

Impact of school inspections

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Challenge & Investigation

Ofsted, England

March 2015

School inspection framework (Sept 2014)



'Inspection has the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgements, and what it needs to do to improve.'



The framework for school inspection

The framework for inspecting schools in England under section 5 of the Education Act 2005 (as amended).

This framework sets out the statutory basis for inspections conducted under section 5 of the Education Act 2005 (as amended) from September 2012. It summarises the main features of school inspections and describes how the general principles and processes of inspection are applied to maintained schools, academies and some other types of school in England. This version of the framework is effective from September 2014.

How do the headteacher and senior staff engage in the inspection?

The lead inspector will ensure that the headteacher and senior staff:

- understand how the inspection team reaches its judgements
- have opportunities to clarify how evidence is used to reach judgements

Headteachers will be invited to:

- participate in joint lesson observations
- attend the formal inspection team meetings at the end of each day of the inspection
- comment on the inspectors' recommendations to ensure these are understood.
- **What happens after the inspection? What feedback is provided?**
- After the inspection team has reached its conclusions, the judgements will be presented and explained to representatives of those responsible for governance at the school and the senior leadership team. The school will be invited to complete a 'post-inspection' survey.

Inspection report - judgements



School report



Academy 360

Portsmouth Road, Sunderland, Tyne and Wear, SR4 9BA

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

Reports are set out to show how schools should seek to improve



Summary of key findings for parents and pupils

This is a good school.

- Students make good progress from low starting points in English and mathematics.
- Most students behave well. They are courteous and polite.
- Students who need extra help are given good support. As a result, they make at least good progress and the gaps in attainment between different groups are closing.
- Teaching is mostly good with some outstanding practice. It is improving quickly because good training is provided to help teachers develop their skills.
- The sixth form is good. A new leader is in post who has been instrumental in its establishment and success. Students are very positive about their experiences there.
- Governance is good. Governors know the school very well and check the school's work, as well as holding the headteacher and senior leaders properly to account for the school's performance.
- Provision for students' social, moral, spiritual and cultural education is strong, and this helps students to prepare well for their futures.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Some lessons do not ensure that all groups of students in the class make good progress.
- Teachers' marking and feedback do not consistently provide students with clear and detailed information about how they can improve their work.
- In a few cases, teachers do not use the behaviour management systems well enough to tackle the occasional low-level disruption in their lessons, which stops students involved from making enough progress.

Recommendations



What does the school need to do to improve further?

- Improve the quality of teaching in order to increase the rate of progress across all year groups and subjects by ensuring that:
 - swift action is taken to ensure no teaching is inadequate
 - all staff and governors raise their expectations of what their students can achieve
 - teachers take more responsibility for identifying and responding quickly to individual students' underachievement
 - all teachers plan lessons that provide suitable challenge, more precisely matching activities to the needs of individual students
 - lessons capture students' interest and help them learn at an appropriately brisk pace throughout
 - more time is given to students to develop their literacy skills in all curriculum subjects
 - all teachers give students good, timely advice on how to improve their work and that any misconceptions and mistakes are always corrected
- Urgently improve the leadership and management of the school, including governance by:
 - increasing the rigour of the management of the performance of staff and ensuring that all staff are fully held to account for improving achievement and teaching

Investigation report: School leaders' views on the impact of inspection



Published today, 20 March 2015.

- Ofsted conducts an evaluation survey immediately after school inspections. This '**post-inspection survey**' asks school leaders, staff and governors for their views on a range of issues, including the quality and conduct of the inspection, its likely impact on their school and what changes they intend to make.
- In order to get a more detailed picture of the longer term impact of inspection, Ofsted also surveyed school leaders **four months after their inspection**. This 'impact survey' asked leaders about what changes they were making, or had already made, as a result of their school's most recent inspection.

Investigation report: School leaders' views on the impact of inspection



- The report summarises the findings from both surveys.
- Part A: It reviews the findings from 22,800 responses to Ofsted's **post-inspection survey** (2009-2014).
- Part B: It also examines the findings from the responses of 829 school leaders to the online **impact survey** (2013-2014).



Investigation: School leaders' views on the impact of inspection

Introduction

Ofsted conducts an evaluation survey immediately after Section 5 school inspections.¹ This 'post-inspection survey' asks school leaders, staff and governors for their views on a range of issues, including the quality and conduct of the

Part A: The post-inspection survey 2009-2014: Key findings

- Almost all respondents said that they would **use the inspection recommendations to improve their school (98%)**.
- Around nine out of ten respondents reported that **the demands of being inspected were reasonable (92%)**, and that the **judgements were fair and accurate (92%)**.
- Most respondents agreed that **the benefits of inspection outweigh the pressures** of being inspected **(82%)**.

Part A: Post-inspection survey

Response rates

Following a full inspection, all schools are invited to complete a 'post-inspection survey' so that feedback about the process can be considered and incorporated in the future development of inspection. Since 2009/10, around 22,800 responses have been made to the post-inspection survey for schools.

Response rates to the post-inspection survey, by academic year

Year	Responding
2009/10	57%
2010/11	70%
2011/12	73%
2012/13	76%
2013/14	76%

Part A: Post-inspection survey

- cumulative responses

Cumulative responses to the post-inspection survey from September 2009 to August 2014

Question	Positive responses
The demands placed on me by the inspection team were reasonable	92%
The inspection team challenged constructively the judgements and evidence we provided in our self-evaluation summary	94%
Inspection judgements about the school are fair and accurate	92%
The inspection identified clear recommendations for improvement	98%
I will use the inspection recommendations to move the school/my teaching forward	98%
The benefits of the inspection outweigh the negative aspects	82%

What were the views of 'inadequate' schools?

