

Inspection 2012

Proposals for inspection arrangements for maintained schools and academies from
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Introduction

Inspection is at the heart of school improvement. Since Ofsted was created in 1992, our inspectors have helped identify the strengths and weaknesses of schools, encouraging improvement, sharing good practice and reducing excuses for failure.

The Importance of Teaching: Schools White Paper and the Education Bill, which is taking forward many of the White Paper's proposals, aim to refocus school inspections on what matters most: the quality of teaching and learning, backed by excellent leadership and management, and good discipline and behaviour.

Our new school inspection framework is designed to deliver that new focus. What it means in practice is that schools will be judged on a smaller number of core aspects than before, but we will be examining them in greater depth. The changes will result in more streamlined inspections, with fewer judgements and grades, leading to sharper reports on the quality of education provided by schools and the most important aspects of their performance.

The new framework also introduces greater proportionality into inspections. We will target our resources where they are needed most: on the weakest schools, particularly those which are not improving quickly enough. Outstanding schools will be exempt from routine inspections unless they raise cause for concern.

Inspection should be focused on the things that have the most impact on improving outcomes for children and young people. The changes we are proposing give inspectors the chance to take an even closer look at teaching and learning, and pupils' behaviour and safety, together with an evaluation of the impact of leadership and management. This will provide parents with reports that more clearly show how schools are performing their key functions.

Of course, inspectors will continue to take account of schools' self-evaluation, involve school leaders and governors in the inspection process and listen carefully to the views of learners, parents and staff when coming to a judgement about the school's effectiveness. But the core of the inspection will rest on classroom observation and feedback to teachers. We will continue to make clear recommendations for the school's improvement.

Our detailed proposals are set out below and explained in the sections that follow. This consultation paper invites your views on our proposed changes and these will help us shape the new inspection arrangements which, subject to the successful passage of the Education Bill, will commence in January 2012.

The consultation runs from Monday 21 March until Friday 20 May.

Summary of the main proposals

From 2012 we propose that school inspections will:

- i. Report on the quality of the education provided by the school, giving priority to the achievement of its pupils and their behaviour and safety, the quality of teaching and the quality of leadership and management of the school (see paragraphs 1–4).
- ii. Take account of the spiritual, moral, social and cultural development of pupils and the extent to which the education provided enables every pupil to achieve her or his potential, particularly disabled pupils and pupils who have special educational needs (5).
- iii. Be more streamlined, giving greater priority to detailed observation of teaching and learning (6–7).
- iv. Take particular account of pupils' attainment and rates of progress when evaluating achievement (9–13).
- v. Focus strongly on standards of reading and numeracy in primary schools and literacy in secondary schools (11).
- vi. Use measures of relative progress other than contextual value-added indicators (14–17).
- vii. Give more emphasis to reporting on pupils' behaviour, with particular attention to conduct in lessons and around the school, and each pupil's safety from bullying and harassment (18–22).
- viii. Focus more of the available inspection time on evaluating the quality of teaching and the use of assessment to support effective learning (23–25).
- ix. Evaluate how well reading is taught in primary schools and literacy is taught in secondary schools (25).
- x. Judge the effectiveness of leadership and management, especially the leadership of teaching and learning (26–34).
- xi. Judge the overall effectiveness of the school by giving more weight to the quality of teaching and pupils' achievement, their behaviour and the impact of leadership and management, including how well the school promotes the spiritual, moral, social and cultural development of pupils (35–36).
- xii. Report on the effectiveness of sixth form and early years provision within the other reporting areas rather than as separate sections (37).

We propose also to:

- xiii. Continue to take account of self-evaluation evidence in the form adopted by the school (38).
- xiv. Undertake annual risk assessment of good and outstanding schools beginning three years after their latest inspection (39–42).
- xv. Stop the routine inspection of most schools judged outstanding at their last inspection (43–44).
- xvi. Inspect schools previously judged as good within five years of their last inspection (45–46).
- xvii. Take greater account of the views of parents and carers in deciding when a school should be inspected (42).
- xviii. Strengthen our monitoring of satisfactory schools (47–50).
- xix. Target inspection to bring about more rapid improvement in schools judged to be inadequate (51–55).
- xx. Respond more flexibly to requests made by schools for an inspection (56–60).

