

# Better inspection for all

A report on the responses to the consultation

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This is a report on the outcomes of the consultation on proposals for inspection reform from September 2015.

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## Introduction

1. This report summarises the responses to Ofsted's 'Better inspection for all' consultation, which ran from 9 October to 5 December 2014. We sought to gather the views of all interested parties and the consultation was open to the general public. We consulted on the following proposals for changes to inspection, to be introduced in September 2015:
  - Proposal 1: a Common Inspection Framework for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education (FE) and skills providers.
  - Proposal 2: short inspections for maintained schools, academies and FE and skills providers that were judged good at their last full inspection. These short inspections would be conducted approximately every three years.
  - Proposal 3: conducting a full inspection of non-association independent schools within a three-year period.
  - How we inspect and how to gather evidence.

## The consultation method

2. The consultation was open to the general public and promoted widely on the Ofsted website, through social media, national conferences and through the media. We sought the views of all interested parties through a variety of methods.
3. The findings in this report are based on the quantitative data gathered through the 4,390 responses to the online questionnaire as well as qualitative data gathered through:
  - consultative events where we met approximately 330 headteachers and leaders
  - focus groups with approximately 150 parents and 180 pupils and learners
  - over 40 short inspection pilots in schools and FE and skills providers.

## Executive summary

4. Ofsted is determined to reform inspection so that our inspections continue to meet the demands of an evolving education system. The reforms we will introduce in September 2015 are intended to enable us to inspect the right things in the right way. We aim to provide more frequent and comparable information for parents, carers, learners and employers to inform their choices. We will ensure that our inspections are of increasingly rigorous quality and of value to the profession and the public, are more proportionate and have greater impact.

5. In parallel to this consultation, we are taking steps to improve our inspection workforce. From September 2015, we will contract directly with inspectors for schools, non-association independent schools and FE and skills. Our more direct relationship with inspectors will ensure that we have the necessary quality, control and flexibility in our workforce to deliver our reforms.
6. Having fully considered the responses to the consultation we have decided we will introduce the following changes to inspection in September 2015:

**A new Common Inspection Framework for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education and skills providers.**

7. Under the new Common Inspection Framework, inspectors will make graded judgements on the same areas across all the remits. This will support greater consistency in our inspections of the different remits. It will provide greater coherence and comparability across the inspection of different providers that cater for similar age ranges and when children and learners move from one setting to another. Inspectors will inspect the type of provision for which they have the appropriate expertise and training.
8. Inspection handbooks specific to each remit will underpin the new Common Inspection Framework and reflect the needs and expectations of different phases. The new Common Inspection Framework and the handbooks will be published in the summer term 2015.

**Short inspections for maintained schools, academies and further education and skills providers that were judged good at their last full inspection.**

9. We will introduce frequent but shorter inspections. Inspection will be more proportionate and focus on ensuring that good standards have been maintained. These inspections will provide an opportunity for greater professional dialogue between inspectors and leaders about the key issues, strengths and weaknesses of individual schools and further education and skills providers.
10. Schools and academies that were judged good at their last section 5 inspection will no longer be subject automatically to a full inspection every three to five

years.<sup>1</sup> Instead, they will usually receive a short inspection that will take place approximately every three years.

11. Similarly, FE and skills providers that were judged good at their last full inspection will no longer be subject to a full inspection once within a six-year period. They too will usually receive a short inspection that will take place approximately every three years.

## **Conducting a full inspection of non-association independent schools within a three-year period**

12. From September 2015, all non-association independent schools will receive an inspection under the new Common Inspection Framework and against the revised independent school standards within three years.

### **Next steps**

13. Following the successful autumn pilots, we will continue to pilot short inspections and the Common Inspection Framework in the spring term 2015. We will then publish the Common Inspection Framework and inspection handbooks for each remit in the summer term 2015.

### **Key findings**

14. This section gives an overview of the response to the main proposals. We consulted widely and there was a large response to the consultation from a wide range of stakeholders and members of the public. The overall response to the consultation was very positive. The majority of respondents supported all of our proposals. They provided helpful and insightful comments that have helped inform our decision to implement and shape the detail of our reforms. Proposals were supported by all groups, including headteachers and leaders, staff in early years, schools and FE and skills providers, parents, carers, pupils, learners and the public. The majority of respondents from each sector (early years, schools, FE and skills and non-association independent schools) also identified themselves as in favour.
15. Ofsted has a duty under section 117 of the Education and Inspections Act 2006<sup>2</sup> to have due regard to the 'views expressed by relevant persons about activities within the Chief Inspector's remit'. Consequently, in shaping the

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<sup>1</sup> The Education (School Inspection) (England) Regulations 2005 currently require good schools to be subject to an inspection under section 5 of the Education Act 2005 (as amended) within a five-year period. These Regulations will be amended so that the interval between section 5 inspections of good schools may be longer, so long as Her Majesty's Chief Inspector inspects under section 8(2) of the Education Act 2005 and finds no evidence to suggest that the standards in the quality of education have declined.

<sup>2</sup> Education and Inspections Act 2006: [www.legislation.gov.uk/ukpga/2006/40/contents](http://www.legislation.gov.uk/ukpga/2006/40/contents).

arrangements for inspection from September 2015, we have given particular regard to the views of parents, carers, pupils and learners. Ofsted also has a general duty to consider carefully all the representations put forward by a range of different respondents. We have listened and carefully considered what people have said and used the feedback to inform our decisions.

### **The new Common Inspection Framework**

16. There was very strong support for this: eight out of 10 respondents to the online questionnaire supported our proposal as did the majority of headteachers and leaders we spoke to at consultation events. Those in favour of the proposal said that it was fair that different remits and settings were inspected under the same framework. They said it was necessary to introduce this consistency, as it would make comparison easier, particularly for parents. A number of respondents commented that, although they supported the principle of commonality, it was important that inspection did not lose focus on the specific characteristics of the different remits.
17. As part of the new Common Inspection Framework, we also consulted on proposals for:
  - the areas that inspectors will make graded judgements on during full inspections
  - additional judgements for early years settings and sixth forms that are part of a school
  - additional judgements on areas of FE and skills provision.
18. Each of these proposals was supported by the large majority of respondents.

### **Inspecting the curriculum**

19. There was clear support for our intention to report on the curriculum under the effectiveness of leadership and management judgement. More than seven out of 10 respondents were in favour of this. Those in support felt that leadership and management were central to the effective development and implementation of the curriculum and that, therefore, the curriculum should be reported on as part of this judgement.

### **Short inspections**

20. There was clear support for this proposal. Nearly seven out of 10 respondents to the online questionnaire supported our proposal for short inspections for maintained schools and academies judged good at their previous inspection. More than six out of 10 respondents supported the proposal for short inspections for good FE and skills providers. The proposal for short inspections was also supported by the majority of the headteachers and leaders we

engaged with during the consultation period. Those in support said that more frequent short inspection was a suitable approach to inspections for schools and providers judged good.

### **Proposals for non-association independent schools**

21. There was clear support for this proposal, including from those identifying themselves as working in the non-association independent school sector. Nearly three quarters of respondents agreed with the proposal, as did the majority of those who we engaged with at various events during the consultation period. Those in support said it was fair for non-association independent schools to be inspected under the same framework as all other schools.
22. In addition to the consultation questions, respondents commented on the following four key issues:
  - inspector quality and consistency
  - inspection of outstanding maintained schools, academies and FE and skills providers
  - unannounced inspections
  - a focus on music in inspections.

