

18 March 2009

School Inspection



An outline of the presentation

- Maintained school inspection developments: the new arrangements
- Changes to the school self-evaluation form (SEF)
- The inspection of the Early Years Foundation Stage and schools' sixth forms
- The inspection of curriculum provision
- School inspection and safeguarding
- Seeking parents'/carers' and pupils' views
- The involvement of governors in inspection
- School Report Cards

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Maintained school inspection:
the new arrangements



Rationale for change: The Annual Report 2006/07

HMCI's Annual Report 2006/07

- 'Ofsted is clear about its intention to ensure that our frameworks for inspection focus sharply on the outcomes for and the needs of underachieving groups and those in vulnerable circumstances.'
- 'We put a great deal of effort into ensuring inspections are of the highest quality, but there is more we can do: better inspections make more of a difference.'

Rationale for change: The Annual Report 2007/08

HMCI's Annual Report 2007/08

- 'I am concerned about those institutions and providers where there is no improvement, or, in some instances, deterioration.'
- 'The key challenges for Ofsted are to help improve the weakest, to prevent those that are improving from slipping back.....and to recognise and disseminate the features of good practice.'

School Inspection Consultation Proposals

- Wide ranging consultation since January 2008
- In May, Ofsted published the formal proposals for the new arrangements in *A focus on improvement: proposals for maintained school inspections from September 2009*
- A three-month long consultation was launched
- A total of 1,666 responses were received by the time it closed in August

Developments: school inspections

Actions since the consultation

Following consultations and pilots, we have continued to:

- develop our proposals to inspect good and outstanding schools that maintain and/or continue to improve their performance, once within five years
- consult schools, local authorities and government agencies about the content of a published health check report and its relationship with the proposals for a school report card
- develop, trial and consult on Ofsted's early work to define minimum standards
- develop and trial methodology for the inspection of partnerships

Developments: school inspections

Actions since the consultation

Following consultations and pilots, we have continued to:

- develop our proposals for monitoring schools judged to be satisfactory under the new arrangements
- keep under review the impact of increased monitoring of satisfactory schools, from 2009
- retain the current arrangements for monitoring inadequate schools
- trial unannounced inspections in order to test out the feasibility of no-notice and gain further feedback from key stakeholders

Developments: school inspections

Actions since to the consultation

Following consultations and pilots, we have continued to:

- test out a greater focus on the achievement of different groups of pupils, with more time spent in the classroom, observing teaching and learning
- develop and test criteria, descriptors and guidance for a more comprehensive judgement about the school's capacity to improve
- use contextual value added (CVA) measures as an important source of information about pupils' progress
- explore how recommendations might focus more precisely on the action a school should take to become good or better

Summer 2008 pilot inspections

- Eight pilot inspections took place in the summer – unpublished reports
- An embryonic evaluation schedule
- A focus on new ways of working
- Evaluation conference held in July for inspectors, local authorities and schools in the summer pilots

Autumn 2008 Pilot Inspections

- Just over 60 pilot inspections
- They were section 8 deemed section 5 inspections and resulted in published reports
- All were HMI led and quality assured, with additional inspectors as team members
- Inspections used a draft evaluation schedule, grade descriptors and guidance
- Evaluation conferences in December
- Focus groups with staff, parents, pupils

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Changes to the SEF



Developments: school inspections

Why do we need a new SEF?

- Self-evaluation valued by schools & will remain central to the new arrangements
- A new evaluation schedule means the SEF has to change to keep in step
- An opportunity to respond to concerns about its structure and format (e.g. the number of prompts, jargon, implied level of detail required, repetition, difficult to align with school's own plans)

Developments: school inspections

- The new draft Part A of the SEF mirrors the judgements in the evaluation schedule
- Encourages concise evaluation
- Has only one question for each strand of the evaluation schedule
- Parts B (data) and C (compliance) retain the same format but are being updated

Developments: school inspections

An example of the new SEF format

	1	2	3	4
The quality of teaching and its impact on learning				

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

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Inspecting:
Early Years Foundation Stage
Schools with sixth forms



Early Years Foundation Stage (EYFS)

- Currently, there are common judgements across schools and early years settings
- Common judgements are being aligned with the new arrangements
- Introduction of an EYFS section in reports
- Headteachers recently surveyed were overwhelmingly positive about the inspection of EYFS (introduced in September 200)
- Most headteachers surveyed felt that the inspection had guided improvement in EYFS

Schools with sixth forms

- Currently, Ofsted is developing draft grade descriptors and outline guidance for the inspection of sixth form provision
- These will be used in the pilot inspections of school sixth forms and, general further education colleges and sixth form colleges in the summer 2009
- Common judgements are aligned with the new arrangements for school and college inspections

