

The New Inspection Arrangements



Regional Divisional Managers

Sheila Brown – South

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The New Inspection Arrangements



Why change?

- Inspection is constantly under review.
- The Green Paper 'Every Child Matters'
- The New Relationship with Schools and a different system of accountability.

Our proposals

- Short lighter touch inspections
- Inspections every three years
- Emphasis on school self-evaluation
- A much reduced notice period
- Improved access to information on schools for parents

The New Inspection Arrangements



Response to consultation

- Proposals well received.
- Good support to proposals to change the Framework for Inspecting Schools.

What will the new inspections look like?

- Pilots in over 100 schools show they will work and work well.
- HMI will be centrally involved in their delivery.
- They will use the best contracted inspectors employed regionally.
- The notice period will generally be two working days.

The New Inspection Arrangements



Self evaluation, is at the heart of the new arrangements

- School leaders will be asked to demonstrate the strengths and weaknesses in the school.

There will be no more than five inspectors inspecting the largest schools and one inspector inspecting the smallest.

Inspectors will be in the school for no more than two days

Inspectors will concentrate on the things that really matter to the school.

The New Inspection Arrangements



There will be no pre-inspection parents meeting, although we intend to use a parental questionnaire and to look at the way schools use the views of parents and others in their self-evaluation. We are currently trialling meeting parents during the inspection.

Governors are **central** to the self-evaluation process. They will need to 'sign off' the SEF and they are the 'appropriate authority' to whom the report is directed.

The New Inspection Arrangements



Reporting

- Feedback will be given throughout
- The report will be discussed with the school
- The report will be published within three weeks of the conclusion of the inspection
- Reports will be four to six pages long
- We report on a four point scale, 1 is outstanding, 4 inadequate.

The New Inspection Arrangements



We will retain special measures and introduce the category 'A Notice to Improve'

