

Indicators of a school's contribution to well-being

An evaluation report: responses to the Department for Children, Schools and Families and Ofsted joint consultation on proposals for developing indicators of a school's contribution to well-being.

Beginning in October 2008, the Department for Children, Schools and Families and Ofsted undertook a wide-ranging consultation on the proposals for developing indicators of a school's contribution to well-being. The consultation included the publication of a consultation document and a formal three-month online consultation process. This evaluation report summarises the responses.

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Alexandra House
33 Kingsway
London WC2B 6SE

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

In October 2008 the Department for Children, Schools and Families (DCSF) and Ofsted jointly began a wide-ranging consultation about the proposals for developing indicators of a school's contribution to pupils' well-being. A consultation document was published and a formal three-month online consultation process was carried out. This report summarises the responses.

Background

In May 2008 Ofsted set out intentions for the inspection of schools; *A focus on improvement: proposals for maintained school inspections from September 2009*.¹ Users were given a high profile in this document and proposals were set out to conduct surveys of the views of parents and pupils. It was suggested that these views should be used to provide indicators of Every Child Matters outcomes and to help inform when a school needed an inspection. The outcome of consultation on *A focus on improvement* indicated that Ofsted should take this work forward, in part, through this consultation on *Indicators of a school's contribution to well-being*.

The Children's Plan and the well-being guidance were published around the time when Ofsted was completing the consultation on the new school inspections and signalled the intention to develop strong school-level indicators. The DCSF produced proposals, which are intended to:

- improve the way in which the views of parents, children and young people can be gathered and used to inform inspection
- improve the information available to schools to help them assess the well-being issues that their pupils face and evaluate schools' contribution to promoting pupil well-being
- provide evidence for the inspection of pupils' well-being in all maintained schools – primary, secondary, special, pupil referral units – and academies.

The consultation paper set out the rationale for developing school-level indicators and the joint DCSF/Ofsted proposals for the indicators. These included those related to the National Indicator Set and those based on the views of pupils and parents. The paper set out how schools and Ofsted will draw on these indicators to inform self-evaluation and inspection.

¹ *A focus on improvement: proposals for maintained school inspections from September 2009*, Ofsted, 2008; <http://85.234.135.179/index.php?sid=32633>.

The consultation methodology

Consultation process

1. On 16 October 2008, as part of an on-going engagement with stakeholders and the general public, Ofsted and the DCSF jointly published formal proposals for the indicators of a school's contribution to well-being in the consultation document *Indicators of a school's contribution to well-being*.² The three-month long consultation closed on 19 January 2009, by which time a total of 320 responses had been received. These included responses from professional associations and organisations from the education and inspection sectors, which responded on behalf of their members or constituents. It should be noted that the number of responses was low compared to the online school inspection consultation which was conducted between May and August 2008, called *A focus on improvement: proposals for maintained school inspections from September 2009*. Just under 1,700 responses were received for the 2008 consultation.
2. The proposals for the indicators of a school's contribution to well-being were set out in some detail in the well-being consultation document and linked with nine distinct questions. For each of the questions, respondents were asked to record whether they strongly agreed; agreed; neither agreed nor disagreed; disagreed; or strongly disagreed. They were also given the opportunity to add free text comments if they wished.
3. Respondents were also asked to indicate which of the following groups they represented:
 - headteachers
 - teachers
 - other school staff
 - governors
 - local government
 - other service providers
 - parents/carers
 - pupils/students
 - inspectors
 - others
 - prefer not to say.

² *Indicators of a school's contribution to well-being*, Ofsted, 2008; www.ofsted.gov.uk.

4. During the consultation period a number of meetings were held with key stakeholders. For example, the National College for School Leadership (NCSL) facilitated three seminars, where Ofsted was represented, to enable school leaders to discuss the consultation proposals. These were supplemented by two online discussions between school leaders and Ofsted, also facilitated by the NCSL.
5. At the same time, during pilot inspections, Ofsted's school inspection project team trialled revised questionnaires for parents, and for pupils and staff. Following the autumn term pilot inspections Ofsted held focus group meetings with parents, pupils and staff to explore their views about the questionnaires and the pilot methodology.

Main findings from the consultation

6. Overall, responses to the formal consultation proposals were positive. Of the nine questions five had agreement from 60% of respondents or more. In the four other questions between 37% and 50% of respondents agreed with the proposals but a significant minority disagreed with them. No question received a clear majority of disagreement. A full analysis and explanation of the questions is set out in Annex A.
7. The highest levels of support were recorded in relation to questions 1, 2, 3, 6 and 9.

Question 1: Do you agree with this view of schools' accountability for well-being?

Fifty-six per cent of respondents agreed and 19% strongly agreed that schools could influence a range of outcomes beyond those relating to achievement, but that they should not be held fully accountable for those outcomes. Although schools play a pivotal role so do parents and other agencies

Question 2: Do you agree that a well-being profile for the local area should be made available to schools and inspectors?

Forty-six per cent of respondents agreed and 28% strongly agreed that the well-being profile should be available to schools and inspectors. It was generally agreed that this availability would help schools to plan strategically and inspectors to understand the context in which the school was operating

Question 3: Do you agree about the use and limitations of the indicators?

Fifty-eight per cent of respondents agreed and 10% strongly agreed that the indicators would be valuable to schools in conducting their self-evaluation and improving the quality of education and care that they provide.

Question 6: Will the items listed in paragraph 26 yield appropriate indicators of pupils' well-being and the school's contribution to it? ³

Forty-five per cent of respondents agreed and 16% strongly agreed that the items outlined would yield appropriate indicators, and that they were appropriate for all schools.

