



Making external school review effective

Findings from the 2012 Windsor International Conference on School Improvement through Inspection and External Review

Full report

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We would also like to thank the conference presenters and speakers. Extended biographies are included in Appendix II. See pages 71-76.

Conference presenters

Jackie Barbera – CPD and Enterprise (Education), Liverpool Hope University

Jackie has worked at Liverpool Hope in the faculty of Education since 1999, during this time she has had a number of roles including Director of Undergraduate teacher training programmes, senior manager for quality assurance and more recently since 2009 Director of Continuing Professional Development.

Richard Churches – Principal Adviser for Research and Evidence Based Practice, CfBT Education Trust

Richard's school inspection consultancy work has included being an Ofsted Registered Inspector and delivering training for the Dubai Schools Inspection Bureau and Ministry of Education Supervisors in Saudi Arabia and Oman.

Maureen Dwyer – Chief Inspector, National Education Inspectorate, Jamaica

Maureen leads the National Education Inspectorate in Jamaica. The NEI is responsible for assessing the standards attained by the students in primary and secondary schools at key points during their education.

Mike Hewlett – Chief Inspector, BSO, CfBT Inspection Services, CfBT Education Trust

Mike is an experienced international inspector whose work in the evaluation of school quality and the accreditation of schools in the Gulf States, Middle East and SE Asia spans more than 15 years.

Charlotte Jones – Senior Education Consultant, CfBT Education Trust

Charlotte joined CfBT from Hay Group Management Consultants where she advised education sector clients on change management and skills development, and where her work was highly commended by the UK's prestigious Management Consultancy Awards 2010.

Linda Kelsey – Consultant Project Leader, CfBT Education Trust on behalf of National Education Evaluation and Development Unit, South Africa

Linda has been involved in over 2000 inspections over 18 years. These include maintained and independent schools in the UK, the Middle East, the Far East, local authorities and initial teacher education providers.



Tony McAleavy – Education Director, CfBT Education Trust

Tony has corporate oversight of the educational impact of all CfBT Education Trust activities. He advises the trustees on our public domain research programme. He has played a major part in the development of CfBT Education Trust's international consultancy practice, and he has worked particularly extensively on a growing portfolio of education reform projects in the Middle East.

Neil McIntosh – Chief Executive (retired 2012), CfBT Education Trust

Prior to joining CfBT Education Trust Neil was Director of Voluntary Service Overseas (VSO). Before this he was Director of Shelter. He created, and was the first Chairman of, Homeless International, a specialist NGO which initiates and finances innovative settlement projects and encourages inter-agency co-operation in developing countries. Neil retired as CEO of CfBT Education Trust in 2012.

Jawaher Al Mudhahki – Chief Executive, School Review Unit, QAEET, Bahrain

Jawaher is responsible for the school quality assurance process in Bahrain. This includes The Schools Review Unit, The Vocational Review Unit, The Higher Education Review Unit and The National Examinations Unit.

Jameela Al Muhairi – Chief of Bureau, Dubai Schools Inspection Bureau

Jameela set up and now oversees the work of the Dubai Schools Inspection Bureau. Since its establishment in 2007, DSIB has inspected the 150 private schools in Dubai on an annual basis.

Nawal Khaled Muran – Director of School Evaluation and Accreditation, Federal Ministry of Education, United Arab Emirates

Nawal leads school evaluation and accreditation work at the Federal Ministry of Education in the UAE. The goal of the Ministry of Education is to assess schools, not only against each other, but also against the highest international standards.

Paul Rafferty – Head of Training and Recruitment, CfBT Inspection Services, CfBT Education Trust

Paul is currently the Head of Recruitment and Training with CfBT Inspection Services. As such, Paul undertakes inspections on behalf of Ofsted across a variety of remits. He leads on the Professional Qualification for School Inspectors (PQSI) for CfBT Inspection Services.

Mike Raleigh – Education Consultant

Mike taught mainly in secondary schools before moving into advisory work, first in London and then in Shropshire, where he was deputy county education officer. He worked for Ofsted for ten years, leading the Secondary Education Division and the Northern Regional Division.

Sir Jim Rose – Chairman of the Education Committee, CfBT Education Trust

Sir Jim Rose was formerly Her Majesty's Inspector (HMI) and Director of Inspection for the Office for Standards in Education (Ofsted). His senior posts within HMI have included Chief Inspector of Primary Education (3–13), responsibilities for Special Educational Needs, the education of ethnic minority pupils, and initial teacher training.

**Professor Pam Sammons – Department of Education, Oxford University**

Professor Sammons is Professor of Education at the Department of Education in the University of Oxford and Course Director of the MSc in Educational Research Methodology. She has been involved in educational research for the last 30 years with a special focus on school effectiveness and improvement, school leadership, the early years and equity in education.

Adrian Simm – Principal Inspector, CfBT Inspection Services, CfBT Education Trust

Adrian has been an Ofsted Registered Inspector since 1995 whilst seconded from school headship, as a practitioner headteacher/inspector. He has been a full-time inspector since April 2005 with particular expertise in the inspection of maintained special schools, pupil referral units, residential schools and primary schools.

Liz Slater – Education Consultant

Liz has run her own successful business specialising in education consultancy and project management since 2002. Prior to this, she worked for 14 years on a range of educational policy areas at the Department for Education, in local authorities, as a teacher, and as an editor of commercial textbooks.

Chris Taylor – Principal Consultant, CfBT Education Trust

Chris has been involved in education for more than 40 years, beginning his career by teaching history in secondary schools and as a local authority adviser in the south west of England. He qualified as an Ofsted Registered Inspector in 1994 and has been a member of national advisory groups responsible for reviewing the National Curriculum for England.

Lesley Traves – Head of Inspections, CfBT Inspection Services, CfBT Education Trust

Lesley is Head of Inspections for CfBT Inspection Services. She has worked for CfBT Education Trust for eight years, spanning two Ofsted contracts, as Principal Inspector and Deputy Head of Inspections. She trained as an Additional Inspector in 1996 and has undertaken many inspections since then, mainly in primary schools, nurseries and in schools causing concern.



About the authors

Richard Churches is Principal Adviser for Research and Evidence Based Practice at CfBT Education Trust. He is a Fellow of the RSA and was one of the first 800 teachers to be identified as outstanding, as part of the Advanced Skills Teacher programme, which aimed to identify the top 4,000 teachers in England. Richard has worked in a wide range of countries, including Abu Dhabi, Bahrain, Dubai, Egypt, England, Northern Ireland, Scotland, Wales, India, Ireland, Italy, the Netherlands, Jordan, Oman, Pakistan, Qatar, Saudi Arabia, South Africa and the United States of America.

Carole McBride is CfBT Education Trust's Head of Consultancy with a remit that covers both the management of CfBT's staff consultants and providing high-level consultancy to CfBT's clients in her own right. Carole has inspected schools in the north of England since 1990 and was formerly a Director of Primary Associates, a company specialising in Ofsted school inspection and review, which is now part of CfBT. In her current role Carole provides professional leadership for several international school evaluation/inspection projects.



“How can inspection and review improve learning outcomes?”

1 Introduction

Aim of the conference

The research theme of the conference was the impact of external review. Specifically, the conference sought to address the question:

- How can inspection and review improve learning outcomes?

The structure and the content of the conference were built around features which have emerged through the delivery of effective review and inspection work across the world.

The structure of this report

The first part of this report includes a summary of the approach taken, a review of the literature and the overall conference and research findings which are presented in the form of a road map for ease of access. There are also some short examples from the conference presentation.

The conference and approach

In 2012 CfBT Education Trust hosted a two-day conference which included inputs from keynote speakers, workshops and presentations from country delegates about their experience of managing the work of school inspectors and related external review activities. There were case studies from Bahrain, Dubai, India, Jamaica, South Africa, the UAE Federal Ministry of Education and the United Kingdom. Formal presentations were interspersed with practitioner workshops led by experienced practitioners from across CfBT Education Trust, as well as experts who are currently working with the organisation’s research team.

Themes

The conference was structured into four themes with four additional workshops:

- **Theme 1** – A global view of accountability and effectiveness
- **Theme 2** – The inspection framework and its impact on school effectiveness
- **Theme 3** – Building local capacity
- **Theme 4** – Building ownership and involvement
- **Workshop sessions covering:**
 - Accrediting inspector training
 - Performance management of inspectors
 - Inspecting British schools overseas
 - Creating outstanding inspection practice

Sessions covered a very wide range of contexts from highly-embedded systems (such as the Ofsted framework in England), to relatively recent national approaches in the Middle East, through to the training and deployment of illiterate female parents in rural India, to effecting change through increased client voice (building on approaches argued for by the World Bank in 2004 that aim at shortening the route to accountability). In total, 19 internationally recognised speakers delivered the sessions and the conference was attended by nearly 50 delegates with substantial experience in the



delivery of school inspection and external review. All discussions and question-and-answer sessions were recorded for later use in the final synthesis of evidence.

Pre-conference interviews and research

Prior to the conference, CfBT Education Trust employees with a long engagement with inspection, school improvement and external review identified five core areas for use in the content analysis of conference presentation and conference discussions. These five areas were:

- The use and characteristics of effective frameworks
- Reviewer skills and qualifications
- The role of objectivity and transparency at policy and delivery level
- The contribution of school internal review processes and their alignment to national approaches
- The effect of including parent and student views

It was also noted that it is critical to remember where successful outcomes come from, namely schools, and not inspection itself (which should be seen as a lever for change and not as the outcome). This point was strongly emphasised in Sir Jim Rose's opening remarks which can be found in full on page 24.

Where successful outcomes come from

Sir Jim Rose's opening remarks strongly emphasised the need to recognise that successful education outcomes emerge from what he called the virtuous triangle of:

- High-quality pedagogy
- High-quality curriculum
- High-quality parenting

Before the conference, telephone interviews were conducted with key CfBT Education Trust members of staff with a specific focus on the question of accountability and autonomy. The purpose of these interviews was to draw out key areas that might be significant in relation to creating the right balance between autonomy and accountability within an inspection/review system and the relevance of local context.

These interviews supported and added weight to the importance of the five areas that were identified above. These areas were then used as a starting point for the synthesis of evidence presented in the different sessions during the conference and in the conference workshops and discussions. In particular, interviews pointed to a strong sense of moral purpose as being at the heart of effective school inspection and external review. As one interviewee put it:

"The goal is essentially a question of moral purpose. Properly conducted, inspection helps schools to improve the education of children and young people. Students have only one childhood and it is a moral imperative on all adults involved in education to help students to fulfil their potential."



The responsibility on Government to ensure effectiveness was also noted:

“Government has an obligation towards raising parental and community understanding of the national and international standards that school performance is measured against to ensure higher accountability levels.”

At the same time it was seen as essential that inspection be grounded in evidence and research, whilst simultaneously reflecting ongoing changes and developments in the local system, a theme which was later returned to on several occasions during the conference presentations and discussions.

“There is something powerful and important about the notion of ‘what good teaching and learning is’ being publicly (and clearly) stated, particularly if that view not only represents research evidence but also the next priority for the particular system you are working in.”

Finally, all the interviews pointed to the centrality of effective school leadership in the process and therefore the need for review to integrate, support the development of local school levels of review capacity and improve school management practices.

“Thinking about Pam Sammons’ research, she suggested that when schools were re-inspected the biggest change had happened to management practices. Now although people look at that and say that therefore increased accountability has little effect on teaching and learning I don’t think that that is the route that change comes through. For example, prior to about 1998 people didn’t do things like target-setting in England; but when Ofsted reports began to say to headteachers, ‘You must identify the performance of students and set targets’, this began to impact on management practice, with schools holding individual teachers much more to account.”

Purpose of the literature review

A literature review was carried out of the peer-reviewed international research evidence from three main education databases.¹ The purpose of this review was to look for research perspectives which might be considered to support the findings from the conference evidence and pre-conference interviews. The evidence from the literature review was then later used to triangulate the conference findings and can be found in section 3 of this report, where the conference findings are compared to evidence from the literature in the form of a matrix.

The review revealed 635 international peer-reviewed journal articles and papers (2002–2012) which referred to school inspection or school quality review areas in the title or abstract. Of these, 156 were scrutinised in detail. Specifically the literature review focused on the identification of evidence which was of relevance to policymakers in relation to enhancing review effectiveness and mitigating issues which might prevent effectiveness. A total of 35 contained evidence that was of relevance to policymakers in relation to offering practical recommendations for improving the effectiveness of external school review.

¹ The literature review used the ProQuest Dialog Platform to search the Australian Education Index (1977 – current), British Education Index (1975 – current) and ERIC (1966 – current) databases.



Summary of findings

Synthesising the evidence from the conference, and related research activities, five characteristics appear to underpin effective external school review. These are as follows:

- Characteristic 1** Use of a robust review framework underpinned by research evidence
- Characteristic 2** Inclusion of parent and student views during review
- Characteristic 3** Deployment of a skilled reviewer workforce
- Characteristic 4** Objective evaluation and transparency
- Characteristic 5** Alignment of evaluations with school internal review processes and development planning



Furthermore, where external review is most effective these five characteristics are underpinned by the following five principles:

- Principle 1** Judgements and reporting are explanatory
- Principle 2** Evidence is used to feed forward into future system reform as well as to feed back on the current state of the system, with the best practice also using the evidence to 'feed sideways' to provide school-to-school post-inspection support
- Principle 3** There is a matching of method and framework content to the local educational ecology and system maturity
- Principle 4** There is a sense that inspection is 'done with schools, not to them'
- Principle 5** There is rigorous quality assurance and consistency



2 The characteristics and principles as a road map for effective practice

“... effective frameworks direct inspectors and reviewers to factors that education research has shown have the most influence on student outcomes.”