A new approach to inspecting subjects and surveys

- A flexible and rapid response to the education system

Local networks to gather intelligence

The role of the local managing inspector

The New Inspection Arrangements



In conclusion inspection should be

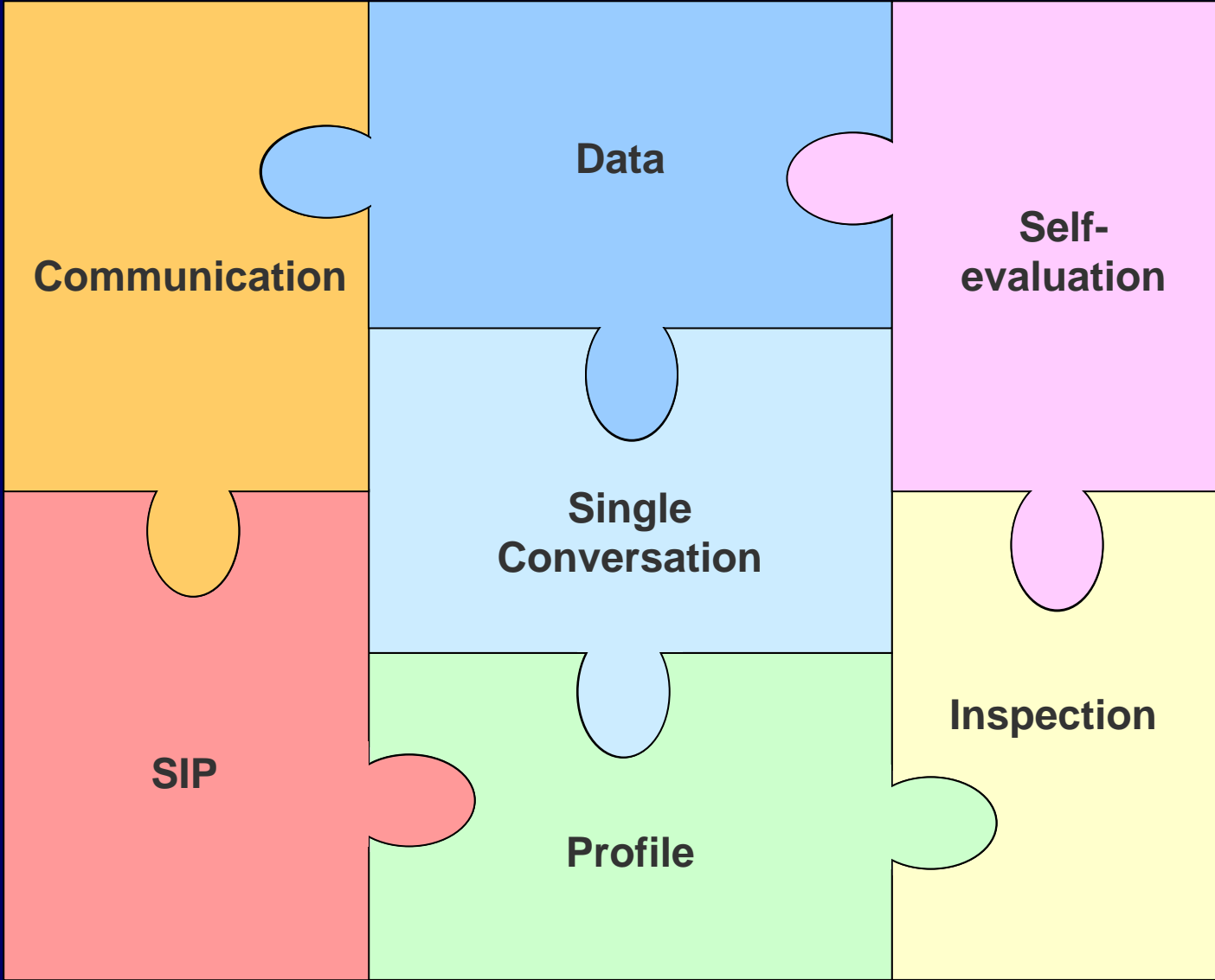
- based on professional dialogue, but be accessible to the lay person
- humane, but not soft
- frank, but not abrasive
- satisfying for those who undertake it, those who undergo it, and those who rely on it
- a force for improvement in every setting

The New Relationship with Schools and School Self-evaluation

- Peter Clark/Paul Snook/Vivienne Brown
 - *School Improvement and Targets Unit*

NETWORKING & COLLABORATION

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TRUST

New Relationship

Additional autonomy for schools is underpinned by:

evidence to
inform schools'
decisions

challenges to
schools'
thinking

well articulated
external
demands

backup to
prevent failure

New Relationship

evidence to
inform schools'
decisions

challenges to
schools'
thinking

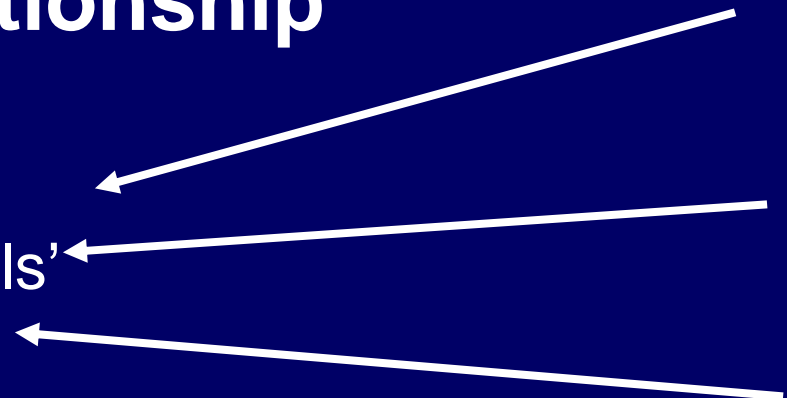
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Self-evaluation

Data

Inspection



New Relationship

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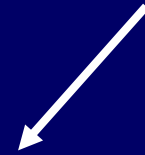
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Self-evaluation

Data

Inspection



New Relationship

evidence to
inform schools'
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challenges to
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Identification of
national &
local priorities