Question 9: Do you agree that, where appropriate, school-level surveys of pupils' and parents' perceptions should be brought together with other surveys such as Tellus and FfE to avoid duplication?

Forty per cent of respondents agreed and 23% strongly agreed with the proposal to bring together the various surveys, as this would avoid duplication and cost.

8. The following questions received a mixed response:

Question 4: Do you agree with this approach to the publication of the indicators?

Question 5: Are these the right indicators relating to quantifiable outcomes?

Question 8: Do you agree that an accreditation system as proposed above would be appropriate?

9. For **Question 7**, 'Do you agree with the approach set out above?', 36% of respondents agreed and 11% strongly agreed that the proposed approach for generating the indicators relating to pupils' and parents' perceptions was appropriate. However, 31% either disagreed or strongly disagreed with that view, while 16% neither agreed nor disagreed.

10. The responses from the NCSL seminars generally mirrored the online consultation responses. The focus groups held with parents showed that

³ it is proposed that the indicators derived from surveys of pupils' and parents' perceptions should cover the extent to which:

- the school promotes healthy eating, exercise and a healthy lifestyle and (for younger children) play; discourages smoking, consumption of alcohol and use of illegal drugs and other harmful substances; gives good guidance on relationships and sexual health; helps pupils to manage their feelings and be resilient; promotes equality and counteracts discrimination; provides a good range of additional activities; gives pupils good opportunities to contribute to the local community; helps people of different backgrounds to get on well, both in the school and in the wider community; helps pupils gain the knowledge and skills they will need in the future; offers the opportunity at 14 to access a range of curriculum choices; supports pupils to make choices that will help them progress towards a chosen career/subject of further study
- pupils feel safe; experience bullying; know who to approach if they have a concern; enjoy school; are making good progress; feel listened to and are able to influence decisions in the school.

parents were positive about the opportunity to express their views through questionnaires.

Proposals for the way forward

11. We believe that 'perception surveys', which draw on parents' and pupils' views, will yield a better picture of pupils' well-being than is currently available. We want to provide pupils and particularly parents with regular opportunities to inform both the school and Ofsted of their views of the quality of the school's contribution to pupils' well-being. These surveys will also enable parents to provide information that will help Ofsted make decisions about when a school should be inspected.
12. Following the analysis of responses to the online consultation and discussions that have taken place with schools, parents, pupils and national survey providers, we intend to take action on the proposals in the following ways.
 - We will explore further how the views of parents and pupils can be best gathered. We intend to make parents' surveys available for trial in the autumn of 2009 and to use these for inspection selection in the spring of 2010.
 - Engage with schools, parents, children and young people over the next few months regarding the content and presentation of the surveys. The surveys will be tailored to the age and phase of the children and young people in the school.
 - Aggregate the outcomes of perception surveys of parents, children and young people to produce benchmarks, which schools and inspectors can use to compare an individual school's survey results with a local and national picture.

Additional action will include the following.

- Aggregation of the quantifiable measures from the National Indicator Set that contribute data on quantifiable outcomes of well-being to produce national benchmarks and make them available to schools and inspectors. When they are available in September 2009 inspectors will use them as part of the evidence base in inspections. The following quantifiable measures are currently available and will be used as sources of evidence about aspects of well-being:
 - attendance and persistent absence
 - the proportion of pupils provided with at least two hours each week of high-quality sport
 - the number of permanent exclusions

- post-16 progression, shown by the proportion of young people participating in learning in the year after they have left compulsory schooling
- the uptake of school lunches.
- Amendment of the self-evaluation form and provision of guidance for schools from September 2009, setting out the ways in which the outcomes of perception surveys and quantitative measures might inform self-evaluation. We also propose to provide guidance for inspectors on the ways in which the measures should be used to inform their discussions with the school and the way in which they arrive at judgements.
- Working with the DCSF on the development and publication of individual school indicators, based on the outcomes of the parents' and pupils' perception surveys and the quantifiable measures. We anticipate that the outcomes of the perception surveys and some elements of the quantitative indicators will contribute to the proposed School Report Card. This work will be undertaken in the light of the White Paper consultation, the forthcoming consultation on the School Report Card, the proposed trials of the School Report Card in the autumn of 2009; and the use of well-being indicators by schools and Ofsted from September 2009.
- Making Comprehensive Area Assessment profiles available so that schools are aware of the local well-being issues to which they can reasonably make a contribution. The data in these profiles incorporate the National Indicator Set.
- Continuing to liaise with the DCSF and the Learning and Skills Council to establish a coherent approach to surveys of parents, children and young people to avoid duplication and cost.

Annex A: Analysis of consultation responses

The three-month long consultation closed on 19 January 2009, by which time a total of 320 responses had been received. These included responses from 58 local government representatives, 45 other service providers, 83 headteachers, 31 teachers, 18 governors, six other school staff, six inspectors, 14 parents and one pupil. In addition, 52 respondents identified themselves as not being associated with any of the groups above and six preferred not to provide their background.

Analysis by question

Question 1: the consultation states that a school can be reasonably held to account for its contribution to improving outcomes, and its impact, recognising that this contribution may often be made as part of a partnership and in a context where achieving improvement may be particularly challenging.

Question 1: Do you agree with this view of schools' accountability for well-being?

There was strong endorsement for this proposal, with 56% of all respondents agreeing and 19% strongly agreeing that a school can be reasonably held to account for its contribution to pupil well-being. Thirteen per cent of respondents either disagreed or strongly disagreed.