### **Inspector quality and consistency**

23. Many respondents commented that inspector quality and consistency were crucial. In some instances, respondents said that this was more significant than the specifics of the inspection process. As mentioned in paragraph 5, this is an area that we are addressing. We have been increasing the number of inspection teams that contain at least one serving practitioner and will increase this still further. From September 2015, we will contract with inspectors individually for schools, non-association independent schools and FE and skills providers. This will give us greater flexibility, as well as more control over the inspector workforce. It will also mean that we can train our inspectors directly rather than through intermediary inspection service providers. In turn, this will enhance links between contracted inspectors and Her Majesty's Inspectors, who will work to develop an 'inspection community' to share knowledge and experience regularly. We are confident that these measures will improve the quality and consistency of our inspection work.

## **Inspection of outstanding maintained schools, academies and further education and skills providers<sup>3</sup>**

24. Many respondents said that they believed that outstanding schools and providers should be subject to regular inspection under the new Common Inspection Framework. Respondents also felt that our proposal for short inspections for good schools and providers should be extended to those judged outstanding.
25. We have considered these comments. However, Ofsted's inspection of schools is governed by legislation that currently exempts schools from routine inspection if they were judged outstanding at their last inspection.<sup>4</sup> Any change of approach would require legislative change. As a result, we will continue not inspecting outstanding schools routinely, although we retain the powers to inspect if performance drops or other concerns are raised. FE and skills providers awarded a grade of outstanding for overall effectiveness at their last inspection (if after March 2007) will usually only have a full inspection if their performance drops or there are other compelling reasons.<sup>5</sup>

### **Unannounced inspections**

26. Ofsted recently broadened the criteria used to decide whether an inspection of a school should be undertaken without notice.<sup>6</sup> Although this was not part of the consultation, respondents commented on this issue. There was strong agreement that Ofsted should inspect without notice where safeguarding concerns exist. However, no overall consensus emerged about the routine use of unannounced inspection. Some argued that unannounced inspections would give inspectors a clearer picture of what a school or provider was like on a day-to-day basis. Others said that unannounced inspections would make it difficult for schools and providers to have sufficient evidence in place for inspectors to consider before or during the inspection. We will continue with our current

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<sup>3</sup> Maintained schools, academies and FE and skills providers judged outstanding at their last inspection are currently exempt from routine inspection.

<sup>4</sup> Certain schools are exempt from section 5 inspection. These schools are known as 'exempt schools'. Regulations specify that maintained primary and secondary schools and academies that were judged to be outstanding overall at their most recent section 5 inspection are exempt from future inspection under section 5. This exemption also applies to an academy converter school whose predecessor school achieved an outstanding overall grade at its most recent section 5 inspection. However, HMCI has powers to inspect any exempt schools through section 8 no formal designation inspections where there are concerns about the schools and these inspections can be deemed and carried out as section 5 inspections.

<sup>5</sup> Higher education institutions offering FE; local authorities; independent specialist colleges; dance and drama programmes; and learning and skills provision in prisons are still routinely subject to inspection when judged outstanding for overall effectiveness.

<sup>6</sup> The criteria used are set out in a letter from Her Majesty's Chief Inspector to schools in July 2014: [www.gov.uk/government/publications/note-for-inspectors-use-of-assessment-information-during-inspections-in-201415](http://www.gov.uk/government/publications/note-for-inspectors-use-of-assessment-information-during-inspections-in-201415).

policy of giving a short period of notice of inspection for schools, colleges and other FE and skills providers and retain the right to inspect without notice in certain circumstances, such as where safeguarding concerns are raised.<sup>7</sup> In early years, we will move towards aligning the notice of inspection period provided with schools, but we will retain the right to inspect without notice.

### **A focus on music in inspections**

27. The Don't Stop the Music Campaign encouraged many parents and others to respond to the consultation. As part of the campaign, those who responded to the consultation said that Ofsted should include a specific focus on music as part of inspections and produce evidence of that in inspection reports. They also said that no school should be judged good or outstanding if it is not at least good or outstanding in music. Ofsted cannot commit to focusing inspection disproportionately on an individual subject. However, we agree with the broader point that inspection must take account of whether schools offer a broad, balanced and relevant curriculum. Music is clearly an element of such a curriculum. Based on the responses and feedback overall we have decided that we will consider the breadth and balance of a provider's curriculum under the effectiveness of leadership and management judgement.

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<sup>7</sup> We normally contact schools to announce an inspection at or just after midday on the working day before the inspection. We normally contact FE and skills providers two working days before the inspection.

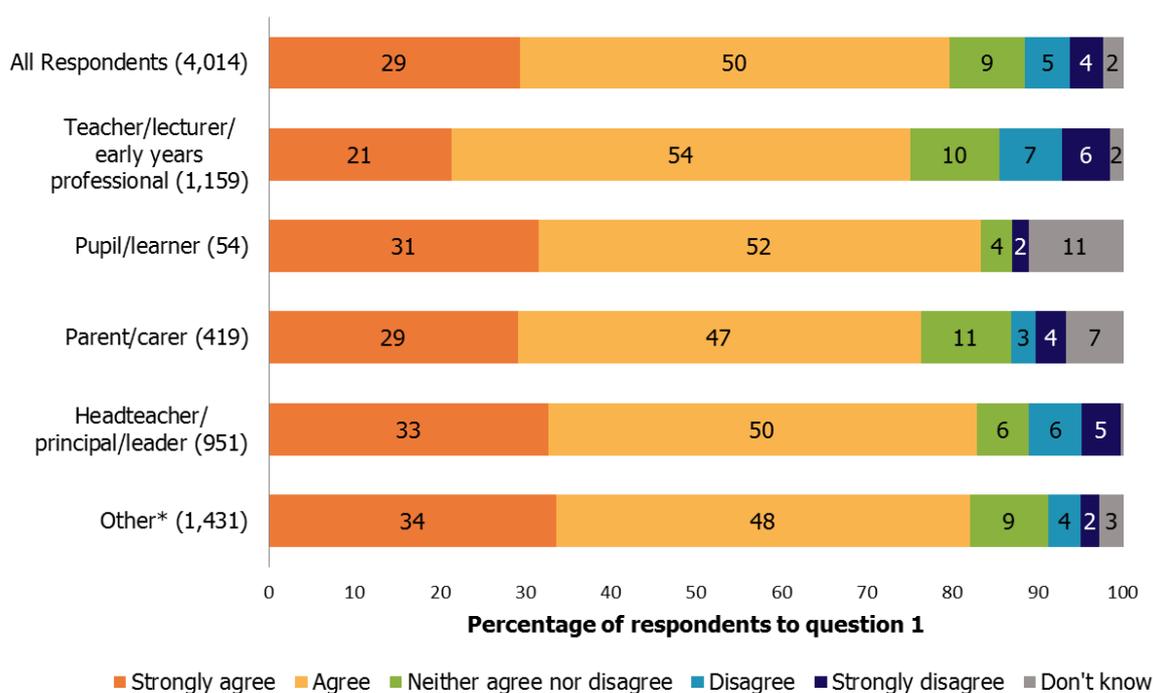
## Findings in full

### **Question 1: Do you agree or disagree with the introduction of a Common Inspection Framework for maintained schools, academies, further education and skills providers, non-association independent schools and registered early years settings from September 2015?**