This section elaborates on the main conference findings discussed above and includes some short examples from the conference presentations and workshops which provide further illustrative materials.

Characteristic 1 – Use of a robust review framework underpinned by research evidence

Effective school review should be underpinned by a **robust framework for school inspection**. This framework should be designed specifically for the context of the country and be aligned to the purpose of review in that country. At the same time, effective frameworks direct inspectors and reviewers to factors that education research has shown have the most influence on student outcomes.

Schools matter for life chances and so, therefore, does the research evidence

Professor Pam Sammons' presentation highlighted the need for school inspection and external review processes to be rooted in research and evidence in relation to school improvement. Her review of the school effectiveness literature has suggested that there are ten processes that are important for school improvement:

- Clear leadership
- Developing a shared vision and goals
- Staff development and teacher learning
- Involving pupils, parents and the community
- Using an evolutionary development planning process
- Redefining structures, frameworks, roles and responsibilities
- Emphasis on teaching and learning
- Monitoring, problem-solving and evaluation
- Celebration of success
- External support, networking and partnership

A full summary of Prof Sammons' presentation **School improvement: studying the processes of education change** can be found on pages 27-29. The slides that supported this presentation can be found on the accompanying CD-ROM.

Characteristic 2 – Inclusion of parent and student views during review

The power of community accountability and a respect for and an **acknowledgement of the views of parents and students should be embedded within the process**. Where this is effective it is characterised by the gathering and analysis of these views in a way which integrates them into the inspection or review evidence base, ensuring that this evidence is weighed equally with other significant evidence.



Characteristic 3 – Deployment of a skilled reviewer workforce

Where school inspection is the method of review, **a skilled and ‘professionalised’ workforce of inspectors**, who have progressed through a stringent selection, training and induction process; and who carry a high degree of credibility with the institutions they inspect, are deployed. Teams of such inspectors apply the framework evaluation criteria objectively with intelligence and rigour; and understand the nuances of the context within which they are applied.

Quality training of inspectors delivers quality judgements in Bahrain

Social reform has included education reforms which are aimed at upgrading the skills of Bahrainis by developing education and training to enhance their abilities to meet the requirements of the labour market. The development of the Quality Assurance Authority for Education and Training (QAAET) is part of it.

In line with these priorities a rigorous and effective process for training school inspectors has been implemented. Central to the approach in Bahrain is the concept of capacity building and the development of local inspection expertise. To support this, the School Review Unit (SRU) has implemented three levels of training and accreditation:

- Trainee Reviewer (Level 1)
- Team Reviewer (Level 2)
- Lead Reviewer

The Ministry of Education nominates applicants and these are seconded to the SRU for a period of one to four years. Annually this amounts to approximately 25–30 people. The QAAET hires approximately 10–15 of these, with approximately 90% becoming Certified Reviewers. Those who demonstrate leadership skills can go on to become Lead Reviewers.

The full process and competences required of inspectors are described in the session summary: **Developing the workforce of the School Review Unit in Bahrain** (presented by Dr Jawaher Al Mudhahki of the Quality Assurance Authority for Education and Training, Bahrain). See pages 42-45.

Characteristic 4 – Objective evaluation and transparency

Objective evaluation based on standard operating procedures is consistently applied with constant, rigorous quality assurance of the inspection processes. In particular, the inspection framework provides clear definitions of inspection terminology. Inspection results are publicly available and easy to interpret. A degree of separation at government level can also enhance transparency and objectivity.

Common features that underpin effective frameworks

Chris Taylor (CfBT Education Trust) outlined how important it is to ensure that frameworks are contextually appropriate in order for them to be effective whilst at the same time having common features. These features include the following:

- Having a public statement of criteria and presenting the aspects of the work of schools that inspectors will inspect, or reviewers will review. Specifically, they provide a clear explanation of the indicators of relative quality that will be explored during an evaluation.
- Being public documents; transparency is essential.



- Being based on the notion that students' academic performance and personal development are the ultimate measure of school effectiveness.
- The fundamental recognition that effective inspection and review involves forming a judgement about student outcomes and then explaining why they are as they are. CfBT Education Trust frameworks therefore support the proposition that it is the quality of the teaching that holds the key to this explanation.
- Emphasising the importance of leadership in creating the conditions in which teaching quality can thrive and students can achieve good outcomes as a result.

Chris Taylor's experience of working with governments on the design of inspection and review frameworks can be found in his session summary: **International perspectives on framework design** on pages 40-41.

Characteristic 5 – Alignment of evaluations with school internal review processes and development planning

There is a **strong alignment between the key processes of internal review and school development**, with these processes linked to school self-evaluation within the inspection methodology. Related school-based activity that has a positive effect on education quality over time, specifically in relation to the quality of teaching and learning, is therefore expected.

Integrating external and internal review processes in the United Arab Emirates

The strategic partnership between CfBT Education Trust and the Federal Ministry of Education in the United Arab Emirates includes four programme objectives:

- School improvement through a combination of external school evaluation and school self-evaluation training
- Evaluation and accreditation of both public and private schools in Ajman, Fujairah, Ras Al Khaimah, Umm Al Qwain, Sharjah and public schools in Dubai
- Professional development of Emirati educators so that they can become school evaluators
- The use of an international standard evaluation framework and process by Emirati evaluators

In relation to the school improvement cycle as a whole, four key areas have made a difference. Firstly, school self-evaluation training for all schools prior to formal evaluation helps the schools to create action plans for school improvement that are evidence based and aligned with the framework. Secondly, using skilled and experienced local evaluators who are also zone supervisors has cascaded new knowledge about school evaluation and how to improve schools. Thirdly, using school principals as evaluators has similarly embedded the framework into schools. Finally, school evaluation reports and recommendations are being used to define school improvement objective and priorities.

A detailed summary of this approach and accompanying materials can be found in **Self-evaluation and school improvement in the United Arab Emirates** (presented by Nawal Khaled Muran of the Federal Ministry of Education, United Arab Emirates). See pages 46-49.



Principle 1 – Judgements and reporting are explanatory

It is important for inspection and review to be ‘explanatory’. This explanatory process must be focused on explaining the relationship between inputs such as teaching and the output of learning. At the same time there needs to be a clear relationship between the way in which explanation is achieved and the evidence base for what works (particularly the research evidence in relation to teacher effectiveness).

Explanatory processes should be present at all levels during review, from moment-by-moment evaluations in the classroom through to the synthesising of findings and overall judgements about quality. In the classroom, for example, effective review processes often require those making the judgements to write only using processes such as ‘evaluative judgement’ – in which the cause of a strength or weakness in learning is specifically related to the activity of the teachers (e.g. *Learners made slow progress because the teacher did not explain the purpose of the learning well*). Closely related to this is the need for explanation to be publicly available.

Principle 2 – Evidence is used to feed forward into future system reform as well as to feed back on the current state of the system, with the best practice also using the evidence to ‘feed sideways’ to provide school-to-school post-inspection support

At the same time, effective inspection methods should be seen as an opportunity to identify future priorities for action (‘feed forward’, as well as defining clearly the current state of service quality – ‘feed back’). This means that inspection methods and approaches will need to evolve and develop to keep pace with improvement as it begins to take place. A good example of inspection driving policy change can be seen in Dubai where the process of inspection has been used to ensure that Islamic education is taken as seriously as other subjects by the private sector (discussed in detail in the session summary on pages 34-37).

Equally, inspection can be used to share good practice (a sort of ‘feed sideways’ between schools) as has also been shown in Dubai, through the sharing of practice between schools (so called ‘expertise exchange’) and in Abu Dhabi, Jamaica and Bahrain, where deep engagement with existing principals has been a parallel aim of the process (again these areas were elaborated on in the conference sessions and materials).

Continuing developments and raising the bar to improve standards in Dubai’s international schools

The Dubai Schools Inspection Bureau (DSIB) was founded in December 2007 as the school inspection department of the Knowledge and Human Development Agency and completed its fourth annual cycle of inspections in March 2012. Inspections take place annually in Dubai and the framework used has been reviewed year on year and has become more demanding in certain areas. For example, there is now greater emphasis on evaluating students’ attainment in relation to the standards expected internationally as well as by the curriculum they are following.

In relation to the impact of inspection on school improvement, 40 schools have improved their overall performance since their first inspection. Sixteen have shown a decline in overall performance and six schools have closed since 2008/09.



“... an effective framework is one which is designed to be mindful of the context...”

Year on year, the numbers of students in private schools has increased and there has been a steady increase in the number of schools which are graded as Outstanding or Good – a significant level of progress, bearing in mind that the inspection framework has also become increasingly challenging year on year.

The story of the development of the current framework and its revision can be found in **Improving the quality of education through the Dubai Schools Inspection Bureau** (presented by Jameela Al Muhairi of the Dubai Schools Inspection Bureau). See pages 34-37.

Principle 3 – There is a matching of method and framework content to the local educational ecology and system maturity

Although there appears to be a core structure to effective inspection, at the same time it is essential that any review process is ‘fit for purpose’ in relation to the current ecology of the school system that it is seeking to influence. Ecological fitness appears mediated by areas such as levels of autonomy and accountability, the balance of self-evaluation and external review and the question of ‘who should be an inspector’. For example, some systems may not yet be mature enough for self-evaluation to be part of the framework; whilst others may not yet have a stable enough education system to allow for a top-down, government-led accountability approach and may need to place accountability at a more local community-led level in the first instance.

Adopting a view which begins to define taxonomy of system maturity might also help to explain why some highly effective systems seem to not require an inspectorate because of high system maturity achieved through outstanding levels of teacher effectiveness. Equally different ecologies may require a different level of pressure and support. A good example of this, as was noted by Chris Taylor (Principal Consultant, CfBT Education Trust), is where there may be a need for different emphasis within an inspection framework relating to academic and affective educational quality; and what it means to teach well in different contexts.

Contextualisation and integration with school self-evaluation in practice in Jamaica

The establishment of the National Education Inspectorate (NEI) was part of the Public Sector Modernisation Programme undertaken by the Government of Jamaica. At the heart of the success of the process in Jamaica has been the creation of a genuine strategic partnership between the Department for Schools’ Services (DSS) the National Education Inspectorate and local School Improvement Activities, in which the Inspectorate has been able to facilitate an active relationship between national data and regional and school level improvement. Thus the DSS is responsible for students’ assessment data, census data and schools’ self-evaluation data. The NEI takes on the performance profiling of schools, produces inspection reports and generates recommendations at a school programme and policy level.

You can read a full description of how the NEI operates in the session summary and accompanying materials in **Contextualising the inspection framework at the National Education Inspectorate in Jamaica** (presented by Maureen Dwyer of the National Education Inspectorate, Jamaica). See pages 38-39.



Principle 4 – There is a sense that inspection is ‘done with schools, not to them’

Therefore, an effective external review framework is one which is designed mindful of the context and with a view to finding a way to deeply embed the process within that system. For example, the specific ‘sensitisation’ of schools to the process of inspection has become a key area of focus; in both the Abu Dhabi and Jamaica conference sessions the speakers discussed specific examples of where a clear need for this has been identified and why. In Bahrain, and many of the other countries represented at the conference, inspectors have been specifically recruited from the local education context, both to ensure local understanding and to build capacity in the system. Training schools well so that they can self-evaluate, where appropriate, between inspections and reviews, is also an effective addition to an inspection framework.

Principle 5 – There is rigorous quality assurance and consistency

Finally, where inspectorate-driven external review is the right ecological solution, it is clear that high-quality training and quality assurance is fundamental, particularly where inspection reports are publicly available. This emerged in all of the conference presentations, although there were different approaches to this question – from the emerging use of a formal accreditation process in several countries through to the construction of a rich collective dialogue related to consistency among the illiterate parents in India who were conducting reviews of quality. The India example is discussed in detail in the session summary on pages 50-52 (***Community-based accountability in India***) and is the subject of a CfBT Education Trust research report (Galab et al., 2013). It was also suggested that the question of quality and consistency should include a focus on what is outstanding practice as well as there being consequences for poor performance in relation to both pressure and support.



3 Evidence from the literature that supports the conference findings

“Three previous CfBT Education Trust research papers have explored the effectiveness of external school review and/or inspection.”

Previous CfBT Education Trust research

Three previous CfBT Education Trust research papers have explored the effectiveness of external school review and/or inspection.

Whitby (2010) conducted a literature review related to school inspection and experiences from high performing systems. This review compared inspection in England, Hong Kong, the Netherlands, New Zealand, Scotland and Singapore. In particular, the report noted the importance of a combination of self-evaluation with external inspection and high levels of commonality between inspection criteria. Furthermore, Whitby (2010) and Barber (2004) suggest that effectiveness can be enhanced through a degree of separation at government level. It is also clear that the amount of support and guidance schools received in self-evaluation and inspections appears to affect the impact of inspections.