We will try out the proposed new inspection arrangements in the summer of 2011. We will evaluate and refine our revised approach to inspection in the light of the views of the schools and inspectors involved.

Proposals to revise the inspection framework

Inspection and reporting requirements

1. The inspection framework has a strong influence on schools and we do not change it lightly. In revising the framework, we aim to improve it and ensure that it contributes more positively to school improvement. We are consulting on changes to school inspection that will be introduced in January 2012. We are seeking the views of parents, carers and pupils, teachers and headteachers, governing bodies, local authorities, faith groups, diocesan boards, employers and others who may be interested.
2. During 2011 we will try out our proposals, evaluate them and publish regular information on our website as the new arrangements develop. We aim to ensure that the process is as clear and open as possible, so that people can see that their views have been considered and are aware of the changes that we decide to make.
3. The 2011 Education Bill proposes changes to the statutory reporting areas for school inspection, as well as removing some of the reporting requirements introduced in and after 2005: namely, the duties to inspect well-being and community cohesion.
4. The Bill specifies that inspections in future will report on 'the quality of education provided in the school' and must give priority to:
 - the achievement of pupils at the school
 - the quality of teaching in the school
 - the quality of the leadership in and management of the school
 - the behaviour and safety of pupils at the school.
5. The inspection report will provide a clear judgement about the overall quality and effectiveness of the school, drawing on the main strengths and areas for improvement found during the inspection, particularly in these four key areas. This will provide a clear overview of the school's effectiveness. In addition, as proposed in the Bill, inspectors must consider the spiritual, moral, social and cultural development of pupils; and the extent to which the education provided by the school enables all pupils to achieve, in particular disabled pupils and pupils who have special educational needs. Inspectors will refer to these aspects in the report.

Inspection approach

6. School inspection is primarily about judging performance. Inspectors will continue to base their judgements on evidence of outcomes for children and young people and the quality of the education that contributes to those outcomes. What matters most is how well schools ensure high standards of

achievement, learning and behaviour for their pupils, as well as contributing to their spiritual, moral, social and cultural development. These aspects will be the guiding principles for the new school inspection framework.

7. There will be fewer judgements and grades, with even greater attention to teaching and learning and how well good behaviour is encouraged so that all pupils feel safe. The new inspection framework will also build on the best of the present arrangements. Schools have welcomed the clear grade descriptors in the present evaluation schedule and we intend to retain these. Constructive feedback through dialogue with teachers will continue to have high priority, as will engaging with pupils and school leaders. Classroom observation will continue to be at the heart of our inspections. Schools have welcomed these aspects of the current inspection process and we know that they have a positive impact on their work.
8. In the following sections, we discuss and seek views on our proposed approach to inspecting and judging each of the main aspects to be reported.

Judging achievement

9. Currently, the judgement about achievement takes account of pupils' attainment, the quality of their learning and their rate of progress. The increased emphasis on achievement is reflected in judgements about pupils' attainment by the time they leave their school compared with the national averages for their ages in the published school performance measures, trends in the school's results and pupils' progress relative to their starting points.
10. Persistent low attainment makes it harder for young people to get jobs or access further and higher education, and can have a deep and damaging impact on families and communities. It is therefore important that schools reduce differences in attainment between groups in the school, including those between looked after children, pupils from different social and ethnic groups and between boys and girls. The new inspection framework will pay particular attention to such gaps in attainment and inspectors will look at what is being done to close them.
11. Unless pupils can read well, they cannot access the rest of the curriculum, nor can they succeed in later life. Improving standards of reading is therefore an absolute priority. Too many pupils are unable to read by the age of six or read fluently by the end of primary school. Consequently, we will judge and report on the standards of reading in primary schools and literacy in secondary schools. There will also be a strong focus on standards of numeracy in primary schools.
12. Inspectors will continue to take account of test and examination results. They will also consider evidence of pupils' rates of progress since they joined the school and the findings of directly observing the standard of their work and

how well they are learning. The judgement about achievement will continue to be a critical factor in determining a school's overall effectiveness.