A common theme running through the written comments provided by respondents was that although schools can influence a range of outcomes beyond those relating to achievement, this does not mean that they should be held fully accountable for those outcomes. Many factors impact on educational achievement and well-being, with schools playing a pivotal role alongside, and in partnership with, parents and other agencies.

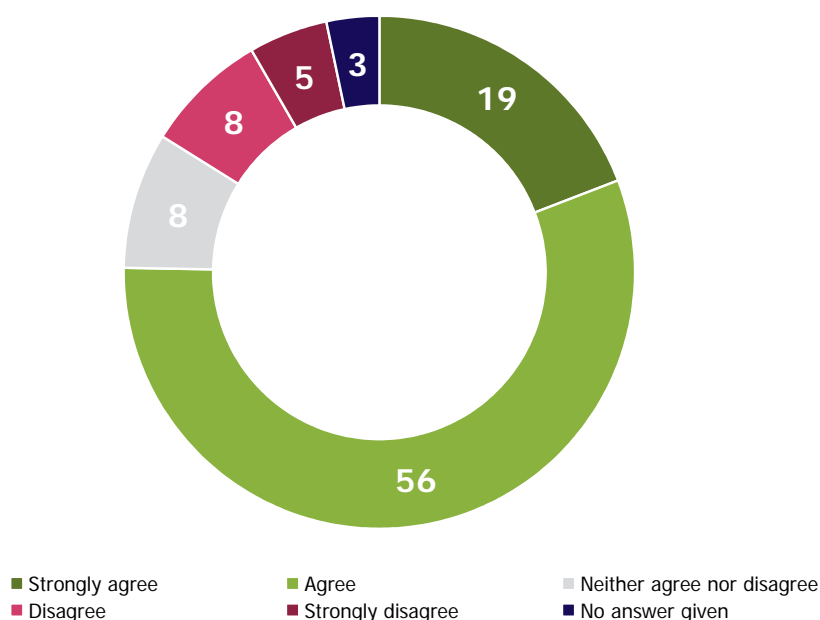
Those who disagreed or strongly disagreed with this proposal suggested in their comments that there were too many variables for the well-being of children to be measurable in a meaningful way. Schools cannot be held to account for well-being outcomes over which they have limited or no influence and control.

Table 1 and chart 1, below, show the breakdown of responses for this question.

Table 1: Do you agree with this view of schools' accountability for well-being? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	5	9	2	2	0	0
Headteacher	83	7	52	6	8	7	3
Inspector	6	4	2	0	0	0	0
Local Government Representative	58	15	36	4	2	0	1
Other school staff	6	0	5	0	0	1	0
Other service provider	45	7	28	5	3	0	2
Other	52	9	27	5	7	2	2
Parent/carers	14	3	4	2	1	3	1
Prefer not to say	6	1	3	0	0	1	1
Pupil/student	1	0	1	0	0	0	0
Teacher	31	10	13	3	2	2	1
Total	320	61	180	27	25	16	11

Chart 1. Do you agree with this view of schools' accountability for well-being? (percentages of responses)



Based on 320 responses

Question 2: the consultation proposed that the school-level indicators are supplemented by a local area 'well-being profile' of all indicators in the National Indicator Set relevant to the well-being of children and young people, and appropriate indicators prioritised in the Local Area Agreement for those outcomes to whose improvement schools might be able, and expected, to contribute. These area indicators will provide important information about the specific challenges facing the local area in which the school is situated.

Question 2: Do you agree that a 'well-being' profile for the local area should be made available to schools and inspectors?

There were also positive responses for Question 2, 46% of respondents agreed and 28% strongly agreed with the proposals for a well-being profile being made available to schools and inspectors. Eleven per cent disagreed or strongly disagreed with the proposal, while 11% did not express a preference.

Some respondents suggested in their comments that schools would not be in a position to help their children and local community effectively if they were unaware of the well-being profile and issues affecting the local area and community at large. They felt that such a profile would help schools' strategic planning, help to provide a clearer picture of local issues and concerns and help them to focus on these areas.

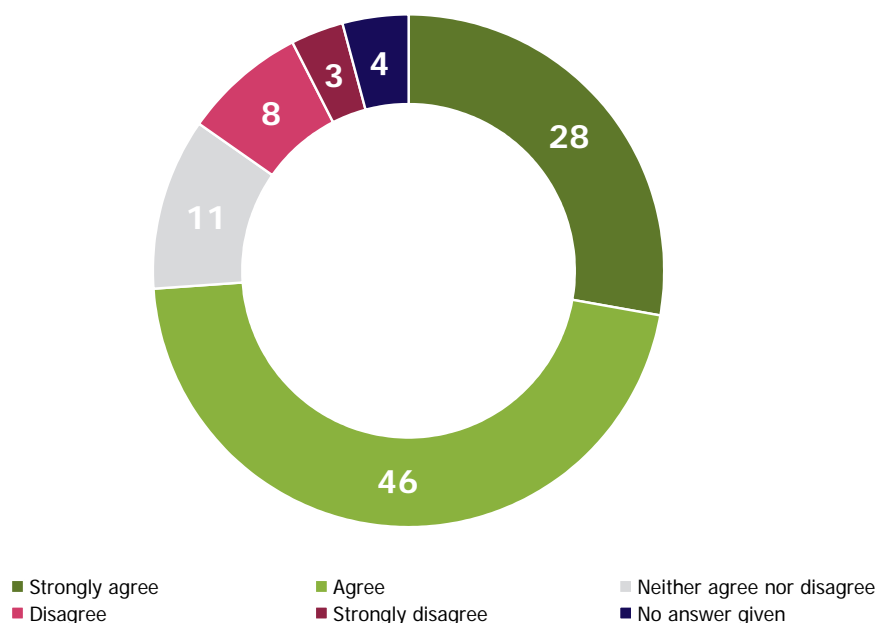
Concerns were raised, however, about the definition of a 'local area' and how this would be determined. It was suggested that a profile for any given local area could change from one street to the next and would therefore be difficult to measure and profile. There was also some feeling that such a profile would add to the existing data available but would not provide any useful benchmarks.