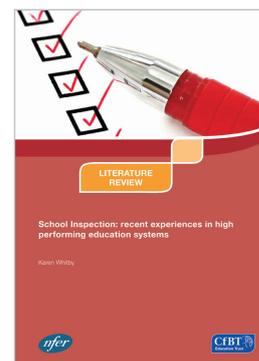
Penzer (2011) in a further literature review, looked at a wide range of sources of evidence from a number of countries (the Czech Republic, Denmark, England, Flanders, Germany, Hong Kong, Ireland, the Netherlands, New Zealand, Northern Ireland, Portugal, Scotland, Singapore, Slovakia, Spain, Sweden, Wales). Penzer concluded that:

“School inspection has the potential to be a powerful force for good and can be used to drive school improvement. However, the tensions generated between its roles in providing accountability and in supporting improvement can impact on the mechanisms through which improvement arises from inspection.” (Penzer, 2011: 16)

Alongside this, it is clear that there is no universally ‘right’ approach. Rather the question of local inspection structure needs to be addressed country by country. A third paper on the characteristics of outstanding inspectors (Raleigh, 2012) presented in Workshop D during the conference, is summarised on page 60.

Penzer’s findings beg a number of questions, not least of which is the question of whether there may be some common feature of effectiveness (even though systems, by definition, need to evolve and develop their own context-appropriate structures and frameworks). This gap in the current literature provided the rationale for the conference and the subsequent recommendations outlined in this paper. In the light of this, rather than repeat the evidence presented by Whitby and Penzer, the aim of this literature review was to identify:

- a) evidence which supports the Characteristics and Principles identified during the conference as important for effectiveness; and
- b) issues of ineffectiveness, that applying the Characteristics and Principles could mitigate.





The tables below present the main relationships between the conference findings and this review.

Summary findings from review of literature, 2003–2012

Country/context	Authors	Lessons for policymakers	Conference findings										
			Robust framework	Parent and student views	Skilled reviewers	Objective and transparent	Aligned with school review	Explanatory reporting	Feed forward and feedback	Matched to local system	Done with, not to	Quality consistency	
England	Shaw et al. (2003)	<ul style="list-style-type: none"> Inspections improve GCSE results where achievement is already higher or lower than average. Pointed towards the potential of including self-review to improve overall effectiveness. 					•					•	
European review	Meuret and Morlaix (2003)	<ul style="list-style-type: none"> Although there is some evidence that inspection is likely to be useful it is more praised by policymakers than it is liked and really used by schools. 				•	•					•	•
Wide review of countries with focus on England	Barber (2004)	<ul style="list-style-type: none"> Data generated by accountability is the key to enhancing professional knowledge about best practice. There is, therefore, the possibility of a virtuous circle, connecting teachers to the public. Effectiveness may be improved through a degree of separation at government level. 		•	•	•			•				
Trinidad and Tobago	London (2004)	<ul style="list-style-type: none"> The language used during inspection can have a negative effect if it is over-technical and formulaic. 	•		•				•				
England	Rosenthal (2004)	<ul style="list-style-type: none"> There can be a negative effect during the year of an inspection. Adjustments must be made so schools continuously seek to maintain and improve. 						•		•			
England: failing schools	Matthews and Sammons (2005)	<ul style="list-style-type: none"> Consequences for poor performance have an effect. Schools identified as least effective are more likely to sustain improvement after inspection. Identifying a school as requiring 'special measures' may make a contribution to the raising of standards and inclusion. 	•	•		•							
England	Plowright (2007)	<ul style="list-style-type: none"> There is a need for an integrated model of school improvement which brings together accountability and inspection, self-evaluation and school improvement within the context of promoting the notion of a learning organisation. 	•					•					•
The Netherlands primary schools	Blok et al. (2008)	<ul style="list-style-type: none"> Although self-evaluation is highly rated by school leaders, it is often of low quality and unable to provide the answers to the type of school improvement questions that schools had formulated. Suggests a need for high-quality training and a balance of external and internal review as a means of mitigating these issues. 							•		•	•	



Country/context	Authors	Lessons for policymakers	Conference findings										
			Robust framework	Parent and student views	Skilled reviewers	Objective and transparent	Aligned with school review	Explanatory reporting	Feed forward and feedback	Matched to local system	Done with, not to	Quality consistency	
The Netherlands	Ehren and Visscher (2006; 2008)	<ul style="list-style-type: none"> Feedback about weakness and the assessment of weak points as unsatisfactory when combined with agreements about improvement activities make a difference in promoting school improvement. 			•							•	
Eight inspectorates in seven European countries	Jannssens and van Amelsvoort (2008)	<ul style="list-style-type: none"> School self-evaluation is stronger where countries place more national accountability demands on self-evaluation. A mix of self-evaluation and national inspection with a steer towards improvement is the most promising combination. 	•				•					•	
Hong Kong	MacBeath (2008)	<ul style="list-style-type: none"> Learning needs to be centre stage in any explanations. Importance of having a balance of internal and external evaluation. 	•				•	•				•	
England	Sammons (2008)	<ul style="list-style-type: none"> Balancing pressure and support within a context of zero tolerance may be effective. However, effects of disadvantage are complex to overcome. 	•		•	•			•			•	•
US, North Carolina	Ahn and Vigdor (2009); Fruehwirth and Traczynski (2011)	<ul style="list-style-type: none"> Schools facing sanctions improve performance. 	•	•		•							
Post-apartheid South Africa	Biputh and McKenna (2009)	<ul style="list-style-type: none"> Did not sufficiently 'address the impact of educators' experience of the preceding systems.' 'Surface compliance' rather than engagement. 									•	•	
England	Hall and Noyes (2009)	<ul style="list-style-type: none"> The effectiveness of self-evaluation alone can be mediated by school context, although this is important in generating internal improvement discussion. Schools need to avoid focusing on the system of evaluation over interpretation of evidence. 				•	•				•	•	
The Netherlands	Luginbuhl et al. (2009)	<ul style="list-style-type: none"> More intense inspections produce larger improvements than less intensive ones. 	•	•	•		•						•



Country/context	Authors	Lessons for policymakers	Conference findings									
			Robust framework	Parent and student views	Skilled reviewers	Objective and transparent	Aligned with school review	Explanatory reporting	Feed forward and feedback	Matched to local system	Done with, not to	Quality consistency
England	McCrone et al., 2009)	<ul style="list-style-type: none"> The inspection process was generally perceived by school leaders as contributing to school improvement and as giving impetus to drive forward. Achieved a direct positive impact on school improvement in terms of assessment and, to some extent, quality of teaching and attainment. 	•	•	•	•	•				•	•
Macau	Morrison (2009)	<ul style="list-style-type: none"> There may be particular issues for inspection in small states and territories. Importance of local tailoring, 'home grown' approaches informed by external systems, combining self-review and external inspection. 					•			•	•	
Nigeria	Ochuba (2009)	<ul style="list-style-type: none"> Points to the need for employment/deployment of qualified and experienced inspectors, induction of new inspectors and capacity building for practising inspectors and adequate legal provisions for enforcing compliance by schools and proprietors. 	•	•				•				•
Cyprus	Brauckmann and Pashiardis (2010)	<ul style="list-style-type: none"> Importance of using robust appraisal instruments that have undergone extensive scrutiny (even where a good balance of internal and external evaluation is present). 	•				•	•			•	
Germany	Dedering and Muller (2011)	<ul style="list-style-type: none"> Notes mixed evidence on inspection and suggests importance of using inspection as a means of initiating school development and support. 					•	•	•	•	•	
Pakistan	Jaffer (2010)	<ul style="list-style-type: none"> Important for inspection to be related to the 'big picture' and a degree of systems thinking, particularly in relation to a shared perception of quality. 	•	•	•							•
New Zealand and the Netherlands	Ladd (2010)	<ul style="list-style-type: none"> Looking for lessons for the US, suggests the importance of clarity in relation to individual school accountabilities and independence of policymaking bodies. 	•	•	•							•
US, Chicago	Neal and Schanzenback (2010)	<ul style="list-style-type: none"> Schools facing high stakes accountability may tend to over-focus on students at a performance threshold at the expense of the lowest-performing. 	•	•						•	•	



Country/context	Authors	Lessons for policymakers	Conference findings									
			Robust framework	Parent and student views	Skilled reviewers	Objective and transparent	Aligned with school review	Explanatory reporting	Feed forward and feedback	Matched to local system	Done with, not to	Quality consistency
Hong Kong	Wong and Hiu Li (2011)	<ul style="list-style-type: none"> Effectiveness is achieved through a balance of internal and external evaluations with a focus on school empowerment and improvement. 		●			●		●	●	●	
Perspective and review of evidence	Gaertner and Pant (2011)	<ul style="list-style-type: none"> Robust validity of the process and criteria used in inspection is essential for effectiveness, particularly in 'high stakes' contexts. 	●		●							●
Scotland	MacKinnon (2011)	<ul style="list-style-type: none"> Identifies issues that can arise when there is a mismatch between concepts and structures used in school evaluation and policy aims. 	●		●							●
Ireland and Iceland	McNamara et al. (2011)	<ul style="list-style-type: none"> Teachers need support to carry out effective self-evaluation. It should not be assumed that they are able to do this without training and skills. Support does not have to be extensive but it does have to be there. 	●							●	●	
England	Allen and Burgess (2012)	<ul style="list-style-type: none"> Schools only just failing see an improvement over the following two to three years; this improvement occurs in core compulsory subjects. There is a less positive impact on lower-ability pupils. Tackling schools that are 'just' satisfactory or 'coasting' could be a potentially important area for development. 	●					●		●		
The Netherlands	Ehren et al. (2012)	<ul style="list-style-type: none"> Where specific test results are part of an accountability system, schools may not adhere to guidelines for administration. 	●						●		●	
England	Perryman (2007; 2009; 2012)	<ul style="list-style-type: none"> Inspection may have negative emotional impacts. Notes that there is a risk that schools identified as weak may focus on just the process of passing an inspection, rather than the wider goals of school improvement; and it may even result in some schools attempting to fabricate evidence. 							●	●	●	



4 International conference on school improvement through inspection and external review: conference themes

The conference presentations were organised into five interrelated themes:

Theme 1 – A global view of accountability and effectiveness

Two keynotes by Professor Pam Sammons (University of Oxford) and Liz Slater (an independent education consultant who is working closely with CfBT Education Trust on several research reports) addressed this theme by discussing international perspectives on school improvement and worldwide approaches to accountability.

Theme 2 – The inspection framework and its impact on school effectiveness

This theme was explored in three talks. The first of these, delivered by Jameela Al Muhairi (Chief of Bureau, Dubai Schools Inspection Bureau) discussed the use of school inspection in Dubai to improve the quality of education. This was followed by a presentation from Maureen Dwyer (Chief Inspector at the Jamaican National Education Inspectorate) which explored how the inspection framework in Jamaica has been contextualised to maximise its impact. The final session in this theme summarised CfBT Education Trust's experience of framework design across a wide range of contexts. This was presented by Chris Taylor (Principal Consultant, CfBT Education Trust).

Theme 3 – Building local capacity

Dr Jawaher Al Mudhahki (Chief Executive, Quality Assurance Authority for Education and Training, Bahrain) explained how the workforce in the School Review Unit had been developed.

Theme 4 – Building ownership and involvement

This theme was opened by Nawal Khaled Muran (Director of School Accreditation, Federal Ministry of Education, United Arab Emirates) who discussed the use of self-evaluation as a mechanism for school improvement in the UAE. It was followed by a presentation of evidence from a recent CfBT Education Trust research project which looked at community-based accountability. This was given by Charlotte Jones (Senior Education Consultant, CfBT Education Trust) and Richard Churches (Principal Adviser for Research and Evidence Based Practice, CfBT Education Trust).

Four workshop sessions covered the following areas:

- A. Accrediting inspector training – Paul Rafferty (Head of Training and Recruitment, CfBT Inspection Services) and Jackie Barbera (Liverpool Hope University)
- B. Performance management of inspectors – Lesley Traves (Head of Inspections, CfBT Inspection Services) and Adrian Simm (Principal Inspector, CfBT Inspection Services)
- C. Inspecting British schools overseas – Mike Hewlett (Chief Inspector for British Schools Overseas, CfBT Inspection Services)
- D. Creating outstanding inspection practice – Mike Raleigh (CfBT Inspection Services)



5 Opening conference remarks

“It should be possible to see ‘where a framework comes from’ and its relationship to the evidence base.”

The conference was opened by Sir Jim Rose, Chairman of the Education Committee at CfBT Education Trust, Neil McIntosh, Chief Executive, and Tony McAleavy, Education Director.

Tony McAleavy

Tony McAleavy opened the conference by thanking delegates for their attendance and noting the great distances that some delegates had travelled in order to support CfBT Education Trust in making this a truly global conference. He also mentioned the importance of having frameworks for inspection and evaluation underpinned by the research, something that was a central theme in the conference. From such a perspective:

- it is essential that the lineage of a framework should be clear
- it should be possible to see ‘where a framework comes from’ and its relationship to the evidence base
- if the goal is to have impact and to make improvements then we also need to know what excellence looks like with a framework ‘coming from’ the evidence base.

This raises the question of what the key actions are that headteachers and teachers need to take in order to create excellence. There should therefore be a powerful relationship between the school effectiveness literature and school improvement through review and inspection methodology.