13. We will continue to evaluate the extent to which the quality of education provided meets the needs of the range of pupils at the school and, in particular, the needs of disabled pupils and those who have special educational needs. We propose to continue to make a specific judgement about the quality of learning and the progress of disabled pupils and pupils with special educational needs and this will contribute to the overall judgement on achievement.

Our proposal is to judge pupils' achievement by giving particular attention to: how well all pupils learn, the quality of their work and the progress they have made since joining the school; how gaps are narrowing between different groups of pupils; the standards attained by pupils by the time they leave the school; the progress of disabled pupils and pupils with special educational needs; in primary schools, pupils' attainment in reading by the age of six and by the time they leave school, and their standards of numeracy; and in secondary schools, standards and progress in literacy.

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

Do you have any comments or suggestions?

Contextual value-added measures

14. Contextual value-added (CVA) data have been a key feature of school self-evaluation and inspection since 2005. They provide an indication of schools' performance, taking account of factors such as the numbers of pupils eligible for free school meals, pupils with special educational needs and the proportion of pupils from different minority ethnic groups including those who use English as an additional language. As set out in the recent White Paper, the Government has decided that CVA data will no longer be available from 2011.
15. This will affect the ways in which inspectors analyse the progress made by the pupils in the particular context of the school. In future, we propose to use more straightforward value-added measures that measure the progress of pupils since the time they joined the school. They will help inspectors to assess the impact the school has made on pupils' progress. We will continue to use any relevant available data about the school's intake of pupils and judgements about progress will be made in relation to comparisons with similar schools.
16. We propose to develop value-added information for particular groups of pupils, looking, for example, at how well boys or girls perform, including looked after children, or the comparative achievements of different social or ethnic groups.

We intend to ensure that inspectors are enabled to identify learners from particular groups who have done very well or underperformed, to promote more detailed discussion about their performance.

17. When evaluating learning and progress in order to inform the judgement of achievement, inspectors will continue to balance the track record of the school over three years, as reflected in its data, with more recent evidence such as school assessments, pupils' work and observation of progress in the classroom.

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

Do you have any comments or suggestions?

Pupils' behaviour and safety

18. The stimulating teaching of an engaging curriculum promotes good behaviour. Pupils cannot learn where behaviour is poor and lessons are disrupted. Schools should always expect good behaviour, underpinned by consistent policies and effective teaching that promotes good social and moral development. In some cases, well-targeted support for individual children whose behaviour is particularly challenging may also be helpful. Behaviour, in lessons and around the school, will remain a key judgement. This should reinforce schools' own high expectations of pupils' behaviour and their attitudes towards learning and to others.
19. Similarly, pupils cannot learn well if their attendance is poor or if they are often late for school. We propose that inspectors should consider attendance and punctuality in reaching their judgement on behaviour.
20. Findings from inspections in 2009/10 show that almost all schools take a careful and measured approach to ensuring the safety of pupils. Children's safety is essential and a critical aspect of ensuring they are safe is to tackle bullying and harassment.
21. Despite the best efforts of many schools, bullying remains a concern for some young people and for their parents. Bullying at school can be a significant problem, especially in the 10–14 age group. With the growth in electronic communications, it can be intrusive and persistent but barely visible to adults. Although most pupils feel that their schools deal well with bullying and that they are safe at school, some do not believe bullying is dealt with well and do not feel safe. Schools will have new powers to deal with bullying and a sharper focus on this issue, including greater emphasis on the views of pupils themselves, will highlight what needs to be done to improve the position. We propose, therefore, to include consideration of pupils' acting safely and feeling

safe and free from bullying, as key contributory factors in the judgement on behaviour and safety.

22. Inspectors should be confident that the behaviour seen during the inspection is maintained at all times and therefore we propose to take more account of the views of pupils and parents in this judgement.

We propose to judge pupils' behaviour and safety by giving particular attention to: their conduct in lessons and around the school; their attendance and punctuality at school and in lessons; their behaviour and attitudes towards others, and respect for other young people and adults, including the way pupils treat one another; how well they are protected from bullying; and the views of pupils, parents and carers.