New Relationship

evidence to
inform schools'
decisions

challenges to
schools'
thinking

well articulated
external
demands

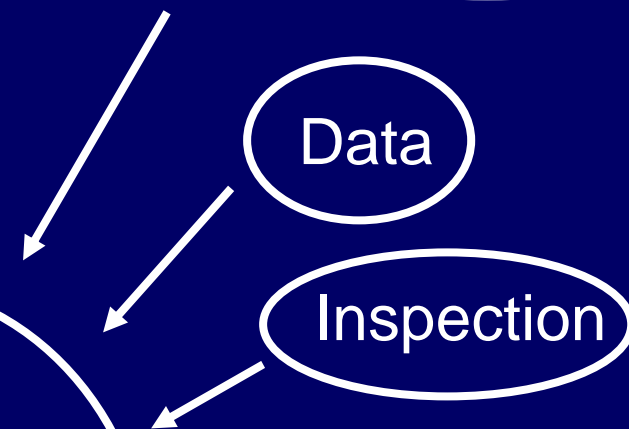
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Self-evaluation

Data

Inspection



New Relationship

Single conversation with a credible and respected professional

Self-evaluation

Data

Inspection

A set of strands that combine to support autonomy and provide challenge

School Improvement Partners

- expert in diagnosing school strengths and weaknesses
 - challenging and supporting
 - building schools' capacity to improve
- LEA managed, so:
 - understand community context and local agenda
- sensitive to DfES priorities
- work to national standards within an accreditation framework.

Each LEA will agree:

- the role - *including schools causing concern*
- the proportion of SIPs who will be serving or recent heads
- SIP links with the National Strategies contractor
- simplified demands on schools + stronger drive for improvement
- funding
- balancing autonomy with 'focus'.

Successful School Self-evaluation:

- requires openness, honesty, ability to question existing practice and self-confidence
- is based on evidence
- leads to strategies to manage change – *with necessary support for implementation*
- is embedded in School Development Planning
- ***has a positive impact on pupils' learning.***

Two key questions

How well are we doing?

How can we do better?

- Schools must analyse evidence to:
- diagnose precisely where strengths and weaknesses lie...
- ...and the implications for change
- identify the key priorities
- plan the action needed to bring about improvement.

Tests for Self-evaluation

- How good is our evidence?
- How well do we serve our learners?
- How do we compare with others?
- Have we listened to everybody in the school, including parents and pupils?
- Have we integrated self-evaluation into our management processes?
- Is it a spur to action?

Collecting evidence

- Good schools have simple processes to enable leaders measure progress through day-to-day routines.
- SIPs challenge the process and outcomes through the single conversation. They:
 - pose questions
 - suggest sources of evidence
 - challenge interpretations of the school's evidence
 - discuss the accuracy of leaders' improvement priorities
 - are critical readers of the SEF *without writing it.*

Data summary

	<i>SIP</i>	<i>HT – SSE</i>	<i>Inspection</i>	<i>Parents and pupils</i>
<i>Profile data</i>				
<i>Core – Attainment</i>	<i>Exceptions Report</i>			
<i>Core – Inclusion ECM</i>				
<i>Core – Workforce/Finance</i>				
<i>Research data – CATs, Midys</i>				
<i>Other data, specific to local context, outside the national data set</i>				
<i>School</i>				
<i>LEA</i>				

Single, integrated development plan

- emerges out of self-evaluation
- maps out the actions needed to bring about improvement
- builds on previous plans
- sets out development priorities...
- ...linked to actions to tackle precise issues with maximum impact
- check whether the planned activities for improvement are having an impact.

...and is the basis for:

- the *single conversation*...
- ...which determines resources...
- ...and school's targets
- monitoring initiatives eg Specialist / Leading Edge schools
- submitting proposals for participating in initiatives.

Four key issues:

- rigorous self-evaluation helps schools to improve; it should not be undertaken solely for the purpose of inspection
- simple process integrated with routine management systems
- listen to, and act on, views of their stakeholders
- the school's summary (SEF) should be updated at least annually.

