

Raising standards, improving lives

**The new inspection  
arrangements for  
maintained schools and  
academies from January  
2012**



## **Outline of the presentation**

- Key changes to inspection methodology and the evaluation schedule
- Key changes to the inspection framework

## **The changes are designed to**

- Raise expectations especially for teaching and pupil achievement
- Give greater priority to early reading and literacy
- Focus in more depth on the quality of teaching and pupils' behaviour and safety
- Give greater priority to the impact of school leadership on improving teaching and achievement
- Focus inspection more on schools that need to improve most

A new inspection framework –  
inspection methodology and  
the evaluation schedule



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## Key changes

- In judging the quality of the school, inspectors will make four key judgements:
  - achievement
  - the quality of teaching
  - behaviour and safety
  - leadership and management
- In judging the school's overall effectiveness, inspectors will take account of the four key judgements and how well the school promotes pupils' spiritual, moral, social and cultural development.

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## Key changes

- There are no graded 'sub-judgements' or 'contributory' judgements.
- There will be no separate graded judgments for the Early Years Foundation Stage or the sixth form; inspectors will continue to evaluate these areas as part of the overall school provision.
- Value added (VA) measures rather than contextual value added (CVA) are used as a measure of progress in previous years.

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## Key changes

- There is an even greater focus on:
  - narrowing gaps in performance for groups of pupils
  - quality of teaching and its impact on learning and progress
  - reading and literacy
  - behaviour and safety.
- Inspectors will expect to use a summary of a school's self-evaluation in a form chosen by the school.

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- We will retain and build on the strengths of the current framework by:
  - focusing on pupils' outcomes, including outcomes for different groups of pupils and how well the school promotes those outcomes
  - promoting improvement: inspectors will continue to make specific and detailed recommendations based on their diagnosis of the school's strengths and weaknesses

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- We will retain and build on the strengths of the current framework by:
  - fostering the engagement of headteachers, school staff and governors in the process of inspection so that they understand the judgements made
  - ensuring that inspection time is focused even more on observing teaching and learning, with feedback to teachers
  - gathering, analysing and taking into account the views of parents, pupils and staff
  - set out clear grade descriptors and guidance for each judgement.

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## **Achievement**

- There will be a single judgement on achievement in which inspectors will consider current pupils' progress together with attainment, and trends in attainment and progress in recent years.



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## Achievement

*What is similar to current arrangements?*

- Inspectors will take account of standards of attainment and progress in recent years and the learning and progress of pupils currently in the school.
- Achievement of different groups of pupils, including those with disabilities and those with special educational needs remains at the heart of the judgement.
- Learning and progress are key drivers of achievement, and will be considered together with attainment.

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## **Achievement**

### *Key differences to current arrangements*

- There is no separate graded judgement on the achievement of pupils with disabilities or those with special educational needs.
- There is no separate judgement on attainment.
- There is a greater focus on how schools are narrowing the gaps in attainment and progress between different groups of pupils and all pupils nationally.

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## **Achievement**

### *Key differences to current arrangements*

- There are no contextual value added (CVA) measures. RAISEonline is being adapted to include a range of value added (VA) measures.
- A greater focus on pupils' achievement in reading, as shown by test results, school records and inspectors' evaluation of children's reading.

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## The quality of teaching

- The most important role of teaching is to raise pupils' achievement. It is also important in promoting their spiritual, moral, social and cultural development.
- Teaching includes teachers' planning and implementing of learning activities across the whole curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as support and intervention.



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## **The quality of teaching**

*What is similar to current arrangements?*

- Teaching is evaluated in terms of its impact on learning and progress.
- The prime source of evidence is through lesson observations.
- Inspectors will continue to take account of the school's own evaluation of the quality of teaching.

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## **The quality of teaching**

*What is similar to current arrangements?*

- Inspectors will continue to undertake joint lesson observations with senior staff to enable inspectors to consider the school's understanding of the quality of teaching.
- There will be feedback to teachers on the strengths and areas for improvement observed.

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## The quality of teaching

*Greater priority given to:*

- inspectors gathering evidence in addition to lesson observations to provide information about **what impact teaching has on learning over time**, for example:
  - discussions with pupils about their work
  - analysis of school records
  - scrutiny and analysis of pupils' work.

