

SISTEMAS DE SUPERVISIÓN ESCOLAR

INDICE

1. TENDENCIAS	2
1.1. Perspectiva general en Europa	2
1.2. <i>Dirección de la norma</i>	4
1.3. <i>Accountability For School Quality</i>	4
1.4. <i>Inspection</i>	8
1.5. <i>Inspection and the Law</i>	9
1.6. <i>Liability</i>	9
2. UN ANÁLISIS DE CASO: OFSTED	11
2.1. <i>Propósitos</i>	11
2.2. <i>Plan Estratégico 2004-2008 (Aspectos relevantes)</i>	11
2.3. <i>Principles of Inspection</i>	13
2.4. <i>What we do</i>	14
2.5. <i>Inspection of state schools</i>	14
What is a school inspection?	14
Why do we have school inspections?	14
When do inspections take place?	15
How are parents involved?	15
What happens in a school inspection?	15
What are the results of a school inspection?	16
How do I complain about a school inspection?	16
Our code of conduct for inspectors	17
2.6. <i>Inspection of Independent Schools</i>	17
What is an independent school?	17
What is an independent school inspection?	18
Why do we have independent school inspections?	18
When do inspections take place?	19
How are parents involved?	19
What happens in an independent school inspection?	19
What are the results of an independent school inspection?	20
How do I complain about an independent school inspection?	20
2.7. <i>Our code of conduct for inspectors</i>	20
2.8. <i>Inspección de la formación inicial docente</i>	21
What is an ITT inspection?	21
Why do we have ITT inspections?	21
When do inspections take place?	21
How are parents involved?	21
What happens in an ITT inspection?	21
What are the results of an ITT inspection?	22
How do I get a report?	22
How do I complain about an ITT inspection?	22
2.9. <i>Marco para la inspección de la formación inicial docente (ITT)</i>	22

1. TENDENCIAS

1.1. Perspectiva general en Europa

Legal Framework of New Governance and Modern Policy in Education throughout Europe. Updated June 2004

<http://www.pjb.co.uk/npl/bp53.htm>

1. Although there is a general trend in many countries towards a greater emphasis on measuring the “outputs” of the process of education in schools, it has only reached a high level of intensity in the UK and to a lesser extent the Netherlands, where features of a “market” system are in operation.
2. One of the reasons for the development of targets and performance indicators is to enable judgements to be made about the relative performance of schools, as measured by the results of the pupils. However, for this system of intense scrutiny and accountability to work effectively, it needs to be underpinned by a degree of regulation.
3. As the quality ‘loop’ is also dependent on the inputs – such as the teachers, the curriculum and the school buildings/facilities – these too need to be subject to standards prescribed by law.
4. The use of school inspection regimes of various degrees of intensity and diverse organisational patterns (local or national), combined with rules about the qualification of teachers, form part of national educational traditions. However, it was possible to identify two models that did have comparable elements, but also have quite distinctive characteristics:
 - a. Continental model – relies very much on central inspection and control and operates principally by disciplinary and control measures and not by the establishment of school liability.
 - b. The UK Model – is based on strong elements of central direction, but organises schools as a decentralised market with strong elements of school autonomy and school liability.
5. Under the UK model, the rules on inspection and teacher qualification have become intensified because these matters are seen as integral aspects of the new quality agenda for schools. At the same time, new risks of civil liability have emerged, related to issues of quality in education.
6. States that decide to adopt the UK model as a means to driving up standards of education in their schools will need to expect that an increase in legal claims is a possibility.
7. Concrete and clear provisions governing transferability of general educational qualifications at pre-university level remain conspicuously absent from the European social policy agenda.
8. Whether it would be possible to prescribe or recommend on a Europe-wide level certain minimum institutional and regulatory requirements to ensure that all states

take effective steps to improve, monitor and enforce standards of education in their schools is very difficult to assess.

9. Although Article 126 of the EU Treaty makes provision for common European issues to be the subject of broad regulatory aims, it is very much dependent on “political will”. There is a potential conflict with the “principle of subsidiarity” and the risk that it might undermine national autonomy in terms of cultural and national identity.
10. However, although there may be concern about loss of national identity related to a State’s curriculum, it is less clear that national identity would be undermined if there was European Union legislation on matters like school inspections or performance measures.
11. Equally though, it is unclear how EU requirements on those matters would support the aims of free movement and the inculcation of a sense of common European identity, thereby making them incompatible with the subsidiarity principle.
12. In any event, it is difficult to determine whether such a pan-European initiative would be necessary given the strong political, social and economic imperatives to maintain an effective school system, underpinned by national legislation and, in many cases, constitutional requirements.

Initial Recommendations

So far the project recommends that all states should commit themselves to the following minimum general requirements concerning responsibility and liability for education:

1. Legislation should provide for the goal of high standards in the provision of education and the development of mechanisms and policies, and adequate allocations of public funding, to support this aim; but it would probably need to leave the degree of specificity for national standards to be determined by individual states.
2. In relation to all schools (whether in the public or private sector), states should prescribe and enforce minimum standards for the quality and safety of school buildings and premises and should require that teachers have a contractual or statutory duty to ensure the safety of school pupils.
3. Adequate arrangements should be required in every state, at national or local level, to ensure that there is proper insurance cover in respect of accidents to pupils (and staff, if not covered by teaching association or other schemes) in the course of educational and associated recreational activities at all schools or during school excursions.
4. Europe-wide minimum qualifications for qualified teacher status and for entry to the teaching profession could be specified, building on EC legislation on mutual recognition of professional qualifications; but the legal status of teachers as either employees or civil servants does not appear to need attention at present.
5. States could be required to make provision for regular government-independent school inspections and to ensure that appropriate action is taken with schools that are not meeting their requirements.

