

# Better inspection for all

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

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**Age group:** 0–19+

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**361**

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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](http://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](http://www.ofsted.gov.uk/futureofinspection),  
complete it on your computer and email your response to  
[inspectionreform@ofsted.gov.uk](mailto:inspectionreform@ofsted.gov.uk).
- Print this document, complete it by hand and post it to:

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Ofsted  
8<sup>th</sup> 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: ELSA (English Learning & Sustainability Alliance)\_\_\_\_\_

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 Alliance of key stakeholder groups with interests in learning and sustainability			

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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

In principle we agree that greater coherence in the inspection of different providers is desirable, and that a common inspection framework can be instrumental in achieving this. It will be important to consider and be explicit about the different needs of varied age-groups and contexts, and we therefore emphasise the importance of developing individual remit handbooks with careful consultation and trialling.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

The provisions of paragraph 19 are on balance acceptable; with the exception of dot-points 6 and 7, which are problematic.

Dot-point 6 (Actively promote equality...) We strongly agree that more focus is needed on values and ethics in education provision. However, the sensitivity and subjective nature of such matters means that such elements should only be introduced into the inspection framework when there is clearer instruction to providers on what 'fundamental British values' entail, and why. The definition of 'fundamental British values' remains inadequately specified across Ofsted and DfE literature. There also needs to be a distinction between 'engaging with' which is pedagogically acceptable, and 'promotion of' which risks indoctrination. As long as this remains the case, we cannot support formal inspection of this element.

Further, it is unclear how the first and second parts of dot-point 6 (equality/diversity/values; and narrowing gaps in achievement) are supposed to relate to each other. It may be better and clearer to separate them out.

Dot-point 7 (Influence improvement...) This element - influencing improvement - is underspecified, and needs further elaboration. Further, not all providers will be equally able, through circumstances beyond their own control, to achieve national- or



local-level influence. Explanation is needed for how this will be accommodated.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

It will be important, in development of the Handbook for this remit, to explain fully what is meant by 'equality of opportunity and recognition of diversity'.

Dot 9: this last bullet point should be more explicit in its expectation that teaching, learning and assessment will prepare students for work and life in an increasingly globalised world. This would be in keeping with the OECD's PISA assessment of 'global competences' in 2018.

**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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Dot 3: Again, it will be important for the Handbook for this remit to explain fully what is expected by students 'keeping themselves safe from...extremism...'; and other complex concepts within the judgement matrix.

Dot 4: The focus solely on Britain ignores the importance of preparing young people for their role in an increasingly globalised world. This bullet point must adequately address the role of the institutions in providing 'global learning' and 'education for sustainable development' as well as learning about society and life in Britain. We

would also argue for greater guidance for the institutions on personal, social, moral, cultural and spiritual development. At present, this appears to be the least-developed part of the inspection process, and we believe institutions would find it helpful to have more specific guidance.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Further details on what constitutes 'appropriate' in terms of reporting availability and transparency, would be useful.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## 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:

In principle it makes sense to do shorter inspection more frequently - but the content of those inspections will need to be carefully considered and reviewed regularly. Further, we believe that (as noted in paragraph 45) as there could be some providers which receive several short inspections in succession, the overall integrity and consistency of the system means that at least every third inspection should be a full one.

### 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:

With comments as above.



## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



## 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:

Inspections should take into account how the school has decided to measure areas they feel are important to them e.g. education for sustainable development / global learning / values education and how these add to attainment and achievement

### Any other comments

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

In April 2012 Ofsted published 'Inspecting Sustainable Development' and stated: "Ofsted's sustainable development action plan makes a clear commitment to ensure that the values and principles of sustainable development are embedded throughout the organisational culture and practice. One of our key objectives is to influence behaviours and attitudes through our inspection and regulation activities." This has not been in evidence and needs to be addressed if schools are to take sustainability seriously

Ofsted's role is to raise standards and improve lives of all children, young people and adult learners. Its key purpose is to provide objective evidence on the performance of the services it inspects and regulates and in so doing enhance current services and outcomes. The objective is to contribute to a more sustainable and higher standard of provision. Put simply Ofsted's role is to inspect and regulate in order to improve outcomes. Put simply sustainable development is about improving people's lives whilst living ethically and within environmental limits. Inspection and sustainable development are both improvement processes, working towards the same end goal – improving lives.

Please note one group within ELSA, the South West Learning for Sustainability Coalition has chosen not to participate in this response



## What did you think of this consultation?

One of the commitments in Ofsted's strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation by answering the questions below.

## How did you hear about this consultation?

- Ofsted website
- @ofstednews (twitter)
- Ofsted News
- Ofsted conference
- Another organisation (please specify, if known)
- Other (please specify)

	Agree	Neither agree nor disagree	Disagree	Don't know
I found the consultation information clear and easy to understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the consultation easy to find on the Ofsted website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had enough information about the consultation topic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would take part in a future Ofsted consultation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything you would like us to improve on or do differently for future consultations? If so, please tell us below.

## Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society. We would like to assure you that completion of this section is optional, you do not have to answer any of the questions, and all responses are confidential.

Please tick the appropriate box.

### 1. Gender

Female <input type="checkbox"/>	Male <input type="checkbox"/>
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### 2. Age

Under 14 <input type="checkbox"/>	14–18 <input type="checkbox"/>	19–24 <input type="checkbox"/>	25–34 <input type="checkbox"/>	35–44 <input type="checkbox"/>	45–54 <input type="checkbox"/>	55–64 <input type="checkbox"/>	65+ <input type="checkbox"/>
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### 3. Ethnic origin

How would you describe your ethnic group?

<b>Asian</b>		<b>Mixed ethnic origin</b>	
Bangladeshi	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black African and White	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Black Caribbean and White	<input type="checkbox"/>
Any other Asian background (specify if you wish)	<input type="checkbox"/>	Any other mixed ethnic background (specify if you wish)	<input type="checkbox"/>
<b>Black</b>		<b>White</b>	
African	<input type="checkbox"/>	Any White background (specify if you wish)	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	<b>Any other ethnic background</b>	
Any other Black background (specify if you wish)	<input type="checkbox"/>	Any other background (specify if you wish)	<input type="checkbox"/>
<b>Chinese</b>			
Any Chinese background (specify if you wish)	<input type="checkbox"/>		

### 4. Sexual orientation

Heterosexual <input type="checkbox"/>	Lesbian <input type="checkbox"/>	Gay <input type="checkbox"/>	Bisexual <input type="checkbox"/>
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### 5. Religion/belief

Buddhist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Christian	<input type="checkbox"/>	Any other, please state:	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	None	<input type="checkbox"/>
Jewish	<input type="checkbox"/>		

### 6. Disability

Do you consider yourself to have a disability?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Thank you for taking part in our consultation.