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

Do you have any comments or suggestions?

The quality of teaching

23. The quality of a school is largely reflected in the quality of its teaching. When judging teaching, we shall revise the criteria for judging the effectiveness of teaching and concentrate more on direct observation of teaching and learning. This will help inspectors to judge even more perceptively the quality of teaching in the school and its impact on pupils' learning and progress.
24. Good or outstanding teaching combines strong subject knowledge with effective teaching of the skills needed to learn and understand a subject effectively. It includes good use of assessment of pupils' learning and progress to inform subsequent teaching. Constructive dialogue and feedback between teacher and pupils contribute information to help pupils make progress. Good teaching is also characterised by careful attention to the learning needs of individual pupils, high expectations and challenge for pupils, and opportunities for them to develop and extend their learning. We propose therefore to focus on these aspects and to consider subject understanding and the use of assessment as key contributory factors in judging the quality of teaching.
25. The White Paper sets out how primary schools will be expected to ensure better standards of reading through the more systematic teaching of synthetic phonics. In judging the quality of teaching overall we propose to include a judgement on the teaching of reading in primary schools and the teaching of literacy in secondary schools.

We propose to judge the quality of teaching by giving particular attention to how well: teachers demonstrate high expectations, enthuse, engage and motivate pupils so that they learn and make progress; teachers set challenging tasks; teachers use their expertise to deepen pupils' knowledge and understanding and teach them the skills needed to learn for themselves; teachers assess pupils' progress, provide them with constructive feedback and plan lessons to match their needs; teaching and other support stretches each individual pupil, including disabled pupils and those with special educational needs; and how effectively pupils are taught to read and to develop their skills in literacy.

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

Do you have you any comments or suggestions?

The effectiveness of leadership and management

26. Strong leadership creates the climate in which effective teaching and pupil achievement flourish. The current inspection framework sets a clear expectation that leadership and management should focus strongly on improving the quality of teaching and learning, and that leaders and managers at all levels in the school will be driving improvements in achievement. Governors are also expected to challenge the school and ensure that it improves. We propose to retain these as key considerations when judging the effectiveness of leadership and management.
27. Effective leaders know their school well. They have very high expectations and set ambitious targets for raising standards based on accurate self-evaluation. They monitor teaching and learning rigorously and track pupils' progress meticulously, drawing on outcomes to target areas where more improvement is needed. They plan staff training and development accordingly. High aspirations, clear direction and effective staff support help to build a school's morale. We propose therefore to include the use of self-evaluation and its accuracy, the quality of professional development to improve teaching and learning, and the support offered to staff, as further contributory factors in judging leadership and management.
28. Children's safety is essential and schools have clear legal responsibilities for the safeguarding of pupils and the safe recruitment of staff. We shall continue to scrutinise these issues when inspecting leadership and management.
29. School leaders have a particular responsibility for narrowing the gap in achievement between potentially vulnerable pupils and their peers. This reflects the raised expectations nationally for schools to address disadvantage, target support to those who need it and have a greater impact on narrowing gaps in

outcomes for children and young people. We shall specifically take account of how effectively leaders and managers discharge this fundamental responsibility when considering how well the school promotes equality of opportunity.

30. Most importantly, effective leaders focus on classroom practice and develop consistently good teaching and learning. They concentrate on the aspects of teaching that make the most difference to pupils' learning and progress. We propose to give particular attention to this aspect of leadership and management.
31. A broad, balanced and relevant curriculum is a key factor in raising attainment, improving behaviour and attendance and promoting personal development. In schools where the curriculum caters well for the individual needs, abilities and interests of the pupils, there are increased motivation and better outcomes. We propose to include the quality of the curriculum as an important consideration in judging leadership and management.
32. A school's work with parents makes a difference to how it responds to pupils' needs and supports their learning and progress. Most schools recognise the need to engage parents. Schools that are outstanding in this respect exploit many different forms of communication, invite constructive feedback and raise aspirations by giving parents useful and frequent information about how their child is progressing. Importantly, they also show parents how they can support learning in the home. We propose to consider the quality of a school's work with parents in the judgement on leadership and management.
33. In the future, schools will have greater autonomy and more responsibility for their own improvement. Capacity to share good practice and to learn from the practice of others, to support other schools and contribute to their progress, as well as benefit from support when it is provided, will increasingly be the model for school improvement. A school's record in this regard will be part of the judgement on leadership and management.
34. At present there is a separate judgement about the school's capacity for sustained improvement. This is in addition to judgements about leadership and management. There is, however, a close association between capacity to improve and the quality of leadership and we no longer see the need for a separate judgement on capacity.

