

Better inspection for all

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

Age group: 0–19+

Published: October 2014

Reference no: 140165



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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.

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, complete it on your computer and email your response to inspectionreform@ofsted.gov.uk.
- Print this document, complete it by hand and post it to:

FOIE consultation
Ofsted
8th 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: MsUnderstood_____

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 Policy and Campaigns Co-ordinator			

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

Comments:

About Us: The MsUnderstood Programme aims to improve local and national responses to young people's experiences of gender inequality. The MsUnderstood Partnership is a three year partnership between the University of Bedfordshire, Imkaan and the Girls Against Gangs Project, to improve responses to peer-on-peer abuse in young people's relationships and peer groups through:

- Intensive support of local areas to review and improve their strategic and operational response to peer-on-peer abuse
- A national assessment of provision for boys and young men who perpetrate gender-based violence
- Paid internships and volunteer placements for young people to influence policy and service development locally and nationally

The MsUnderstood Programme is founded and headed by Carlene Firmin MBE, Research Fellow at the University of Bedfordshire.

This response comes from the MsUnderstood Partnership. We welcome the proposed common inspection framework and hope that this will provide greater coherence, comparability and consistency across the inspection of all providers.

We are particularly pleased to see that the proposals for a common inspection framework place greater emphasis on safeguarding, personal development, behaviour and welfare and promoting equality and diversity.

Gender-based violence in schools is a real concern. Police have recorded at least 2865 reports of sexual abuse of children in schools between 2011 and 2013, with more than half committed by other children. In 2013, police recorded at least 1052 reports of sexual violence in schools, of which 134 were reported as rape. In a poll of 16-18 year olds, 29% of girls said they had experienced 'groping' or other unwanted sexual touching at school; 71% said they have heard sexual name-calling such as "slut" or "slag" towards girls at school daily or a few times per week; 28% said they have seen sexual pictures on mobile phones at school a few times a month or more.

Young women and girls affected by gangs experience high levels of sexual violence including sexual exploitation, sexual assault, rape and multiple perpetrator rape. One in three teenage girls has experienced some form of sexual violence from a partner. 25% of young women aged over 13 experience physical violence and 72% experience emotional abuse in their own relationships. A 2013 survey found that around a quarter of education professionals had been approached by a young person about relationship abuse in the past two years.

Through MsUnderstood's work with local areas, we are aware of concerning practice in schools around safeguarding, particularly in response to sexual bullying and sexual exploitation. Providers have demonstrated a lack of awareness about when it is appropriate to share information with professional partners, rather than hold information within the school, in order to adequately safeguard children and young people.

We also have anecdotal information that sexually exploited young women are being excluded or 'manage moved' as a safeguarding response, without due consideration

of the actual safety of, and risks towards, young women and girls.

Given the prevalence of gender-based violence within schools, and inappropriate responses both to prevent gender-based violence from occurring and to appropriately safeguard when it does, it is crucial that the common framework provides mechanisms for Ofsted to identify and interrogate where this is happening across providers.

(Note: all statistics above are from the 2014 Violence Against Women and Girls Factsheet by End Violence Against Women Coalition).

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

Comments:

Schools have a vital role to play in safeguarding children and young people, and to support young people to develop healthy relationships based on equality and respect. A whole school approach which includes comprehensive and consistent SRE teaching as part of PSHE, or ideally cross-curricular, alongside appropriate safeguarding responses, is crucial to support young people and to prevent abuse.

We are therefore pleased to see that inspection of this judgement will consider the extent which leaders, managers and governors “attain high standards of care”, “actively promote equality and diversity” and “make sure that arrangements to protect children, young people and learners meet all statutory requirements and promote their welfare”.

This further emphasises the need for Ofsted to create a system that enables them to accurately identify, inspect and interrogate provider’s safeguarding mechanisms and

approaches to the promotion of gender equality.

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

Comments:

Given that Ofsted's proposals place greater focus on safeguarding, personal development, behaviour and welfare and promoting equality and diversity, schools must be accountable for SRE provision. Ofsted's judgement of the quality of teaching, learning and assessment must include mandatory inspection of SRE lessons.