Currently, around 2% of schools were judged 'inadequate' (Grade 4) at their latest inspection.

- Inadequate schools had lower response rates to the survey.
- In general, their views tended to be more negative.
- For these schools, the least positive responses were about the benefits of inspection outweighing the negatives – although 55% of inadequate did respond positively to this question.
- Despite this, they still intended to use the inspection findings to improve: 99% of inadequate schools who responded agreed that the inspection recommendations were clear....
- ... and 94% agreed that they would use them to improve the school or teaching.

The impact survey 2013-2014

- The post-inspection survey reflects **initial responses** and leaders' **intentions** to make improvements.
- Between April 2013 and July 2014, Ofsted conducted an 'impact survey' in order to establish **what changes leaders had already made, or were making, as a result of their inspection four months previously.**
- Surveying four months after inspection gave school leaders time to reflect on their report, to consider what changes they wanted to make and to start to make those changes.

Part B: The impact survey

2013-2014: Key findings

- Nearly nine out of ten school leaders (**88%**) reported that they had **made changes to their school as a result of inspection.**
- Most leaders said that inspection helped them to improve by providing an **accurate analysis of strengths and weaknesses (81%).**
- A large majority of leaders had found inspection helpful in **confirming that they were taking the right actions (79%).**
- Around seven out of ten school leaders (**73%**) agreed that **the inspection report would help their school to improve.**
- Over half of school leaders identified that **ongoing professional dialogue with inspectors was the most useful aspect** of the inspection process (**56%**).