Sir Jim Rose

Building on these observations and drawing on his experience of inspection, which began in 1975 when he was appointed as Her Majesty’s Inspector, through to his retirement as Director of Inspection for Ofsted in 1999, Sir Jim Rose reflected on the fact that the English education system is currently undergoing the most radical and far-reaching change that had occurred for a generation. Current government policy could be seen as ‘having two hands’. On the one hand schools are being given an unprecedented amount of autonomy and on the other hand they have to operate under an unprecedented amount of accountability. However, this has been the case for quite some time. The belief is that schools and school leaders will become the key drivers of systematic self-improvement, although the meaning of accountability, in the new scheme of things, is not altogether clear. In a sense, England can be said to be actively exploring how accountability and autonomy can support self-improvement, a theme that this conference also seeks to address. If this relationship can be unpicked and understood then we will be well on the way to understanding how inspection can and should be used to effect change.

Sir Jim Rose noted that there has been a long tradition of accountability in this country including:

- the national curriculum, examinations
- national testing
- school performance tables
- publicly available inspection reports.



However, if you were to ask parents which of those things is uppermost in their mind when they are choosing a school for their child it is likely that nine out of ten would say the inspection result: looking to the information available on the internet to find the inspection report for their intended school or schools. This places an enormous responsibility on inspectorates to get it right. At the heart of this issue is the question ‘if you had two different teams of inspectors inspecting the same school at the same time would they come up with consistent judgements?’

Therefore, there is a top priority in relation to:

- how criteria are defined
- what kind of frameworks are put in place and how providers and governments are made accountable to schools, parents and to children in making sure that that degree of consistency runs through every activity that takes place.

A key mechanism is, and must remain, the publication of the results of inspection or evaluation. Thus inspection shines a light on poor performance and weak service. There is a need to balance that emphasis, even to overtake it, by making sure that the process also shines a light on best practice and really good service. What inspection can tell us about that remains an important area for development; in doing so, inspection can be made more ‘fit for purpose’. Therefore, the key focus today is the question of how we can make accountability fit for purpose, so that schools see that the stronger they are on accountability, the stronger they are on service delivery, autonomy and in their ability to make improvements themselves. Sir Jim Rose also noted how important it is for systems to give time for initiatives to ‘bed in’, something which governments should be alert to as they design change. Critical in his view was the need to focus educational change effort generally on what he called the ‘virtuous triangle’ of high-quality pedagogy, high-quality curriculum and high-quality parenting, recognising that, unless these are in place, all else is peripheral.



Neil McIntosh

Neil McIntosh completed the opening remarks by putting the conference in context. He noted that inspection is about assessing quality, not quantity; although this needs to be as objective as possible, to some degree it will be subjective. Another important consideration is the relationship between the private and the public sectors. CfBT Education Trust is a private organisation but one which provides a public service, often working on behalf of governments. One important aspect of its identity in working in areas such as education (which is largely dominated by governments) is its ability to remain sceptical of monopoly state provision. If CfBT Education Trust were not, it would not exist. Some might say that governments are about social control; it is perhaps more accurate to say they are interested in social cohesion. This is a legitimate activity for government to involve themselves in.



Neil McIntosh went on to suggest that inspection, from this perspective, is perhaps one of the most malleable and flexible instruments available to governments to allow them to exercise oversight of social cohesion in education. If it is used well it can be an extremely powerful instrument. But it can be used for ill too. It is a powerful instrument and needs to be used with care. Finally, he pointed to the teacher's perspective, noting that his organisation has, in a way, always existed for teachers both in terms of logistics and professional support.

Central to that is the notion of getting adequate teachers to be good and good teachers to be outstanding. There are very few teachers for whom that upward trajectory is not the goal. Inspection in this context is a very overt form of supervision and more invasive a procedure than most workers in modern society have to undergo. Furthermore, it is almost unique as far as professionals are concerned. Enormous work has been undertaken in education to move from the position where teachers close their classroom door and no one comes inside except the children. It is highly desirable that teachers should be receptive to people coming in and observing their lesson, but it is a very overt form of supervision and it therefore behoves all working in this area to use the process sensitively as well. He closed by noting that the context for this conference therefore has two levels: a broad political one and a narrower one focused on the sense of individual teacher well-being.



6 The conference presentations and workshops in detail

Theme 1 – A global view of accountability and effectiveness

6.1 School improvement: studying the processes of education change

Professor Pam Sammons (Department of Education, University of Oxford)

Professor Sammons drew on reviews of the school and teacher effectiveness and school evaluation research that she has conducted for CfBT Education Trust. This included outlining some of the characteristics of schools and teacher effectiveness and recent evidence on the role of school leadership in driving improvement. She also discussed the role of inspection and external evaluation in raising standards and promoting improvement as well as examining implications of policymakers and practitioners seeking to promote school improvement.

Professor Sammons' two CfBT Education Trust research reports (School effectiveness and equity: making connections and Making schools more successful) are available on the CfBT website (www.cfbt.com/research). The PowerPoint slides that accompanied this talk are also available on the CD-ROM.

Over the last 20 years globalisation has been recognised as a major driver of social change, with the growth of the internet playing a major role in this process. There is therefore, increased awareness of the interdependence of societies and of how the de-stabilising impact of poverty and environmental change is leading to a greater focus on promoting equity as a policy goal for governments and trans-national organisations. Education is both affected by, and influences, the process of globalisation. Raising standards of achievement is therefore seen as fundamental to economic performance with a number of international surveys (for example, TIMSS, PISA, PIRLS) reporting average levels of attainment and also the SES attainment 'gap' within countries. Such surveys are becoming increasingly influential in shaping policy goals. The economic downturn and austerity measures are also affecting the resourcing of educational provision and increasing demands for accountability for promoting better outcomes and evidence of cost effectiveness.

At the heart of the economic debate is the question of how to define equity and equality in education. This relates to three main areas:

- formal equality of access and of provision
- equality of participation (how students are treated)
- equality of outcome.

Although educational provision is important in the development of social inclusion, wider social and economic policies are also highly relevant. School effectiveness and improvement research seeks to study and work with practitioners to enhance their understanding about the processes of effective and improving schools in different contexts. From this perspective equity remains a challenge for educators.

Specifically, students from disadvantaged backgrounds are more likely than others to experience educational failure. Reasons for addressing such failure include:



“Schools matter for life chances.”

- the *philosophical/ethical* – to promote fairness, an improvement in the quality of life and opportunities for all groups, and to encourage positive attitudes to future learning and self-esteem
- the *political* – to promote social cohesion and inclusion, and empower young people as citizens to participate in a successful democracy
- the *economic* – to promote future prosperity, prevent waste of talent and avoid social/economic burden on public purse.

Schools matter for life chances. Although the difference in scholastic attainment achieved by the same students in contrasting schools is unlikely to be great, in many instances it represents the difference between success and failure; and operates as a facilitating or inhibiting factor in higher education. When coupled with the promotion of other pro-social attitudes and behaviours, and the inculcation of a positive self-image, the potential of the school to improve the life chances of students is considerable. Furthermore, schools matter most for disadvantaged students. For example:

- the size of school effects for black students are almost twice as large as for white students in the US
- differences between public and private schools are almost twice as large for low SES students as for middle-class students; differences between schools for high SES students are small in the US
- school effects vary for students by race and low prior attainment in England. School effects are larger for initially low-attaining and for black Caribbean students.

The school effectiveness research evidence suggests that the following processes are important for school improvement:

- Clear leadership
- Developing a shared vision and goals
- Staff development and teacher learning
- Involving pupils, parents and the community
- Using an evolutionary development planning process
- Redefining structures, frameworks, roles and responsibilities
- Emphasis on teaching and learning
- Monitoring, problem-solving and evaluation
- Celebration of success
- External support, networking and partnership

School culture is also important, with the features of an effective school culture characterised by:

- professional high-quality leadership and management
- a concentration on teaching and student learning
- being a learning organisation – in other words, being a school with staff willing to be learners and participate in staff development.

In relation to the processes of inspection and external review as an engine for sustainable change, a number of key issues can be identified. Firstly, improvement in the quality of a national education



system is, generally speaking, about the improvement of individual schools. Secondly, the quality of schools is a broad concept. It therefore involves more than attainment, and certainly more than attainment as measured by examinations or tests. This is not to underestimate the importance of this type of attainment (as is measured in TIMSS, PISA, PIRLS and other projects). Therefore, if we want to evaluate the quality of a school, we should look not only at the results, but also at the teaching, the classroom management, the provision for pupils with learning difficulties, the school leadership and management etc. All of these are aspects of quality that are important in their own right. As an analysis of inspection frameworks from across Europe shows, inspection frameworks can provide a way of looking at a range of indicators from diverse aspects of quality such as:

- output
- teaching-learning processes
- management
- context-input.

In relation to the role of inspection evidence in the school improvement process the publication and analysis of inspection reports can provide a major source of evidence on effective teaching. Specifically, such processes have shown themselves able to identify features of practice that can be deemed 'effective' or of high quality and in turn provide case studies with examples and vignettes to illustrate effective practice that has been observed by inspectors.

The implications of the above, and our increasing understanding of what strategies are most effective for improving student learning and achievement, are significant and suggest that policies to promote equity and school improvement need to:

- focus on student learning and promote professional development of teachers and school leaders
- match accountability pressure with support for schools (in relation to professional input and curriculum support as well as financial and material resources)
- recognise that schools serving disadvantaged groups need extra support to retain and attract good teachers and leaders
- ensure that planning for improvement becomes the norm
- make good use of research evidence to inform external evaluation and use assessment, research and inspection results to support school self-evaluation and review
- monitor equity in outcomes and focus on reducing the achievement gap, with greater attention to early intervention
- celebrate, study and spread successful practice.



“Publicly-funded schools have a responsibility to provide high-quality, cost-effective education.”

6.2 Approaches to accountability systems worldwide

Liz Slater (Independent Education Consultant)

Liz Slater presented some lessons from the High-Performing and Improving Education Systems project (HPES). This has been funded by CfBT Education Trust and has been identifying the characteristics and strategies that are associated with significant improvement in education quality.² In her talk, Liz Slater focused specifically on those findings that were relevant to the question of accountability.³

Defining accountability

First of all, Liz Slater defined accountability in terms of ensuring that organisations are fulfilling their responsibilities. Publicly-funded schools and other educational institutions⁴ have a responsibility to provide high-quality, cost-effective education. Accountability is particularly important where education systems give greater autonomy to regions and individual institutions.

Broadly speaking, moves towards decentralisation reflect changes to structures and responsibilities, with national and/or federal governments taking responsibility for largely strategic matters, whereas regional/district governments have responsibility for operational and executive tasks. With decentralisation, governments direct attention particularly towards schools as the critical point of delivery – so they become the focus for monitoring and quality assurance.

Integrating quality assurance (QA) and monitoring within these systems requires a clear division of responsibilities, which link at national, regional/local and school level. Systems generally manage autonomy at school level within policy frameworks, governing inputs, processes and outputs (e.g. levels of resourcing, curriculum frameworks, teacher qualifications, age-related pupil attainment standards).

Building accountability and improvement into the system requires:

- clear division of responsibilities
 - aligned at system, regional, school level
 - taking account of expertise
- balancing autonomy with
 - frameworks
 - accountability.

²The research into high-performing education systems aims to produce a toolkit of evidence-based policy and practice. The identification of a long list of systems for study used benchmarking data such as PISA and TIMSS. A combination of high-performing and improving systems was selected in order to:

- show good practice as well as what can be achieved in challenging circumstances
- recognise that none of the systems selected were perfect – policymaking and implementation are difficult processes
- include a range of income levels and a wide geographical spread
- take into account limitations because of the availability of materials in English.

³CfBT Education Trust will publish Quality Assurance and Accountability shortly. This will include extended materials, and references, from the High-Performing and Improving Education Systems project

⁴‘school’ is used after this point, for the sake of simplicity, but much of the content is equally relevant to other educational institutions



Designing QA and monitoring systems

In designing QA and monitoring systems, the challenges are to make sure that:

- the overall design encompasses both accountability and improvement
- people involved – schools, officials, parents – understand what the system is aiming to achieve and are committed to it
- the system takes account of the capabilities of those involved
- the process explicitly sets out to build capacity
- there is scope for development – so it can evolve in line with developing professional knowledge and skill at system and school level.

Jurisdictions choose to mix and match a range of tools to monitor and quality-assure provision. These include the following areas.

Tools for accountability and improvement:

Data and information⁵ used in, or generated by:

- inspection or external evaluation (usually requiring the use of independent experts)
- self-evaluation or internal evaluation carried out by the school itself
- tests and/or examination results.

Data and other information

In collecting data and other information, it is important to be clear about the purpose of this collection. For example, is the purpose to check compliance? On the other hand, is it to make judgements about pupil outcomes, or to evaluate the quality of teaching and management?

In making decisions about the information to be collected, factors to bear in mind also include:

- policy priorities
- whether the information can be used for a range of purposes (for instance, whether the information can be aggregated and disaggregated, so that it can be used at different levels of the system for accountability and improvement purposes)
- the need to avoid over-burdening schools
- the capacity to process and use the data and information
- the capacity to create robust indicators – where a system is still developing professional skills, simple data collection and analysis may be more robust and effective.

Indicators chosen can be either quantitative or qualitative. Quantitative indicators, dealing largely with inputs and outputs tend to be simpler to use. Qualitative indicators tend to require professional judgement, together with training and the use of criteria to ensure consistency.