THE SELF-EVALUATION FORM (SEF) AND THE NEW INSPECTION ARRANGEMENTS



Pam Haezewindt HMI

David Hinchliffe HMI

Jean Humphrys HMI

March 2005

INSPECTION



Inspection should:

- play a greater role in supporting school improvement
- complement self evaluation and development planning in schools
- provide an external insight into a school's overall effectiveness.

THE SELF EVALUATION FORM - SEF



In a nutshell the SEF:

- builds on current form S4
- reflects the evaluation schedule
- records schools' self evaluation but does not prescribe the process.

THE SELF EVALUATION FORM - SEF



It prompts schools to:

- analyse evidence rigorously
- demonstrate clear judgements
- identify what matters most.

THE SELF EVALUATION FORM - SEF



Completing the SEF is not, in itself, self evaluation

- The SEF is a place to summarise the findings of the outcomes of a thorough self-evaluation.
- The SEF provides schools' leaders with an excellent basis for school improvement if it is a fair reflection of the school.

USING THE SELF EVALUATION FORM FOR INSPECTION



The SEF is at the heart of the inspection

- It informs the pre-inspection briefing and initial meetings.
- It is used throughout during discussions and team meetings.
- School leaders are asked to point to practice and evidence that substantiates the views expressed in the SEF.

USING THE SELF EVALUATION FORM FOR INSPECTION



The SEF:

- helps the inspectors to evaluate how well a school knows:
 - its strengths
 - areas for development and,
 - what it needs to do to improve
- provides evidence about the quality of leadership and management and the school's capacity to improve.

SEFS AND THE PILOT INSPECTIONS



HMI analysis:

- SEFs provide a sharp focus for the inspection
- shorter SEFs are generally the most evaluative
- weaker SEFs are descriptive, lack clear judgements, and do not show the impact of the school's action.

SEFS AND THE PILOT INSPECTIONS



Schools say:

- the SEF is used well by inspectors to focus the inspection
- almost all schools had begun self evaluation before completing the SEF
- the extent of consultation on the SEF within schools varies considerably – not all governing bodies have been involved

CURRENT WORK



- Draft put on Ofsted's website in January 2005.
- Final interactive web version of SEF launched on 28 February 2005.
- Publication with DfES, which sets out:
 - principles of self evaluation
 - guidance on filling in SEF
 - examples of completed SEFs with commentary.

Group discussion




- What are the implications for schools on what you have heard so far?
- What support will LEAs and other providers need to give?
- How soon will schools want to start their self evaluation form and how often will they update it?

Each table to provide one key question for the panel.

THE NEW INSPECTION ARRANGEMENTS

.....the story so far!



Chris Constantine HMI Sue Gregory HMI
Jean Humphreys HMI
Assistant Divisional Managers
March 2005

WHAT ARE WE GOING TO COVER TODAY?



- Update on the pilot inspection project
- How the inspections have been organised and conducted with particular emphasis on changes to current Section 10 arrangements
- How the inspections will be reported
- The extended school dimension
- Changes to the PANDA

UPDATE ON THE PILOT INSPECTION PROGRAMME



- 92 schools inspected during summer and autumn 2004 across 15 local education authorities. A further 11 schools inspected this term with 90 more in the summer term.
- HMI undertook initial inspections but contracted inspectors are inspecting this term and next.
- HMI who have led pilot inspections are currently acting as quality assurance mentors and quality assurance readers and visiting all inspections.
- Inspections are Section 3 deemed Section 10 and a report is published.

UPDATE 1



- The vast majority of inspections have gone very well.
- Headteachers and teachers have judged the pilot inspections to be a success.
- Most inspectors have adapted well to the new format and worked hard to make the inspections work.
- Short notice of inspection has been welcomed by schools and inspectors.

UPDATE 2



- Many inspectors and nearly all schools like the SEF and find it useful in helping to focus the inspection. However, schools want further detailed guidance on producing a sufficiently evaluative SEF.
- Some SEFs have made inspections more challenging for inspectors.
- School staff need better knowledge about the inspection changes.
- The short report and its speedy publication have been welcomed.