We propose to judge the effectiveness of leadership and management by how well: leaders and managers demonstrate ambition for pupils and improvements in their achievement; improve teaching and learning; support and develop staff; and how effectively the school is improving and has capacity for sustaining its improvement.

In addition, we propose to consider: the accuracy of the school's self-evaluation and the use made of its findings; the appropriateness of the curriculum in helping all pupils to achieve well; the impact of governance

on school improvement; how effectively pupils are safeguarded; and how well the school ensures equality of opportunity for all its pupils, promotes the confidence and engagement of parents, and works in partnership with other schools and external agencies to improve further.

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

Do you have you any comments or suggestions?

The overall effectiveness of the school

35. We will continue to arrive at a judgement about the quality of the education provided and the overall effectiveness of the school. Currently, judgements about outcomes for pupils, the quality of provision and leadership are reached first in an inspection, and the configuration of these judgements determines the judgement on the school's overall effectiveness. For example, if achievement is not judged to be at least good then it is unlikely the school can be judged to be a good school. Achievement is not just about attainment; it is also about the quality of learning and pupils' progress. Similarly, the quality of teaching is critical to securing good progress for pupils and we believe an overall judgement of 'good' for the school would require teaching to be good.
36. We propose to adopt a similar approach in the future, based on the judgements made about how well pupils achieve, the quality of teaching, standards of behaviour and pupils' attitudes, and the leadership and management of the school, taking into account also how well the school provides for the pupils' spiritual, moral, social and cultural development. In the present inspection framework, spiritual, moral, social and cultural development is regarded as an outcome for pupils, which is often aligned with judgements about pupils' behaviour and the extent to which they contribute to the school and wider community. We propose to shift the focus so that consideration of how well the school promotes pupils' spiritual, moral, social and cultural development forms part of the judgement on overall effectiveness. Evidence to support this will be gathered from consideration of the quality of teaching, pupils' behaviour and attitudes, achievement, and leadership and management.

We propose to judge the overall effectiveness of the school by giving particular attention to the judgements about: the achievement of all pupils; behaviour and safety; the quality of teaching; and leadership and management; with consideration of how well the school promotes pupils' spiritual, moral, social and cultural development.

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?

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

The effectiveness of the sixth form and the early years

37. At present, inspectors make separate judgements about school sixth forms and the Early Years Foundation Stage, covering overall effectiveness, outcomes for learners, the quality of provision, and leadership and management. We do not propose to retain these as separate judgements and intend to report on them within the four key areas: teaching, behaviour, leadership and achievement.

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?

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

Inspection arrangements

Pre-inspection and self-evaluation

38. The online school self-evaluation form (SEF) will be withdrawn from September 2011 and therefore will not be available when the revised framework is implemented. Completion of the SEF has never been an Ofsted requirement. However, a very large majority of schools have chosen to complete the SEF and it has become an established part of inspection practice. Our inspection evidence shows that the quality of schools' self-evaluation has improved steadily over the years and, of course, it will be critical that schools continue to evaluate their performance. As part of these changes, inspectors will continue to take account of the quality of self-evaluation when judging leadership and management. We expect that schools should always be able to provide some summative evidence of self-evaluation, which might include an assessment of

performance against the key inspection judgements, but there will not be a common way for schools to present this evidence. Lead inspectors may spend more time discussing this with the school the day before the inspection.