⁵ There will be other data, including socio-economic data and information, such as intelligence gathered from academic research

Inspection and external evaluation

Inspection/external evaluation generally includes checking for compliance, as well as professional evaluations of teaching, curriculum delivery, the extent to which the school responds to pupils' needs and its relationship with parents and other stakeholders. The use of frameworks and criteria can achieve consistency. Inspection may start with notice to the school, followed by desk research to prepare, then a site visit with a report and follow-up activities (including measures to ensure compliance or provide support where necessary). External evaluation/inspection cycles are usually three to six years in length. Frequency of evaluation may depend on schools' previously identified strengths and weaknesses. Evidence may include schools' own self-evaluations.

Inspection ensures the application and dissemination of consistent standards and demonstrates what the system regards as important. It may be more effective as a tool for improvement if headteachers are included as members of evaluation teams. However, inspection is expensive, requiring a group of trained, specialist inspectors. Where inspectors evaluate and provide support, there may be a conflict of interest. As the focus moves from checking for administrative compliance to focus on improvement, inspectors will need additional training, or the workforce may need 'rebalancing' to bring in different skill-sets.

Self-evaluation

Schools themselves carry out self-evaluation, often led by the headteacher. Ideally, it forms part of an annual cycle of review, reporting and planning for improvement. Self-evaluation is generally valued by schools, but requires extensive training and support if outcomes are to be sufficiently rigorous and follow-up effective. Self-evaluation is at its most effective when it is coupled with external review; and as schools demonstrate they have developed the necessary skills, systems can give self-evaluation progressively greater weight. Modification of external review is possible as self-evaluation becomes more reliable, for example a reduction in the frequency of external review, or the use of external review to validate the process and/or outcomes of self-evaluation. However, premature moves to reduce external oversight can lead to a drop in standards.

Examinations and/or tests

Examinations and/or tests can enable schools and systems to check whether students are learning the required curriculum content. Where tests and examinations are based on a common curriculum with established performance standards, they allow for broad comparison of the achievements of students across schools, regions or nationally. Participation in international benchmarking tests, such as PISA, allows comparison of students' achievements with those in other countries. Where a system separates examinations for individual student assessment from those for accountability and improvement, it may be possible to reduce the costs of the latter through sampling. Arguably, examinations require fewer highly trained professionals to reach relatively reliable judgements.

Judgements on performance need to take account of factors such as socio-economic status and student mobility. However, it is important to note that some high-performing systems are able to achieve excellent student outcomes irrespective of socio-economic status. Credible testing systems require the development of test items, robust mark schemes, reliable data on schools (for sampling and piloting), as well as training for teachers and administrators.



Choosing the right approach to accountability

Making sound decisions about the approach to be used, including the balance between inspection, self-evaluation and examinations, requires:

- clarity about purpose
- knowing who is accountable – and therefore what should be evaluated
- decisions about the balance between inspection, self-evaluation and examinations
- clarity in relation to what will be done with the information and the capacity of the system.

Getting value from the investment in QA and accountability

“Work done by inspectorates to ensure and demonstrate that cost effectiveness is achieved has been very limited... We have not been able to establish across all sectors a link between service improvement and the growth of inspection.”

Office of Public Sector Reform, *Inspecting for Improvement* (2003)

QA and accountability arrangements are expensive in terms of money and opportunity costs. Therefore, it is important to know whether they are worth the investment and how to make them more effective.

Getting value from the investment in QA and monitoring seems to be dependent on a number of factors. These include:

- transparency (parental and stakeholders’ right to know) – moreover, where systems publish the results of QA and monitoring (whether as reports or examination results) it is important to tailor these to the needs of the audiences and appropriately mediate them through discussions and meetings
- schools’ willingness and ability to participate and to engage with the outcomes
- systematic and appropriate follow-up, tailored to the capacities and needs of individual schools.

Questions for consideration:

- What are the aims of the education system?
- How are monitoring and evaluation linked to the aims?
- Does the information/data collected enable the system to evaluate progress?
- What levels of professional expertise are there (at system, regional and school level)?
- How does the system ensure that information/data collected is robust and consistent?
- How does the system ensure the evaluation evidence is consistent?
- Are support and sanctions appropriate and effective?
- Are evaluation arrangements and outcomes widely accessible, and are they understood)?



Theme 2 – The inspection framework and its impact on school effectiveness

“The inspection framework has been designed to make it applicable to 13 different curricula in Dubai.”

6.3 Improving the quality of education through the Dubai Schools Inspection Bureau

Jameela Al Muhairi (Chief of Bureau, Dubai Schools Inspection Bureau)

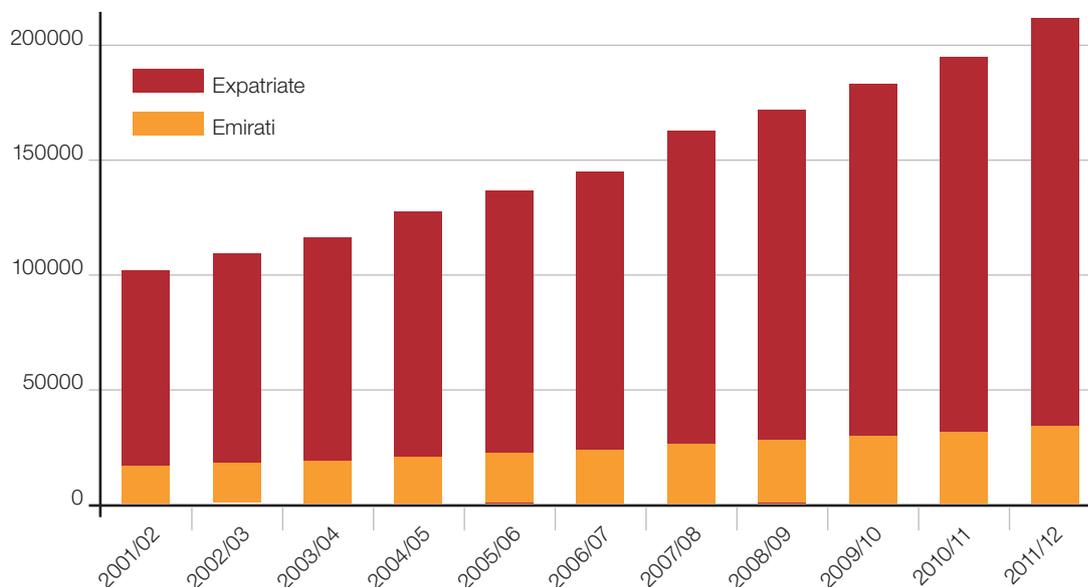
Jameela Al Muhairi explained the way in which school inspection has been implemented in Dubai in partnership with CfBT Education Trust. This included a description of the education landscape in Dubai, the inspection framework and what is unique about the approach.

Education has been positioned as a continuing priority for the emirate and one of the Government's top agenda priorities. To support this, the Knowledge and Human Development Agency was established in 2006 with a mandate to develop all knowledge and human resources in Dubai. KHDA is responsible for the growth, direction and quality of private education and learning in Dubai. It is a regulatory authority within the Government of Dubai which supports the improvement of schools, universities, training institutions and other human resource sectors. Lifelong learning is a central goal of the organisation and it aims to quality-assure and to improve accessibility to education, learning and human development whilst at the same time engaging the community. The Dubai Schools Inspection Bureau (DSIB) was established as part of KHDA in 2007. DSIB is the quality assurance arm for education in Dubai and provides independent and comprehensive assessment of educational standards and school performance for every private school in the Emirate. It has two core purposes:

- the **quality assurance** of all schools in Dubai using a common inspection framework and consistent methods
- providing **transparency** to the public and empowering parents and others to make informed decisions about learning choices in Dubai.

The education landscape in Dubai is complex, with 13 different curricula on offer in Dubai schools. 88% of all Dubai students attend private schools. In total, 148 private schools cater for 207,118 students: 177,366 of these are expatriate students and 29,752 are Emirati students. There has been a 7.1% growth in the private school student population in recent years. There 79 public schools with 28,151 students. Of these, 23,395 are Emirati and 4,756 come from the expatriate community. In relation to the curriculum the spread of students is as follows:

- 65,093 follow a UK-based curriculum
- 61,498 follow an Indian curriculum
- 44,078 follow a US curriculum
- 16,197 follow the local Ministry of Education curriculum
- 5,134 follow the International Baccalaureate curriculum
- 15,118 follow other curricula (this includes: four schools which follow the French curriculum; six which follow the Iranian; three the Pakistani curriculum; two which follow a Philippine curriculum; and three further schools which provide German, Russian and Japanese curricula. An additional school (the Institute of Applied Technology) provides a specialised technology-based curriculum.



The number of students in Dubai's private schools has increased steadily year on year, with this increase coming primarily from the expatriate population, although the number of Emirati parents choosing to send their children to private schools has also increased year on year.

The education sector is largely private and mainly for-profit. Inspections are carried out annually because the turnover rate of teachers and school administrators is high. Reporting takes place on a yearly basis to reflect the changes in schools and the need for inspection to inform ongoing policymaking. Central to the process is DSIB's commitment to transparency. Every private school in Dubai has its detailed inspection report published in the public domain. This helps newcomers to Dubai to take informed decisions and thus makes a significant economic contribution, as education is one of the main factors that expatriates consider when deciding whether to reside in the Emirate.

DSIB's inspection framework has been designed to make it applicable to 13 different curricula in Dubai. Thus the framework adjusts to the standards of this curriculum and the diversity and needs of Dubai. The school fee framework in Dubai is also linked to a school's performance and quality rating with schools only able to charge fees according to overall inspection grade.

DSIB launched the inspection framework in 2008. Between 2008 and 2009, 189 public and private school inspections took place. In this initial phase, inspection covered the following subjects:

- Islamic education
- Arabic
- English
- Maths and Science (secondary only).

Initially there were challenges. Specifically:

- schools were resistant to the concept of inspection and accountability



- they resisted the use of foreign inspectors, claiming that overseas inspectors lacked sufficient cultural knowledge and sensitivity
- schools were also concerned about the effect of published reports on their reputation, and in some cases schools approached the media to convey their strong objections to inspection.

There were also challenges for DSIB, in particular the need to develop the ability to consistently monitor the performance of inspectors. Another challenge came from the fact that the inspection framework gave equal weighting to Islamic Education and Arabic subjects, which were not at this time taken seriously by international schools.

In 2009/10 a number of new phases of development took place. DSIB launched online surveys for all parents. Although inspectors did not agree about whether this would work or not, the response rate was in fact high. The second round of inspection also included Indian and Pakistani schools and quality assurance procedures were introduced to ensure that consistency was maintained across inspection teams. Inspection documents and records of judgements were also automated this year and the inspection framework was revised to include a focus on Arabic both as a first and also as an additional language. Science was inspected across all phases for the first time at this point. Again, to support the local cultural focus, the number of inspectors who evaluated Islamic Education and Arabic was increased. Finally, DSIB created a differentiated range of publications to support transparency and access for different members of the public.

The challenges that emerged in the second year included:

- the difficulty some inspectors found in using the new technology
- many schools were not familiar with the process of self-evaluation and therefore lacked an understanding of their strengths and weaknesses and how to plan for improvement
- further emphasis being placed on healthy living
- the need to streamline quality assurance procedures.

By the end of the second year it had also become clear that there was a need to further engage the community and build local capacity.

2009/10 saw the implementation of a third round of inspections, as well as the piloting of an Inspector Development Programme to build local inspector capacity. A dedicated unit for quality assurance was also set up and KHDA embarked on a programme of wider school and community engagement at management level. Also that year online self-evaluation resources and tools were provided for schools and DSIB began to encourage and facilitate the sharing of best practice. A good example of this is the partnership between the India High School and Z'abeel School who exchanged expertise on the use of ICT and in the teaching of Islamic Education and Arabic, respectively.

Again, new priorities emerged from the evidence that was collected during the inspection process:

- There was a need to focus on the achievement and performance of Emirati students
- Further attention was required in relation to special educational needs: specifically how schools identified these needs and the quality of provision that was available to meet them



“In relation to the impact of inspection on school improvement, 40 schools have improved their overall performance since their first inspection.”

- Continued and increased focus on self-evaluation as part of the inspection process, particularly for good and outstanding schools
- The need to expand DSIB’s procedures for monitoring the consistent application of inspection criteria by different inspection teams
- The need to focus on the quality of Islamic Education and Arabic

The fourth round of inspection (2011/12) has involved 138 private schools. Public schools have not been included. The IDP (Inspector Development Programme) has now been established with two cohorts of trainees and the first graduation of 10 local inspectors. Also this year, KHDA has been recognised by the Department of Education in England to deliver British Overseas Inspections in a strategic partnership with CfBT Education Trust. DSIB’s internal quality assurance procedures have been expanded to include a special focus on the inspection of Islamic Education and Arabic. Data gathering and reporting on attainment and progress now includes specific data on Emirati students and SEN students. Teachers and students (post-16) are also now included in survey work and a number of international assessments (PISA, TIMSS, PIRLS) have been synthesised into the data analysis process.

Future priorities for development include:

- focused inspections on the quality of education and provision in the Early Years sector
- gathering more information about the performance of Emirati students in private schools
- the deployment of dedicated inspectors to gather information on the progress of students with SEN.

The Dubai Schools Inspection Bureau has also implemented a range of unique ways to make inspection more effective through the use of technology. In particular, parents can download an iPhone application to gain instant access to inspection data and reports. Surveys of parents and stakeholders are carried out using an online electronic survey and the inspection system itself has been fully automated.