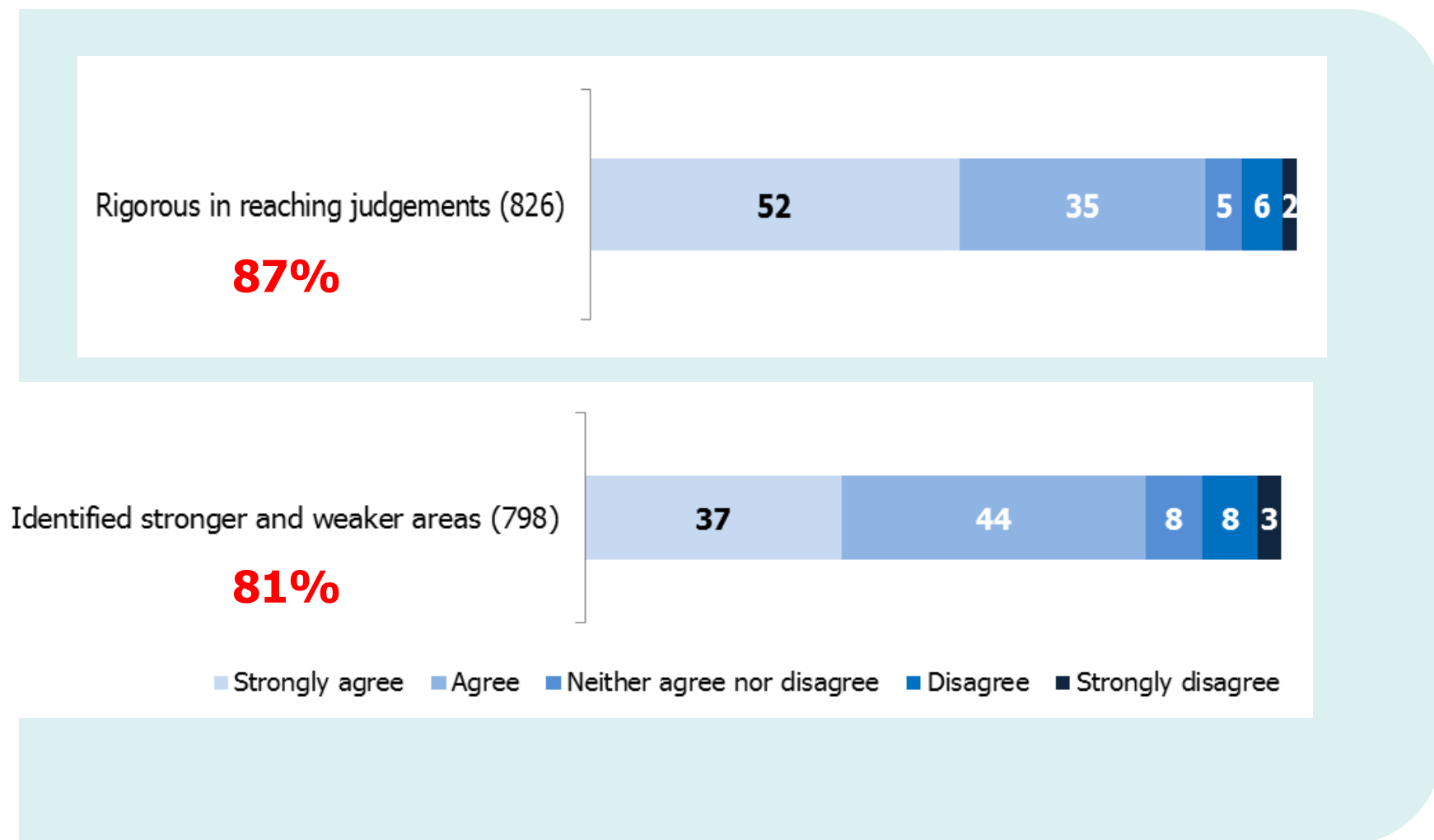
The impact survey 2013-2014

- Methodology

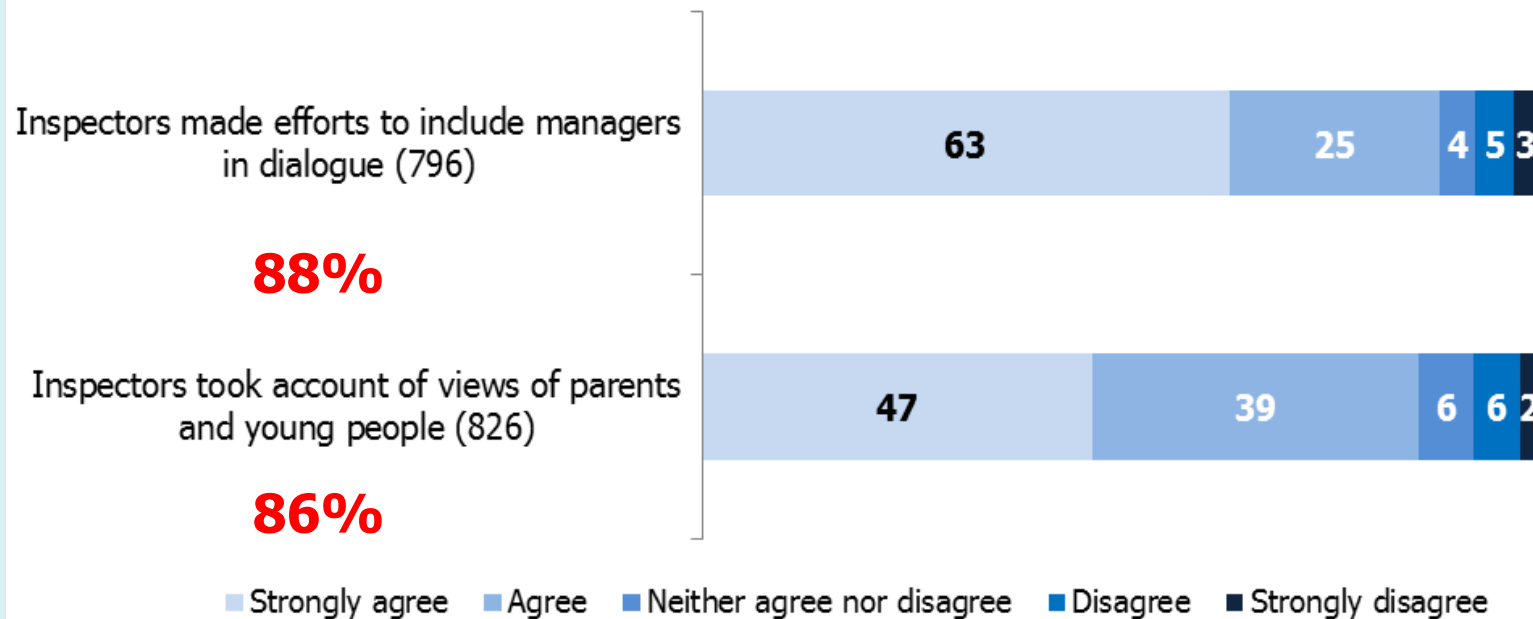


- The impact survey was conducted in four waves. In each wave, all schools that had been inspected four months previously were invited to respond to an online survey.
- Some headteachers forwarded the survey invitation beyond the senior leadership to include teachers, school support staff and parents.
- The great majority of respondents were headteachers. The findings presented in the report are limited to those from headteachers or other senior school leaders (829 responses).

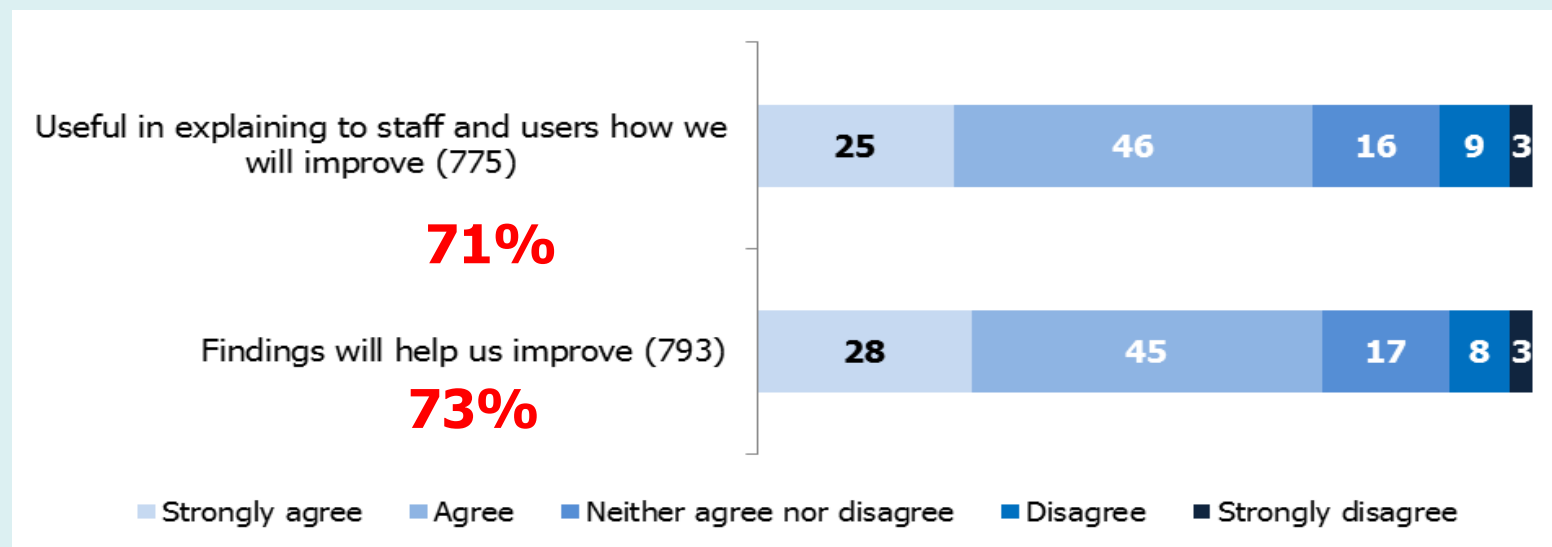
School leaders' views on the rigour and accuracy of inspection