6. National legislation could stipulate that information relevant to the quality of educational provision in schools, including the results of examinations aggregated at school level, should be made publicly available. However, results should also take into account pupils' backgrounds and their progress over time.
 7. Issues of legal liability, while of growing importance, are unsuitable for prescription at an international level given the distinct legal cultures and traditions in different states. However, these issues should continue to be monitored closely, particularly those concerned with the emergent field of liability for breach of professional duties of teachers in areas such as teaching, meeting the special needs of pupils, discipline and pupil welfare.
 8. The relevant forms of liability need to be better understood by teachers and other staff, including administrators, to help ensure that educational practice can operate in a lawful manner and with due respect to the rights of school pupils and their parents. Therefore, the initial and further training of teachers (and the further training of head teachers and senior administrators) should include coverage of the legal context to teaching and should focus on issues of liability.
-

1.2. Dirección de la norma

Written by Gracienne Lauwers

Contract HPSE-CT-2001-50001

Legal Framework of New Governance and Modern Policy in Education throughout Europe

http://improving-ser.jrc.it/default/page.gx?_app.page=entity.html&_app.action=entity&_entity.object=TSER---0000000000001648&_entity.name=Report

Final Report

As a consequence of the policy move towards decentralization, the role of evaluation has changed. External evaluation by the Inspectorate has shifted from merely supervision of the legal requirements to educational monitoring and quality assessment, based upon evaluation criteria and standards. Internal, school self-evaluation is strongly encouraged in order to fulfill both the improvement and the accountability function. Educational institutions are expected to bear responsibility for safeguarding the quality of the education they provide and systematic self-evaluation is strongly encouraged.

1.3. Accountability For School Quality

http://improving-ser.jrc.it/default/page.gx?_app.page=entity.html&_app.action=entity&_entity.object=TSER---0000000000001648&_entity.name=Report

All countries exercise some control over the quality of education provided by non-governmental schools at compulsory level. In the large majority of cases this is done through inspection. In general, non-governmental schools which have greater parity with state schools or enjoy greater levels of state subsidy than others are subject to control which has a broader scope, extending especially to the curriculum, teaching staff, buildings, maximum/minimum enrolment and financial administration. Federal states differ in the extent of control over education exercised by the central government or the entities of the federation.

Group 1

Countries where the overall responsibility for the supervision and inspection of non-governmental educational institutions lies with the relevant Ministry or Department at central government level.

Non-governmental schools in *Greece* must conform to public education requirements. Non-governmental and State schools are subject to the same inspectorate. Inspection relates i.e. to the adequacy of staffing, and the pupil numbers per class and, on occasion, the textbooks. The School Buildings Organization is responsible for the buildings.

In *France*, schools under contract are subject to close supervision, including whether they are following the instructional programs prescribed for public schools. Government supervision of schools under contract consists in ensuring that: the national rules concerning in particular school timetables and curricula are respected, the pupils' right to freedom of thought is strictly observed, as required by law, the school admits pupils regardless of national origin, opinion and religion and requirements of administrative and financial control are met. Government inspection of non-governmental schools which are not under contract is limited to questions of morality, hygiene, and meeting the requirements of compulsory school attendance.

In *Ireland*, a subsidized school has an agreement to submit to inspection by government representatives.

In *Italy*, non-governmental schools seeking 'equivalent' status are subject to evaluation by the national system of evaluation of their processes and outcomes on the basis of the standards established by the regulations in force. Oversight is provided by school inspectors.

In *Luxembourg*, non-governmental schools are subject to inspection.

In the *Netherlands*, non-governmental schools have to follow a set core curriculum defined by the government. The education inspectorate evaluates whether schools have brought the education they offer in line with the core objectives. Non-governmental schools have considerable autonomy in developing distinctive religious or pedagogical approaches to meet these goals (specified in the "school workplan").

The *Portuguese* Constitution declares that non-governmental schools are under government inspection. Schools under contract with the State are subject to compulsory inspection by the State's Education Inspection Services. Other schools may be subject to the same type of inspection. The concern of the educational authorities is related only to pedagogical standards.

The non-governmental schools in *England* and *Wales* are subject to inspection requirements and to registration by the Secretary of State for Education and Skills in England and the National Assembly for Wales Education Department in Wales. Non-governmental schools are normally inspected once every five years. Her Majesty's Inspectors of Schools make up a distinct unit within the Scottish Office of education Department and also inspect non-governmental schools.

In *New Zealand*, the Education Review Office conducts reviews of the quality of education provided in subsidized non-governmental schools.

In *Russia* several control mechanisms are implemented. The condition which an education establishment must fulfill in order to obtain state accreditation is that it must successfully pass the attestation test. The Law prescribes the creation of the state attestation service which will function independently of education authorities.

The *South African* Qualifications Authority (SAQA) was established to oversee the development of the National Qualifications Framework (NQF), covering standard-setting and quality assurance not inferior to those in comparable public schools.

Group 2

Countries where the overall responsibility for the supervision and inspection of non-governmental educational institutions may be laid with the regional or local level of government.

In the Flemish Community of *Belgium*, final attainment levels have been defined as the legal reference with respect to quality control to provide a legal foundation for the timetables and curriculum drawn up by the implementing bodies. There is a partition between the internal supervisory services and the inspectorate as a monitoring state body, in conjunction with a system of quality control and the Educational Development Authority (DVO).

In the French Community, the inspectorate is i.e. responsible for assessing the quality of the teaching provided.

