, the proportion of headteachers responding positively to a question), these relate to the totals responding to the specific question, not to the consultation overall.

As Table 1 shows, the numbers of parents and pupils/students responding to the main online consultation were very low. Therefore, references to the views of these groups in the ensuing analysis also derive from the independent outcomes of the consultative panels. The numbers of parents/carers and pupils/students who participated through the panels were far larger than those who participated through the online consultation. Brief information on the role and composition of these panels can be found in Annex C.

Chart 1. Online response by respondent type

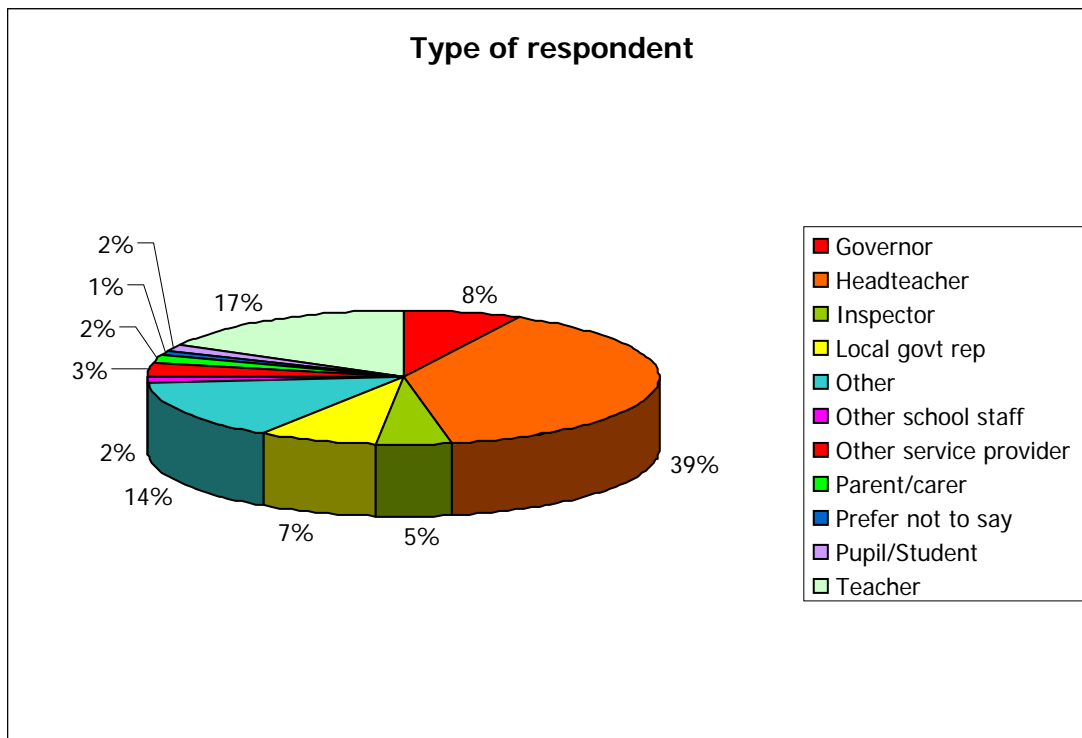
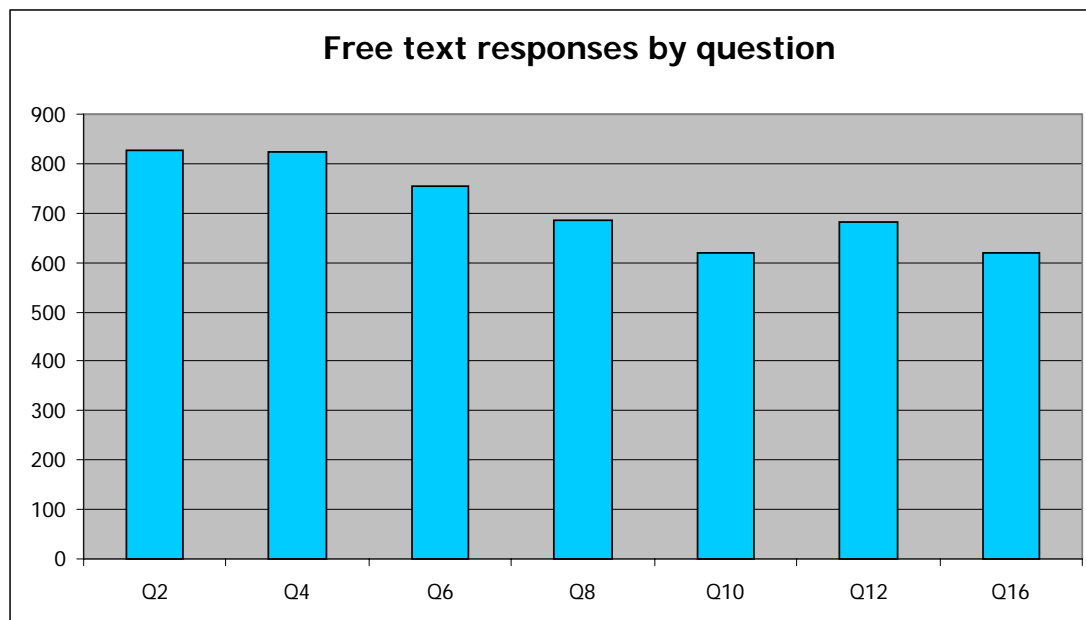


