

# Raising standards, improving lives

**Revised inspection  
arrangements for maintained  
schools from September 2009**

**National dissemination  
conferences**

**12, 22, 26, 29 June 2009**



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## Conference objectives

- Provide an overview of the revised inspection arrangements
- Highlight key changes to the inspection methodology
- Confirm the arrangements for inspection notification
- Explain how the SEF has changed
- Provide an opportunity to ask questions

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**Revised inspection  
arrangements for maintained  
schools from September 2009**

**The new inspection  
framework**



## **An outline of the morning's presentation**

- The rationale for change
- Pilot inspections, lessons learnt
- Key features of the revised *Framework for Inspection*
- No-notice inspections
- How the revised arrangements contribute to school improvement

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## Rationale for change

HMCI's Annual Report 2007/08

- 'I am concerned about those institutions and providers where there is no improvement, or, in some instances, deterioration.'
- '...Ofsted must focus inspections ...where they will have the most impact on outcomes for children and learners.'
- '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.'

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## **Pilot inspections**

- Summer 2008: 8 pilots, an embryonic evaluation schedule of judgements
- Autumn 2008: 63 pilot inspections led by HMI
- Spring 2009: 132 pilot inspections led by HMI and Additional Inspectors
- All inspections quality assured by HMI to gather information and feedback about all aspects of the process
- Briefings and evaluation conferences
- Focus groups with parents, pupils and staff in a sample of schools
- Summer 2009: 200 training inspections approximately led by HMI and Additional Inspectors

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## Lessons learnt from the pilots

- We have continued to refine the judgements, descriptors and guidance used by inspectors, defining minimum standards/expectations
- We have developed the methodology so that inspectors can spend more time in the classroom, focusing on learning and teaching, reviewing the achievement of different groups of pupils as well as individuals
- We have continued to use contextual value added (CVA) measures as an important source of information about pupils' progress

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## Lessons learnt from the pilots

- We have thoroughly tested criteria, descriptors and guidance for a more comprehensive judgement about the school's capacity to improve
- We have explored how recommendations might focus more precisely on the action a school should take to become good or better
- We have trialled ways of engaging more closely with the school's staff during inspection
- We have looked for better ways of engaging parents/carers, pupils in the inspection process

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## Lessons learnt from the pilots

- We have developed and trialled methodology for the inspection of partnerships e.g. sixth form consortia, early years provision, hard federations of schools
- We have trialled unannounced inspections in order to test out the feasibility of no-notice and gain further feedback from key stakeholders
- We have developed our proposals for monitoring schools judged to be satisfactory

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## **The revised Framework gives priority to:**

- promoting improvement: inspectors make specific recommendations based on their diagnosis of the school's strengths and weaknesses
- evaluating the achievement & well-being of pupils & assessing the extent to which schools ensure that all pupils, including those most at risk, succeed
- evaluating learning and teaching, focusing on the classroom
- assessing how well schools promote equality of opportunity, & how effectively they tackle discrimination

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## **The revised Framework gives priority to:**

- checking the school's procedures for safeguarding, for keeping children and young people from harm
- fostering the engagement of headteachers and staff in inspection
- gathering and analysing the views of parents and pupils
- assessing how effectively schools work in partnership with other providers.

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## Key features of the revised Framework

### New documents

- A revised inspection framework which sets out the inspection process
- A new evaluation schedule of judgements which contains a full suite of descriptors against a four-point scale. The descriptors define minimum standards/expectations
- New guidance – ‘Conducting the inspection’. This establishes protocols, for example about the greater engagement of senior staff in the inspection process
- A ‘streamlined’ SEF

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## Key features of the revised Framework

### Proportionate inspection

- Robust annual risk assessment. All schools inspected to the same standard tariff, the best inspected less frequently
- Schools previously judged good or better will be inspected at approximately five-year intervals unless, for example:
  - the annual assessment of their performance raises concerns
  - there are safeguarding or welfare concerns and/or there is a strong 'voice' of concern raised by parents
  - they are part of an annual sample selected for inspection
- Schools not inspected three years after their previous inspection will receive an **interim assessment**, published **in the place** of an inspection report
- Special schools and PRUs will be inspected every three years. The nature of their indicators means that inspectors need to look at data on-site to evaluate pupils' attainment, learning and progress.

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## Key features of the revised Framework

### Proportionate inspection:

- Schools which were judged satisfactory at their previous section 5 inspection will be inspected within three school years
- A significant proportion of these schools will receive monitoring inspections to check on their progress following their last full inspection
- Schools judged inadequate in their overall effectiveness will continue to receive regular monitoring visits. As now, they will be re-inspected after a specific period

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## Key features of the revised Framework

### Pupils' achievement

- Higher expectations: a focus on different groups of pupils as well as individuals and **a greater emphasis on attainment**. More time spent in classrooms observing learning
- The judgement about **pupils' learning and progress has high status**. Schools will still receive credit for outstanding work to improve learning and progress – and attainment - in challenging circumstances
- As now, pupils' achievement and progress will limit the overall effectiveness grade. Unless pupils achieve well, the school will not be judged better than satisfactory overall.