In *Austria*, non-governmental schools which are considered equivalent to public schools and are recognised by the State, are inspected in the same way as public schools. They come under the venue of the district school boards (in first instance), the provincial school boards (in second instance) and the Federal Ministry of Education and Cultural Affairs (in third instance).

In *Germany* (the *Länder*), the state education authorities have a responsibility to monitor the continued compliance by approved non-governmental schools with the standards applicable to state schools,

In *Spain*, the Autonomous Communities controls whether all educational establishments meet certain minimum conditions so that the quality of instruction provided is guaranteed. The State's Higher Inspection Service ensures that plans, curricula, pedagogical guidelines and teaching materials, are suitably adapted to the core curriculum and that such curriculum is taught in accordance with State regulations.

In the *United States*, the states have the power to regulate non-governmental schools. But government supervision of faith-based schools should not inquire about the focus of their teaching.

Inspectors are responsible in most cantons of *Switzerland* for the inspection of schools. If non-governmental schools wish to award the same certification as public schools, they must submit to governmental supervision.

Group 3

Countries without a governmental formalised national inspection mechanism as such.

Denmark is the only country which does not exercise control over the standards of teaching staff and teaching. Ensuring the quality of non-governmental schools is left up to the parents, who can select the person who will supervise their compliance with the

quality requirements for public subsidy. Parents may also ask municipalities to perform monitoring functions on their behalf. There are almost no rules defining the Ministry of Education's control of the educational performance of the schools. Supervision of schools by the national government which funds them is concerned almost exclusively with the accuracy of their financial accounting, which is closely monitored. Legislation in 1999 established a *Danish Evaluation Institute (EVA)* providing systematic quality assurance and evaluation of all levels of education.

In *Finland*, the National Board of Education adopts the core curricula and is responsible for the evaluation of the Finnish education system. Although there is no formal inspection as such, the National Agency for education is responsible for supervising non-governmental schools.

In *Sweden*, monitoring and evaluation of the system, have been delegated to government agencies. The National Agency for Education examines and approves non-governmental schools and municipal grants. There is no national school inspection system. Subsidized non-governmental schools are held accountable to the national curriculum frameworks by the fact that their pupils take national examinations at the end of elementary and lower secondary school in Swedish, mathematics, English and civics. Municipalities may inspect the activities of schools to which they award grants.

There is no national inspectorate in *Iceland*. Supervision of education takes place at the local level, with the ultimate responsibility resting with the Ministry of Education, Science and Culture. Each school adopts a method of self-evaluation. The national Ministry of Education reviews these self-evaluations every five years.

There is no system of government inspection of schools in *Norway* and self-evaluation plays an important role in maintaining the quality of education.

Australia has no formalised inspection system for non-governmental schools. Non-governmental schools may voluntarily participate in the Monitoring Standards in Education Programmes.

Overall responsibility for the supervision and inspection of non-governmental educational institutions lies with the relevant Ministry or Department at central government level	Overall responsibility for the supervision and inspection of non-governmental educational institutions lies with the regional or local level of government	Countries without a governmental formalised national inspection mechanism as such.
Greece France Ireland Italy (<i>scuole paritarie</i>) Luxembourg Netherlands Portugal England in Wales Scotland New Zealand Russia South Africa	Belgium Austria Germany Spain United States Switzerland	Denmark Finland Sweden Iceland Norway Australia

1.4. Inspection

There is a fundamental change in the functions and roles of the inspectorate in Europe. One might assume that if there are two models of governance in Europe, there should be also two models of inspection. And if the observation is correct that the Continental model is becoming closer to the UK model, then the Continental model of inspection should also change in that direction. As we discussed below, this vision would be too simplistic.

a. The Continental Model of Inspection

Let us first assume that the world of inspection is as simple as the model suggests: the Continental model of governance is based on the responsibility of the inspectorate for the output of the educational process. If the inspectorate has to guarantee a certain output, the inspectors need the status and the procedures to fulfil this role. Indeed, in Germany and Austria as well as in Slovenia and Romania the inspectorate is organised at the state level. The inspectors are civil servants and they are part of the public administration. There is no formal guarantee of school autonomy. The inspectors exercise supervision over the individual teachers and report on them, and at least in Germany and Austria, but not so in Slovenia and Romania. It is the inspectorate's function to supervise the school and to control the quality of the school. Everything seems to fit into the Continental model of governance.

But how can the inspectorate guarantee outputs? By examining the work in the classroom? By giving advice to the head teacher and to the teacher? By writing reports on the inspection? Inspectors say that they are not the supervisors of the teachers but their counsellors. Their self-image is not that of the police officer but that of a helpful or 'critical' friend. In Germany and Austria the self-evaluation of the schools seems to be important, and so in Slovenia and Romania. The inspector asks for a self-evaluation first before he or she starts with the inspection and later asks the school for its opinion on his/her report.

There is no clear and uniform picture of the Continental inspectorate. There seem to be contradictions and disparities. Change seems to be needed, to ensure a clearer role for the inspectors and for inspections. Whether it may move in the direction of the UK model of inspections remains to be seen.

b. The UK Model of Inspection

In one sense, if the analysis of the UK model of governance is correct, there is no need for inspection at all. The schools are autonomous and they compete for the pupils. The process is organised on the basis of the market model. The teachers are employees and their working conditions are regulated by statute. What then is the role or purpose of inspection? In fact, in the countries whose arrangements conform to the UK model the inspectorate seems to be even stronger and more powerful than on the Continent. How does one explain this apparent contradiction?