28. Overall, there was very strong support for this proposal from all types of respondents and all sectors. Nearly eight out of 10 respondents agreed or strongly agreed with this proposal. The most supportive groups were headteachers of schools, leaders of other settings and pupils and learners. Support was also expressed by the overwhelming majority of the headteachers and leaders Ofsted consulted at a series of regional events. Support was strongest among those who identified themselves as working in schools, but more than seven out of 10 of those in early years and FE and skills settings were also in favour.
29. Respondents felt that it was fair for different remits to be inspected under the same framework. The most common theme commented on by respondents was that they thought inspecting the different remits under the same framework would introduce greater consistency and that this would make it easier for parents and learners to make comparisons between different settings when making choices. They also said that the Common Inspection Framework required a high standard of inspectors and inspection, consistency among inspectors when making judgements and inspectors who understood the different remits.
30. Some respondents worried that a common inspection was a 'one size fits all' approach and would not work because the differences between remits were too great. They were concerned that focus would be lost on areas that are distinct to each remit.

## Figure 1: Consultation responses to Question 1

*Do you agree or disagree with the introduction of a Common Inspection Framework for maintained schools, academies, further education and skills providers, non-association independent schools and registered early years settings from September 2015?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

## What we will do in the light of the consultation findings for Question 1

31. In the light of the strong support shown by parents, headteachers and leaders, pupils and learners and staff in all sectors, we will introduce the proposed Common Inspection Framework in September 2015. In preparation for this, Ofsted will pilot inspection under the Common Inspection Framework in the spring term of 2015.
32. Many consultation responses emphasised that inspection should be responsive to the contexts of the different remits covered by the new framework. Ofsted will produce a separate inspection handbook for each remit. These handbooks will clarify how each part of the Common Inspection Framework applies to each remit, including by specifying where sub-judgements are not relevant to a particular remit.
33. Ofsted recognises the vital importance of highly trained inspectors delivering consistent, high quality inspection judgements. This is an area that Ofsted is

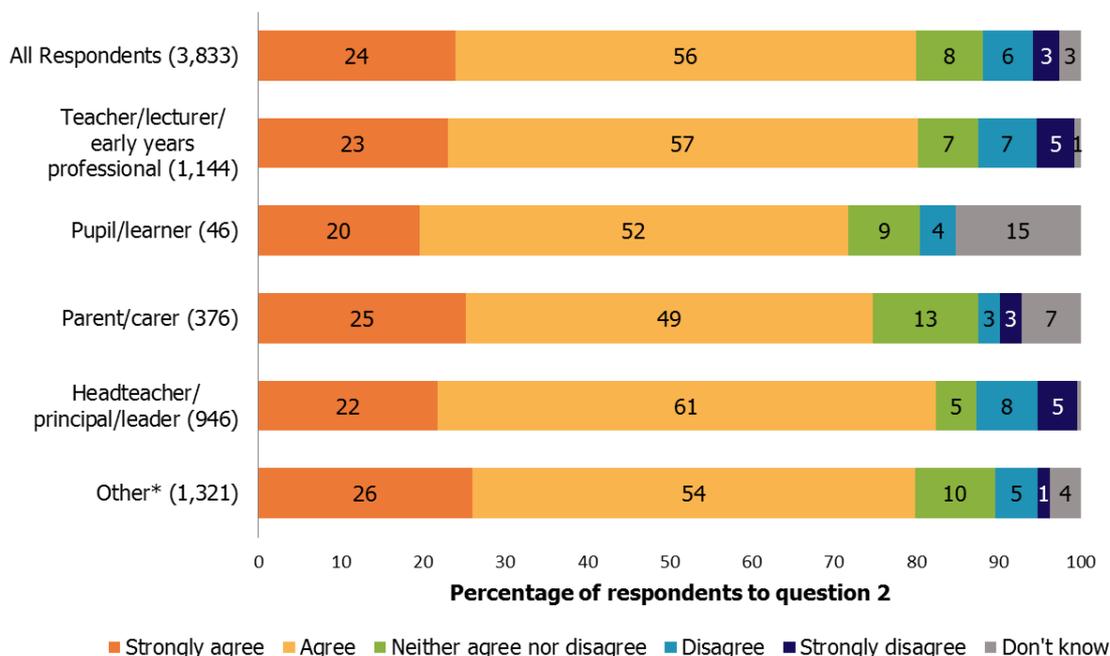
currently addressing. To give us greater flexibility and control over the inspection workforce, we will contract with all schools, non-association independent schools and FE and skills inspectors individually from September 2015. This will also enhance the links between contracted inspectors and Her Majesty's Inspectors, who will share knowledge and experience. Additionally, we will continue to increase the number of inspections teams that include at least one serving practitioner.

## **Question 2: Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement?**

34. Support for the 'effectiveness of leadership and management' judgement was very strong. Overall, eight out of 10 respondents supported this proposal. Agreement was highest among headteachers of schools and leaders of other settings. Support was also high among staff working in the early years, schools and the FE and skills sector. Respondents commented that it was right for leadership to be emphasised strongly in the new framework.
35. Respondents raised a number of issues. Some commented on the important role played by governors and how that will be examined under this judgement. Some had concerns that Ofsted would look at how a setting was promoting fundamental British values and asked for clarity about how these would be defined. Some respondents did not agree with the emphasis on improving teaching and learning through rigorous performance management. They also felt that, under this judgement, attention should be paid to staff morale and how leaders support staff. Finally, a few respondents asked for clarity about how schools' or providers' influence to help improve other providers would be looked at under this judgement.

## Figure 2: Consultation responses to Question 2

*Do you agree or disagree with the proposed 'effectiveness of leadership and management' judgement?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

## What we will do in the light of the consultation findings for Question 2

36. In the light of the strong support shown by parents and carers, headteachers and leaders, pupils and learners and practitioners across the sectors, we intend to introduce the judgement on 'effectiveness of leadership and management' from September 2015.
37. We note the questions we have received about the definition of 'fundamental British values'. This is defined by the government's Prevent Strategy as 'democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs'.<sup>8</sup> The same definition is used in guidance recently published by the Department for Education on promoting fundamental British values as part of pupils' spiritual, moral, social and cultural development in schools.<sup>9</sup>

<sup>8</sup> This definition is provided in *Prevent Strategy* [www.gov.uk/government/publications/prevent-strategy-2011](http://www.gov.uk/government/publications/prevent-strategy-2011).