Views on inspection methods – how well inspectors worked with others

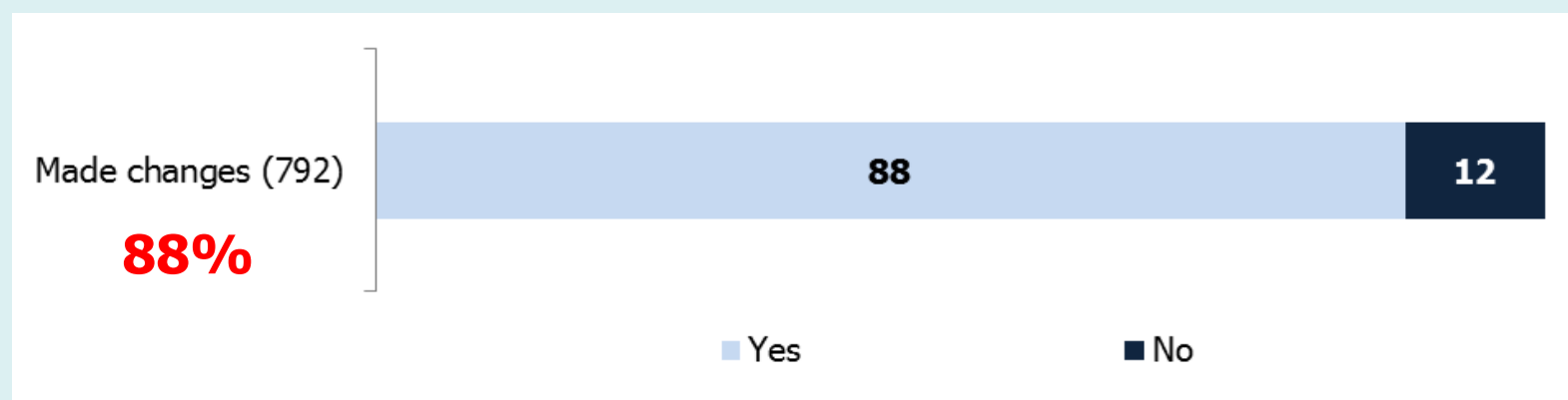


Views on the inspection report - usefulness and impact



However, around **1 in 10** still felt negatively about the impact of inspection at that stage, four months later. Those with negative views were mainly respondents whose school grade was lower than they expected or who were judged to require improvement.

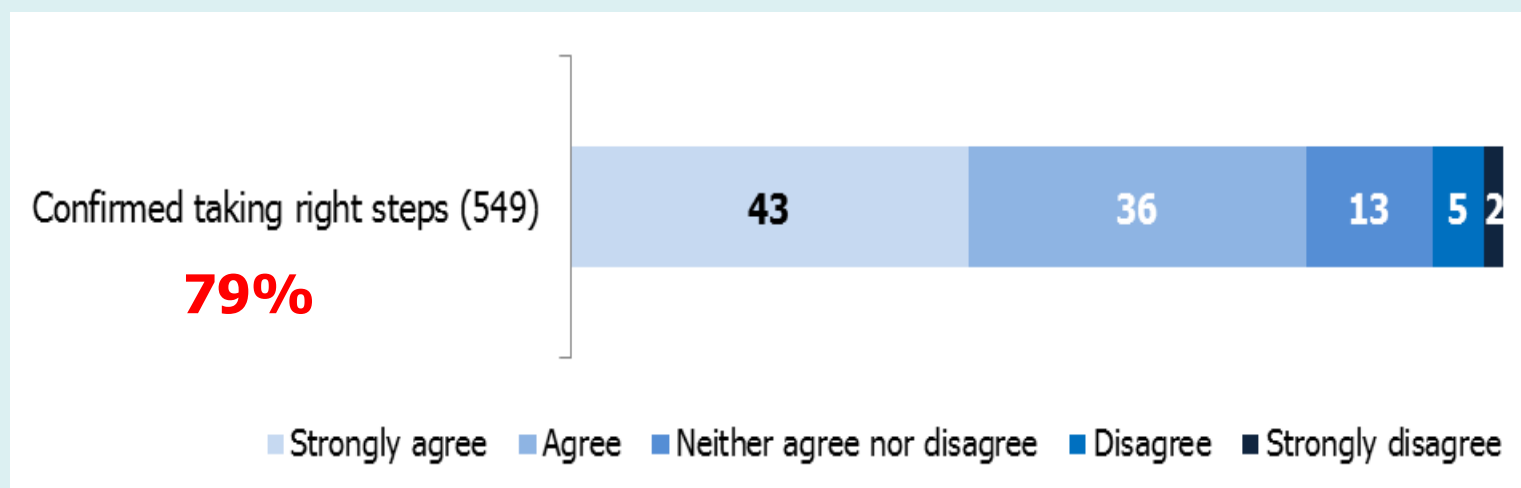
Impact – made changes as a result of the inspection



Interestingly, respondents said that **confirmation from inspectors that they were taking the right steps to secure improvement was as significant as any new insight.**

Almost **80%** of respondents agreed that the inspection helped by confirming that they were taking the right steps towards improvement.