Chart 2. Number of comments in response to 'free text' questions



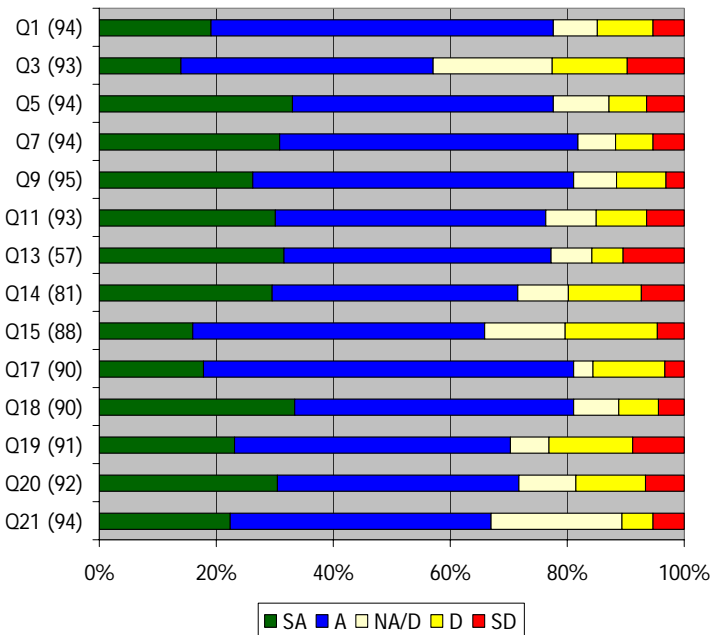
Annex B. Breakdown of responses by respondent type

This annex provides a breakdown of the responses submitted to the online consultation for each question by respondent type.

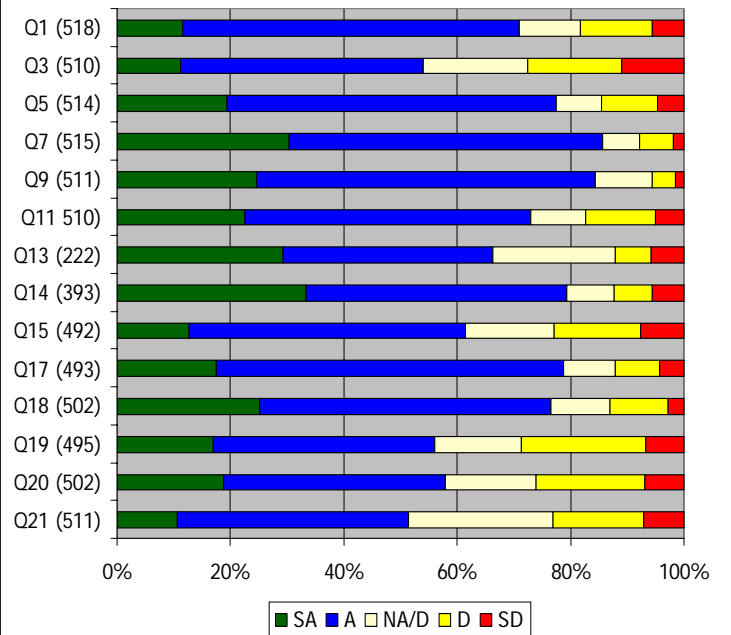
For each respondent type there is a chart showing how they responded to the closed questions that required a response on a five point scale. The charts also provide the total number of responses received in response to each of the questions. This is because not every respondent answered all the questions on the online consultation. The response total is shown next to the question number.