<sup>9</sup> *Promoting fundamental British values through SMSC*, Department for Education, November 2014; [www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc](http://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc)

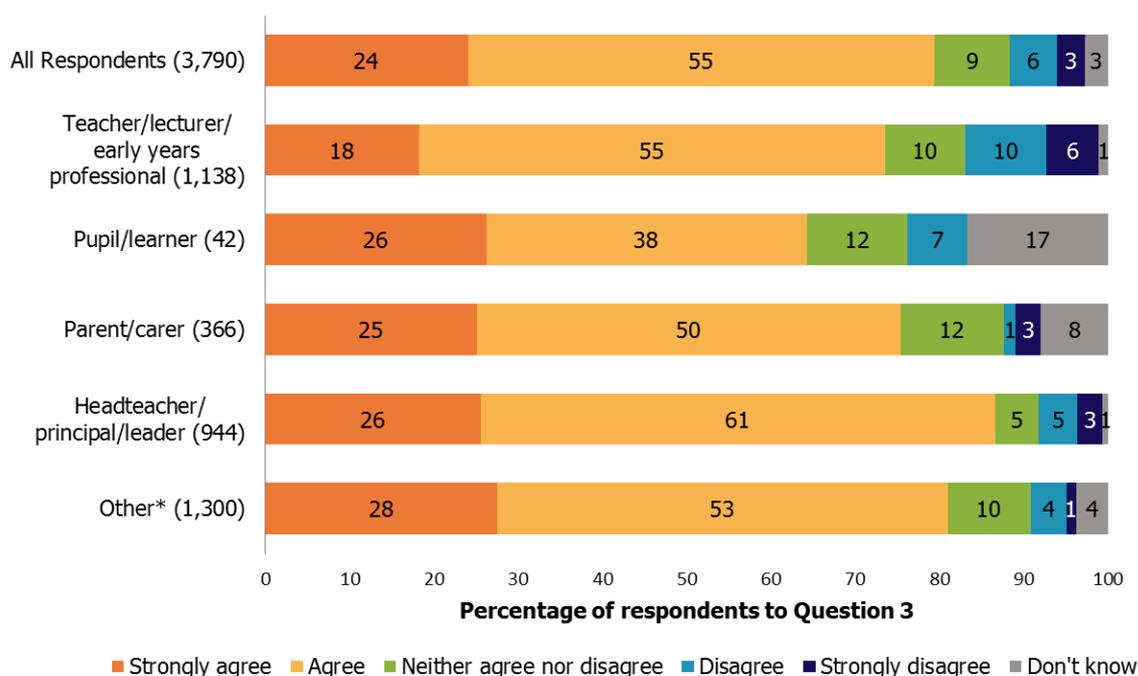
38. We proposed that one of the areas looked at by inspectors would be the extent to which leaders and managers 'influence improvement in other local or national providers, and provision for children and families across their community and local economy, including by working directly with other providers and employers'. However, respondents questioned the feasibility of judging schools' and providers' influence over other providers as part of routine inspections. They also argued that this would not be appropriate for all providers. We have taken their views into account and recognise that not all providers will have the opportunity or capacity to influence improvement in other local or national providers. Therefore, we will not include this criterion in the final Common Inspection Framework.
39. We will publish inspection handbooks for each remit in summer term 2015. The handbooks will set out the evaluation criteria for each remit and the specific ways in which the judgement will be made for each remit.

**Question 3: Do you agree or disagree with the proposed 'quality of teaching, learning and assessment' judgement?**

40. The 'quality of teaching, learning and assessment' judgement received very strong support. Just under eight out of 10 respondents supported this proposal, with particularly strong agreement from headteachers of schools and leaders of other settings. Support was evenly distributed among the different types of provision. Although pupils and learners were less supportive, this was accounted for by the higher proportion of this group (nearly one a third) who did not know or said they had no preference.
41. Some respondents wanted reassurance about inspectors' ability to make this judgement consistently. Those who worked in schools particularly questioned how this area would be assessed with the removal of national levels, which were used to report on attainment and progress.
42. A number of comments suggested that evaluation criteria were too broad and needed to be defined in greater detail in order to provide clarity for different age groups or types of learning. Childminders asked what would be expected from them. Some others in the early years sector emphasised the different nature of teaching and learning in an early years context compared with schools. Some respondents from the FE and skills sector commented that it may be hard for a single framework to fit workplace skills training in the context of apprenticeships.

**Figure 3: Consultation responses to Question 3**

*Do you agree or disagree with the proposed 'quality of teaching, learning and assessment' judgement?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

**What we will do in the light of the consultation findings for Question 3**

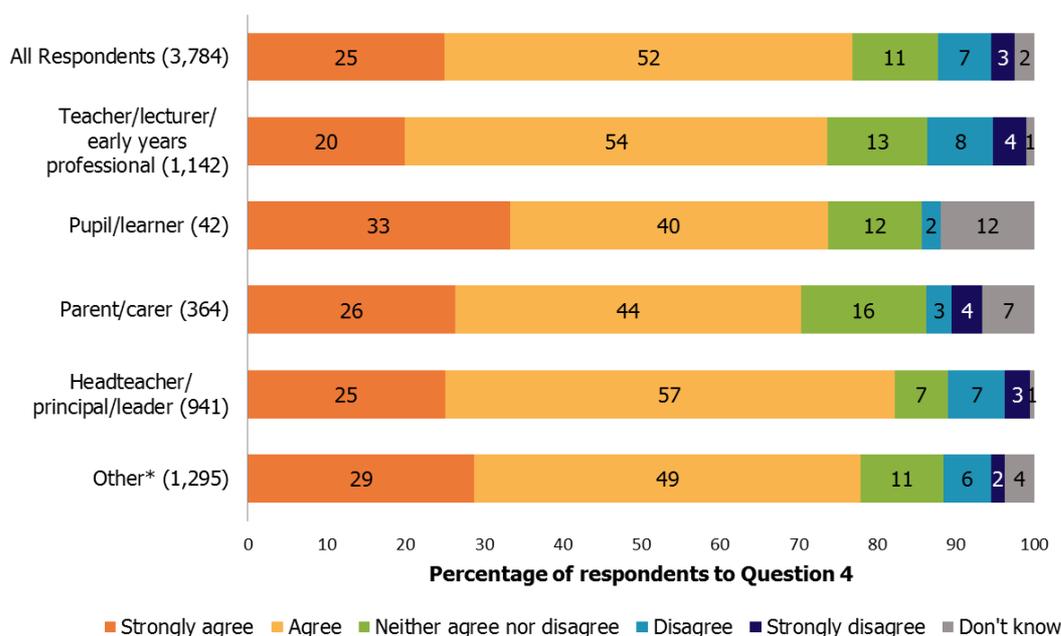
- 43. In the light of the strong support shown from all sectors, we intend to introduce the new judgement on the 'quality of teaching, learning and assessment' from September 2015.
- 44. We will bring the management of inspection in-house at the same time and will ensure the highest possible quality of inspector training and consistency of inspection judgements.
- 45. When we publish inspection handbooks for each sector in summer term 2015, we will set out the evaluation criteria for each remit and the specific ways in which the judgement will be made for each sector. The early years handbook will set out in particular what will be expected of childminders and other providers. The FE and skills handbook will make clear how teaching, learning and assessment will be judged in relation to vocational education.