Table 2 and chart 2, below, show the breakdown of responses for this question.

Table 2: Do you agree that a ‘well-being’ profile for the local area should be made available to schools and inspectors? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	4	7	5	1	1	0
Headteacher	83	17	30	15	12	6	3
Inspector	6	3	2	0	0	0	1
Local Government Representative	58	19	31	3	2	0	3
Other school staff	6	0	6	0	0	0	0
Other service provider	45	16	19	3	5	0	2
Other	52	10	33	4	1	2	2
Parent/carers	14	5	4	1	2	1	1
Prefer not to say	6	3	2	0	0	0	1
Pupil/student	1	1	0	0	0	0	0
Teacher	31	11	13	4	2	1	0
Total	320	89	147	35	25	11	13

Chart 2. Do you agree that a ‘well-being’ profile for the local area should be made available to schools and inspectors? (percentages of responses)



Based on 320 responses

Question 3: the consultation stated that the use of the indicators will help schools with their self-evaluation and provide useful evidence for Ofsted inspectors. Ofsted may use the indicators along with other data to help plan the timing of inspections.

Question 3: Do you agree about the use and limitations of indicators?

Fifty-eight per cent of all respondents agreed and 10% strongly agreed with the use and limitations of the indicators as set out above. Thirteen per cent disagreed or strongly disagreed, whereas 12% neither agreed nor disagreed.

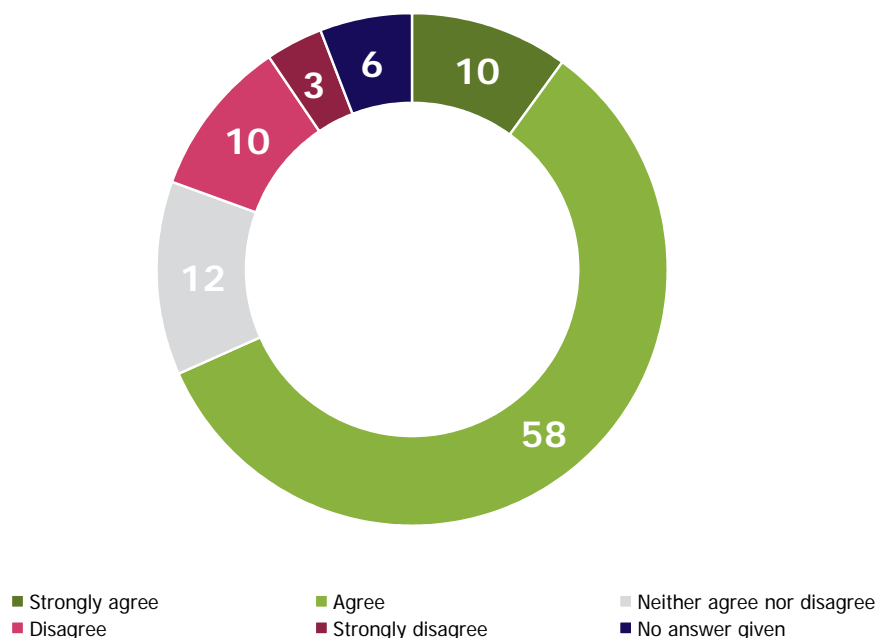
Although this proposal received a generally positive response, it also drew mixed comments from respondents. Some felt that although it was important to be able to evaluate statistically the contribution that the schools make, the indicators should be treated with caution and viewed alongside other indicators from other sources. There was also some concern that there are already too many indicators and adding new ones would simply be another ‘stick’ to beat schools with. It was commented that schools would still need to supplement the indicators with their own data and qualitative evidence. Some parents felt that the indicators would add nothing to what they see as the main work of the school in providing a broad education for its pupils.

Table 3 and chart 3, below, show the breakdown of responses for this question.

Table 3: Do you agree about the use and limitations of indicators? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	2	12	2	0	2	0
Headteacher	83	5	51	12	6	5	4
Inspector	6	3	2	0	0	0	1
Local Government Representative	58	7	41	5	4	0	1
Other school staff	6	1	2	1	1	0	1
Other service provider	45	5	26	3	7	0	4
Other	52	3	32	7	5	2	3
Parent/carers	14	1	3	3	4	1	2
Prefer not to say	6	0	1	2	1	0	2
Pupil/student	1	0	1	0	0	0	0
Teacher	31	5	16	4	4	1	1
Total	320	32	187	39	32	11	19

Chart 3. Do you agree about the use and limitations of indicators? (percentages of responses)



Based on 320 responses

Question 4: the consultation stated that Ofsted will consider publishing some of the indicators in inspection reports and in health check reports.

Question 4: Do you agree with this approach to the publication of the indicators?

The response to this question was mixed. While more responses were positive with 35% agreeing and 10% strongly agreeing with the proposed approach to publication of the indicators, 16% of respondents disagreed and 13% strongly disagreed. However, it is worth noting that 19% neither agreed nor disagreed and a further 7% did not answer the question.