Impact - confirmation schools were taking the right steps to improve



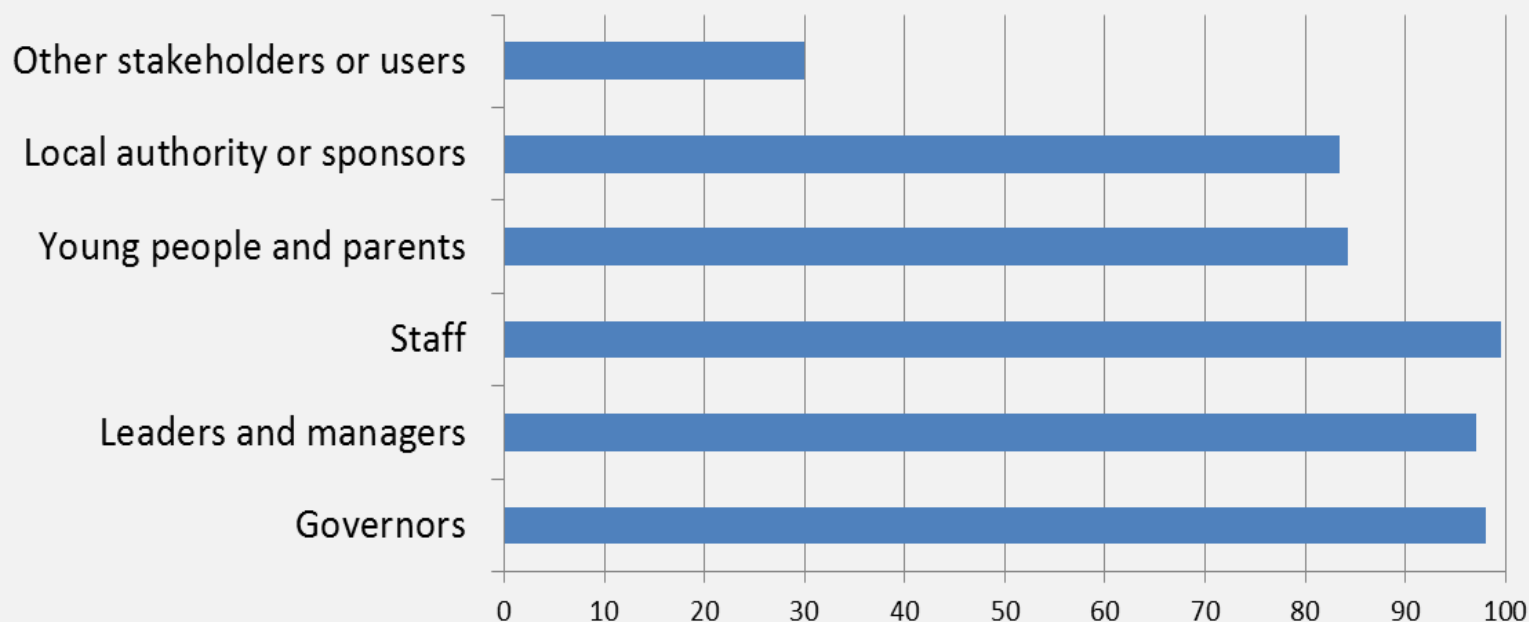
Percentage of agreement with the statement:

'The recent inspection helped by confirming we were taking the right steps to improve our school or maintain its qualities'

This question was introduced from wave 2 of the survey, so the number of responses is lower.

Schools report a high level of discussion about inspection findings:

Which of the following have you discussed the findings of the report with?



More than three quarters of schools use reports on **others** to help their own improvement:



Do you consult Ofsted reports in order to help you make improvements?



Based on 396 responses 2013-4.

School leaders' views – Mandate for change?



Written comments from school leaders support the view that **inspection does not have to deliver new insight in order to help a school seeking improvement.**

One headteacher in a school judged to 'require improvement' wrote:

'Inspectors pointed out that we had already identified all the things we needed to do to improve. But the outcome of the inspection has given the school an impetus and given me a mandate for change that has only helped.'

School leaders' views – Impact of feedback?



A new headteacher explained how the inspection gave them and their new leadership team confidence in securing improvement:

*'As a new head teacher, the inspection was very helpful to confirm that the impact and actions put in place were the correct path. **Inspectors gave confidence** to the leadership team that we were taking effective action and **validated** our judgements, evidence and improvement plans. Inspectors discussed inspection openly and **gave feedback along the way** to provide challenge and reassurance to a new leadership team.'*