## Question 4: Do you agree or disagree with the proposed 'personal development, behaviour and welfare' judgement?

46. Overall, there was strong support for the 'personal development, behaviour and welfare judgement'. More than three quarters of all respondents were in favour. This question drew a strong positive response from headteachers of schools and leaders of other settings, as well as from pupils and learners. More than seven out of 10 staff in all remits and parents also agreed or strongly agreed.
47. There was agreement in the FE and skills sector, but it was less strong. Although 67% of those responding from the sector were in favour, 16% were against the proposals and a further 18% were neutral or said they didn't know. Those who commented raised concerns about how some of the aspects of this judgement would be applicable to their learners, particularly apprentices or adult learners. Many of those who were in favour of the proposal felt that the differences in remit need to be taken into account as some aspects of the evaluation criteria may be more important or relevant in some remits than others.

**Figure 4: Consultation responses to Question 4**

*Do you agree or disagree with the proposed 'personal development, behaviour and welfare' judgement?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

#### **What we propose to do in the light of the consultation findings for Question 4**

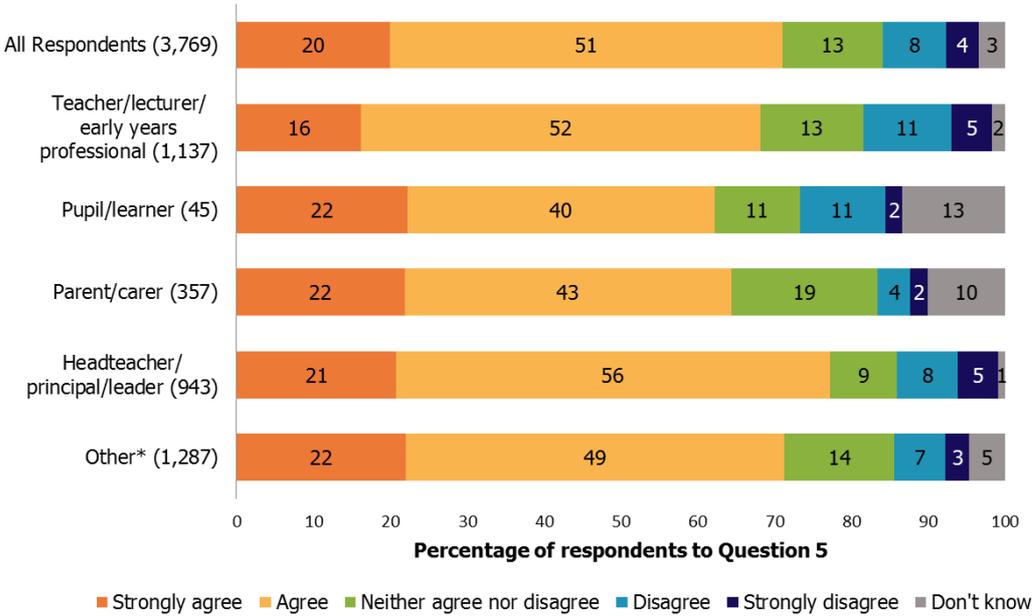
48. In the light of the strong support shown in all sectors, we intend to introduce the new judgement on 'personal development, behaviour and welfare' from September 2015.
49. This judgement will be applied differently in different remit areas. We will clarify how this judgement will apply to each remit in the inspection handbooks being published in the summer term 2015. In particular, the FE and skills inspection handbook will address the issues raised by those who responded to the consultation.

#### **Question 5: Do you agree or disagree with the proposed 'outcomes for children and learners' judgement?**

50. There was clear support for the proposed outcomes for children and learners judgement. More than seven out of 10 respondents agreed with the proposal. The strongest support came from headteachers of schools and leaders of other settings. From across the sectors, support was highest among early years.
51. Parents and carers agreed overall, but were less supportive. Sixty four per cent were in favour and 19% opposed the judgement. They were concerned that inspectors should take into account the emotional health of children and learners, and noted the pressure that pupils and learners often feel.
52. A range of respondents talked about the use of data. Some asked Ofsted to take children and learners' different starting points into account when judging progress, which is what we currently do and will do in future. This included those for learners with special educational needs or disabilities. Others said that inspectors should not base this judgement solely on data from assessments and examinations, but should also look at qualitative information, including contextual and value added data.

**Figure 5: Consultation responses to Question 5**

*Do you agree or disagree with the proposed 'outcomes for children and learners' judgement?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

**What we will do in the light of the consultation findings for Question 5**

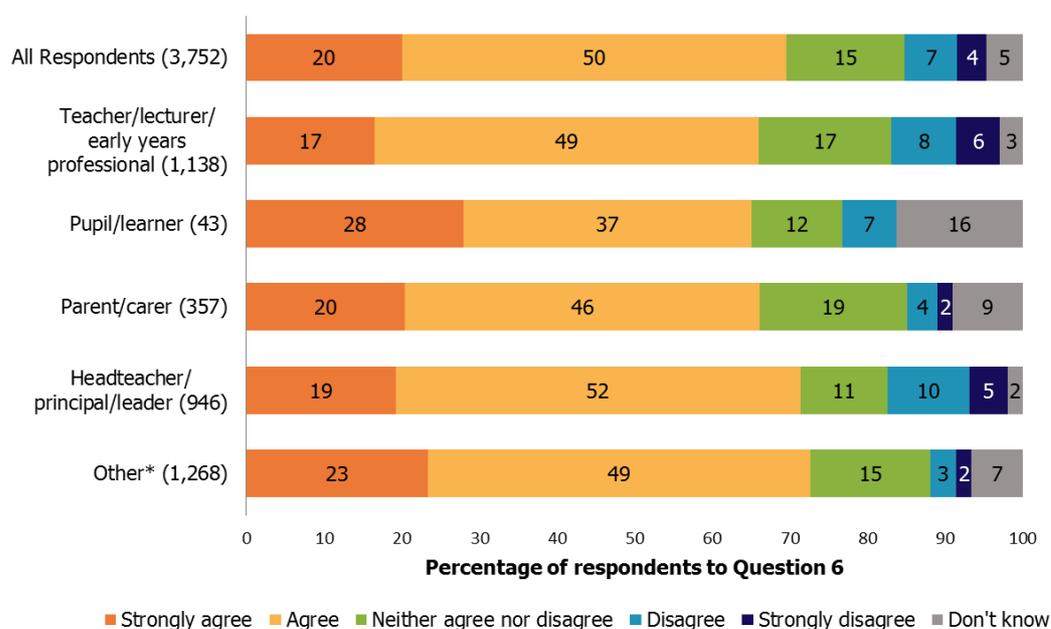
- 53. In the light of the strong support shown by headteachers of schools and leaders in all sectors, we intend to introduce the new judgement on outcomes for children and learners from September 2015.
- 54. Some respondents were concerned that we would only look at published assessment and examination data when judging outcomes for children and learners. While inspectors will use this data as a starting point in all cases, they will reach the final judgement by considering the information and context of the school or provider, as revealed by the full range of inspection evidence. More detail about how judgements will be reached for specific types of provider will be provided in the inspection handbooks.

## Question 6: Do you agree or disagree with the specific additional judgements proposed for the Common Inspection Framework?

55. There was clear support for the proposed additional judgements from all remits. Seven out of 10 respondents supported the proposal for specific additional judgements for early years and sixth form settings that are part of a school, and specific judgements on areas of provision that will be graded for FE and skills providers. From the key respondent groups, support was highest from headteachers and leaders.
56. Respondents commented that it was appropriate to have separate judgements for early years and sixth forms to assess the different types of provision for different age groups within a school. A minority of respondents disagreed. They either said that early years and sixth form provision should not have a separate judgement or that they should be judged as separate providers.
57. The proposal for the specific areas of provision that will be graded for FE and skills was supported by those linked to the remit. However, some respondents commented that the inspection, reporting and grading of individual subject areas has been a valued part of inspection and should be continued.