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## How well do pupils achieve and enjoy their learning?

There are a number of key definitions. The definition of achievement differs from that used in current section 5 arrangements.

- **Progress:** this is the extent to which pupils have progressed in their learning given their starting points and capabilities
- **Attainment:** this is the standard of academic attainment, typically shown by test and examination results
- **Achievement:** this takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards

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## Key features of the revised Framework

**An example of how achievement judgements will impact on the overall effectiveness grade:**

- If standards are low and learning and progress are satisfactory but with no signs of improvement, achievement may be graded inadequate. This would impact on the overall effectiveness grade which may also be inadequate. Achievement is a 'limiting grade'.
- If standards are low (grade 4) but rising rapidly, and learning and progress are good (grade 2), a school is likely to receive a grade 3 for achievement.

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## Key features of the revised Framework

### The 'wider' outcomes

- Higher expectations: more emphasis **on the wider ECM outcomes**
- Again, a focus on different groups as well as individuals
- A full suite of descriptors to enable inspectors and schools to pitch their judgements about how well pupils are doing across the range of outcomes

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## Key features of the revised Framework

### The quality of provision & leadership & management

- Higher expectations: a new judgement about the leadership and management of teaching and learning
- A greater emphasis on the impact of teaching, the curriculum and care/guidance on outcomes for different groups of pupils
- The key leadership & management judgement looks at leaders' and managers' success at all levels in embedding ambition and driving improvements
- More explicit expectations for governors and an enhanced judgement about governance and value for money

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## Key features of the revised Framework

### Schools' sustained capacity for improvement

- Higher expectations: 3 clear strands which feed into the final judgement about the school's overall effectiveness -
  - the school's track record in improving provision and outcomes for pupils since the last inspection
  - the quality of whole school self-evaluation
  - the effectiveness of leadership and management in tackling weaknesses and overcoming barriers to improvement (including the use of challenging targets to raise standards)

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## Key features of the revised Framework

### Parents'/carers' and pupils' views

- Higher expectations: a new judgement about the effectiveness of the school's engagement with parents
- We have consulted widely with parents and pupils – parents' views will help to inform inspection selection
- As now, parents' questionnaires will be distributed once the school has been informed of the inspection
- As now, inspectors will talk to different pupils about their perceptions of the school and will use pupils' questionnaires
- Surveys will be introduced between inspections to gather parents' and pupils' views about the school and about the wider outcomes, for example, about how safe pupils feel in school

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## Key features of the revised Framework

### Equality of opportunity and the extent to which the school tackles discrimination

- Higher expectations: this will contribute to/may limit the judgement about overall effectiveness. Inspectors will consider:
  - how effectively the school actively promotes equality of opportunity and tackles discrimination
- The performance and experience of different groups of pupils will be taken into account; for example, minority ethnic groups, looked after children, the gifted and talented, pupils with learning difficulties and/or disabilities

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## Key features of the revised Framework

### Safeguarding

- Higher expectations: the safeguarding judgement will be made to a 4-point scale and will contribute to/may limit the judgement about overall effectiveness. Failures in safeguarding will be reported
- Key outcomes: that children **are** safe and that children **feel** safe
- Key aspects of provision:
  - how well pupils are safeguarded and protected
  - how well child welfare concerns are identified and responded to appropriately
  - how well safeguarding is prioritised
  - the school's work with other agencies to safeguard children

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## Key features of the revised Framework

### 'Common judgements'

- Early Years Foundation Stage: the early years judgements used for schools and settings have been aligned with the revised arrangements
- Sixth forms: common judgements have been aligned with the new arrangements for school and college inspections
- Boarding provision: common judgements will be aligned across school and social care inspections

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## Key features of the revised Framework

### Inspection reports

- We have consulted widely with parents and schools on the report format and have amended it. The report is interspersed with inspection judgements - the pupils' letter remains
- There is explicit reporting on the outcomes for different groups of pupils; reports will comment in some detail on what has been observed in the classroom
- Detailed recommendations will promote improvement; inspectors will make specific recommendations based on their diagnosis of the school's strengths and weaknesses
- The report will state reasons for the judgement on capacity

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## Key features of the revised Framework

### Inspection of schools 'in partnership'

- In 2009/10, wherever possible the inspections of partner schools in **statutory hard federations; sixth form consortia; shared early years' provision** will be scheduled to take place at the same time
- Where good or outstanding schools are federated or share important aspects of their provision they may be inspected earlier than they anticipate; it is desirable to inspect such schools in 'partnership' together

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## **'No-notice' section 5 inspections**