It should be noted that the overall numbers of responses received online from some types of respondent, for example parents/carers and pupils/students were very low. Therefore, the breakdown of responses from these groups should be treated with caution. The wide variance in the number of responses from different respondent types means that direct comparisons between the approval or disapproval ratings of, for example, headteachers and parents are statistically unreliable.

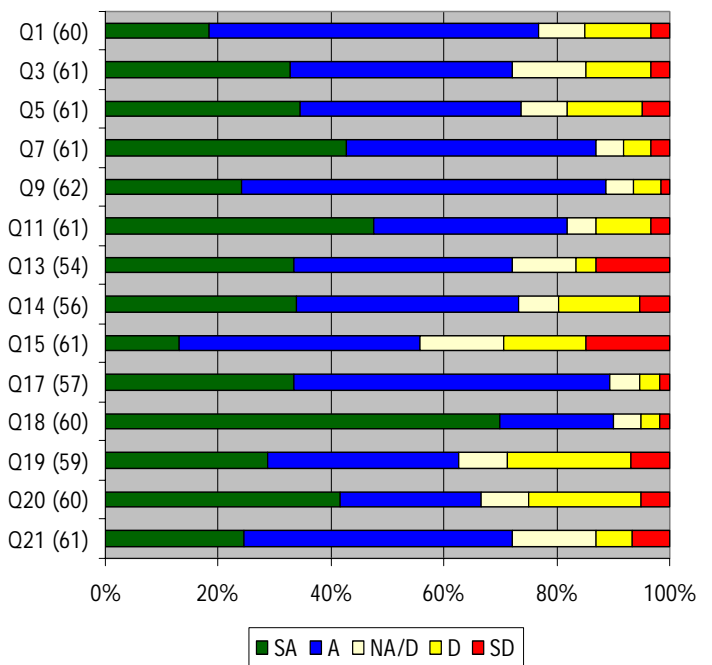
Governor responses per question



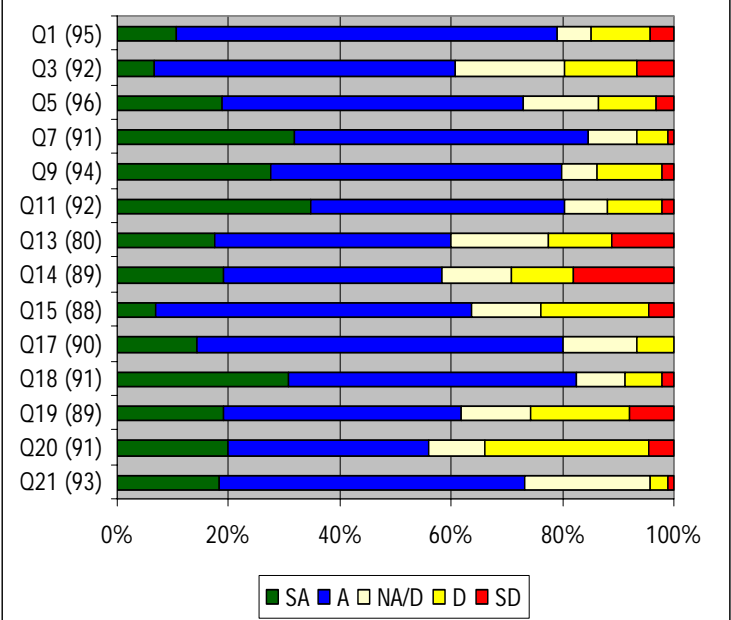
Headteacher responses per question



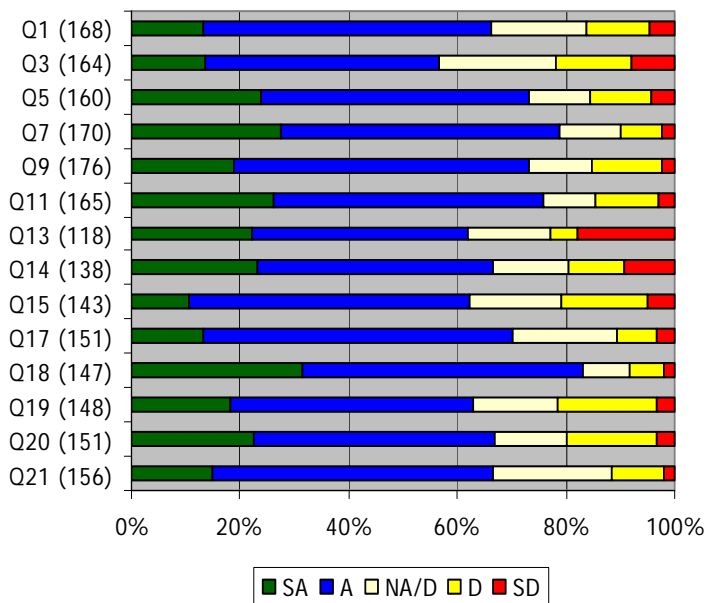
Inspector responses per question



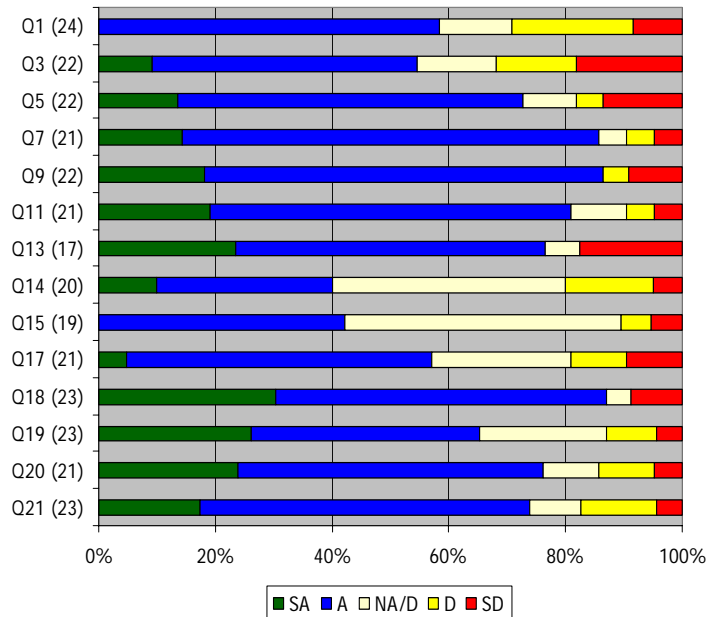
Local government representative responses per question



