

Better inspection for all

Maintained schools and academies, further education and skills providers, non-association independent schools and registered early years settings – consultation questionnaire

Age group: 0–19+

Published: October 2014

Reference no: 140165



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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Better inspection for all

We welcome your views on our proposals for new arrangements for the consistent and proportionate inspection of maintained schools, academies, further education (FE) and skills providers, non-association independent schools and registered early years settings from September 2015.

We propose:

- a common inspection framework for all early years settings on the Early Years Register, maintained schools, academies, non-association independent schools and FE and skills providers – this framework will mean that the same judgements will apply in each of these remits
- introducing shorter inspections for maintained schools, academies and FE and skills providers that were judged good at their previous inspection – these short inspections, conducted approximately every three years, will report on whether or not a provider has maintained its overall effectiveness but will not provide a full set of graded judgements
- conducting a full inspection of non-association independent schools within a three-year period.

We are also keen to hear your views on how inspection methodology should be developed and whether or not we should introduce a separate graded judgement for the curriculum.

Your views will help to refine and develop our framework for inspecting these services.

This document should be read alongside the full consultation document available from www.ofsted.gov.uk/futureofinspection.

How to submit your views

There are three ways of completing and submitting your response.

- Complete the online questionnaire
<http://www.surveymonkey.com/s/futureofinspection>
- Download this document from: www.ofsted.gov.uk/futureofinspection, complete it on your computer and email your response to inspectionreform@ofsted.gov.uk.
- Print this document, complete it by hand and post it to:

FOIE consultation
Ofsted
8th floor
Aviation House
125 Kingsway
London
WC2B 6SE

The consultation will be open until **5 December 2014**.

Confidentiality

The information you provide will be held by Ofsted. It will only be used for the purposes of consultation and research to help us to become more effective, influence policies and inform inspection and regulatory practice.

We will treat your identity in confidence, if you disclose it to us.

Are you responding on behalf of an organisation?

Yes please complete Section 1 and the related questions
No please complete Section 2 and the related questions

Section 1

Which organisation are you responding on behalf of?

Organisation: 4Children (we are the Department for Education's Strategic Partner for Early Years) _____

Would you like us to consider anonymously publishing your views?

Yes
No

Section 2

Please tell us in which capacity you are completing this survey (please choose one option):

Teacher	<input type="checkbox"/>	Local government representative	<input type="checkbox"/>
Governor	<input type="checkbox"/>	Inspector	<input type="checkbox"/>
Headteacher	<input type="checkbox"/>	A registered early years group provider	<input type="checkbox"/>
Other school staff	<input type="checkbox"/>	A registered early years childminder	<input type="checkbox"/>
Pupil/student	<input type="checkbox"/>	An early years provider run directly by a school	<input type="checkbox"/>
Academy chain representative	<input type="checkbox"/>	Leader/manager of a further education and skills provider or college	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>	Other employee of a further education and skills provider or college	<input type="checkbox"/>
Teacher/trainer of a further education and skills provider or college	<input type="checkbox"/>	An employer with an SFA training contract	<input type="checkbox"/>
An adult learner/student	<input type="checkbox"/>	An employer without an SFA training contract	<input type="checkbox"/>
A member of the public	<input type="checkbox"/>	Proprietor of an independent school	<input type="checkbox"/>
Representative group or union representative	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
Other, please tell us			

If you are responding in a professional capacity, please specify where you work:

A maintained primary school	<input type="checkbox"/>	A primary academy	<input type="checkbox"/>
A maintained secondary school	<input type="checkbox"/>	A secondary academy	<input type="checkbox"/>
A non-association independent school	<input type="checkbox"/>	An early years provider	<input type="checkbox"/>
A general FE/tertiary college	<input type="checkbox"/>	A not-for-profit organisation	<input type="checkbox"/>
A sixth form college	<input type="checkbox"/>	An independent specialist college	<input type="checkbox"/>
A local authority	<input type="checkbox"/>	A higher education institution	<input type="checkbox"/>
An independent training provider	<input type="checkbox"/>	Free school	<input type="checkbox"/>
Maintained special school	<input type="checkbox"/>	Non-maintained special school	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>	Other, please tell us	<input type="checkbox"/>

Proposal 1: A common inspection framework

We propose, from 1 September 2015, to introduce a new common inspection framework that we believe will provide greater coherence across the inspection of different providers that cater for similar age ranges. It will ensure more comparability through inspection as children and learners move from one setting to another and support greater consistency across the inspection of different remits.

See paragraphs 10–31 of the full consultation document for more detail.

Q1. Do you agree or disagree with the introduction of a new common inspection framework for maintained schools, academies, further education and skills providers, non-association independent schools and registered early years settings from September 2015?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We strongly agree with the introduction of a new common inspection framework, and believe that applying a single set of standards across maintained schools, academies, further education and skills providers, non-association independent schools and registered early years settings will play an important role in improving the consistency of inspections and driving better outcomes.

Making judgements in full inspections

Inspectors will use all the available evidence to evaluate what it is like to be a child, learner or other user in the provision. They will make judgements about a provider's overall effectiveness during a full inspection and will consider whether the standard of education, training or care is good, outstanding, requires improvement or inadequate. They will make these graded judgements in four areas:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

See paragraphs 15–24 of the full consultation document for more details.