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## **The quality of teaching**

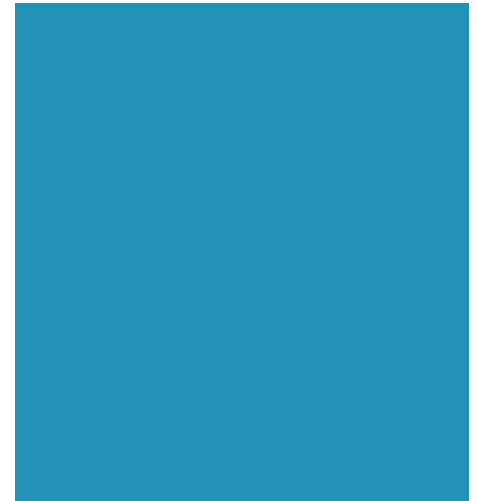
### *Key differences:*

- There is a greater focus on:
  - teaching of reading and developing literacy skills including observation of small group sessions
  - formative assessment during lessons to support learning.

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## **Behaviour and safety**

- This judgement takes account of a range of evidence on behaviour and inspectors have more time to look at these issues in more depth:
  - behaviour in the classroom and attitudes to learning
  - behaviour around school
  - attendance and punctuality
  - a focus on freedom from bullying.



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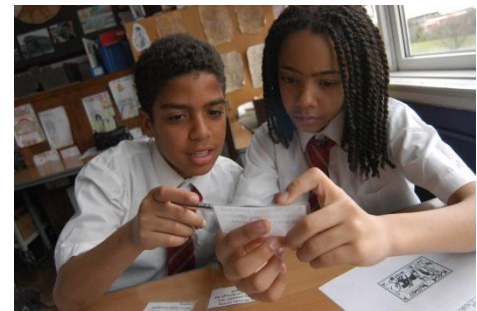
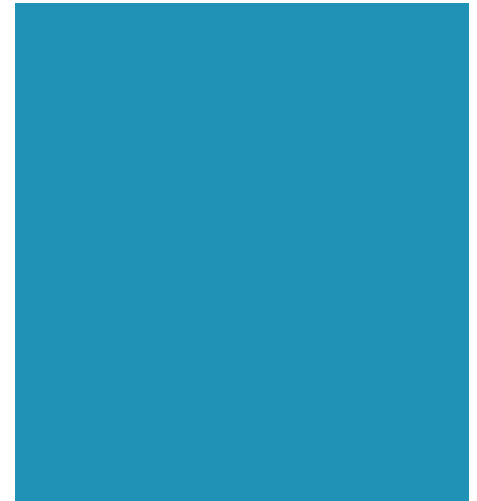
## **Behaviour and safety**

- Central to the new judgement is the collection of evidence that provides a picture of what behaviour is typically like, not just that observed during the inspection.
- The views of parents, pupils and staff are important sources of evidence to consider when assessing pupils' behaviour and safety over time.

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## Leadership and management

- A focus on how effectively leaders and managers at all levels, in the context of the individual school:
  - lead on and improve teaching
  - promote improvements for all pupils and groups of pupils
  - enable pupils to overcome specific barriers to learning.



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## Leadership and management

*What is similar to current arrangements?*

- The focus on:
  - improving outcomes and improving teaching
  - self-evaluation
  - capacity for improvement.
  
- The requirement to evaluate the school's compliance with statutory requirements on safeguarding remains.

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## **Leadership and management**

### *Key differences*

- One single judgement on leadership and management
- There is no separate judgement for capacity to improve; this is incorporated in the single judgement on leadership and management
- An evaluation of the provision of a broad, balanced curriculum that meets the needs of all pupils
- A greater emphasis on engaging with parents and carers in supporting outcomes for pupils

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## Overall effectiveness

- This takes account of the four judgements and how the school promotes the pupils' spiritual, moral, social and cultural (SMSC) development.
- A key aspect of judging overall effectiveness will be weighing the four judgements together with the evidence for the school's promotion of the pupils' SMSC development.



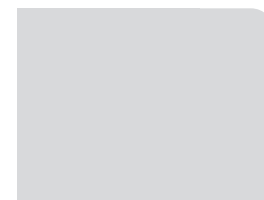
# Changes to other aspects of the inspection framework



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## The timing of inspections

- The current Education Bill has proposals which allow some schools to be exempted from section 5 inspections. The proposed legislation will allow schools judged outstanding in their previous inspection to be exempt.