**Figure 6: Consultation responses to Question 6**

*Do you agree or disagree with the specific additional judgements proposed for the common inspection framework?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

## **What we will do in the light of the consultation findings for Question 6**

58. In the light of clear support from headteachers and leaders, practitioners, parents, carers and pupils and learners the Common Inspection Framework will have a separate grade for early years and sixth form provision that is part of a school as was introduced in September 2014.
59. FE and skills providers will also have the following areas of provision graded where appropriate:
- 16 to 19 study programmes
  - 19+ learning programmes
  - apprenticeships
  - traineeships
  - employability
  - learners in receipt of high needs funding
  - community learning
  - in colleges 14–16, full time and part time.
60. These will contribute to the judgement about the overall effectiveness of the provider. We will continue to use subject specialists to inspect the quality of teaching in order to inform the overall judgement on teaching, learning and assessment. However, inspectors will not grade or report on individual subjects.
61. In our consultation document, we said that inspectors will consider how well provision meets the needs of disabled children and learners and those with special educational needs. We will do this. In most cases, no specific grade will be given, but inspection arrangements will reflect changes to legislation and existing inspection guidance. In the case of FE and skills, inspectors will look at provision for all pupils with special educational needs as set out above. If provision serves learners who receive high needs funding, inspectors may grade provision for this group separately within the overall inspection report.
62. More detail about how judgements will be reached will be provided in the inspection handbooks.

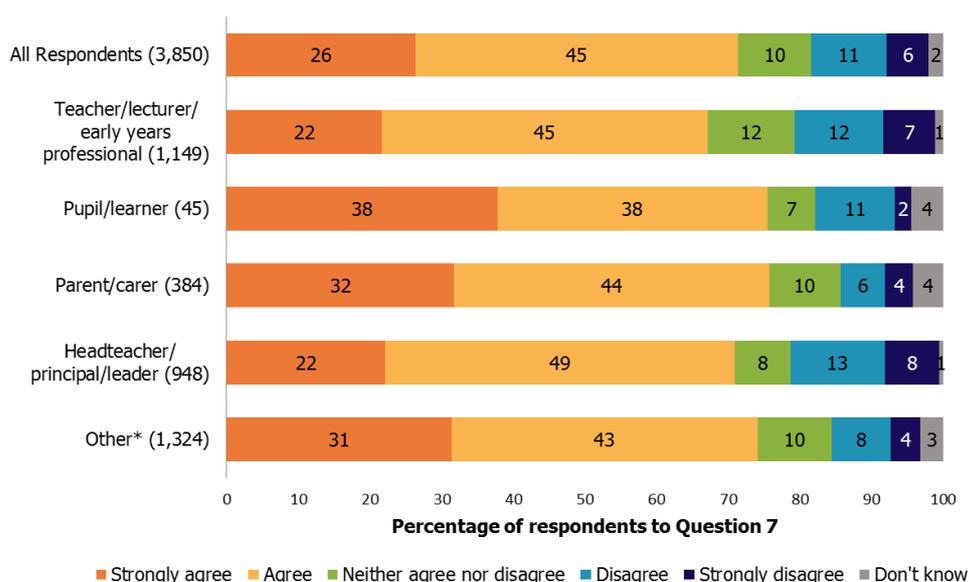
## **Question 7: Do you agree or disagree that Ofsted should continue to report on the curriculum as part of the judgement on leadership and management?**

63. There was clear support for Ofsted to continue to report on the curriculum as part of the judgement on leadership and management. More than seven out of 10 respondents were in favour and support was highest from parents and pupils.

64. Those in support felt that leadership and management were central to the effective development and implementation of the curriculum and, therefore, that the curriculum should be reported on as part of this judgement. However, some respondents said that the role of middle leaders and staff in early years, schools and FE and skills providers should also be recognised.
65. Respondents commented that the curriculum could also be reported under the judgement on quality of teaching, learning and assessment, and others felt that the curriculum should have a separate judgement. There was broad consensus that the curriculum should be an area of focus during inspections and that inspectors should look at how the broad range of subjects contributes to the overall quality of education.

### Figure 7: Consultation responses to Question 7

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



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

### What we will do in the light of the consultation findings for Question 7

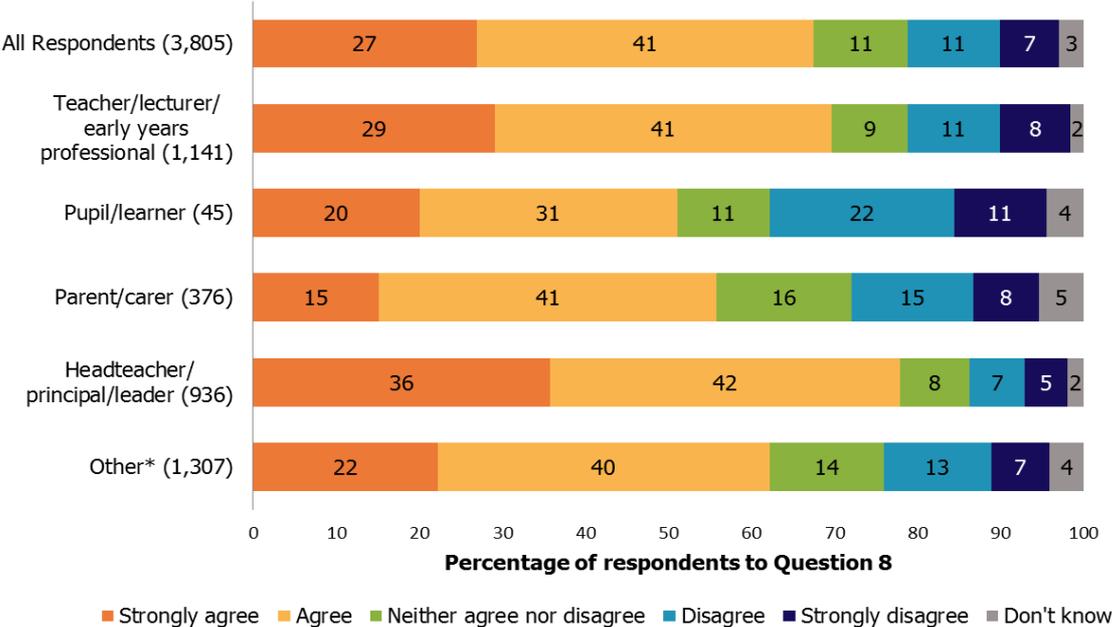
66. In the light of the strong support for this proposal, Ofsted will continue to report on the curriculum under the judgement on leadership and management.
67. Focus on the curriculum will continue to be a part of inspections. The new framework will place a greater emphasis on the breadth and suitability of the curriculum and the type and range of courses and opportunities offered by providers. More detail on how the curriculum will be examined will be provided in the inspection handbooks.

### Question 8: Do you agree or disagree with the proposals for short inspections of good maintained schools and academies?