There is an inspectorate on the national level in the UK but also in Belgium, the Netherlands, in Estonia and Lithuania, countries which are on the Continent but which nevertheless are moving in the direction of the UK model, as we pointed out above. Even if there are regional inspectors (which is not the case in England and Wales), the inspection on the national level is there in order to guarantee national standards of education and the quality of education in all regions. Inspectors are appointed by the governments, in other words at a very high level, and they have a national standing. While teachers in these countries are employees, inspectors are civil servants.

Although there are some similarities with Continental inspection systems, there are some important differences. For example, the inspection reports on individual schools are in the public domain; they are on the web. Parents are involved in the inspection process. The inspection can have financial consequences for the schools. All this is not true within the Continental model. Self-evaluation of the school is considered essential under the UK model, although we can find it also on the Continent. The inspection process on the basis of the UK model is more school centred, whereas the Continental model primarily seems to be teacher-centred. But, as we have seen, the latter is becoming much less true today. On the other hand, in the UK the work of the individual teacher can be scrutinized by the inspectors and there are individual reports on them.

What then can be the functions of the inspectorate in the UK model? There appear to be two: first to guarantee the functioning of the model as such (particularly by facilitating comparison and thus competition between schools), and secondly to check the results (outputs) against the inputs and processes that are supposed to produce them. Therefore even in the UK model of governance the inspectorate can have an important function.

1.5. Inspection and the Law

In all countries the inspection is highly formalised and regulated by statute law. This shows the great importance placed on the inspectorate and on the inspection process. While some other areas of schooling are not regulated by law at all, because the educational process is said to be resistant to legal regulation, here we find detailed regulations.

Why is this so? One may assume that there is a wide political interest involved, in view of the general public's, and particularly the parents', interest in the functioning of the educational system and particularly in the results of schooling. The inspectorate stands for 'law and order' within the education system as well as serving the interests of 'good education'. Statute law accordingly provides for the orderly functioning of the inspection system. Such regulation is important in view of the importance of the inspection outcome to head teachers, teachers and schools. If a report is negative, their role can become very difficult and careers can be damaged. In many countries there is a right of appeal against the inspection conclusions. In fact, such appeals are not common.

1.6. Liability

Liability is having an increasingly important influence in shaping the relationship between the agencies responsible for educational provision – schools, teachers, education authorities and state/national government departments – and parents and pupils. The sense in which the duty on the state to ensure that proper educational provision is made for its population gives rise to specific legal obligations is gaining currency. The more that regulation is used to set and enforce standards of education, and the greater the formalised commitment of the state towards concrete educational objectives, the greater the legitimacy of claims by parents and children that any failure by the education system may infringe basic rights and therefore demands redress.

Resort to legal action gives the courts an opportunity to subject the education powers and duties of education bodies to juridical analysis and to clarify the legal framework in which education is provided. At the same time, findings of liability can generate insecurity within education institutions and result in defensive practices: although, in the absence of widespread research, objective evidence of such a reaction to litigation is 'slim', the teaching associations in the UK are reporting that school outings or sporting

activities are being curtailed because of fear of possible legal consequences if someone is injured.

The risk of legal liability is a feature of modern social, administrative and industrial life. Yet the evidence shows that in many countries the education system has been relatively untouched by it until recent years. It is true that signatories to the European Convention on Human Rights have from time to time been called to account before the European Commission or Court of Human Rights in Strasbourg on education matters; but, at the national level, findings of liability by a court of law have been relatively uncommon in many countries and have been mostly limited to cases involving physical injury due to defective premises or inadequate supervision of pupils. Yet it is important to understand that the legal environment is changing across Europe and that a key feature of social change across states is greater 'consumer' awareness and demands and an increased propensity to advance individual claims.

One of the most interesting aspects of this trend, at least in those countries (such as the UK, France and Germany) where litigation has become most common, has been the ways in which the legal system has applied aspects of mainstream civil and criminal law to the specific context of education. As the legal claims and arguments that are presented become more sophisticated and directed towards the quality of the educational process itself – in other words, at deficiencies in the standard of educational provision – one can envisage the capacity of national laws to deal with such issues becoming stretched to their limits. As the judgment by the House of Lords in the UK in the landmark case of *Phelps v London Borough of Hillingdon* in 2000 made clear, there are significant policy reasons why the judiciary might feel uncomfortable about subjecting the educational processes in schools, colleges and higher education institutions to intense juridical scrutiny. In that case and the earlier case of *X (Minors) v Bedfordshire County Council* the House of Lords tried to draw a distinction between two types of failure. First, there are failures by teachers and other education workers (such as educational psychologists) in the performance of their professional roles, which can be judged with reference to ordinary principles of negligence that have been applied to, for example, surgeons, dentists or train drivers. Secondly, there are failures in the performance of specific statutory duties (such as administrative decisions about the placement of a child at a particular school), where the task of the education authorities responsible for such decisions in carrying out their day to day functions would be seriously hindered if every decision could potentially be the subject of litigation.

2. UN ANÁLISIS DE CASO: OFSTED

OFSTED: Office for Standards in Education

<http://www.ofsted.gov.uk/howwework/index.cfm?fuseaction=howwework.whatWeDo>

2.1. Propósitos

Ofsted is the non-ministerial government department responsible for regulating childcare, inspecting schools, colleges, teacher education and local education authorities (LEAs), and leading the inspection of children's services in England.

Ofsted's purpose is to serve the interests of children and young people, their parents and the community by providing impartial and authoritative inspection, evaluation and reporting of the quality and standards of education and childcare.