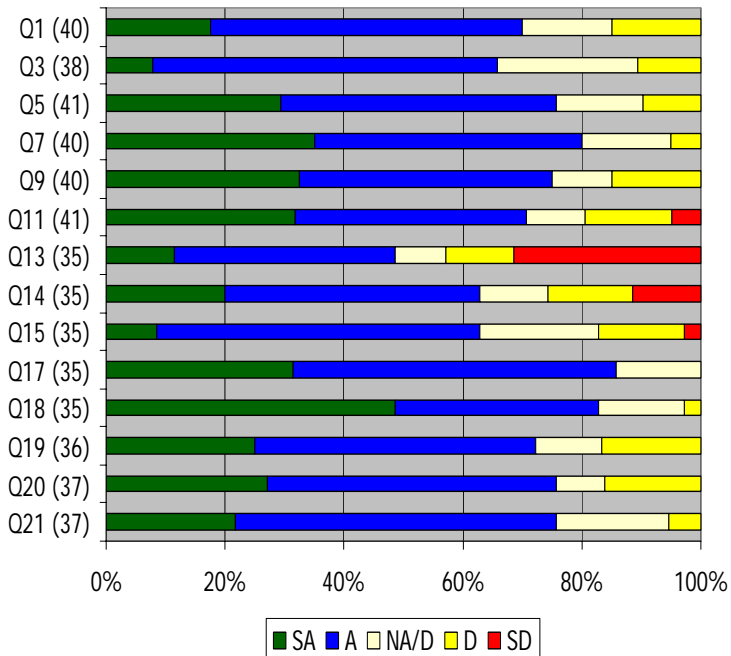
Other responses per question



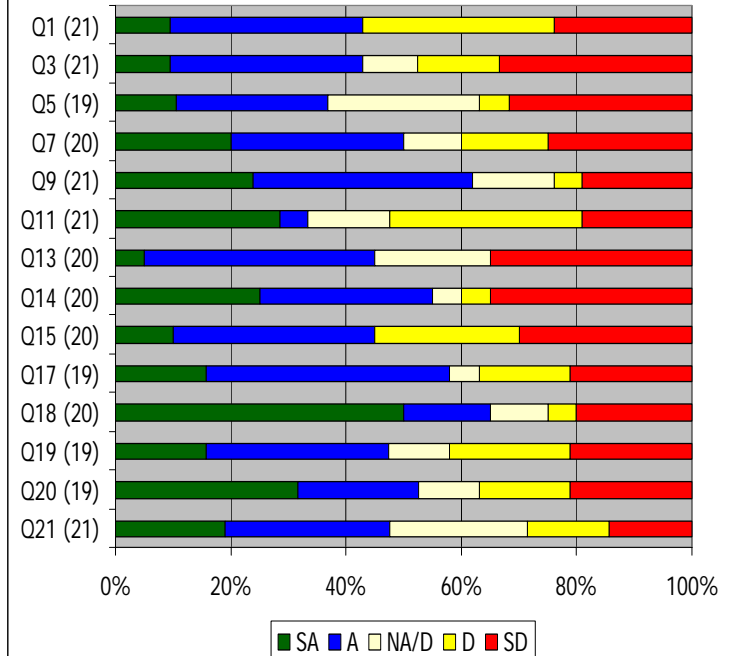
Other school staff responses per question



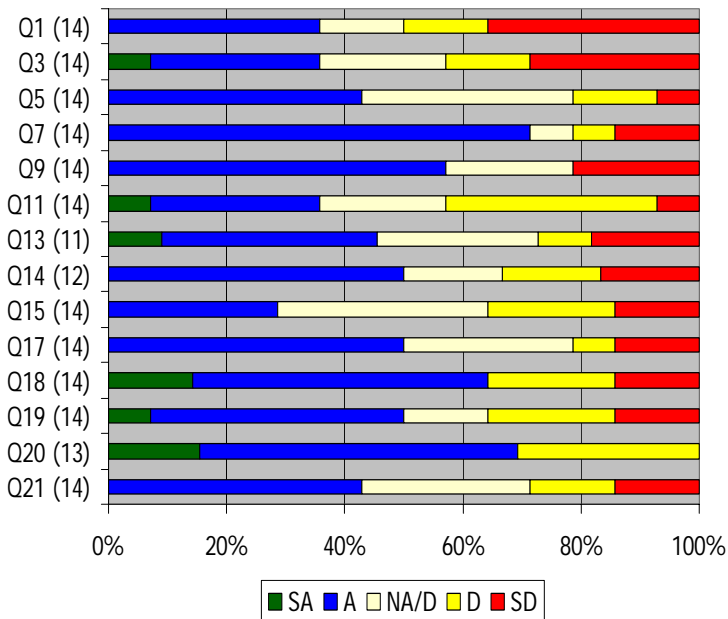