Leaders' views on the most helpful aspects of inspection

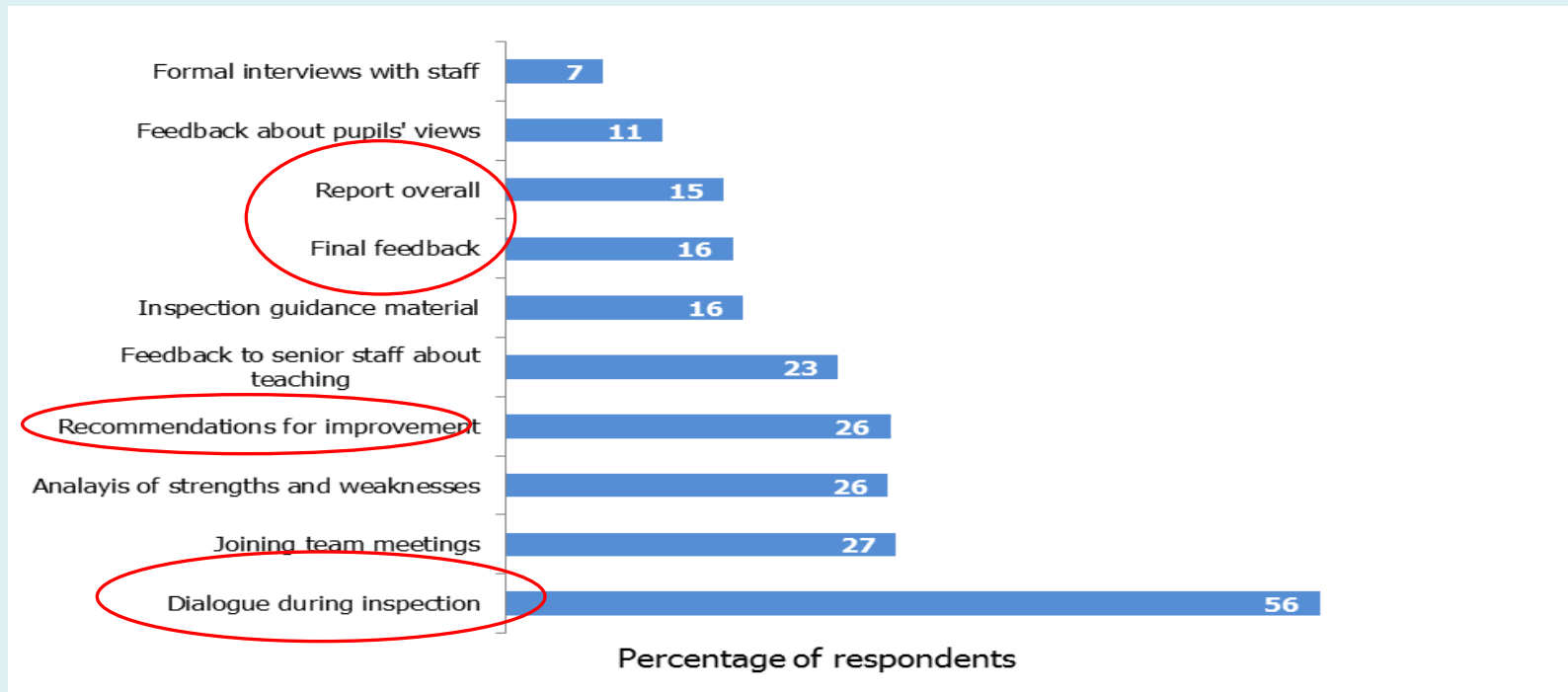


The impact survey also explored which aspects of the inspection – from start to finish – were most helpful to school leaders in planning improvements.

Over half of respondents gave the greatest importance to the impact of professional dialogue during inspection.

These leaders reported that their own interaction with inspectors throughout the inspection was most helpful in **understanding the reasons and evidence behind the judgements.**

Leaders' views on the most helpful aspects of inspection



In this context, **the final feedback and the published report emerged as less important.** By this stage, the headteachers and senior leaders already had a thorough understanding of the judgements and the actions they needed to take to improve their school.

Changes that school leaders made following inspection



We invited headteachers and senior leaders to give examples of changes they made after their inspection.

Ofsted analysed written comments from the fourth survey wave and looked, in particular, at how headteachers and senior leaders responded differently according to the judgement their school had received.

Changes in schools judged to be outstanding



Twenty nine respondents identified themselves as being from schools that were judged as outstanding. Of these, 23 indicated that they had implemented changes as a result of their recent inspection.

Where respondents made particular reference to changes, these were wide ranging in scope. Two respondents mentioned that being judged as outstanding had encouraged them to do more work with other schools.

Changes in schools judged to require improvement

Of the 60 respondents from schools judged to require improvement, around four-fifths gave examples of the changes they had made following inspection. Most of these related to improving the **management or quality of aspects of teaching and learning**.