Ofsted's overall aim is to contribute to:

Better education and care through effective inspection and regulation. This aim will be achieved through:

□ establishing effective inspection and regulation frameworks that meet the needs of all of our stakeholders (young people, parents, schools, LEAs, colleges and other education suppliers, and childcare providers)

□ developing a skilled and motivated workforce that takes pride in its work and is both innovative and accountable

□ listening to children and young people and putting their needs first

□ reporting without fear or favour and effectively disseminating inspection findings to better inform, educate and influence

□ focusing our resources appropriately to ensure a professional service and value for money.

Ofsted believes that inspection and regulation can make a real difference to life chances. Consequently, Ofsted must focus resources on the things that make the most impact: better inspection and regulation, with efficient professional support to make them happen. Our aim will be achieved through the objectives and programmes described in this Plan.

2.2. Plan Estratégico 2004-2008 (Aspectos relevantes)

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=3762&type=pdf>

Objective 1

Ensure that children in the registered care of others are safe, well cared for and engaged in activity that promotes their development and learning.

Objective 2

Ensure that every school is inspected on a regular basis, that all schools causing concern are monitored, and that national strategies and other initiatives for the improvement of schools are evaluated rigorously.

Quality assurance

Ofsted will work with inspection contractors to develop new systems for assuring the quality of inspections and the competence and effectiveness of inspectors, whether they are HMI or independent inspectors. The focus of the new systems will be on securing the validity of all reports issued in HMCI's name.

Monitoring schools causing concern.

We shall continue to build on the strong track record of HMI's work with individual schools by maintaining our programme of monitoring visits to schools causing concern. However, having carried out a review of our work in this area, we are persuaded that some simplification is possible. Subject to legislation, we intend to reduce the number of categories into which schools causing concern can be placed to two: schools requiring special measures, and the less serious category of schools which require significant improvement.

The regular inspection of independent schools under section 163 of the Education Act 2002. We shall inspect independent schools that are not members of the Independent Schools Council (ISC) on a six-year cycle which began in September 2003. ISC schools will be inspected by the Independent Schools Inspectorate, which is subject to monitoring by HMI. Inspection reports will normally be published. Any funded nursery education, required to be inspected under section 122 of the School Standards and Framework Act 1998, will be inspected, wherever possible, as an integral part of independent school inspections.

The effects of national policy aimed at raising standards in schools.

We identify annually, in discussion with the DfES, the major issues on which we should provide advice to the Secretary of State for Education and Skills, especially those involving the evaluation of policy. Our inspection of the Primary National Strategy will continue over the period of this Plan. We shall continue to evaluate the Key Stage 3 Strategy and cover teaching and assessment, and attitudes and behaviour throughout the secondary phase. Inspection will look at 14 to 19 developments including moves towards a more flexible curriculum at Key Stage 4 and the expansion of workrelated learning. We also plan to evaluate the impact of the national agreement on workforce reform. We shall undertake more analysis of evidence on issues such as continuing underachievement in some schools and by some groups of pupils. We shall continue to monitor the extent to which schools provide for children with special educational needs and disabilities. We propose to strengthen such exercises through the more systematic use of educational research, both in the UK and internationally.

From September 2005, our regular inspections of schools will no longer provide the information we require to comment authoritatively on the subjects of the curriculum. We therefore intend to develop, alongside our inspection of the aspects already listed, a programme of subject and aspect surveys carried out by HMI and independent inspectors working together. To minimise the impact of inspection on schools, we intend that no school, other than those causing concern, shall be visited more than once in the period between inspections of the whole school.

Objective 3

Ensure that every college and provider of work-based learning and all local authority services for providing adult and community learning are inspected on a regular basis, that provision for the 14 to 19 age group is evaluated within joint area reviews and that national strategies for improving the education of this age group are rigorously evaluated.

Objective 5

Inspect the provision for the initial training of teachers to work in schools and further education, and the training provided in support of new policy initiatives.

Objective 6

Ensure that Ofsted's data and inspection findings are disseminated and used to make the fullest possible contribution to the inspection process, the improvement of provision and educational debate.

2.3. Principles of Inspection

The following principles apply to all inspection activities carried out by or on behalf of Ofsted. They are intended to ensure that:

- the findings of inspection contribute to improvement
- the process of inspection promotes inclusion
- inspection is carried out openly with those being inspected
- the findings of inspection are valid, reliable and consistent.
- Inspection acts in the interests of children, young people and adult learners and, where relevant, their parents to encourage high-quality provision that meets diverse needs and promotes equality.
- Inspection is evaluative and diagnostic, assessing quality and compliance and providing a clear basis for improvement.
- The purpose of inspection and the procedures to be used are communicated clearly to those involved.
- Inspection invites and takes account of any selfevaluation by those inspected.
- Inspection will, as far as possible, minimize disturbance to the work of the institution concerned.
- Inspection informs those responsible for taking decisions about provision.
- Inspection is carried out by those who have sufficient and relevant professional expertise and training.
- Evidence is recorded and is of sufficient range and quality to secure and justify judgements.
- Judgements are based on systematic evaluation requirements and criteria, are reached corporately where more than one inspector is involved and reflect a common understanding in Ofsted about quality.
- Effectiveness is central to judging the quality of provision and processes.
- Inspection includes clear and helpful oral feedback and leads to written reporting that evaluates performance and quality and identifies strengths and areas for improvement.
- The work of all inspectors reflects Ofsted's stated Values and Code of Conduct.

□ Quality assurance is built into all inspection activities to ensure that these principles are met and inspection is improved.

2.4. What we do

Inspection is at the heart of the government's drive for high quality public services and helps to ensure that the users and providers of public services have the information they need.

We use our evidence to advise on approaches to caring for and supporting children and on the effectiveness of different types of educational provision. We also assess the progress of particular initiatives and government strategies.