- 68. There was strong support for the proposal for short inspections, with nearly seven out of 10 respondents in favour of introducing short inspections for maintained schools and academies judged good at their last inspection. Nearly eight out of 10 respondents who were linked to the schools remit were in favour.
- 69. There was particularly strong support from headteachers and leaders, including those we met at consultation events across England. The parents and pupils we met at focus groups said that they were in strong support of more frequent inspections.

**Figure 8: Consultation responses to Question 8**

*Do you agree or disagree with the proposals for short inspections of good maintained schools and academies?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

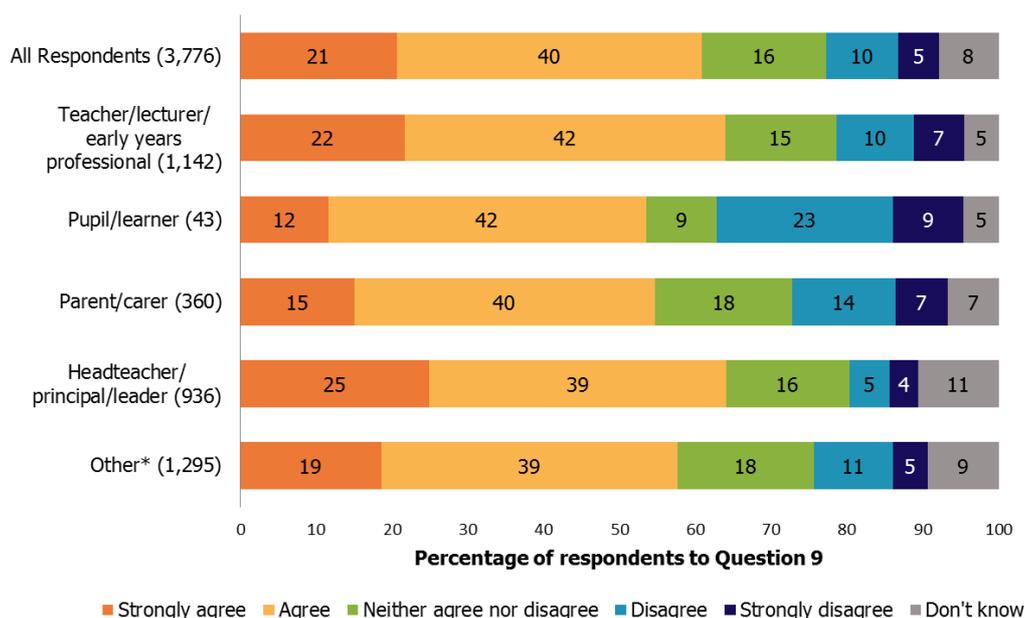
### Question 9: Do you agree or disagree with the proposals for short inspections of good further education and skills providers?

- 70. There was clear support for this proposal, with over six out of 10 respondents in favour of introducing short inspections for good FE and skills providers. Seven out of 10 respondents linked to the FE and skills remit were in favour.

71. Support was strongest among leaders, including those we met at consultation events. However, it is worth noting that a quarter of all respondents said that they neither agreed nor disagreed with the proposal or that they didn't know if the proposal should be introduced. Many said that this was because they were unfamiliar with the FE and skills remit.

**Figure 9: Consultation responses to Question 9**

*Do you agree or disagree with the proposals for short inspections of good further education and skills providers?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

72. Most respondents offered similar comments on the proposal for short inspections in schools and academies and FE providers. Although some respondents said that they felt that inspections could be even more frequent, those in favour commented that an inspection approximately every three years was a suitable length of time between inspections for schools and providers judged good.

73. Some respondents were concerned that there could be an overreliance on data during short inspections. While inspectors will use data as a starting point, they will reach conclusions by considering the information and context of the provider.

74. Some respondents said that short inspections should also apply to outstanding schools and academies and FE and skills providers. Some also commented that short inspections should be introduced for good early years providers.

75. We conducted over 40 consultative short inspection pilots during the consultation period. Headteachers, leaders and Her Majesty's Inspectors who took part found that the length of a short inspection was sufficient to reach secure conclusions about whether good quality provision had been sustained or whether a full inspection was needed. Headteachers and leaders also said that the short inspection was an opportunity for productive professional dialogue with inspectors.

### **What we will do in the light of the consultation findings for Questions 8 and 9**

76. We will introduce short inspections for good maintained schools and academies, from September 2015, once the amendments to the Education (School Inspection) (England) Regulations 2005 have come into force. We will pilot further short inspections in the spring term 2015.
77. Special schools, pupil referral units (PRUs) and maintained nursery schools that are judged good and outstanding (these settings are currently not exempt from routine inspections if they are judged outstanding) will also have short inspections.
78. We will introduce short inspections for good FE and skills providers from September 2015. However, as set out in our consultation document, good providers may still receive a full inspection if performance has dropped markedly.
79. Short inspections will focus on whether good quality provision has been sustained. Short inspections will not be mini full inspections: inspectors will not make a full set of new judgements. Inspectors will focus on the performance of the school or provider and leadership and management. Where Her Majesty's Inspectors find that good quality provision has been sustained by leadership and management, a short formal published report will be provided in letter format setting out the main inspection findings. If a significant concern arises that the school or provider may no longer be good, Her Majesty's Inspectors may recommend that a full inspection takes place and that for (i) maintained schools and academies the short inspection is extended and may be deemed a section 5 inspection and that for (ii) further education and skills providers the short inspection may be extended and turned into a full inspection. Similarly, if there are indications that the school or provider may have improved and there is a likelihood of it being judged outstanding under a full inspection, Her Majesty's Inspectors may recommend that a full inspection is scheduled.
80. We do not propose to introduce, at this time, any form of shortened inspection for good or outstanding early years settings. However, we intend to return to this issue and the inspection of early years settings that are co-located with, and managed by, a school at a later date. As explained in paragraph 25,

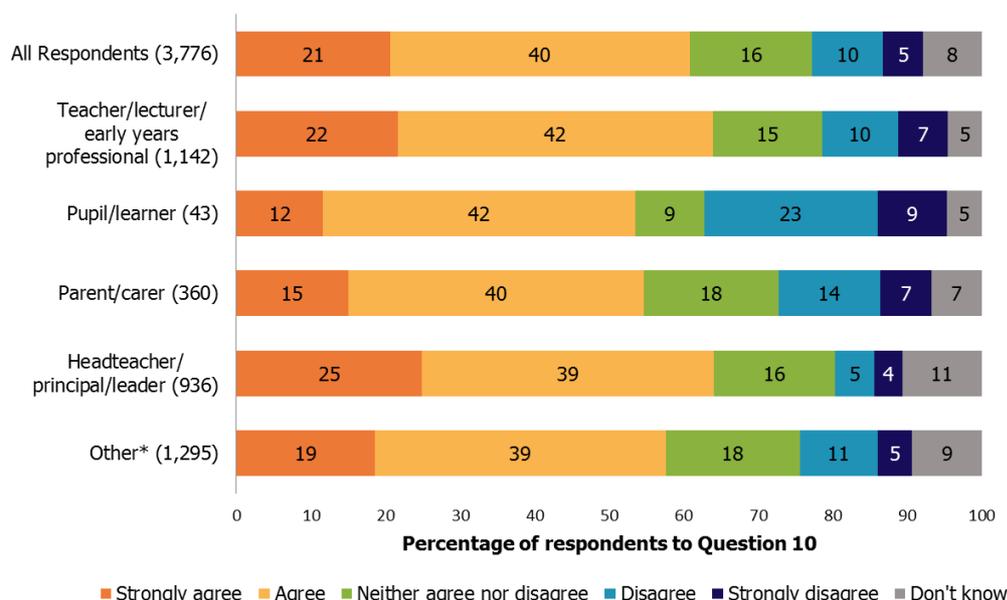
Ofsted's inspection of schools is governed by legislation that currently exempts schools from routine inspection if they were judged outstanding at their last inspection. As a result, we will not introduce short inspections for outstanding schools and academies, and further education and skills providers. As is the case now, outstanding provision will continue to be inspected where there is cause for concern. Inspection handbooks will clarify how short inspections will be conducted and how full inspections will be conducted if there are signs of decline or improvement to outstanding.