Risk assessment of outstanding and good schools

39. From September 2009, under the current inspection arrangements, good and outstanding schools may be inspected within five years, largely depending on the results of a risk assessment carried out in the third year after inspection. The risk assessment identifies schools where the inspection may be deferred because no serious concerns have emerged. These schools receive an interim assessment letter which must be published for parents. The process of risk assessment also identifies schools which need further investigation through inspection. However, we also inspect good schools where no concerns have been identified, as part of a sample of the full range of provision.
40. The risk assessment exercise comprises two stages: an automated assessment and a further review by Her Majesty's Inspectors of those schools that are identified through the automated assessment as needing further consideration. The assessment takes into account:
 - current attainment and progress
 - changes in attainment and progress since the last inspection
 - pupils' attendance
 - the findings from any survey visit carried out by Ofsted since the last inspection
 - any significant issues brought to Ofsted's attention, including safeguarding concerns and parental complaints.
41. We propose to continue to carry out an annual risk assessment of good and outstanding schools, beginning three years after their previous inspection, as part of the process of selecting schools for inspection. We will also continue to inspect a small percentage of good schools as part of a sample of 'good' provision. Both good and outstanding schools will continue to be inspected as part of Ofsted's thematic survey inspections.
42. We also intend to take greater account of parents' views in helping us to decide when a school should be inspected. We are currently considering new ways in which parents' views about a school will be gathered regularly and not just at the time when it is inspected. We propose to gather parents' views by inviting them to answer a range of questions about their children's school via Ofsted's website. These findings will be considered as part of the risk awareness process.

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

Do you have you any comments or suggestions about how we might improve risk assessment?

Exempt schools previously judged to be outstanding

43. Most schools which were judged outstanding at their last inspection will not be subject to future routine inspections, unless concerns are raised about provision or attainment gaps widen. As indicated above, they will continue to be included in Ofsted's programme of survey inspections.
44. The Education Bill provides for the Secretary of State to determine through regulations which categories of schools will be exempt from inspection in the future. At present, the proposals cover outstanding primary and secondary schools, including middle and all-through schools. The Government's policy as set out in the White Paper also proposes that, in future, outstanding special schools and pupil referral units would not be inspected. Currently, we are inspecting outstanding special schools and pupil referral units at intervals of up to five years, providing their overall effectiveness was judged outstanding during their last two consecutive inspections and the headteacher at the second of those two inspections is still in post. We recognise that further consideration will have to be given to the risk assessment that would indicate concern about these schools if they become exempt.

Schools previously judged to be good

45. At present most schools which were judged to be good at their previous inspection are inspected within a five-year timeframe. We propose to retain the five-year interval for most good schools. In addition, each year we will continue to inspect a sample of good schools where no concerns have been identified.
46. We will continue to inspect previously good schools sooner than five years where risk assessment indicates the need for inspection or where there are significant parental concerns. We will use the process of risk assessment outlined above to identify such schools.

Schools previously judged to be satisfactory

47. The slow progress of some satisfactory schools is a concern. Some satisfactory schools appear to be 'stuck' and unable to take the steps necessary to bring about clear and sustained improvements.
48. At present up to 40% of schools previously judged to be satisfactory are selected for a monitoring inspection on the basis of the weaknesses identified in their previous inspection and an assessment of their subsequent performance. These monitoring inspections take place between 12 and 24 months after the

previous full inspection. There is scope to adopt a more differentiated approach to satisfactory schools.

49. The White Paper sets out proposals for intervening in schools that are not improving and where performance is a concern. We propose to focus our monitoring of satisfactory schools where some or all of the following factors are present:

- the school's leadership and management are only satisfactory
- test and examination results are particularly volatile or are below the minimum levels of performance expected for all schools
- the school has been judged satisfactory in each of its last two inspections
- no aspect of the school's work was judged to be better than satisfactory at its last inspection
- there is a worrying level of parental complaints.

50. At present, satisfactory schools are usually inspected within a three-year interval and a monitoring inspection will bring forward a full inspection only where there are serious concerns about the school. We propose to lower the threshold and bring forward a full inspection if the monitoring inspection suggests that the school has made limited or poor progress in improving its performance. This might be considered, for example, where:

- standards of attainment and progress, including standards of reading in primary schools, are persistently low and there are few signs that the teaching strategies adopted by the school are bringing about the necessary improvements
- the quality of teaching and learning varies greatly across subjects and/or year groups and this is not being tackled effectively by leaders and managers
- persistent disruption in lessons and misconduct around the school are impeding pupils' progress and undermining parents' confidence in the school.

