

# 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+

**Published:** October 2014

**Reference no:** 140165



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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:

FOIE consultation  
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: Music Mark - The UK Association for Music Education

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			

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 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"/>	Prefer not to say	<input type="checkbox"/>
Other, please tell us			

## 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:

We agree that similar provision for children and learners of the same age should not be inspected differently. We would go one step further and question why the effectiveness of music education provided by schools should be subject to one form of accountability through Ofsted and another strand of music education funded through the Music Education Hub grant is not.

## 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:

**Q3. Do you agree or disagree with the proposed 'quality of teaching, learning and assessment' judgement (paragraph 21)?**

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

**Q4. Do you agree or disagree with the proposed 'personal development, behaviour and welfare' judgement (paragraphs 22–23)?**

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

Culture plays a vital part in the personal development of children and young people. However we would prefer to see cultural experiences replaced with cultural learning. Education settings should demonstrate the impact which cultural learning has, not merely provide evidence that a cultural experience has taken place which may have little value beyond entertainment and no connection to other learning.

**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:

We question how inspectors can make judgements against age related standards in music. The age related standards in the form of National Curriculum levels continue to be misused, despite Ofsted rightly criticising it as poor practice. We would like further dialogue with Ofsted about how standards in music education can be judged so that we can provide good practice guidance. (See Q11 below)

**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 type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We would like to see clear guidance that providing a broad and balanced curriculum must include music. This would be strengthened if the quality of the curriculum was reported on separately.

## 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:

We are concerned that without clear guidance about the importance of music's unique contribution to a broad and balanced curriculum, a school might be able to continue to be judged as good or outstanding through a series of short inspections which concentrate on data and performance in core subjects and miss poor provision in music.

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

Comments:

## 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 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:

If a school uses specialist support from other schools or the local music education hub to moderate their assessment evidence in music, school leaders and Ofsted inspectors who are not music specialists can be secure in their judgements on children and young people's progress and standards in music.

### **Any other comments**

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

## 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the consultation easy to find on the Ofsted website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had enough information about the consultation topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would take part in a future Ofsted consultation.	<input 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.