Respondents' comments were mixed. Those who were in favour of this proposal felt that it is important to publish such indicators, derived from the views of parents and young people as these would be views from 'the ground' and would carry more weight than the 'snapshot' provided to Ofsted inspectors.

Those that commented against the publication of such indicators argued that there were already too many indicators available. It was said that more indicators would only act to further pressurise schools and promote a culture of competition and blame. Some felt that the reporting of these proposed indicators should be left to

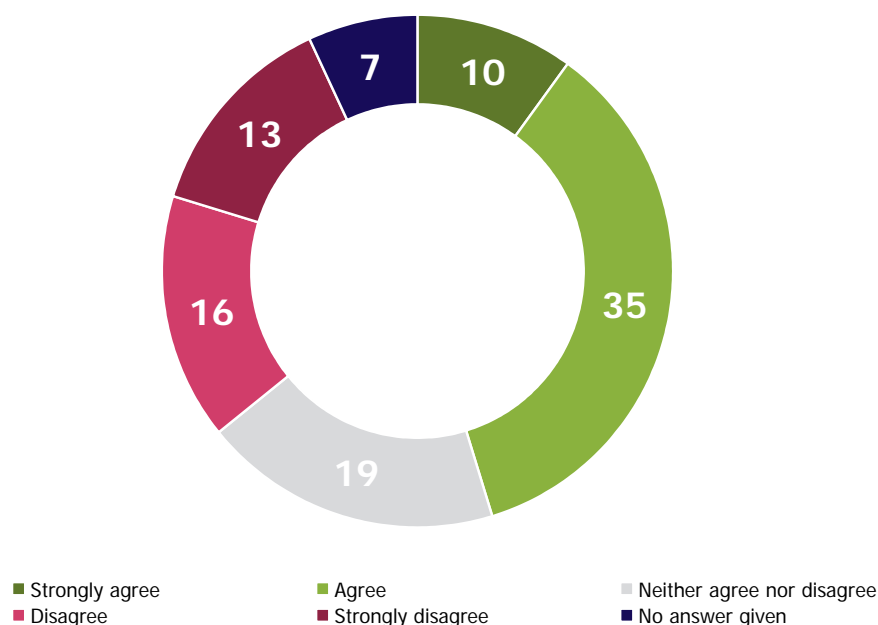
schools. They remarked that the indicators could not stand alone and should be contextualised.

Table 4 and chart 4, below, show the breakdown of responses for this question.

Table 4: Do you agree with this approach to the publication of the indicators? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	0	8	3	2	3	2
Headteacher	83	4	22	10	17	24	6
Inspector	6	3	1	1	0	0	1
Local Government Representative	58	8	24	14	10	1	1
Other school staff	6	0	4	1	1	0	0
Other service provider	45	4	16	13	6	2	4
Other	52	4	25	8	6	5	4
Parent/carers	14	3	2	3	0	3	3
Prefer not to say	6	0	1	3	0	1	1
Pupil/student	1	0	1	0	0	0	0
Teacher	31	6	9	4	8	4	0
Total	320	32	113	60	50	43	22

Chart 4. Do you agree with this approach to the publication of the indicators? (percentages of responses)



Based on 320 responses

Question 5: the consultation stated that a small number of indicators that relate to other aspects of well-being are currently available, or will shortly be available at school level:

- the school's overall attendance rate for the most recent school year for which data are available
- the percentage of persistent absentees – pupils who have missed more than 20% of sessions
- the percentage of pupils doing at least two hours a week of high-quality PE and sport
- the take-up of school lunches
- the rate of permanent exclusion
- (for secondary schools) post-16 progression measures. (Participation in learning in the year after they left compulsory schooling.)

Question 5: Are these the right indicators relating to quantifiable outcomes?

Again, responses were mixed with no clear majority for or against the proposal. Of those who responded to this question 36% agreed and only 4% strongly agreed, but just over a third (34%) disagreed or strongly disagreed. Nineteen per cent of respondents did not express a view either way.

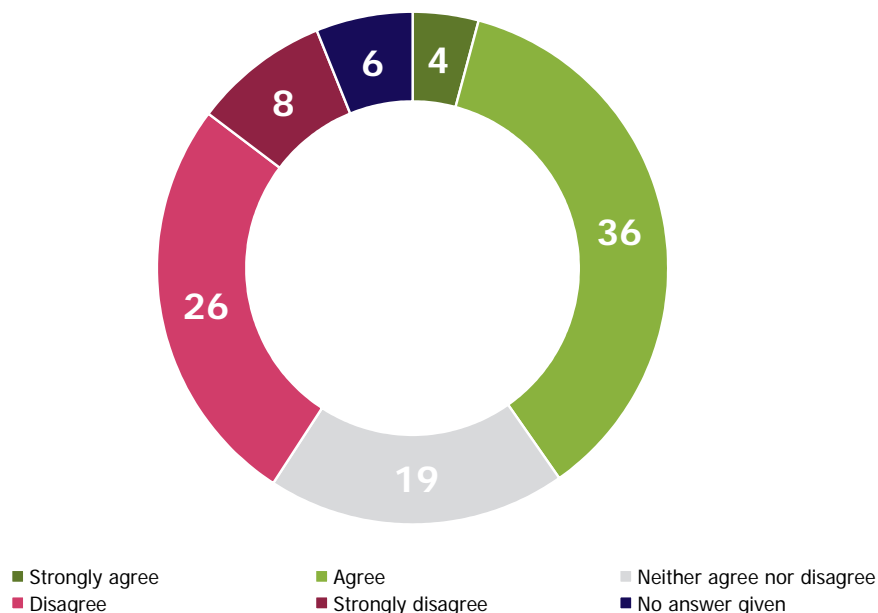
Those who agreed generally commented that the proposed indicators were acceptable and although most were appropriate, other indicators could be added to the list to provide more relevant information. Others felt that indicators were too basic and would be of little use. Some respondents, including parents suggested that an indicator for the take-up of school lunches would be of no relevance. Some parents considered that the limited number of quantifiable indicators available meant that it would be difficult to hold the school to account for pupils' well-being.