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

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

Bringing about more rapid improvement in schools which were previously judged to be inadequate

51. The schools where overall effectiveness has been judged to be inadequate fall into two categories. Schools are given a notice to improve where there are significant weaknesses in provision or outcomes for pupils but the leadership's capacity to make the necessary improvement is at least satisfactory. Those where capacity to improve is inadequate are generally deemed to require special measures.

Schools which have been issued with a notice to improve

52. At present schools which are given a notice to improve receive a monitoring inspection six to eight months after their previous full inspection and are re-inspected after 12 to 16 months. A very large majority of these schools are judged to be satisfactory or better when they are re-inspected. There are, therefore, strong reasons for carrying out an earlier monitoring inspection after about three months and a re-inspection within a further six months.
53. If the school has improved and demonstrates the capacity to sustain the improvement, it has the opportunity to be removed from a category of concern much earlier than at present. If this is not the case, it is likely to be placed in special measures and receive more intensive monitoring to bring about more rapid improvement.

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

Schools requiring special measures

54. We propose to increase expectations of the speed of recovery for schools requiring special measures. At present, schools requiring special measures receive termly monitoring inspections. Most of these schools have improved sufficiently by the time of their fifth termly monitoring inspection to be deemed to no longer require special measures. However, a substantial number of schools are in special measures for up to two years or more before they are removed.
55. In some schools, the pace of improvement is too slow and this is not acceptable for the pupils who attend such schools. We propose, therefore, to shorten the time that schools are in special measures by bringing forward the first monitoring inspection to a few weeks following the inspection and increasing the frequency of subsequent monitoring inspections. This provides schools which are improving rapidly with an earlier opportunity to be removed from a category of concern. Conversely, clear indications that a school is improving only slowly, if at all, may highlight the need for governing bodies

and, if appropriate, local authorities to take more vigorous action to ensure that the school provides an acceptable standard of education for its pupils.

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

Dealing with requests to inspect schools

56. The Education Bill proposes that Her Majesty's Chief Inspector (HMCI) should be able, in some circumstances, to charge a fee for an inspection when requested by a school. We expect that there will be two broad reasons for requests for inspection.

Requests to inspect because of concerns about the school

57. Requests for inspection may relate to concerns about a school's performance: for example, a marked decline in test and examination results or a significant deterioration in pupils' behaviour. Such concerns may be raised by a group of parents, the local authority or, in some cases, by the governing body. In these cases, there will not be a charge for inspection. It will be for HMCI to consider the reasons for such requests, in deciding whether to inspect the school.

Requests to inspect to confirm a school's high or improving performance

58. It is possible that some schools which were previously judged to be outstanding and are exempted from routine inspection might ask to be inspected. It may well be, for example, that after five or six years, they wish to reassure parents they are still outstanding. Ofsted will welcome such requests but again it will be for HMCI to decide whether and when to inspect the school.
59. A good school which has improved significantly since its previous inspection may feel that there is compelling evidence that it might be judged outstanding were it to be inspected. Where a future routine inspection will not take place for another two or three years, the governing body may request an inspection so that the school has the opportunity to be judged outstanding.
60. Given that such requests are made by schools themselves and will result in inspections beyond Ofsted's planned and resourced programme, we think that it is reasonable to charge a fee for such inspections. We propose that these inspections would be undertaken on the same basis, using the same framework and evaluation schedule, as the inspections of all other maintained schools.

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

Summary of proposals and consultation questions

Achievement

Our proposal is to judge pupils' achievement by giving particular attention to:

- how well all pupils learn, the quality of their work and the progress they have made since joining the school
- how gaps are narrowing between different groups of pupils
- the standards attained by pupils by the time they leave the school
- the progress of disabled pupils and pupils with special educational needs
- in primary schools, pupils' attainment in reading by the age of six and by the time they leave school, and their standards of numeracy
- in secondary schools, pupils' progress and standards in literacy.

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

Do you have any comments or suggestions?