THE NEW APPROACH 1



- The **school's self-evaluation**, as summarised in its self-evaluation form (SEF), is a central part of the inspection
- Introduction of **integrated inspections** for extended services
- There is a strong focus on the **well-being of pupils** in the light of the Green Paper *Every Child Matters* and the subsequent legislation
- **Notice** of inspection is short, typically in the week before
- **Time spent** in a school is not usually more than two days

THE NEW APPROACH 2



- Individual **subjects** are not inspected.
- Inspection approaches need to be very **flexible** in the light of emerging evidence.
- Judgements about standards, and the progress that pupils make, are based in most schools mainly on the performance data.
- The quality of teaching is judged taking **all factors** into account, and does not depend upon an aggregation of lesson grades.

THE NEW APPROACH 3



- The quality of the school's leadership and management and, associated with this, the school's capacity to improve, are at the heart of an approach to inspection designed to evaluate a school's 'central nervous system'.
- There is a strong interaction between the inspectors and the school's leadership and management in investigating the school's effectiveness.
- Inspections are designed to have an important impact on school improvement.

Find out more about how judgements are made

from

GUIDANCE FOR INSPECTORS OF SCHOOLS –

USING THE EVALUATION SCHEDULE



IMPLICATIONS OF THE NEW ARRANGEMENTS FOR
SCHOOLS PROVIDING
EXTENDED SERVICES

WHICH SCHOOLS ARE CONSIDERED TO BE EXTENDED SCHOOLS?



Extended schools are complex institutions. They include:

- children's centres
- full service extended schools
- those which offer additional services beyond the school day

WHAT WILL BE INSPECTED?



- Inspectors will talk to key people about the services
- They will not inspect services directly
- Inspectors will ask:
 - Why a school has chosen to develop particular services
 - What impact the services have had on learners. The difference they make.
 - How well the school's services are used.

Some aspects of the services may be inspected through surveys and joint area reviews (JARs).

WHAT WILL NOT BE INSPECTED?



- **Services which**
- are not directly line-managed by the school
- are at the early stage of development
- do not make a direct contribution to the learning and well-being of children, pupils and students on the school's roll

WHAT HAPPENS IF A SCHOOL PROVIDES CHILDCARE?



- Wherever possible, the Children Act inspection will take place at the same time as the school inspection.
- If childcare is managed by the governing body there will be:
 - a single inspection event
 - one formal feedback at the end of the school inspection
 - one report.



Inspecting standards and progress

PANDA DEVELOPMENTS

PANDA DEVELOPMENTS



- A **new** PANDA to replace current PANDA
- Available from summer 2005 for 2004 results
- Available from October 2005 for 2005 results
- A briefer document summarising key data
- More graphs for quick reference

PANDA DEVELOPMENTS



- Why change?
 - Individual pupil level data can now be used.
 - To provide more analyses by ethnic, gender and attainment group
 - To inform judgements without determining them
 - To identify possible issues ...

PANDA DEVELOPMENTS



- What will the new PANDAS include?
 - Standards in each core subject in relation to national standards including Key Stage 4.
 - Trends in standards over the last 5 years.

PANDA DEVELOPMENTS



- Attainment on entry for each year group from Year 3.
- Overall school contextual value-added (CVA) Key Stage 1-2 or Key Stage 2-4
- CVA for each ethnic group in the school in relation to national norms
- CVA for gender, free school meals and attainment groups
- CVA for each core subject
- Graphs showing 'individuals' with particularly high or low value added.

GROUP DISCUSSION



- **What will be the effects of**
 - shorter notice
 - reduced time in the school
 - no subject inspection as part of the visit
 - the focus on schools' self-evaluation?

- What do schools need to do now to prepare themselves for the new inspection arrangements?

- Add to questions for panel.