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Inspecting:
Curriculum provision



Developments: school inspections

- Ofsted's focus on raising standards is sometimes seen as a constraint on curriculum innovation. This represents a misunderstanding of Ofsted's role and does not take account of what inspection reports say about the curriculum
- Inspectors judge the extent to which the curriculum meets all pupils' needs. Some schools are praised for a curriculum that promotes high achievement – standards of attainment may not always be high

Developments: school inspections

Evidence indicates that schools with outstanding curricula demonstrated all/most of the following:

- the curriculum met the needs of all pupils
- there were opportunities for enrichment including extra curricular activities and visits
- the curriculum promoted independence and creativity
- academic provision was good, meeting the needs of the most able and allowing fast tracking
- personal and health education closely addressed pupils' needs

Developments: school inspections

- there was wide choice at Key Stage 4, particularly vocational pathways
- specialist status had a notable impact
- proper attention was given to citizenship and environmental/ global issues
- there was due emphasis on enterprise, financial capability, and work related learning; careers guidance was realistic and relevant
- the school had good partnerships

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School inspection and
safeguarding



Developments: school inspections

- Ofsted adopts the definition of 'safeguarding' used in the Children Act 2004, and in the DfES guidance document *Working together to safeguard children* (2006), which focuses on safeguarding and promoting children's and learners' welfare
- 'Child protection' is an important component of 'safeguarding'
- Under the new arrangements, two judgements on safeguarding will be made
- Schools will be judged on the effectiveness of schools' arrangements to ensure that pupils **are** safe and **feel** safe.
- The safeguarding grades will contribute to and may limit the grade for overall effectiveness

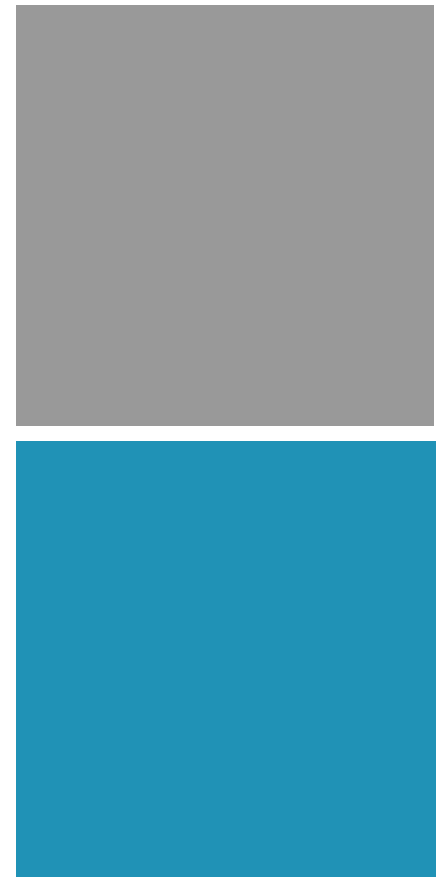
Developments: school inspections

Key features of practice that inspectors consider are:

- How well pupils are safeguarded and protected
- How well child welfare concerns are identified and responded to appropriately
- How well safeguarding is prioritised
- How well the school works with other agencies to safeguard children

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Seeking:
Parents'/carers'
and pupils' views



Developments: school inspections

- Ofsted is taking forward proposals from the joint Ofsted/DCSF consultation paper on the identification of Every Child Matters (ECM) well-being indicators
- We are looking at developing school level surveys of parents' and pupils' views
- We are continuing to gather parents' views and also, trialling the use of pupils' surveys in pilot inspections
- There is consultation with parents/carers and pupils about the structure and format of school reports
- From September, inspectors will judge the effectiveness of the school's relationship with parents/carers

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The involvement of
governors in inspection



Developments: school inspections

- Schools should evaluate the effectiveness of the governing body in providing challenge and support so that weaknesses are tackled decisively and statutory responsibilities met
- Schools should ask themselves what impact the governing body has on school improvement
- The new arrangements contain a judgement about governance – inspectors will meet at least one representative of the governing body
- The governing body is asked to ensure that it is represented at the formal feedback

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The school report card



Developments: school inspections

- The Report Card will complement Ofsted inspection reports
- Inspection will continue to provide an holistic perspective of the school, showing what it is like to be a pupil
- Ofsted judgements will be displayed prominently on the Report Card
- The data used for Ofsted's inspection planning purposes and the Report Card are likely to be much the same
- A school's performance as shown in its report card could lead directly to decisions about the timing of its next inspection