- Ofsted has trialled 'no-notice' inspections since the autumn 2008 to test their feasibility and gain further information from key stakeholders. There has been extensive discussion with parents, governors, schools and local authorities
- Schools may receive zero to two working days' notice of a section 5 inspection. The vast majority will receive between one and two days. However, if there are particular reasons or concerns, a school's inspection may take place without notice
- Monitoring visits to schools judged satisfactory or inadequate will be conducted without notice

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## How the revised arrangements will contribute to school improvement

- A strong emphasis on pupils' achievement and more overt value given to other ECM outcomes, and the notion that a school's effectiveness is underpinned by its success with the most vulnerable is developed further
- Valuing partnerships and their impact on outcomes for pupils
- The focus on 'capacity to improve' – with an emphasis on whether the school is improving or simply standing still
- The continuing importance of self-evaluation using a new streamlined SEF to secure an even stronger evaluative dimension
- The emphasis on professional dialogue, greater engagement with staff & more specific recommendations based on the diagnosis of the school's strengths/weaknesses fosters the credibility of inspection and its findings

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**Conducting the  
inspection**

## **The structure of an inspection**

- The approach to inspection is based on existing good inspection practice

### **Before the inspection**

- Questionnaires for parents and pupils made available; a voluntary staff questionnaire will also be available
- Lead inspectors telephone the school to:
  - explain the inspection arrangements, including the protocols for engaging with senior staff
  - discuss pre-inspection evidence
  - discuss the main inspection trails with the headteacher
- Lead inspector sends the pre-inspection briefing to the school

## During the inspection

- As now, inspectors gather evidence by:
  - observing lessons, including scrutinising pupils' work, and other activities (more time will be given to classroom observations than in current section 5)
  - meeting pupils, key staff, and governors
  - analysing parent and pupil questionnaires
  - checking key documentation, including the most recent school improvement partner report
- Inspectors also feed back to teachers on lesson observations of 20 minutes or more

## Engaging with the headteacher and senior staff

Lead inspectors invite the headteacher to:

- discuss the focus of the inspection during the pre-inspection telephone call
- take part, or arrange for other senior staff to take part, in joint lesson observations
- meet with the lead inspector at various points during the inspection to keep the headteacher updated
- attend formal inspection team meetings in order to:
  - understand how the inspection team considers the evidence in making its judgements
  - clarify possible sources of further evidence
- discuss the details of the inspectors' recommendations for improvement

## **After the inspection**

- The inspection team meets to make its final judgements and confirm the recommendations for improvement. The headteacher should be present at this team meeting.
- The lead inspector feeds back the main findings to key stakeholders including governors, senior staff and a local authority representative.
- A draft of the report is provided to the school for a factual check and the final report will be published on the website

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**Changes to the SEF**



## **An outline of the afternoon's presentation**

- The rationale for change
- An outline of the changes
- Making the most of the changes
  - supporting school improvement
  - supporting inspection
- The transition to the new SEF

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## **The rationale for changing the SEF**

- Self-evaluation is well established as a process in schools and as an important element of inspection. Self-evaluation and the SEF will remain central to the new arrangements
- A new evaluation schedule of judgements means the SEF has to change to keep in step – this is an opportunity to respond to concerns about its structure and format
- The changes improve the usefulness and ease of use of the SEF for schools. They also make the SEF a more efficient and effective tool for inspectors.

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## An outline of the changes

- Parts B, C and D of the SEF remain largely the same apart from minor changes to the content of some of the questions
- Part A of the SEF:
  - has been streamlined by removing all of the prompts
  - mirrors the judgements in the evaluation schedule
  - emphasises the need for a concise summary of evidence
  - has help button guidance containing the grade descriptors
  - contains only one question for each area to be evaluated

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## An example of the new SEF format

	1	2	3	4
<b>The quality of teaching</b>				

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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## **Making the most of the changes to support inspection (suggested ways of approaching the new SEF)**

- Use the grade descriptors to guide what you need to cover in your written responses
- Be brief (bullet points and notes are acceptable) and refer to where evidence is located rather than try to present all of it
- Evaluate rather than describe
- Submit your SEF every time you update it, otherwise Ofsted cannot use it; for instance, to help inform decisions about 'putting back' an inspection or inspecting groups of schools (for example in a federation) at the same time

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## **Making the most of the changes to support school improvement (suggested ways of approaching the new SEF)**

- Use the outline guidance for inspectors in the evaluation schedule to check how well the school knows itself
- Follow your normal planning cycle for evaluating the school's work, perhaps looking at different sections of the evaluation schedule over the term or year
- Involve all staff by asking groups to consider different sections of the evaluation schedule
- Interrogate the grade descriptors to identify what the school needs to do to improve

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## The transition to the new SEF

- The whole of each school's most recently submitted SEF will be archived in the week beginning 6 July. **It will be accessible only in PDF format**
- Any data in Parts B, C and D will be transferred to a new SEF in the same week
- All schools will have access to their new SEF from 13 July
- Schools will not be expected to have their new Part A ready for September. During the autumn term, inspectors will use the most recent archived version of the SEF alongside any parts of the new SEF which have been completed