We work within frameworks for regulation and inspection to inspect state schools and non association independent schools, colleges, childcare providers, children's services, teacher training institutions and youth work.

We also:

- highlight and advise on best practice
- review and evaluate government strategies
- publish our evidence-based findings in thematic reports
- help parents and carers make informed choices about schools and childcare providers

We carry out inspections in partnership with a number of other organisations. Find out more in the our partners section.

2.5. Inspection of state schools

<http://www.ofsted.gov.uk/howwework/index.cfm?fuseaction=howwework.inspections&id=10>

What is a school inspection?

A school inspection is a process of evidence gathering in order to provide an assessment of how well a school is performing. Inspections are short and focused, and dialogue with senior managers in the school plays a central part. The school's self evaluation provides the starting point for inspectors, and account is taken of the views of pupils, parents and other stakeholders. Inspections are conducted by a lead inspector (HMI or AI) and a team of inspectors and must result in a written report.

Why do we have school inspections?

School inspections are required by law and are carried out under Section 5 of the Education Act 2005.

For parents, schools and the wider community inspection reports provide an independent, external evaluation of the quality and standards of education at the school and whether pupils are achieving as much as they can. They also provide a measure of accountability and should promote the improvement of the school.

When do inspections take place?

There is a three year cycle for the inspection of schools. A school normally receives about two days' notice of its inspection. If, however, HMCI is concerned about the safety or well-being of pupils in a school he will exercise the right to inspect a school without notice.

How are parents involved?

Schools are required to notify parents of the inspection, and to include details of how they may inform the inspectors of their views. This letter includes a brief questionnaire for parents to record their views about the school.

Parents can ask to speak to inspectors during the inspection; inspectors will do what they can to accommodate the request as far as it is practicable.

What happens in a school inspection?

The size of the inspection team varies, depending upon the size of the school, from one to five inspectors. The inspection team spends no longer than two days in the school.

Inspectors study the schools self evaluation form (SEF), and use this, the school's Performance and Assessment (PANDA) report and the report from the previous inspection to prepare a pre-inspection briefing about the school.

The school's SEF is used as the basis for discussion between the lead inspector and the senior team and, where possible, governors of the school.

Inspectors report on:

- Description of the school
- Overall effectiveness of the school
 - Effectiveness and efficiency of boarding provision
 - What the school should do to improve further
- Achievement and standards
 - Personal development and well-being
- Quality of provision
 - Teaching and learning
 - Curriculum and other activities
 - Care, guidance and support
- Leadership and management
- The extent to which schools enable learners to be healthy
- The extent to which providers ensure that they stay safe
- The extent to which learners make a positive contribution

What are the results of a school inspection?

A common grading scale is used in making judgements for institutional inspection. The grades are:

Grade 1

Outstanding

Grade 2

Good

Grade 3

Satisfactory

Grade 4

Inadequate

Many schools emerge with credit from their inspections. Some, though, are not performing well enough. If a school's overall effectiveness is judged inadequate, inspectors must decide whether it requires special measures, or a notice to improve.

Special Measures

Schools require special measures when they are failing to give learners an acceptable standard of education, and when the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Notice to improve

Schools require significant improvement if they are performing significantly less well than they might in all circumstances reasonably be expected to perform. A school which is currently failing to provide an acceptable standard of education, but has demonstrated the capacity to improve, will also be in this category. Schools that require significant improvement receive a notice to improve.

How do I complain about a school inspection?

The vast majority of inspections are free of problems. Occasionally, schools or other interested parties feel dissatisfied with some aspect of their inspection or inspection report. Our complaints procedure sets out how schools can raise concerns informally, or complain about their inspection and what will happen.

Informal resolution of concerns

Schools are encouraged to raise any concerns about an inspection as early as possible with the lead inspector in order that these can be resolved informally wherever possible. In addition, Ofsted has a helpline (08456 404045) which schools can contact for advice when it has not been possible to resolve the concern with the lead inspector.

Our code of conduct for inspectors

Inspectors must uphold the highest professional standards in their work, and ensure that staff in the schools are treated fairly and benefit from their inspection. These standards are set out in a code of conduct for inspectors. The code requires inspectors to:

- evaluate objectively, be impartial and have no connection with the school which could undermine their objectivity
 - report honestly, ensuring that judgements are fair and reliable
 - carry out their work with integrity, treating all those they meet with courtesy and sensitivity
 - do all they can to minimise the stress on those involved in the inspection, and act with their best interests and well being as priorities
 - maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
 - respect the confidentiality of information, particularly about individuals and their work .
-

2.6. Inspection of Independent Schools

<http://www.ofsted.gov.uk/howwework/index.cfm?fuseaction=howwework.inspections&id=5>

What is an independent school?

An independent school is defined as any school that provides full-time education for five or more pupils of compulsory school age, or one or more pupils with a statement of special educational need, or who is in public care, and which is not a school maintained by a local education authority or a non-maintained special school.

There are around 2,200 independent schools in England. About half have headteachers who are members of associations affiliated to the Independent Schools Council (ISC); this includes many well-known schools. Schools not affiliated to the ISC are called non-association schools.

The non-association independent schools are diverse in size and nature. They range from extremely small – one statemented pupil on roll – to extremely large – 3,500 pupils on roll. The sector covers tutorial colleges, faith schools, Steiner and Montessori schools, stage and ballet schools, foreign and international schools, independent special schools and other schools which are not association members.