**Question 10: Do you agree or disagree with the proposal for the inspection of non-association independent schools?**

81. There was strong support for this proposal. Nearly three quarters of all respondents were in favour of Ofsted inspecting all non-association schools under the new Common Inspection Framework within three years from September 2015. The number of respondents who specifically identified themselves as working in non-association independent schools was small but they also supported the proposal.
82. Support was highest from parents and pupils. Those in support said it was fair that non-association independent schools were judged under the Common Inspection Framework. Those that disagreed felt that Ofsted should not inspect independent schools at all. Some respondents commented that all independent schools should be inspected under the same framework.

## Figure 10: Consultation responses to Question 10

*Do you agree or disagree with the proposal for the inspection of non-association independent schools?*



\* 'Other' is largely composed of members of the public but also includes inspectors, governors, local authority workers and those whose status was unknown.

Percentages are rounded and may not add to 100.

## What we will do in the light of the consultation findings for Question 10

83. In the light of the strong support for this proposal we will inspect all non-association independent schools within three years from September 2015 under the new Common Inspection Framework.
84. Ofsted inspects approximately half of all independent schools and these are known as non-association independent schools. Association independent schools are not generally inspected by Ofsted. They are subject to inspection by one of the three approved independent inspectorates on behalf of the Department for Education as the regulator.

## Question 11: Are there specific changes to the way that inspectors gather evidence that you think could make our judgements more reliable and robust?

85. Ofsted is always looking for ways to improve its inspection. In this question, we invited the profession and the public to suggest changes to the way inspections are carried out. We had 2,198 responses.

86. Many respondents asked Ofsted to consider how data is used. While some asked for Ofsted to use more data in its work, most comments said that Ofsted should carefully avoid an overreliance on data in its inspection, especially in the context of the new short inspections.
87. A substantial number of respondents commented on the use of lesson observations. Some said that inspectors should spend more time in lessons during an inspection or commented on improvements that could be made to the way lessons are observed while others said they should spend less time in lessons.
88. Some respondents made the point that inspectors should speak to a wide range of staff during inspections and that staff in early years, schools and FE and skills providers should have the opportunity to speak to inspectors in confidence.
89. Parents and children who came to our focus groups said that inspectors should make time for discussion with pupils and parents, particularly when conducting short inspections. The same parents and pupils also said that inspectors should always look at behaviour and the curriculum when they visit a school.

### **What we will do in the light of the consultation findings for Question 11**

90. We welcome this feedback. Each of the areas raised is addressed below.
91. Inspectors currently make use of a range of available data before and during inspections. They use this to inform, but not determine, their judgement of the provider. They will continue to do so in full and short inspections under the new Common Inspection Framework. They will use a range of data to judge a school or provider's performance. In all cases, the school or provider will have an opportunity to present their own data and also explain the context around those data to inspectors.
92. Short inspections will not lead to separate judgements on outcomes and other aspects of provision. Instead, they will reach an overall view of whether the quality of the provision is being sustained, with a particular emphasis on the leadership and management's capacity to drive improvement.
93. The feedback received on lesson observations for inspections in maintained schools and academies forms part of a wider debate about this topic. Ofsted has sought to address this during the last year. The current school inspection handbook reflects this work. We are currently consulting with FE and skills providers on lesson observations in their sector. As we conduct pilots of short inspections, we will test different approaches to observing lessons within the time available, but will not grade the quality of teaching in individual sessions.
94. We agree strongly with the view that inspectors should gather learners' and parents' views during inspections. They should also gather views from staff,

both in groups and anonymously. We intend for this to be a core component of short inspections, just as it is for full inspections. During full and short inspections, inspectors will speak to learners both formally in groups and informally throughout the inspection. Ofsted gathers views through the online ParentView, LearnerView and EmployerView systems. We are updating ParentView in response to feedback. Following a trial in the autumn term 2014, we will introduce a free text box, from September 2015, that will give parents the space to raise any specific issues.

## **Question 12: Do you have any other comments about this consultation?**

95. As part of the consultation, we asked respondents if they had any other comments. There were 2,186 responses and comments generally reflected opinions expressed in response to the other questions. All significant responses are covered in the 'Key findings' section of this document, but we have given an overview of all responses below.
96. Nearly half of all comments related to the Don't Stop the Music campaign. This is dealt with in paragraph 27. Respondents also raised the issue of inspector quality and consistency and unannounced inspections again. This is dealt with in paragraphs 23 and 26. Respondents also raised the following issues:
- Inspections should create a more supportive culture and should be more constructive to help providers improve. As we set out in the consultation, one of the benefits of short inspections is that they will create greater opportunities for professional dialogue between inspectors, schools and providers.
  - Inspection teams should include more serving practitioners and inspectors should share their knowledge and experience. We agree and, as set out in paragraph 23, we are encouraging more serving practitioners to join our inspection teams. Under the new arrangements, which include contracting directly with inspectors, there will be increased opportunity for inspectors to share their knowledge and skills.
  - Inspectors should look beyond English and mathematics when examining the curriculum (see paragraph 67).
  - Further detail was requested on inspection for special schools, PRUs and maintained nurseries (see paragraph 77).
  - Further detail was also requested on how childminders would be affected by the introduction of the Common Inspection Framework (see paragraph 45).
  - Finally, respondents commented on the consultation itself. They said that they welcomed the opportunity to take part in the consultation. Some said they were in support of the proposals. However, some respondents also said that they felt that views expressed in the consultation would not be read

and considered. A few respondents also commented that Ofsted could have raised awareness of the consultation more effectively. We will take this feedback into consideration for future consultations.

## **The way forward**

97. Over the spring and summer terms of 2015 we will prepare to introduce the new Common Inspection Framework and short inspections for good schools and providers. Next steps are set out below.
- The Department for Education will lay regulations that will enable short inspections to be conducted for schools judged good at their previous inspections.
  - In the spring and summer terms, we will:
    - conduct pilot inspections under the Common Inspection Framework and conduct further short inspection pilots
    - train our inspectors so they are ready to inspect under the new framework
    - continue to engage with key stakeholders and experts to shape the detail of our proposals
    - publish the new Common Inspection Framework and the supporting handbooks for each of the remits in the summer term 2015.
  - We will introduce the proposals discussed in this document in September 2015.