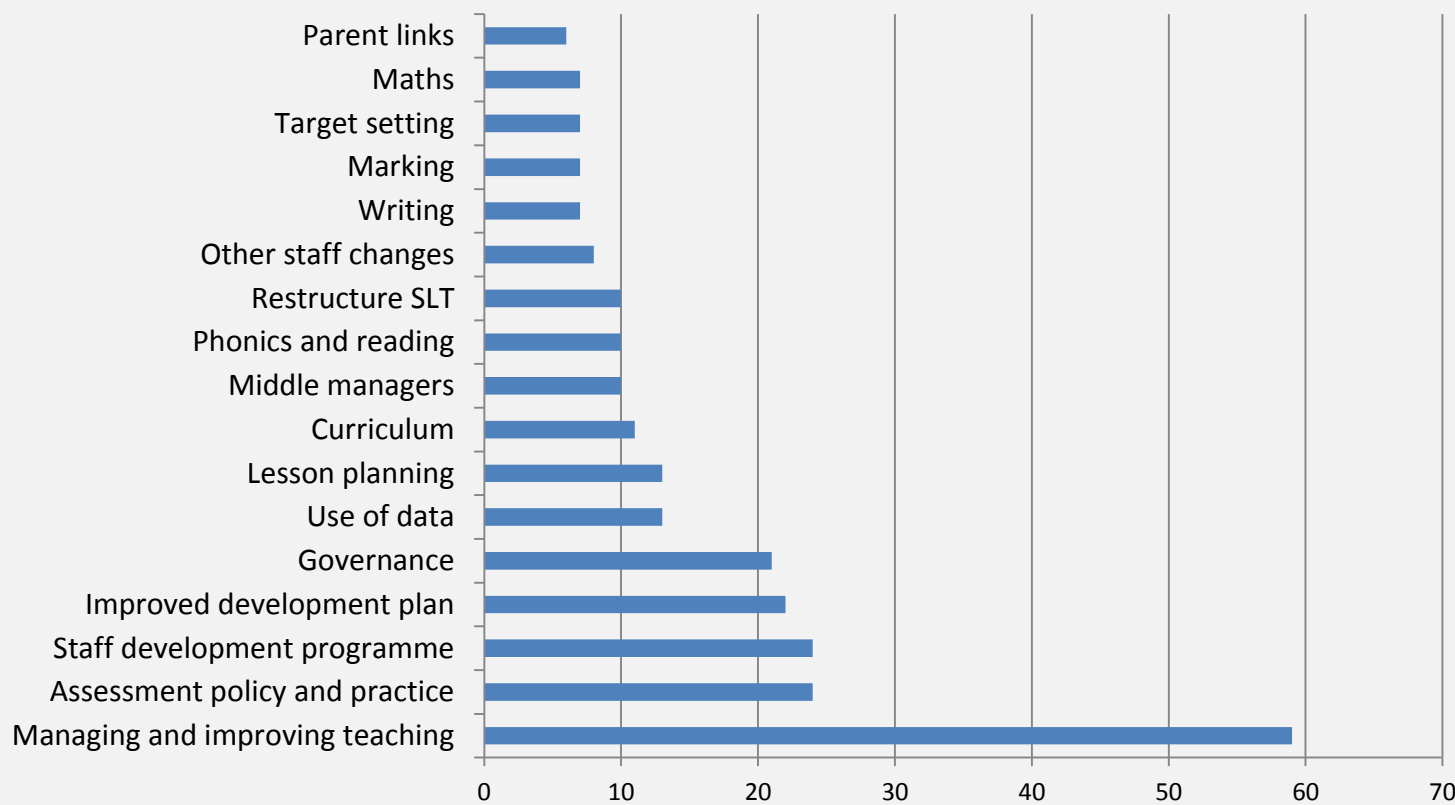
Common actions included:

- developing clearer strategies for marking and assessment
- improving professional development and training programmes
- introducing tighter processes for monitoring and evaluation
- improving approaches to managing behaviour
- making better use of data for tracking and evaluation.

Changes already made are dominated by driving the improvement of teaching and learning:



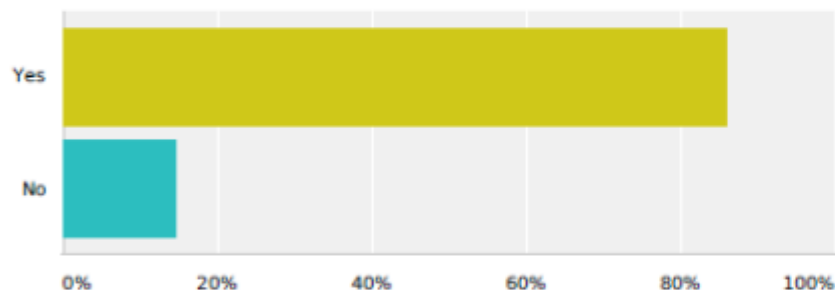
Post-inspection changes noted by schools



Parental interest is a key driver of school improvement and our reports continue to stimulate this:

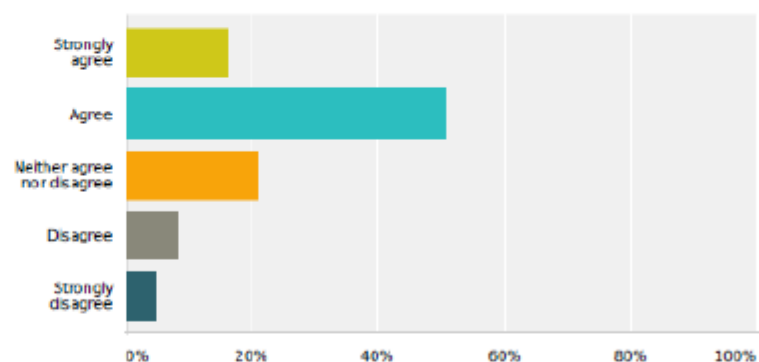
Q4 Have you read the inspection report for your child's school?

Answered: 804 Skipped: 68

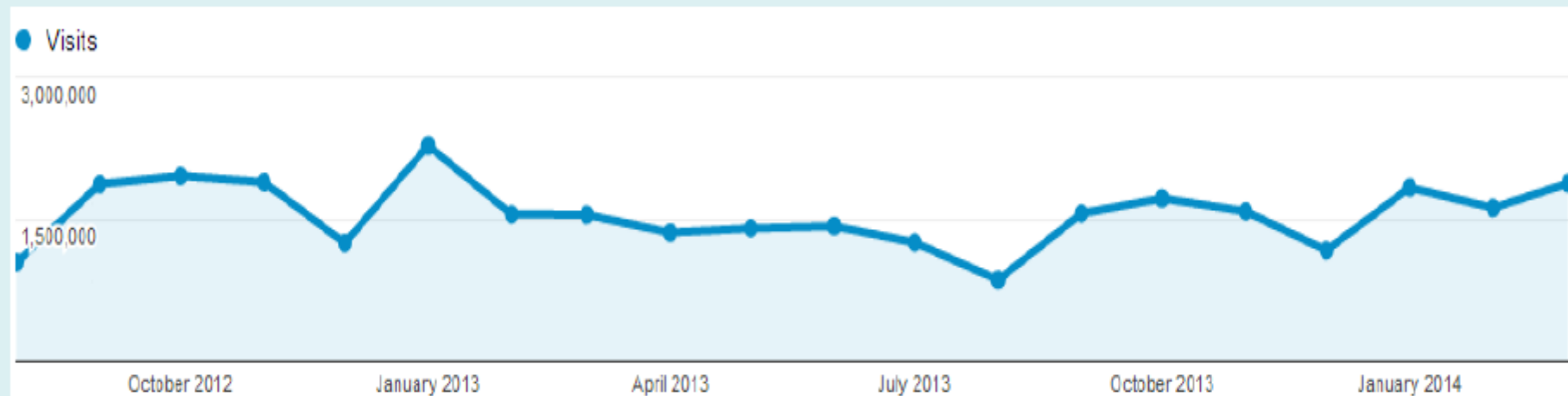


Q5 To what extent do you agree/disagree that the inspection report was helpful to you?