Independent special schools are classified as those schools which cater wholly or mainly for pupils with special educational needs (SEN). There are three types:

- *non-approved independent special schools* run by private enterprises for which the placing authority must apply to the Department for Education and Skills (DfES) for consent to place a pupil with a Statement of Special Educational Needs;

- *approved schools* run by private enterprises and approved by the DfES to take a pupil with a Statement of Special Educational Need without the placing authority having to apply for consent;
- *non-maintained special schools* run by major charities and currently inspected by Ofsted as part of its state sector schools inspection programme.

Proprietors wishing to open a new school from September 2003 must apply to the DfES for registration. The DfES web site gives details of the information the school must supply.

What is an independent school inspection?

The following information applies to Ofsted's inspection of independent non-association schools see Q1.

The ISC see Q1 has its own inspectorate – the Independent Schools Inspectorate (ISI) – which inspects its member schools. It has been approved by the Secretary of State and its work is monitored by Ofsted.

All independent schools are inspected under section 162a of the Education Act 2002. These inspections are conducted in a regular cycle and result in a published report.

Inspectors judge whether the school satisfies the regulations for registration; where it does not, it is required to produce an action plan for improvement. Failure to make the necessary improvement(s) may lead to the school being de-registered and forced to close. New schools must comply with the regulations before they are allowed to open. The Act allows the Secretary of State for Education to decide what fees are to be charged for the inspection of independent schools.

The aims of an independent school inspection are to ensure that the school is complying with the requirements of the regulations for registration under section 162a and, where it does not, to tell the school what it must do to improve.

The process of inspection is similar to that for state schools, in that inspectors gather evidence through observation of teaching and learning and analyse a range of other information to assess how well the school is performing.

Why do we have independent school inspections?

Inspectors must advise the DfES whether independent schools meet the prescribed standards for registration, as specified by the Education Act 2002.

Under section 2(2)(b) of the School Inspections Act 1996 the Secretary of State may request Ofsted to inspect and report on other matters in independent schools, such as, for example, a school's compliance with the Disability Discrimination Act 1995. Such additional matters will be incorporated into these inspections. Where relevant, an inspection will also report, in accordance with section 122 of the School Standards and Framework Act 1998, on the provision of publicly funded nursery education.

The inspection of an independent school results in a published report. This tells the school, parents and wider community whether the requirements for registration are met

and provides the school with an independent, external view of its strengths and weaknesses.

Inspectors tell the school what it does well and what it needs to do in order to meet the requirements for registration, making clear why they have come to their conclusions.

The inspection of independent schools takes account of the aims and the distinctive character of the school and reports on the extent to which the school achieves its aims, in the context of the requirements for registration.

When do inspections take place?

All schools will be inspected at least once in a six-year period.

The selection of schools for inspection each year will take into account the type, size and location of the school and the timing and outcome of its previous inspection.

The DfES may ask Ofsted to undertake further inspections of a school during the six-year period in order to follow up a school's progress against an action plan if the first inspection has shown that it has not met the requirements of the regulations.

The DfES may also request Ofsted to undertake further inspections of a school where a material change is proposed. Material changes are a change in proprietor, a change of school address, a change in the age range of pupils, a change in the maximum number of pupils, a change in the gender of pupils, a change to boarding, or a change in the admission of pupils with special educational needs.

How are parents involved?

Parents are supplied with a questionnaire in order to seek their views; answers are treated confidentially and only the inspectors will read what is written. The report will refer to the views of parents generally and inspectors follow up during the inspection any concerns that the parents have raised.

What happens in an independent school inspection?

- Inspectors judge a school against the regulations for registration;
- Subject to a school's compliance with statutory requirements, inspectors do not expect schools to conform to a common pattern of provision. Schools are judged on how well they fulfil their aims and on whether these aims are appropriate to their context and the needs of the pupils in the school;
- Inspectors assess and report on the quality of teaching and educational provision;
- Inspectors make judgements about pupils' achievements based on the evidence they gather both during lessons and from talking to the pupils and looking at their work;
- Teachers receive brief oral feedback on their work from inspectors;
- The head teacher and proprietor of the school receive a formal feedback of the inspection findings before the inspectors leave the school;

- Inspectors respect the confidentiality of information they receive.

What are the results of an independent school inspection?

An inspection provides an independent, external view of the school and its performance. Inspectors tell the school what it does well, where it has weaknesses and what it must do to improve in order to meet the requirements of the regulations for registration as an independent school. Inspectors also explain how they have come to their conclusions.

Failure to meet the requirements for registration can lead to follow-up action taken by the DfES and may lead to the school being closed.

How do I complain about an independent school inspection?

Complaints *about an inspection* should be initially directed to the lead inspector, preferably while the inspection is taking place. If the complaint is not resolved by this route, the complainant should contact Ofsted (tel: 08456 404045), and request a copy of the leaflet *Complaining about an Inspection of an Independent School*, which gives full details of how to make a complaint. If the complaint is about an inspection which is run by a contractor, the complaint will be referred to them.

Ofsted does not deal with complaints about independent schools. If you wish to complain about an independent school, including independent special schools, guidance is available from the DfES's independent schools team – 01325 391179.

2.7. Our code of conduct for inspectors

Our code of conduct sets out the principles which govern the professional work of inspectors. Inspectors are expected to:

- Evaluate objectively, be impartial and have no previous connection with the school which could undermine their objectivity.
 - Report honestly and fairly, ensuring that judgements are accurate and reliable.
 - Carry out their work with integrity, treating all those they meet with courtesy and sensitivity.
 - Do all they can to minimise the stress on those involved in the inspection, and act with their best interests and well-being as priorities.
 - Maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly.
 - Respect the confidentiality of information, particularly about individuals and their work.
-

2.8. Inspección de la formación inicial docente

<http://www.ofsted.gov.uk/howwework/index.cfm?fuseaction=howwework.inspections&id=7>

What is an ITT inspection?