In relation to the impact of inspection on school improvement, 40 schools have improved their overall performance since their first inspection. Sixteen have shown a decline in overall performance and six schools have closed since 2008/09. Year on year, the numbers of students in private schools has increased and there has been a steady increase in the number of schools which are graded as Outstanding or Good – a significant level of progress, bearing in mind that the inspection framework has also become increasingly challenging year on year.

Percentage of schools achieving each overall inspection grade

	2008/09	2009/10	2010/11	2011/12
Outstanding	3	1	3	9
Good	27	35	41	38
Acceptable	56	56	51	47
Unsatisfactory	14	8	5	6



“The overarching aim is to make Jamaica the place of choice to live, work, raise families and do business.”

6.4 Contextualising the inspection framework at the National Education Inspectorate in Jamaica

Maureen Dwyer (Chief Inspector, National Education Inspectorate, Jamaica)

Maureen Dwyer explained what had led to the establishment of a National Education Inspectorate in Jamaica, the context for inspection in the country, what the main achievements have been and the challenges that have had to have been overcome.

The purpose of the National Education Inspectorate is to promote excellence through quality inspection. It has three mandates:

- To assess the standards that are attained by students
- To report on student performance, including level of social and academic improvement
- To make recommendations in relation to improving the quality of education provision and outcomes

Jamaica has implemented national, sector and agency priorities. These include the Vision 2030 National Development Plan, a National Education Strategic Plan and the National Education Inspectorate Indicators. The overarching aim is to make Jamaica the place of choice to live, work, raise families and do business.

The education system’s strategic priorities in the National Education Strategic Plan (2011) include the improvement of processes and systems as well as enhancing education outcomes. To enable this there is a focus on building leadership capacity, creating an environment that fosters positive social interactions and the improvement of facilities and infrastructure. This will require the strengthening and expansion of partnerships, policy, and legislative and regulatory frameworks. At the same time, there is a focus on reshaping the ethos and culture of education, and the enhancement of the National Education Inspectorate’s corporate image.

Central to the role of the National Education Inspectorate are the National Education Inspectorate Indicators. These are:

- Effective leadership and management of the school
- The level of teaching support for student learning
- Student performance in national and/or regional tests and assessments
- Progress of students against starting points/baselines
- The extent to which the curriculum and programmes meet student needs
- The effective use of resources to help the students achieve
- The quality of security, health, safety and well-being of all

At the business process level, the National Inspection Inspectorate is responsible for generating the list of schools that will be inspected, sensitising those schools to the process so that they understand what is to happen and what the evidence will be used for, and the pre-inspection process. The Inspectorate then carries out the inspection; quality-assures the process and distributes the reports for approval by the Honorable Minister of Education (HME). The final stage in the process involves the publication of reports.



“At the heart of the success of the process in Jamaica has been the creation of a genuine strategic partnership between the Department for Schools’ Services (DSS), the National Education Inspectorate and local school improvement activities...”

There have been a number of significant achievements which are evidenced by impact on school improvement planning (particularly in terms of self-evaluation and post-inspection planning) as well higher levels of awareness (with significant public interest and attention from the media, who follow inspection reports with great interest and regularly write about the outcomes and findings of the Inspectorate). The inspection process itself is also closely monitored and demonstrates that there are good levels of quality in relation to the pre-inspection phase and fulfilling its purpose, the efficiency and management of the process and inspectors maintaining adherence to feedback requirements. Response to recommendations has been less effective although this has still been judged as satisfactory.

At the heart of the success of the process in Jamaica has been the creation of a genuine strategic partnership between the Department for Schools’ Services (DSS) the National Education Inspectorate and local school improvement activities, in which the Inspectorate has been able to facilitate an active relationship between national data and regional and school level improvement. Thus the DSS is responsible for students’ assessment data, census data and schools’ self-evaluation data. The National Education Inspectorate takes on the performance profiling of schools, produces inspection reports and generates recommendations at a school programme and policy level. These are then used to define school improvement activities and post-inspection accountability planning and implementation at school and regional level. Significantly, the DSS not only feeds into the process but is also one of the beneficiaries of the inspection process.

There have, however, been challenges. Firstly, there is the issue of sustainability; and related to this the question of how to drive down the costs of inspection whilst at the same time achieving quality outputs. While cost is a challenge, more important is the building of quality into the process by ensuring that inspectors themselves are of high quality and are capable of making high-quality judgements. This has, by definition, required us to both recruit and purge on occasions. Future directions for the National Education Inspectorate include the provision of inspection services support to other regional partners within Jamaica and the inspection of private educational institutions.



“... although there is a blueprint it is an adaptable one.”

6.5 International perspectives on framework design

Chris Taylor (Principal Consultant, CfBT Education Trust)

CfBT Education Trust has supplied support for the external evaluation of schools in several places across the world over a number of years. Chris Taylor has been at the heart of much of this work and explained some of the principles that underpin the organisation’s approach when supporting clients in the design and implementation of an external evaluation process.

The frameworks that have been developed have characteristics in common, but respect local circumstances and requirements. Therefore, although there is a blueprint it is an adaptable one. Our work has clearly shown that an in-depth situation analysis is an essential preliminary activity in order to ensure that the local education landscape is fully understood. It is also important to listen to what clients say they want school inspection/review to achieve, as different contexts and situations will by necessity change the purpose and priorities of inspection. Whenever possible, consultation with stakeholders should take place, particularly discussions with principals, proprietors, employers and higher education providers. The involvement of stakeholders in the design phase produces readier acceptance of review and a better framework, requiring fewer subsequent adjustments.

CfBT Education Trust frameworks have common characteristics:

- They are a public statement of criteria and present the aspects of the work of schools that inspectors will inspect, or reviewers will review. Specially, they provide clear explanation of the indicators of relative quality that will be explored during an evaluation.
- They are all public documents. Transparency is essential.
- They are based on the notion that students’ academic performance and personal development are the ultimate measure of school effectiveness.
- Effective inspection and review involve forming a judgement about student outcomes and then explaining why they are as they are. CfBT Education Trust frameworks therefore support the proposition that it is the quality of the teaching that holds the key to this explanation.
- They emphasise the importance of leadership in creating the conditions in which teaching quality can thrive and students can achieve good outcomes as a result.

There are a number of important ways in which the frameworks that CfBT Education Trust has designed have variations in them to suit local conditions and meet clients’ requirements. There are different emphases on aspects such as academic and affective performance. For example, the South African National Education Evaluation and Development Unit framework concentrates on literacy and numeracy because they are the immediate priorities. The Dubai framework pays attention to indigenous and expatriate students’ understanding of local culture and traditions, whilst the Bahrain framework specifies development of self-confidence and the capacity to work independently and take responsibility.

Various aspects of what it can mean to teach well also receive different degrees of emphasis, according to local priorities. Specifically, for example, there has had to be differentiation in framework design to account for subject knowledge, knowledge of how students learn and attention to the development of students’ higher-order thinking skills. Similarly frameworks may need to be adjusted to highlight different aspects of school leadership, such as improvement planning or climate for learning. At the same time, it is important for a framework to acknowledge the distinctiveness of individual schools. This is true of all schools, but particularly of private schools. When considering



a school's overall effectiveness it is essential to take into account what it is (and is not) trying to achieve. Private schools are free to offer distinctive education provision. For example, a private school might be quite explicit about valuing students' personal development more highly than their success in international examinations. This should be taken into account because it would be unfair to assess the effectiveness of such a school partly by judging its success in delivering something it had not set out to achieve.

Effective support for school inspection and review goes beyond just the design and development of the framework and includes other key components. There are examples of the documentation relating to each of these in Appendix IV. In particular, it is important to provide detailed guidance for inspectors and reviewers on how to interpret and apply the framework. Guidance helps to define commonly accepted definitions of standards and quality, based on the outcomes of international research; grounded, however, in knowledge and understanding of the conditions that apply in the local context (what inspectors and reviewers are likely to encounter in schools). Well designed guidance can also supply a methodology associated with the frameworks that can help to clarify expectations in relation to the gathering and interpreting of first-hand evidence of standards and quality in schools, to avoid the inspection process becoming a simple set of compliance checklists. In doing so, it should make considerable professional demands on inspectors/reviewers commensurate with the importance of their role.

Just as the content of an effective framework will vary according to local context, so too should the methodology. Typical variations in methodology include:

- the intervals between evaluations
- the timescales for conducting evaluations
- the size of evaluation teams and the length of their visits to schools.

In relation to self-evaluation, the value of this as a component in inspection/review depends on (a) the capacity of school leaders to perform it accurately, and (b) the capacity of inspectors/reviewers to interpret its outcomes, both of which raise important system-level challenges.

Finally, it is important to remember that inspection or evaluation reports are the tangible surviving outcomes of inspections and reviews. Those who write them therefore require intensive training in order to ensure that reports conform to a common format. This is important whether the reports are made public or kept as private documents. Examples of CfBT Education Trust's provision of technical assistance in the design and implementation of inspection and external review can be found in the following appendices:

- Appendix IV – Quality indicators: examples from a range of frameworks
- Appendix V – Examples of guidance to support the making of judgements
- Appendix VI – Methodology, an extract from a review handbook
- Appendix VII – Example of a training programme for inspectors
- Appendix VIII – Extract from the Dubai Schools Inspection Bureau Third Annual Report, 2011



Theme 3 – Building local capacity

“Central to the approach in Bahrain is the concept of capacity building and the development of local inspection expertise.”

6.6 Developing the workforce of the School Review Unit in Bahrain

Dr Jawaher Al Mudhahki (Chief Executive, Quality Assurance Authority for Education and Training, Bahrain)

Dr Jawaher Al Mudhahki explained the relationship between the priorities of developing the workforce within the Schools Review Unit in Bahrain and the Kingdom’s education reform programme. This included discussing the establishment of the Quality Assurance Authority for Education and Training, the work of the School Review Unit and how this has sought to develop its workforce to ensure effective quality assurance.

There is a significant partnership between the QAAET (SRU) and CfBT Education Trust, with capacity building within the SRU underpinned by the CfBT Reviewer Competence Quality Mark (RCQM). This aims to support the development of local inspection expertise. There are three levels of training and accreditation within the CfBT Education Trust award. The RCQM is also used in Dubai and in the UAE and there are plans to introduce it in Kuwait and other jurisdictions.

In her talk, Dr Jawaher Al Mudhahki described the specific application of this approach in Bahrain and how this relates to the reform context generally. There have been three foci for reform in Bahrain in recent years:

- Political reform
- Economic reform
- Social reform

Social reform has included education reforms which are aimed at upgrading the skills of Bahrainis by developing education and training to enhance their abilities to meet the requirements of the labour market. General reforms began in 1999; however, in 2005 the Education Reform Board (ERB), which is chaired by the First Deputy Prime Minister, was created. The ERB oversees the strategic planning for Bahrain that is called Vision 2030. The QAAET was established by Royal Decree in 2008 as an independent national body. The authority is supervised and attached to the Cabinet of Ministers. The vision for the organisation is to be a partner in developing a world-class system in Bahrain, with a focus on:

- reviewing public and private education and training institutions
- implementing a national examination for schools
- advancing Bahrain’s reputation as a leader in quality assurance.

The Schools Review Unit (SRU) is one a group of four core business units that also include the Higher Education Review Unit, the Vocational Review Unit and the National Examinations Unit. It has specific responsibility for assessing the quality of provision and its impact on learners, indentifying strengths in performance and areas for improvement, spreading best practice and providing recommendations to help schools improve further. In carrying out this role, the SRU provides quality reviews of government schools, private schools and kindergartens, and carries out monitoring visits in schools which have been judged to be inadequate. An initial pilot phase was carried out after which the framework was adjusted in the light of lessons that were learned from this pilot.

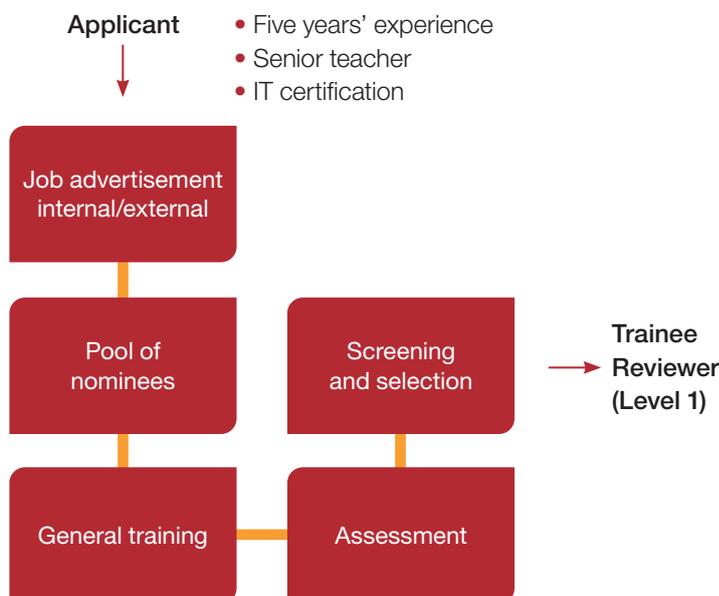


In the first cycle (2008–2011) 202 government schools were reviewed. 3% were judged to be outstanding, 60% good, 47% satisfactory and 20% inadequate. Ten private school pilot reviews also took place. Cycle 2 began in September 2011. 204 government schools will be reviewed within this cycle, which will conclude in 2014. Parallel to government schools receiving their Cycle 2 inspections, a first cycle of review will take place for 67 private schools. Cycle 3 for government schools is projected to take place between 2014 and 2017, in parallel with a Cycle 2 for private schools and a Cycle 1 for 135 kindergartens.