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- Exempt schools (those judged outstanding at their previous inspection) will not have routine inspections unless risk assessment shows a decline in performance or attainment gaps widen.
- Exempt schools will still be included in subject and thematic survey inspections.
- Schools judged good at their last inspection will continue to have their inspection deferred after 3 years if risk assessment indicates no concerns.

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- Schools judged satisfactory will be inspected within three years of the end the academic year in which they were last inspected.
- These schools may also receive a monitoring visit if:
  - they have been satisfactory for two consecutive inspections
  - there are no main grades above satisfactory and behaviour is no better than satisfactory
  - trialling of no notice visits.
- Should the monitoring visit indicate little or no improvement then the school's next full inspection may be brought forward.

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## **Risk assessment**

- Ofsted carries out a risk assessment to process to decide when schools should be inspected.
- We propose to continue with the annual process of risk assessment of good and outstanding schools starting in the third year after the school's last inspection.

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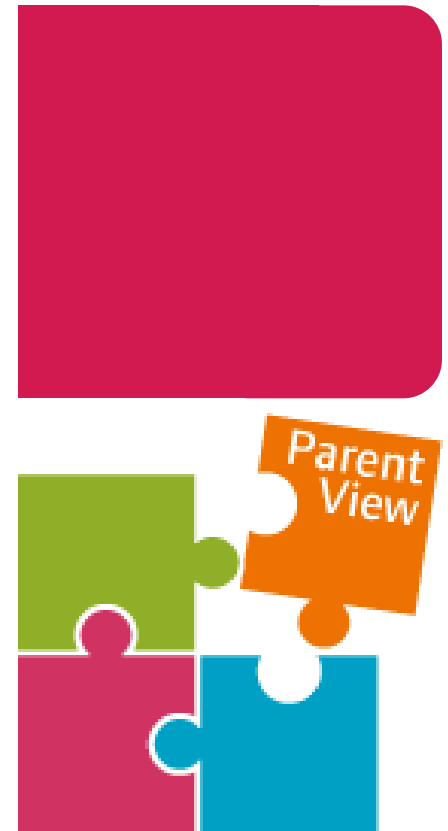
The risk assessment process will take into account:

- current attainment, progress and attendance
- changes in attainment, progress and attendance
- previous inspection judgements and findings from any recent survey visits
- any significant issues relating to safeguarding and parental complaints
- the views of parents and carers gathered between inspections.

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### **The views of parents and carers**

- Ofsted remains committed to gathering the views of parents and carers between inspections to help decide when schools should be inspected.
- Later this term, Ofsted will launch a web-site - Parent View - where parents and carers can answer a series of questions about the school.



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## Parent View

- Results will be published on Parent View in real-time and will be available to schools, parents/carers and the general public. This will allow the comparison of results between schools. At the end of the academic year the results will be 'frozen' for that year and a new set of results will begin. This will allow comparisons to be made between the results for one year with another.
- We have built in safeguards to minimise the risk of the site being misused.

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## **Arrangements for schools judged inadequate**

- As under current arrangements schools judged inadequate will require:
  - a notice to improve if they have the capacity to make the necessary improvements
  - special measures if they are deemed not capable of making the necessary improvements.
- These schools will be subject to monitoring visits.

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## **Arrangements for schools judged inadequate**

- We propose bring forward the first monitoring visits to these schools. We are trialling this approach in a small number of schools where the first visit replaces the school's causing concern seminar. This enables inspectors to learn more about the needs of the school and to assess with the school what needs to be done to bring about rapid improvement.
- This will enable schools to demonstrate more quickly than under current arrangements that they are making the necessary improvements and so be removed from the category of concern more quickly.

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## **Requests to inspect schools**

- Any requests for inspection will be considered by Her Majesty's Chief Inspector (HMCI) who will decide whether to carry out an inspection.
- The Education Bill proposes that HMCI should be able, in some circumstances, be able to recover the costs of an inspection requested by a school.

## **Requests to inspect schools**

- There are different circumstances which may lead to requests for inspection:
  - where there are concerns about the school
  - where a school wishes to confirm high or improving performance.