Table 5 and chart 5, below, show the breakdown of responses for this question.

Table 5: Are these the right indicators relating to quantifiable outcomes? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	2	6	6	3	1	0
Headteacher	83	4	30	14	19	13	3
Inspector	6	1	2	2	0	0	1
Local Government Representative	58	2	27	13	13	2	1
Other school staff	6	0	3	1	0	0	2
Other service provider	45	1	13	11	12	4	4
Other	52	1	21	10	14	3	3
Parent/carers	14	0	2	1	6	1	4
Prefer not to say	6	0	0	2	3	0	1
Pupil/student	1	0	1	0	0	0	0
Teacher	31	2	11	0	14	3	1
Total	320	13	116	60	84	27	20

Chart 5. Are these the right indicators relating to quantifiable outcomes? (percentages of responses)



Based on 320 responses

Question 6: paragraph 26 of the consultation proposed that the indicators derived from surveys of pupils' and parents' perceptions should cover the extent to which:

- the school promotes healthy eating, exercise and a healthy lifestyle and (for younger children) play; discourages smoking, consumption of alcohol and use of illegal drugs and other harmful substances; gives good guidance on relationships and sexual health; helps pupils to manage their feelings and be resilient; promotes equality and counteracts discrimination; provides a good range of additional activities; gives pupils good opportunities to contribute to the local community; helps people of different backgrounds to get on well, both in the school and in the wider community; helps pupils to gain the knowledge and skills they will need in the future; offers the opportunity at 14 to access a range of curriculum choices; supports pupils to make choices that will help them progress towards a chosen career/subject of further study
- pupils feel safe; experience bullying; know who to approach if they have a concern; enjoy school; are making good progress; feel listened to and are able to influence decisions in the school.

Question 6: Will the items listed in paragraph 26 yield appropriate indicators of pupils' well-being and the school's contribution to it?

Of the respondents 45% agreed and 16% strongly agreed that the items outlined in paragraph 26 of the consultation document would yield appropriate indicators. Twenty per cent registered their disagreement, and 14% neither agreed nor disagreed.

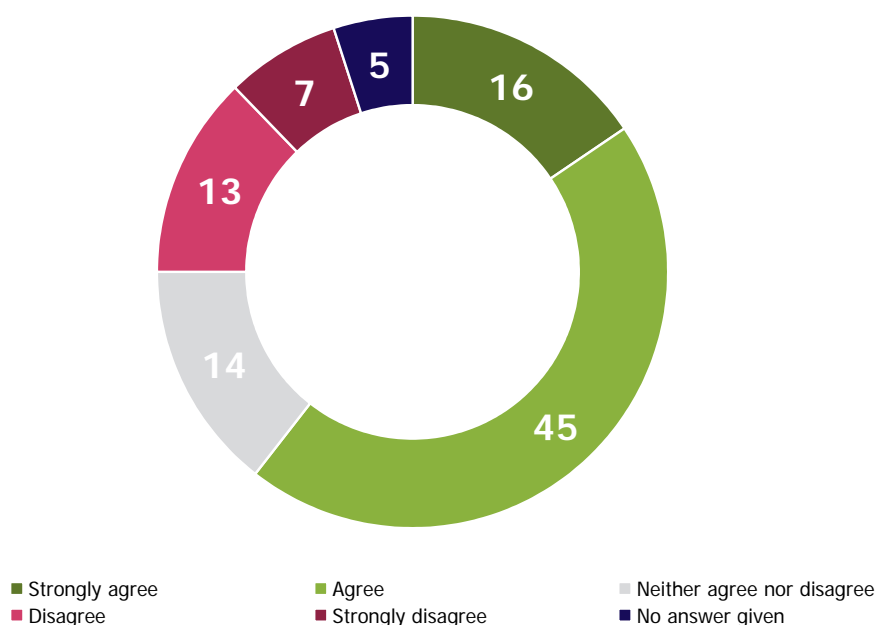
Respondents in favour of this proposal commented that these indicators were reasonable and appropriate to all schools. Some felt that it would be useful for pupils to participate actively. Others were cautious, feeling that such indicators do not indicate the degree to which external factors and parental lifestyles may mitigate against schools' influence. Some parents felt that such surveys intruded too much on pupils' home lives and were a distraction from schools' main purpose of educating pupils.

Table 6 and chart 6, below, show the breakdown of responses for this question.

Table 6: Will the items listed in paragraph 26 yield appropriate indicators of pupils' well-being and the school's contribution to it? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	2	9	2	1	2	2
Headteacher	83	14	41	12	8	7	1
Inspector	6	1	3	1	0	0	1
Local Government Representative	58	7	30	11	7	1	2
Other school staff	6	0	4	0	1	1	0
Other service provider	45	10	16	5	8	3	3
Other	52	4	22	12	8	2	4
Parent/carer	14	2	2	0	5	3	2
Prefer not to say	6	3	1	0	0	1	1
Pupil/student	1	0	1	0	0	0	0
Teacher	31	7	15	3	3	3	0
Total	320	50	144	46	41	23	16

Chart 6. Will the items listed in paragraph 26 yield appropriate indicators of pupils' well-being and the school's contribution to it? (percentages of responses)



Based on 320 responses

Question 7: the consultation proposed that Ofsted should work with the providers of surveys of parents and pupils that are already commissioned by many schools. Ofsted and a partner organisation, with appropriate credentials, would conduct detailed discussions with the providers to establish quality standards and to manage an accreditation system. Schools would not be required to purchase surveys from the accredited providers, but they would be encouraged to do so.