Central to the approach in Bahrain is the concept of capacity building and the development of local inspection expertise. To support this, the SRU has implemented three levels of training and accreditation:

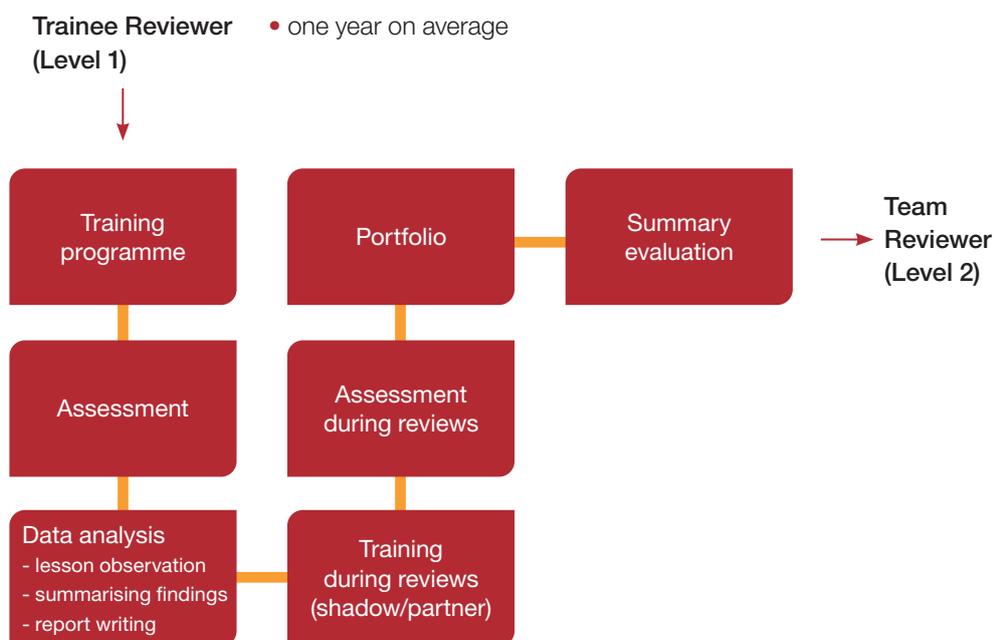
- Trainee Reviewer (Level 1)
- Team Reviewer (Level 2)
- Lead Reviewer

The acceptance process to become a Trainee Reviewer is as follows.





The training process for Level 1 consists of these elements:



There is a detailed competence framework for reviewers. This covers knowledge and understanding and professional skills as well as professional attributes.

Knowledge and understanding

The Educational Environment

- Appropriate curricula
- Local context

Review Methodology

- Review framework
- Review methodology

Professional skills

- Analysis of data and documentation
- Evidence gathering
- Evaluation and judgement
- Oral communication of findings
- Written reporting
- Use of IT systems and protocols



Professional attributes

- Teamwork
- Observation of Code of Conduct

The process of assessment is underpinned by a training matrix and professional development plan, and all trainees have their progress and development monitored and tracked against the competence framework. The Ministry of Education nominates applicants and these are seconded to the SRU for a period of one to four years. Annually this amounts to approximately 25–30 people. Of these, the QAAET hires approximately 10–15, with approximately 90% becoming Certified Reviewers. Those who demonstrate leadership skills can go on to become Lead Reviewers.

A number of challenges have had to be overcome during the initial implementation and Cycle 1 period. These have included:

- the loss of the capacity that has been built to the competitive market, as reviewers become experienced and qualified
- developing effective communications with the Ministry of Education, particularly in relation to the pace of communication
- balancing the relationship between review, professional development, support and other government responsibilities
- the challenge of managing large review teams (particularly when these need to include partners and shadow observers, as part of training and quality assurance)
- the demanding nature of the job and the need to identify, recruit and train the most suitable people.

There have, however, been significant value-added benefits. In particular, many certified reviewers go on to become school principals or assistant principals, enabling leadership capacity-building within the system. Others will become specialists in school improvement and go on to lead projects, or go on to use their skills in curricular areas and education supervision. Some become quality assurance controllers. In this way the initiative has been successful in spreading the culture of quality assurance and improvement within the schools in Bahrain; and has shown itself to be a key mechanism for the identification of best practice and the provision of accurate recommendations for improvement as well as making a contribution to national capacity building.



Theme 4 – Building ownership and involvement

“... a special relationship based on trust, teamwork, success and friendship.”

6.7 Self-evaluation and school improvement in the United Arab Emirates

Nawal Khaled Muran (Director of School Evaluation and Accreditation, Federal Ministry of Education, United Arab Emirates)

The presentation by Nawal Khaled Muran described the way in which the Ministry of Education and CfBT Education Trust have worked together during the past four years in Dubai. It covered the nature of the partnership, objectives and progress of the programme, the evaluation processes that have been used and how schools have been prepared for evaluation. Finally, Nawal Khaled discussed the impact the evaluation programme has had on school improvement.

The partnership between the Ministry of Education and CfBT Education Trust was described as a special relationship based on trust, teamwork, success and friendship. The CfBT Education Trust team is based at the Ministry of Education and has worked in a unified team with their Ministry of Education colleagues for four years. There are four programme objectives:

- **School improvement** through a combination of external school evaluation and school self-evaluation training
- **Evaluation and accreditation** of both public and private schools in Ajman, Fujairah, Ras Al Khaimah, Umm Al Qwain, Sharjah and public schools in Dubai
- **Professional development** of Emirati educators so that they can become school evaluators
- The use of an **international standard** evaluation framework and process by Emirati evaluators

In the current 2009–2014 plan, all 580 schools in the Ministry of Education programme will be evaluated by the end of 2014. This will be followed by a second round of evaluations which will begin in 2014. Emirati evaluators will be responsible for the evaluation of public schools after 2014. An ongoing evaluation programme will look at the impact on school improvement. To achieve the plan, three parallel processes have been put in place:

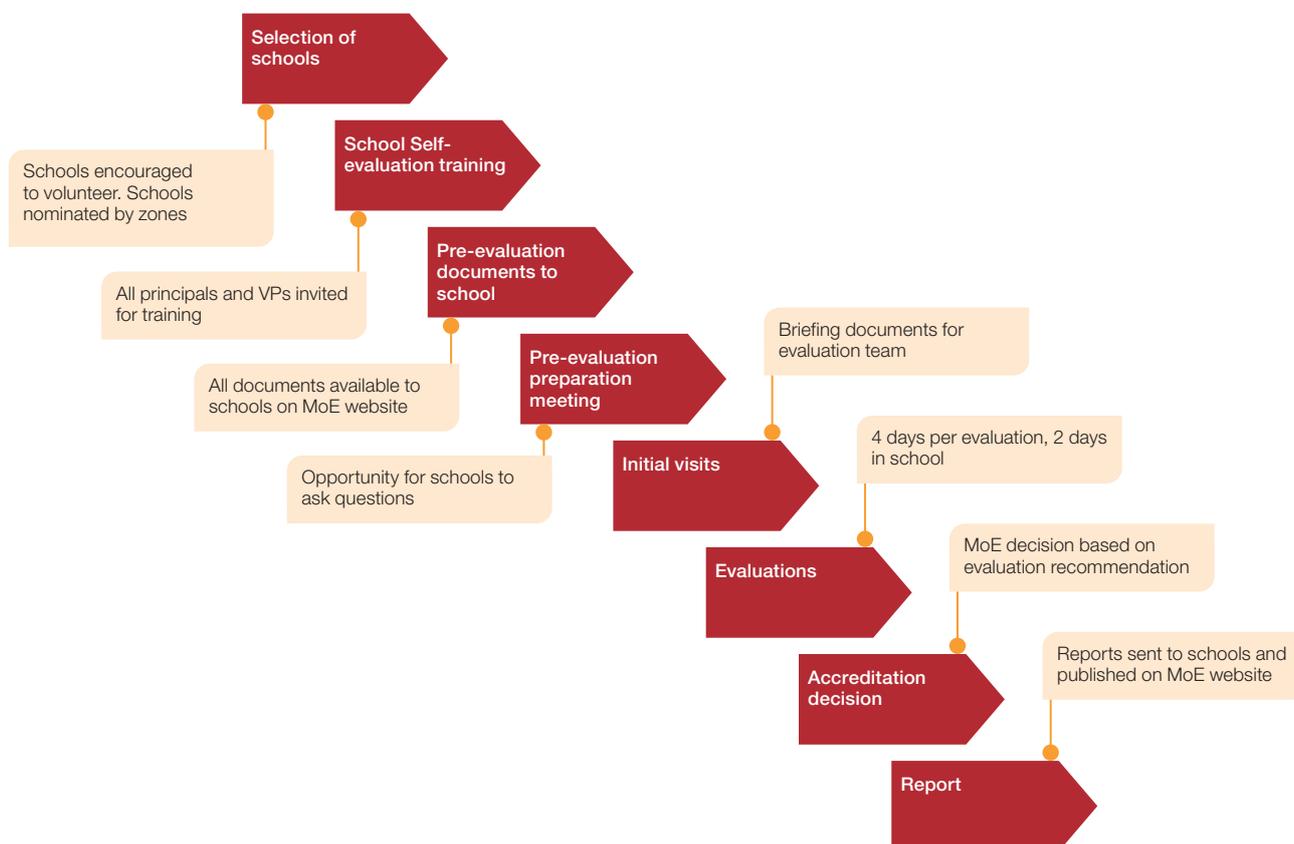
- **School evaluation** of public and private schools, and school accreditation
- The development of **Emirati Evaluators** who are a combination of principals and supervisors and who work towards **Evaluator Certification**
- The development and use of a framework and quality assurance process which reflects **International Standards**

The three processes are described below.

The way in which schools are prepared for evaluation is critical to the success of the programme. Schools are encouraged to volunteer for evaluation and the process is focused on communication and the development of awareness and understanding. In parallel, school self-evaluation training builds competence and confidence prior to the evaluation. Three months before evaluation the school receives a formal briefing by the Department team. All evaluation documents are published on the Ministry website and telephone help is available at any time prior to evaluation. This open process has enabled schools to learn from the evaluation experiences of other schools and from colleagues who are local evaluators.



School evaluation



The school self-evaluation training element is organised in the following way. The principal and vice principal of each school are invited to the training which consists of an intensive five-day programme over a one-month period. This is delivered six to nine months before the schools are evaluated. Training is delivered by a mix of international and Emirati trainers and is delivered in English and Arabic. Although the training is based on international good practice it has also been adapted to meet local needs and competences. By the end of the course, participants are able to:

- understand the purpose of school self-evaluation, how to use the framework for school self-evaluation, and how to gather evidence
- meet the requirement to undertake their own self-evaluation, engage the whole school community in self-evaluation, and create a plan for school improvement based in the evaluation outcomes.

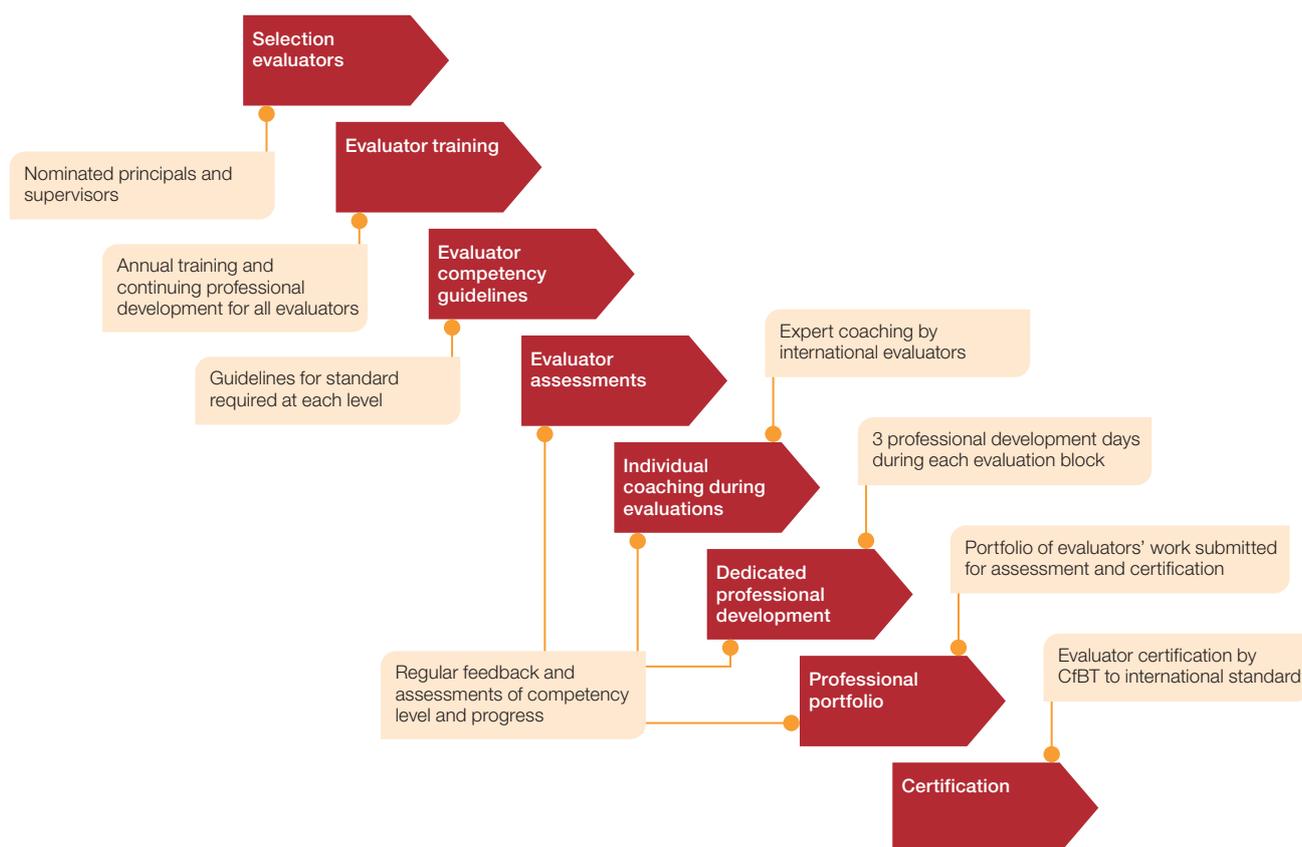
There have been a number of key impacts on school improvement as a result of the programme.