Answered: 664 Skipped: 208

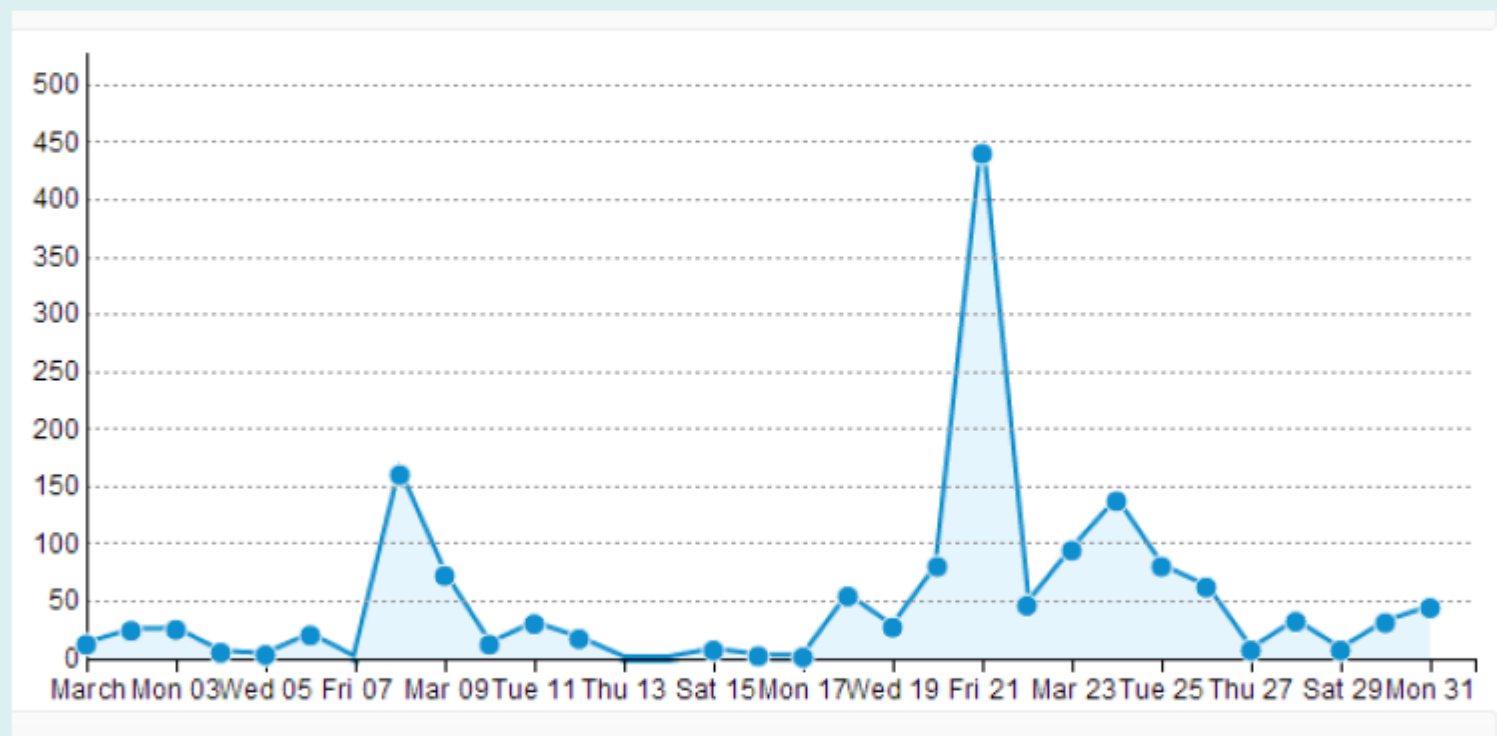


The Ofsted website receives around 1.5 million 'visits' every month, mostly to look at reports:



	Visits	Unique visits	Page views
March 2014	1,878,185	1,100,492	8,435,174
Feb 2014	1,617,396	956,963	7,427,274
March 2013	1,545,592	954,063	7,180,516

It is now possible for inspectorates to measure their impact on national debate through Twitter:



The chart shows the number of 're-tweets' of inspectorate content after a regional conference on 7 March and a national speech on 21 March.

Impact 'issues': points to consider



We would expect inspection to have a greater impact on weak schools than strong: does this mean inspections of successful schools have no value?

School leaders often say 'they told us what we already knew.' This is perceived as a criticism, yet school leader organisations support the idea of 'validated self-evaluation.' It also begs the question: why isn't the issue resolved?

Do school leaders have a different perspective on the impact of an inspection than other staff in the school? How can impact studies get beyond the 'problem of perspective'?

How do we measure the impact of 'the possibility of inspection' compared to impact of the actual inspection?

How do we measure the 'peri-inspection' impact of increased pressure due to other accountability systems (eg on an LA or academy trust)?

Thank you.

Any questions?