Question 7: Do you agree with the approach set out above?

A minority of respondents (47%) agreed or strongly agreed that the proposed approach for generating the indicators relating to pupils' and parents' perceptions was appropriate. However, 31% did not share this view, while 16% neither agreed nor disagreed.

Those who agreed commented that this would be a good idea as long as the questions were appropriate and open-ended. It was felt that such a survey should be easily accessible to schools and repeated yearly to judge progress.

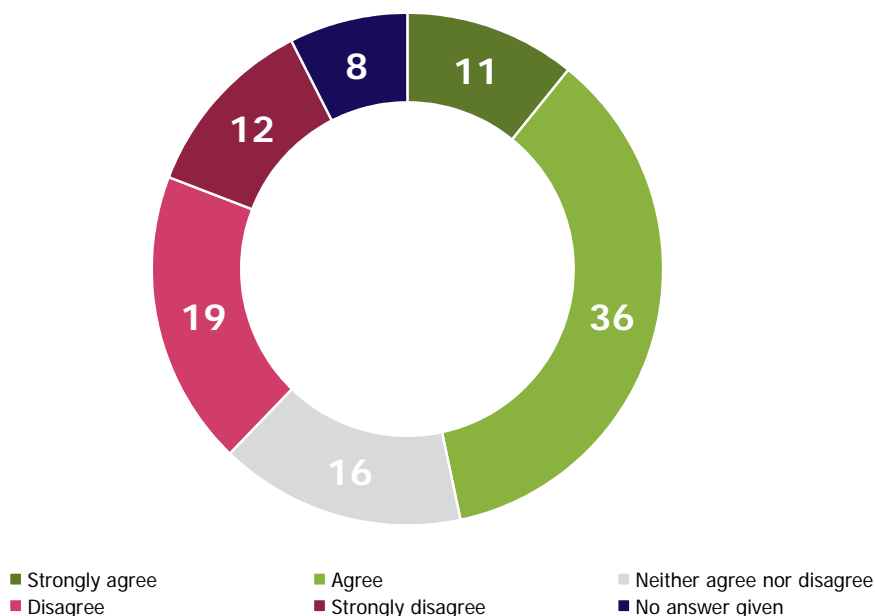
Nevertheless some felt that this could be expensive and that it would be unacceptable for any costs associated with the survey to be passed on to schools. There was also some concern about who would/should 'own' and carry out the survey. Some suggested that this should be the school, whereas others said it should be Ofsted, with the survey closely linked to the Tellus questionnaire.

Table 7 and chart 7, below, show the breakdown of responses for this question.

Table 7: Do you agree with the approach set out above? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	0	7	3	4	4	0
Headteacher	83	6	28	11	17	16	5
Inspector	6	2	3	0	0	0	1
Local Government Representative	58	10	27	11	7	2	1
Other school staff	6	1	4	0	1	0	0
Other service provider	45	7	15	6	6	3	8
Other	52	3	18	11	12	3	5
Parent/carer	14	1	3	1	5	2	2
Prefer not to say	6	1	0	0	0	4	1
Pupil/student	1	0	0	1	0	0	0
Teacher	31	4	9	6	8	3	1
Total	320	35	114	50	60	37	24

Chart 7. Do you agree with the approach set out above? (percentages of responses)



Based on 320 responses

Question 8: the consultation proposed that within the accreditation system, Ofsted would endorse providers who would provide school-level indicators and national benchmarks for these indicators. The system would be open to any provider of surveys, including local authorities, and they would be able to seek accreditation.

Question 8: Do you agree that an accreditation system as proposed above would be appropriate?

There was a mixed response to this question. Thirty-eight per cent of respondents agreed or strongly agreed with the proposed accreditation system, and 31% either disagreed or strongly disagreed. It is worth noting that 25% of all respondents did not express a view.

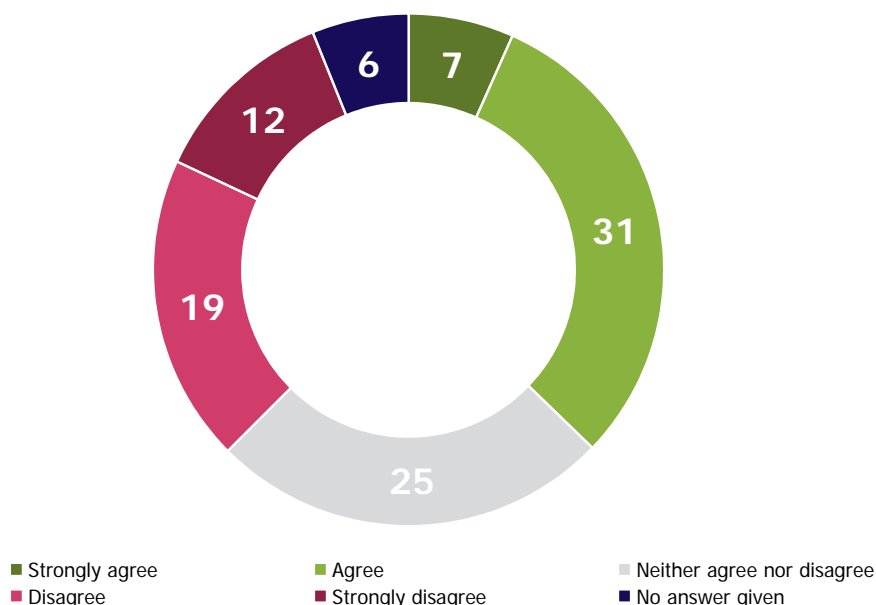
The response to this proposal was mixed with comments stating that such a proposal must be accredited and must also be properly quality assured, especially if the accreditation was across a number of providers. Concerns were expressed about who would face the cost for such a system. It was noted that this could prove to be expensive. Some respondents felt that sufficient mechanisms are already in place to obtain this information.