The End Violence Against Women Coalition Violence Against Women and Girls Factsheet (2014) states that SRE as part of PSHE is needed to support young people and prevent abuse through:

- Challenging notions of male sexual entitlement
- Preventing abusive attitudes and behaviours being reproduced and taking root
- Unpicking harmful stereotypes that place responsibility on girls to protect themselves from violence and abuse
- Addressing the gendered environment in which young people form attitudes and behaviours and navigate relationships
- And acknowledging the scale of violence against women and girls

Current provision of SRE in schools is patchy and inconsistent. 27% of young people described their SRE as 'bad' or 'very bad' in a survey last year (2013a Sex Education Forum). Only 3% of teachers teaching SRE said that initial teacher training had prepared them adequately to teach the subject (Sex Education Forum, 2008a). 68% of teachers of SRE say they need more training to be able to teach good quality SRE

(2014). Teachers must be equipped with the understanding, knowledge and skills to teach good quality SRE and this should be delivered in partnership with experts from sexual health and the violence against women and girls sector.

Inspection of this judgement must include evaluation of the quality and consistency of SRE lessons, the extent to which teachers are getting the training they need, are working in partnership with experts and are allocated enough time in the time-table for this subject. Assessment of learning in SRE should be built into the design of SRE lessons and programmes.

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

Comments:

This proposal clearly demonstrates that inspection of provider's safeguarding responses, and SRE as part of a wider programme of PSHE, are key in judging the personal development, behaviour and welfare of children and learners.

As said, it is crucial that the common framework provides mechanisms for Ofsted to identify and interrogate where safeguarding approaches are inadequate or problematic, particularly in relation to sexual bullying and sexual exploitation.

We hope that this judgement will also serve to encourage schools to better consider their PSHE education, including high quality and consistent SRE, online safety lessons and media literacy. This judgement should include mandatory inspection of PSHE and SRE.

It is also important to consider how well the provision is supporting children and young people who are experiencing any form of abuse as this will impact on their

development, behaviour and welfare. For instance, for children living with domestic abuse at home there is a doubled rate of absence from school. Behaviour may be affected but misinterpreted by provision staff and unnecessary discipline measures used rather than the required support. Many children and young people lack the emotional literacy to be able to explain how they are feeling. Provisions must be able to identify, support and protect children in their care and this should underpin any inspection into the welfare of those children.

Q5. Do you agree or disagree with the proposed 'outcomes for children and learners' judgement (paragraph 24)?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input checked="" type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments:

This question does not fit within our area of expertise but we would hope that when looking at expected afe-related standards, inspectors will take into account the developmental delays that can be caused by various types of abuse.

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 <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input checked="" type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments:

This question does not fit within our area of expertise.

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:

Scrutiny of the curriculum, whether this remains part of the leadership and management judgement or not, must include inspection of the priority given to quality and consistent PSHE including SRE.

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

Comments:

Short inspections must continue to include mechanisms for inspectors to effectively identify, scrutinise and report on safeguarding responses.

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

Comments:

Again, short inspections must continue to include mechanisms for inspectors to effectively identify, scrutinise and report on safeguarding responses.

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:

In terms of safeguarding, we suggest specific inspection of provider's responses to sexual bullying and sexual exploitation, enabling inspectors to adequately identify and interrogate responses.

We also suggest mandatory judgement of the consistency and quality of SRE, and provider's wider approach to promoting gender equality in supporting children and young people and preventing abuse.

The Sex Education Forum provides a set of principles for measuring the effectiveness of SRE which would could be used as a criteria for Ofsted:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on

mutual respect and care;

- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

- Ensure children and young people are clearly informed of their rights[vi] such as how they can access confidential advice and health services within the boundaries of safeguarding;

- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

- Be delivered by competent and confident educators;

- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

We would also encourage the participation of young people in the Ofsted inspection process to ensure that their voices, views and experiences are meaningfully incorporated throughout.

Any other comments

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

In order to best inspect provisions in relation to the issues we have set out in this document, we would recommend that Ofsted inspectors be given training about recognising signs of abuse in children, and the impacts that they may have on their welfare and education. This should include an understanding of how provisions for all ages can better support children and young people experiencing abuse and also how they should be educating them about healthy relationships, help-seeking, consent and gender equality. The VAWG sector would welcome the opportunity to work with Ofsted to develop this training.

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?

Asian		Mixed ethnic origin	
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"/>
Black		White	
African	<input type="checkbox"/>	Any White background (specify if you wish)	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	Any other ethnic background	
Any other Black background (specify if you wish)	<input type="checkbox"/>	Any other background (specify if you wish)	<input type="checkbox"/>
Chinese			
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.