The New Inspection Arrangements



Subject and Thematic Inspection from 2005

Paul Armitage HMI

Peter Daw HMI

Scott Harrison HMI

Curriculum and Dissemination Division

March 2005

Rationale

- New institutional inspections will not normally report on specific subjects or themes.
- Surveys will involve sampling in pursuit of specific issues to contribute to national reporting.
- Future emphasis will be far more qualitative than quantitative.
- Evidence for reports will also be sought from other sources, e.g. performance data, research, contact with LEAs and other national agencies.

What are the Implications for Schools and Colleges?

- Secondary schools and colleges can normally expect one survey visit between institutional inspections.
- Primary schools will be sampled on a longer-term basis.
- Institutions will be informed about a subject inspection or survey visit around two weeks before it occurs.

Implications for LEAs

- Subject and other survey visits by Ofsted yield additional monitoring data.
- A national perspective to add to the local one.
- Opportunities to share perceptions of subject or other trends with HMI.

What is a Subject Inspection?

- It will gather information and evaluate subject provision + will focus on a specific issue.
- It will start from the school's self evaluation.
- Each visit also addresses 'Every Child Matters' and inclusion issues, but through the subject.

What is Meant by a 'Subject Issue'?

In pilot inspections, HMI have pursued issues such as:

- Why do boys underachieve in art?
- How is citizenship addressed in the curriculum?
- What is the impact of the quality of accommodation in D&T?
- How relevant is the history curriculum to pupils' needs?

What Other Surveys?

- A programme of surveys is 'commissioned', usually by DfES or HMCI.
- Usually issues of national policy interest, such as:
 - teachers' continuing professional development,
 - ICT and its impact on learning,
 - the impact of national strategies,
 - the contribution of education to pupils' health and well-being,
 - re-modelling the workforce.
- Explored by targeted visits, alongside other sources of evidence.
- Typically, too, subject visits will contribute some evidence towards these broader surveys.

What Can Schools Expect?

- Typically one inspector for one day in a primary school, two days in a secondary school.
- Visits begin with the school's own self evaluation. This will help to focus the inspection.
- In discussion with the school, a programme will be agreed, usually:
 - lesson/ session observation,
 - discussion with learners,
 - scrutiny of work,
 - discussion with teachers and subject leaders,
 - reading relevant plans and other documents.

The Key Questions – Subjects

Self evaluation and inspection of subjects need to address the same key questions.

For example:

- How well do learners achieve?
- How effective are teaching, training and learning?
- How well do the curriculum, programmes and activities meet the needs and interests of learners?
- How effective are leadership and management in raising achievement and supporting all learners?

The subject inspector will also evaluate the quality of the institution's self-evaluation in the subject, the subject issue and any wider theme.

The Key Questions – Other Surveys

Inspectors will evaluate & report on:

- Identified key questions for the survey (these usually shared in advance).
- The self-evaluation offered.

Outcomes of the Subject and Survey Inspection

- A feedback letter or short report to:
 - record the findings on the specified subject issue and survey theme,
 - outline strengths and weaknesses and points for development, using Framework headings & criteria.
- As currently planned:
 - institutions will receive this for their own use,
 - will be encouraged to share it with all partners in improvement (SIP, LEAI, Strategy staff etc),
 - it will also be available to the subsequent institutional inspection team.

Subject Self-Evaluation

- No prescribed format for recording outcomes.
- Is a continuous process not an event.
- Needs to contribute to improvement.
- Feeds in to institution's process + SEF.
- Usefully built round SEF /Framework headings and grading/criteria.
- Involves 'top-down' and 'bottom-up'.

An Extract from a Secondary Art Department's Self Evaluation

The quality of our curriculum is now very good. We have recently undertaken a detailed self-evaluation linked to an analysis of pupils' interests and needs. As a result, we have:

- structured projects into shorter units with more regular, formative assessment
- broadened the range of media, particularly 3D and ICT
- increased opportunities for imagination by increased use of stimuli inspired by the built environment and popular culture to complement the existing emphasis on natural forms

continues...

- improved liaison with the English department to promote more structured writing about art
- developed opportunities for all abilities to display their work through 'showcase' time and through video diaries which gave increased value to process...
- pupils' response to all this has been excellent; for example...