Table 8 and chart 8, below, show the breakdown of responses for this question.

Table 8: Do you agree that an accreditation system as proposed above would be appropriate? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	1	7	3	3	4	0
Headteacher	83	8	16	17	23	17	2
Inspector	6	2	2	2	0	0	0
Local Government Representative	58	4	22	19	10	2	1
Other school staff	6	1	3	0	1	0	1
Other service provider	45	1	15	14	9	2	4
Other	52	2	19	15	6	5	5
Parent/carer	14	1	2	1	5	1	4
Prefer not to say	6	0	1	1	0	3	1
Pupil/student	1	0	1	0	0	0	0
Teacher	31	1	10	9	5	4	2
Total	320	21	98	81	62	38	20

Chart 8. Do you agree that an accreditation system as proposed above would be appropriate? (percentages of responses)



Based on 320 responses

Question 9: Do you agree that, where appropriate, school-level surveys of pupils' and parents' perceptions should be brought together with other surveys such as Tellus and FfE to avoid duplication?

There was strong support for the above proposal with 40% of respondents agreeing and 23% strongly agreeing. Only 11% disagreed or strongly disagreed with this approach. Twelve per cent of all respondents expressed no preference and 14% did not answer the question.

Overall, comments regarding this question were in support of amalgamating various perception surveys into a single data collection activity, as this would help to reduce duplication and cost. However, there was some concern that a single nationally commissioned survey would be too prescriptive and the data elicited would be too general for use by specific schools. It was commented that a local or school-specific questionnaire could be tailored to individual schools' needs, where a 'one size fits all' questionnaire could not.

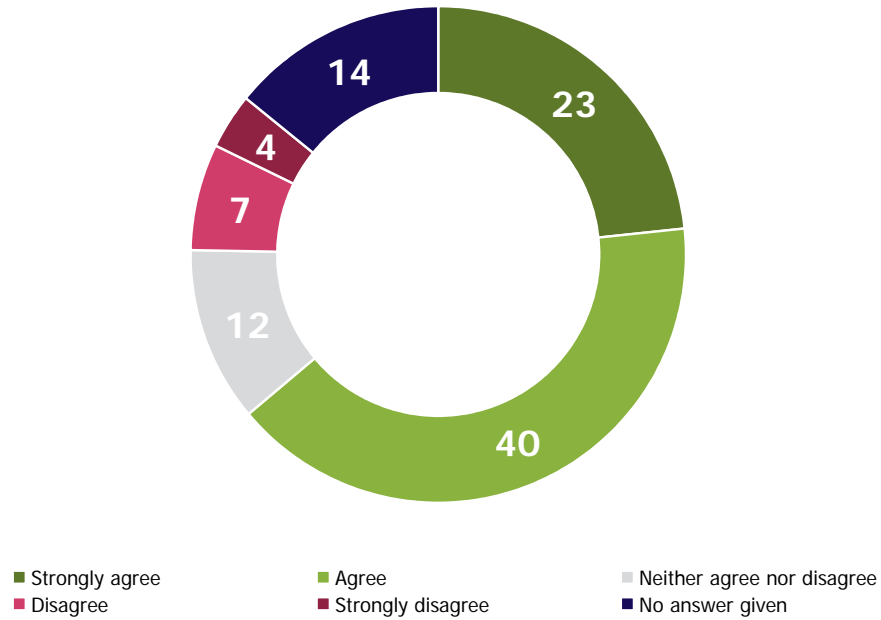
A further issue highlighted by respondents was the number of surveys currently undertaken and the frequency with which they change. It was felt that this could make it difficult to collect consistent and comparable data.

Table 9 and chart 9, below, show the breakdown of responses for this question.

Table 9: Do you agree that, where appropriate, school-level surveys of pupils' and parents' perceptions should be brought together with other surveys such as Tellus and FfE to avoid duplication? (number of responses by type of respondent)

	Total	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	No answer given
Governor	18	5	6	2	0	1	4
Headteacher	83	13	30	15	6	6	13
Inspector	6	2	3	0	0	0	1
Local Government Representative	58	22	24	5	5	0	2
Other school staff	6	2	3	0	0	0	1
Other service provider	45	12	21	1	4	1	6
Other	52	10	21	7	4	1	9
Parent/carer	14	2	4	3	1	1	3
Prefer not to say	6	2	1	1	1	0	1
Pupil/student	1	0	1	0	0	0	0
Teacher	31	5	15	4	1	2	4
Total	320	75	129	38	22	12	44

Chart 9. Do you agree that, where appropriate, school-level surveys of pupils' and parents' perceptions should be brought together with other surveys such as Tellus and FfE to avoid duplication? (percentages of responses)



Based on 320 responses