Q2. Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement (paragraphs 19–20)?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We agree with the proposed "effectiveness of leadership and and management" judgement, which encompasses a number of important criteria including having high expectations of what leaners can achieve, attaining high standards of care and quality and improving teaching through professional development.

In our view, one particularly important aspect of good leadership and management in schools is ensuring that headteachers liaise effectively with early years settings to promote joint working, in order to achieve the best possible outcomes for children and facilitate positive transitions.

Q3. Do you agree or disagree with the proposed 'quality of teaching, learning and assessment' judgement (paragraph 21)?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We agree with the proposed "quality of teaching, learning and assessment" judgement, which includes a number of important points around having high expectations and a positive ethos, as well as teachers and practitioners having a secure understanding of the age group they are working with. Importantly, there is a recognition that for very young children certain practices, such as expecting improvement in performance through formal feedback, will not be appropriate.

Q4. Do you agree or disagree with the proposed 'personal development, behaviour and welfare' judgement (paragraphs 22–23)?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We agree with the proposed "personal development, behaviour and welfare" judgements. In the context of early years settings, this will often encompass work to promote the development of positive behaviours such as self-regulation which are important for success later on in school, and we therefore welcome the proposal in paragraph 23 for age-specific headings to ensure the judgement criteria are well understood by those working in the sector.

Q5. Do you agree or disagree with the proposed 'outcomes for children and learners' judgement (paragraph 24)?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We agree with the proposed "outcomes for children and learners" judgement, which includes important recognition of the fact that expected standards must be age appropriate, and that all children progress from different starting points.

Specific additional judgements according to type of provision

We have also proposed additional specific judgements for different remits:

- an early years judgement for schools incorporating an early years setting
- a sixth form judgement for schools incorporating a school sixth form
- judgements on areas of provision within an FE and skills provider, where that provider incorporates 14–16 provision, 16 to 19 study programmes, 19+ learning programmes, apprenticeships, traineeships, employability and/or community learning.

See paragraphs 28–31 of the full consultation document for more detail.

Q6. Do you agree or disagree with the specific additional judgements proposed for the common inspection framework (paragraphs 28-31)?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We agree with the proposals for specific additional early years judgements for schools which incorporate an early years setting.

A graded judgement for the quality of the curriculum

In future, we propose to ensure a high level of scrutiny of the curriculum or range of courses offered by schools and other providers. This consultation proposes that, in doing so, we continue to report on the curriculum as part of the judgement on leadership and management.

See paragraph 18 of the full consultation document for more detail.

Q7. Do you agree or disagree that Ofsted should continue to report on the curriculum as part of the judgement on leadership and management?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We agree with the proposal that Ofsted should continue to report on the curriculum as part of the judgement on leadership and management, rather than as a separate graded judgement of its own, and feel that this is an appropriate way of assessing this aspect of provision.

Proposal 2: Short inspections

We are proposing to introduce short inspections for maintained schools, academies and FE and skills providers that were judged good at their previous inspection. These short inspections, conducted approximately every three years, will report on whether a provider has maintained their overall effectiveness or not but they will not provide a full set of graded judgements.

See paragraphs 32–45 of the full consultation document for more detail.

Q8. Do you agree or disagree with the proposals for short inspections of good maintained schools and academies (paragraphs 32–34 and 37-40)?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We broadly agree with the proposals to move to a system of short inspections every three years for maintained schools and academies that are already rated "good", which will create a less burdensome regime. However, we would highlight that schools can move quite quickly from situations where they are "good" to positions where their rating would drop to "requires improvement" or "inadequate" if there are significant changes in staff and leadership, so would encourage Ofsted to be mindful of this when implementing the new inspection regime.

Q9. Do you agree or disagree with the proposals for short inspections of good further education and skills providers (paragraphs 35–36 and 41-45)?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We agree with proposals to conduct short inspections of further education and skills providers which are rated as "good" every three years, but would reiterate that Ofsted should be mindful of the fact that the quality of provision can change quickly dependent on changes in staff and leadership at an institution.

Proposal 3: Inspection of non-association independent schools

All non-association independent schools will receive an inspection under the proposed common inspection framework within three years.

See paragraphs 46–48 of the full consultation document for more detail.

Q10. Do you agree or disagree with the proposals for the inspection of non-association independent schools?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We strongly agree with the proposed changes to the inspections of non-association independent schools, which will bring the process in line with all other schools.

Additional proposals

Development of inspection methodology

Ofsted is committed to improving the way that we inspect so that our inspection provides a reliable and robust view of the quality of provision. We are interested in your views on how we can improve our inspection methodology.

See paragraphs 53–55 of the full consultation document for more detail.

Q11. Are there specific changes to the way that inspectors gather evidence that you think could make our judgements more reliable and robust?

Comments:

We would strongly encourage Ofsted to continue with the successful approach of conducting joint inspections of teaching and learning.

Any other comments

Q12. Do you have any other comments about this consultation?

We would like to highlight the disparity that currently exists with regard to no-notice inspections in early years settings and schools. Currently early years settings can be subject to inspections without any notice, but schools cannot.

Under a common inspection framework we would want parity between early years settings and schools, either through the extension of no-notice inspections to schools or the elimination of this practice in the inspection of early years settings.