Contextual value-added measures of progress

When CVA is withdrawn, we propose to use straightforward value-added measures in place of most of the CVA ones. These will indicate the progress of pupils since the time they joined the school and they will help inspectors to assess the impact the school has made on pupils' progress. We propose to develop these measures further to include value-added information for particular groups of pupils. We will continue to use any relevant available data about the school's intake of pupils, and judgements about attainment and progress will be made in relation to comparisons with similar schools.

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

Do you have any comments or suggestions?

Pupils' behaviour and safety

We propose to judge pupils' behaviour and safety by giving particular attention to:

- their conduct in lessons and around the school
- their attendance and punctuality at school and in lessons
- their behaviour and attitudes towards others, and respect for other young people and adults, including the way pupils treat one another
- how well they are protected from bullying
- the views of pupils and the views of parents and carers.

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

Do you have any comments or suggestions?

The quality of teaching

We propose to judge the quality of teaching by giving particular attention to how well:

- teachers demonstrate high expectations, enthuse, engage and motivate pupils so that they learn and make progress
- teachers set challenging tasks
- teachers use their expertise to deepen pupils' subject knowledge and understanding and teach them the skills needed to learn for themselves
- teachers assess pupils' progress, provide them with constructive feedback, and plan lessons to match their needs
- teaching and other support provides for each pupil's individual needs including those of disabled pupils and pupils with special educational needs
- how effectively pupils are taught to read and to develop their skills in literacy.

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

Do you have you any comments or suggestions?

The effectiveness of leadership and management

We propose to judge the effectiveness of leadership and by how well:

- leaders and managers demonstrate ambition for pupils and improvements in their achievement
- leaders and managers improve teaching and learning
- leaders and managers support and develop staff
- how effectively the school is improving and has capacity for sustaining its improvement.

In addition, we propose to consider:

- the accuracy of the school's self-evaluation and the use made of its findings
- the appropriateness of the curriculum in helping all pupils to achieve well
- the impact of governance on school improvement
- how effectively pupils are safeguarded
- how well the school ensures equality of opportunity, promotes the confidence and engagement of parents and works in partnership with other schools and external agencies to improve further.

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

Do you have you any comments or suggestions?

The overall effectiveness of the school

We propose to judge the overall effectiveness of the school by giving particular attention to the judgements about:

- the achievement of all pupils
- behaviour and safety
- the quality of teaching
- leadership and management

with consideration of how well the school promotes pupils' spiritual, moral, social and cultural development.

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

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

The effectiveness of the sixth form and the early years

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?

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?

Inspection arrangements

We propose to continue with the process of risk assessment that takes into account:

- current attainment and progress
- changes in attainment and progress since the last inspection
- pupils' attendance
- the findings from any survey visits carried out by Ofsted since the last inspection
- any significant issues brought to Ofsted's attention, including safeguarding concerns and parental complaints.

We also intend to take greater account of parents' and carers' views in helping to decide when a school should be inspected. We propose to gather parents' views by inviting them to answer a range of questions about their children's school via Ofsted's website. These will be taken into account as part of the risk assessment.

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

Do you have you any comments or suggestions about how we might improve risk assessment?

We propose to bring forward a full inspection of a satisfactory school if the monitoring inspection suggests that the school has made limited or poor progress in improving its performance. This might be considered, for example, where:

- standards of attainment and progress, including standards in reading in primary schools, are persistently low and there are few signs that the teaching strategies adopted by the school are bringing about the necessary improvements

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- the quality of teaching and learning varies greatly across subjects and/or year groups and this is not being tackled effectively by leaders and managers
 - persistent disruption in lessons and misconduct around the school are impeding pupils' progress and undermining parents' confidence in the school.

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

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

We propose to bring about more rapid improvement in schools judged to be inadequate.

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

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

Requesting inspection

Ofsted will welcome requests for inspection and it will be for HMCI to decide whether and when to inspect the school.

To what extent do you agree Ofsted should respond positively to most requests for inspection?

Annex A. The consultation

We welcome your responses to this consultation paper. The consultation remains open until Friday 20 May.

Please visit our website to complete and submit an electronic version of the questionnaire: <http://www.ofsted.gov.uk/publications/110025>.