Other service provider responses per question



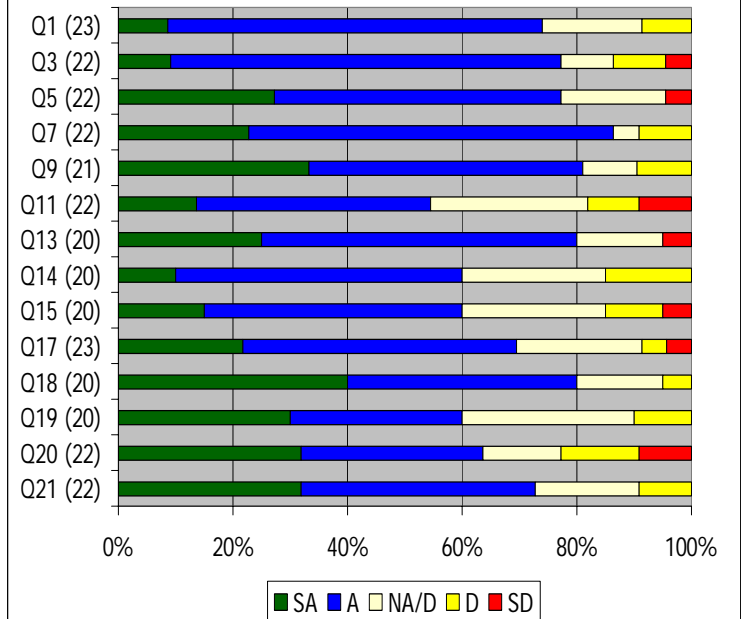
Parent/carer responses per question



Prefer not to say responses per question



Pupil/student responses per question



Teacher responses per question