All ITT inspections report on the management and quality assurance of the provision. Full inspections also report on the quality of the training provided and the standards achieved by trainees (see *Qualifying to teach*, Training and Development Agency for Schools). Short ITT inspections will or will not confirm that the provision still warrants the good grades for training and standards awarded in the previous full ITT inspection.

Why do we have ITT inspections?

The main purposes are to:

- ensure public accountability for the quality of initial teacher training
- stimulate continuous improvement in the quality of provision
- provide objective judgements on providers for public information
- inform policy
- enable the statutory link to be made between funding and quality
- check compliance with statutory requirements.

When do inspections take place?

The ITT inspection methodology changed from September 2005, introducing a new 6-year programme of differentiated inspection. See the *Framework for the Inspection of Initial Teacher Training* published in July 2005. All secondary and primary phase provision at the 140+ ITT providers will be inspected twice in the six years (and more often if re-inspection is warranted).

Provision judged good in the previous inspection will receive a short inspection in the first three years of the programme. As well as reporting on and grading the quality of the management and quality assurance of the provision, this inspection will or will not confirm the previous good quality of the training and trainees' teaching standards. All other provision will receive a full inspection, which will report upon the management and quality assurance, quality of training and standards achieved by trainees. Following a short inspection, where provision is judged to be at least good, there will be short inspection in the next three years of the programme. However, where inspectors judge that there is insufficient evidence to show that provision is still good, there will be a full inspection the following year.

How are parents involved?

There is no parental involvement.

What happens in an ITT inspection?

On full inspections, the inspectors examine course documentation, trainees' assignments and observes some of the training provided both in the training centre (such as a university or college) and in partner schools. They also interview tutors,

trainees and partnership managers to judge how well the partnership is managed and how quality is assured. Providers' self-evaluations are a key element of this process. Towards the end of the course, a sample of trainees is observed in order to judge the standards they have achieved.

On short inspections, the inspector examines the same areas as above, but with the aim of checking that the good quality identified in the previous inspection has been maintained. This is carried out in a shorter time frame than a full inspection and does not involve observing trainees' achievement of the standards.

What are the results of an ITT inspection?

- *Full inspections* A single report will be published containing findings and grades for management and quality assurance, quality of training and the Standards achieved by trainees. The grades awarded will determine whether the next inspection should be a full inspection or a short inspection.
- *Short inspections* A single report will be published containing findings and a grade for management and quality assurance, a brief review of the quality of training and trainees' standards and a recommendation about whether there is a need for a further full inspection to confirm good quality or whether there should be a further short inspection in the next three years of the programme.

Reports identify points for action and consideration by the provider.

How do I get a report?

Reports are only available via the Ofsted web site.

Full inspection reports are published the autumn term following the start of the inspection, usually beginning in early October.

How do I complain about an ITT inspection?

Complaints should be initially directed to the lead inspector – see also the guidance available via the related publications box on the right-hand side. If the complaint is not resolved, please refer to Annex 2 of the [Handbook for the Inspection of Initial Teacher Training](#).

2.9. Marco para la inspección de la formación inicial docente (ITT)

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=3942&type=pdf>

The inspection programme will differentiate according to the quality of the provision in its previous inspection. Where provision is in TTA categories A or B, a short inspection will take place; where it is in category C, there will be a full inspection. Inspections will usually be separated by three years. If, at any stage, provision is found to be inadequate (previously categorised as unsatisfactory), an additional follow-up full inspection will take place the next year. Table 1 summarises how the differentiated programme will operate over the six-year period.

Quality of provision at the start of 2005/06	First inspection normally	Outcome of first inspection	Next inspection normally
(a) Good (TTA categories A or B)	Short Within the period 2005 to 2008	Good quality confirmed	Short 3 years later
		Good quality not confirmed	Full the following year then either full or short 3 years later
(b) Satisfactory (TTA category C)	Full No more than 3 years after the last inspection	Provision judged to be good	Short 3 years later
		Provision judged to be satisfactory	Full 3 years later
(c) Inadequate (TTA category D)	Follow-up full The year following the inadequate finding	Provision judged to be good	Short 3 years later
		Provision judged to be satisfactory	Full 3 years later

Where provision is found to be non-compliant, there will be a follow-up inspection in the next year to check that the non-compliance has been remedied. If, at any stage, provision is found to be inadequate in a full inspection, there will be a follow-up inspection in the following year; the pattern will then follow as in (c) above.

Short inspections focus on the management and quality assurance of the whole provision of either primary or secondary training. The aim is to verify whether the provider's self-evaluation and improvement planning procedures ensure that good quality training is planned and delivered.

Specialist inspectors make judgements in particular subjects (English, mathematics and science in primary, and a sample of subjects in secondary) about whether the quality of provision is at least good, and contribute to the judgement on the impact of management and quality assurance on training and outcomes.

Full primary inspections cover the management and quality assurance of the whole provision, the quality of the training programme and the standards of the trainees' teaching towards the end of their training.

While there is a strong focus on inspecting the quality of training and the standards of trainees' teaching in English, mathematics and science, training and outcomes in other elements of the primary curriculum are also included. Early years courses are inspected as part of primary provision.

Full secondary inspections similarly cover the management and quality assurance of the whole provision, the quality of the training programme and the standards of trainees' teaching. While the inspection encompasses general features of all subjects offered by the provider, more detailed Framework for the inspection of initial teacher training for the award of qualified teacher status 2005– evidence is collected by specialist inspectors from a sample of subjects, usually about half of those offered by a provider.