- Schools use evaluation reports and recommendations to help them to understand their strengths and weaknesses and to help define school improvement objectives and priorities.
- Principals use their school self-evaluation training to help to create action plans for school improvement.



- Principals who have been trained as evaluators use their new knowledge and experience to achieve improvements in their own schools.
- Supervisors use their new knowledge and experience to advise schools on how to improve.

Emirati evaluator development process

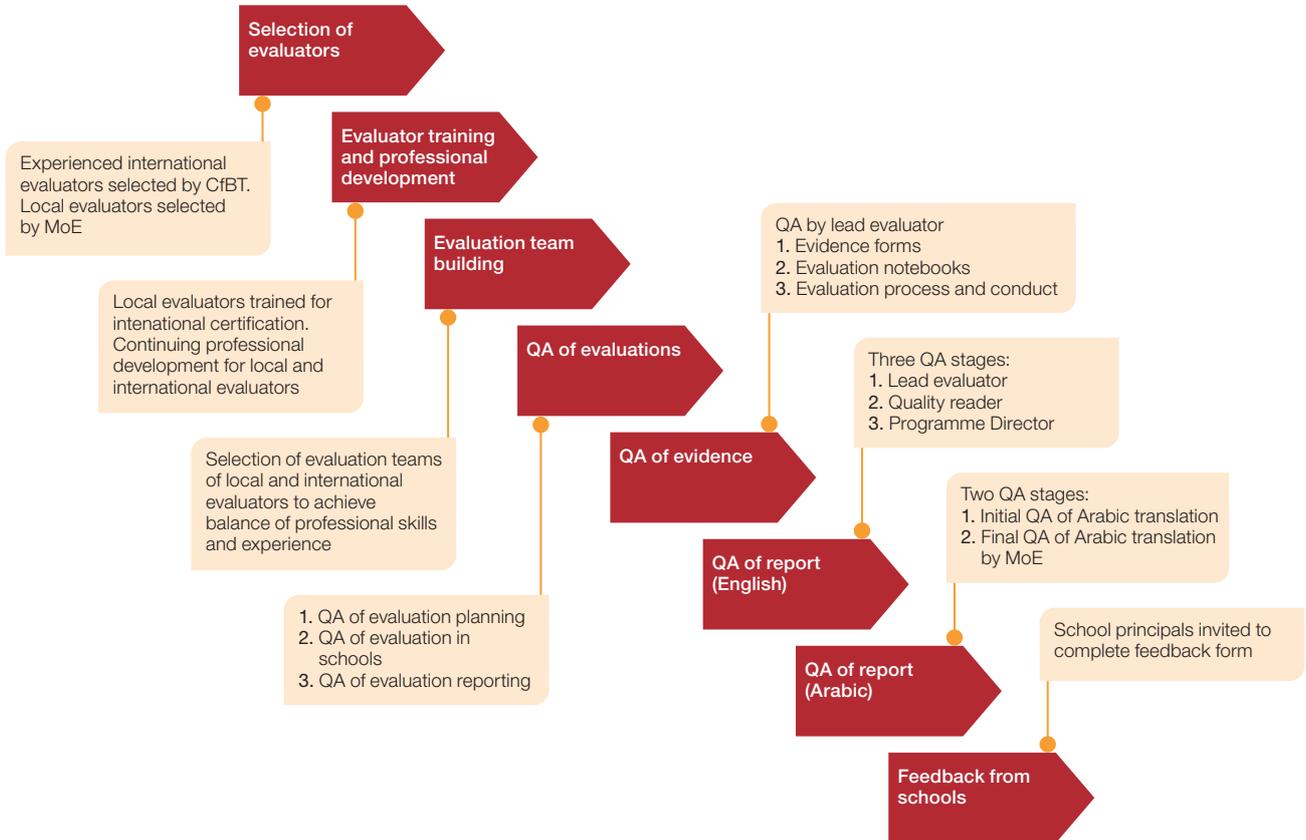


In relation to the school improvement cycle as a whole, four key areas have made a difference. Firstly, school self-evaluation training for all schools prior to formal evaluation helps the schools to create action plans for school improvement that are evidence based and aligned with the framework. Secondly, using skilled and experienced local evaluators who are also zone supervisors had cascaded new knowledge about school evaluation and how to improve schools. Thirdly, using school principals as evaluators has similarly embedded the framework into schools. Finally, school evaluation reports and recommendations are being used to define school improvement objective and priorities.

The programme has also had a wider impact on the whole school community. Parents now know about school performance and this has had an impact on their understanding of how to support their children's learning. Teachers are increasingly planning to meet the needs of all students and are focused on making learning more effective. Principals have become leaders of learning and share responsibility for school improvement. Students are more aware of what they and their schools do and what they both need to do to improve.



Quality assurance process





“... a rich collective improvement dialogue in School Management Committees acted as a key factor in the success.”

6.8 Community-based accountability in India

Charlotte Jones (Senior Education Consultant, CfBT Education Trust) and Richard Churches (Principal Adviser for Research and Evidence Based Practice, CfBT Education Trust)

The presentation by Charlotte Jones and Richard Churches described a community-based accountability intervention in India which engaged largely illiterate female parents in the process of school external review. Their talk discussed the context for the project in the light of recent thinking about accountability from the World Bank (known as the ‘short route to accountability’). They then explained the project design and its impact.

Poor social services ‘fail the poor’. In relation to India specifically, research suggests that primary school teacher absenteeism may be as high as 25 per cent. Furthermore, one third of learners may not be able to read a simple paragraph of text. The causes of such problems in India are complex. They include a lack of incentive on public bodies and at government administration level. For example, commentators have pointed to a bias towards the creation of private educational opportunities and facilities that only benefit the few.

Attempts to resolve the challenges of improving school performance, particularly in poorer communities, underpin the development of the concept of a ‘short route to accountability’, with a number of developing countries applying approaches to the localisation of decision-making, responsibility and accountability, such as School Based Management. Advocates argue that decentralisation has the power to bring the ability to influence services within the reach of ordinary people and facilitate the relationship between government policy and people’s preferences. Central to the argument for a ‘shorter route to accountability’, therefore, is the idea that the increased availability of information can act as a lever for change. Increased access to information then affects a context in two ways: it informs management decisions at a local and national level; and is a means of changing the relationship between various actors within the education system. Specifically, information combined with choice may encourage improvement as parents choose to ‘exit’ poor provision in favour of better quality schools. In contrast, lack of information weakens citizens’ voice (their ability to influence relative to powerful actors within the system, such as politicians and policymakers).

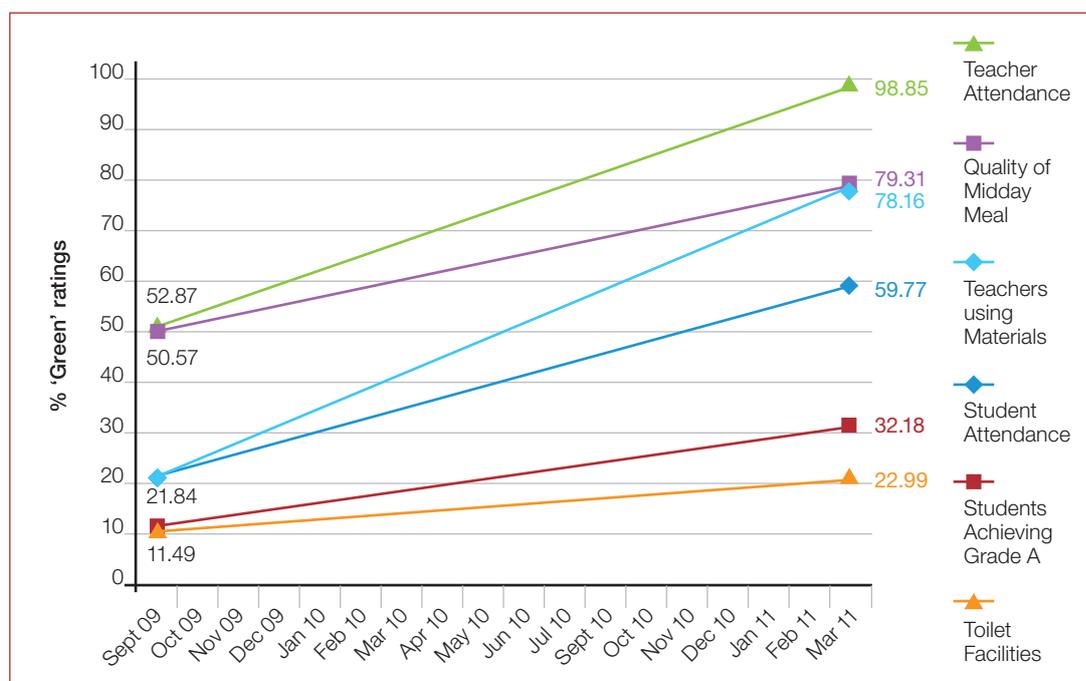
The Self Help Group Partnership in Education Programme, which is also known as the Vidya Chaitanyam Project, has been a collaborative initiative involving the Department for International Development (under the Civil Society Challenge Fund), the Society for Elimination of Rural Poverty, CfBT Education Trust and a group of Mandal Mahila Smakhyas in Andhra Pradesh. The overall objective of the project has been to support citizens’ abilities to demand, monitor and advocate for quality service delivery from government and non-government basic educational providers in Andhra Pradesh, India. The 107 schools in this specific intervention began reporting data in September 2009. The intervention aimed to enhance ‘short route to accountability’ client voice approaches by:

- using and developing the skills of existing Self Help Groups to ensure sustainability
- providing a direct means for largely illiterate women parents to carry out face-to-face assessment in relation to school quality, against a range of measures; and the reporting of this data on a monthly basis within the local community



- implementing community awareness programmes in relation to the 'right to education' and education law (including local rallies)
- giving parents training and ongoing support to ensure consistency of judgements and negotiation skills, to help them to develop a community of practice in relation to their ability to leverage accountability in their children's schools
- using the data collected and evaluations as a formal agenda item in local School Management Committees.

The largely illiterate parent group used a school score-card with simple traffic-light grading process to report on a number of school quality indicators on a monthly basis. The data for six of the areas was the analysed using the McNemar Test of Change to see if the improvement trend was statistically significant.



There were statistically significant increases in 'green' categorisation between September 2009 and March 2011 for all school quality related areas:

- teachers using materials ($\chi^2 = 47.02, p < .0001$)
- teacher attendance ($\chi^2 = 38.25, p < .0001$)
- student attendance ($\chi^2 = 31.03, p < .0001$)
- quality of midday meal ($\chi^2 = 23.04, p < .0001$)
- student achieving grade A ($\chi^2 = 16.06, p < .0001$)
- toilet facilities ($\chi^2 = 8.10, p = .004$)



We also compared participant schools to a control group using a parent and headteacher questionnaire. This data, in combination with focus group and qualitative interview data, suggested that there had been also been a strengthening of the existing accountability mechanism (School Management Committee). It showed:

- increased parent attendance and awareness of the SMC (89% had met SMC versus 3% in the control group) ($\chi^2 = 8.030$, $p < 0.005$)
- a more purposeful SMC discussion ($\chi^2 = 39.348$, $p < 0.0005$), based on transparent information and identification of the 'right' topic areas
- issues were more likely to be followed up and resolved in the intervention schools ($\chi^2 = 114.50$, $p < 0.0005$).

The intervention also appeared to have changed the relationship between the community and the school:

- there was an increased sense of parental power and voice (94% of parents were likely to have made improvement suggestions to their school versus 53% in the control group ($\chi^2 = 33.973$, $p < 0.0005$))
- qualitative evidence indicated that there was also a shift towards 'joint responsibility' for school quality. Previously school was seen as the teachers' problem; now parents were increasingly becoming aware of their own responsibilities and the contribution they could make.

Finally, there appeared to be an increase in informed choice. Historically there has been a strong preference for private schools over government schools, to the extent that government schools are shutting down. Following the project, there has been a significant change in the reputation of government schools and some strong qualitative evidence of a reversal of this trend.

In conclusion, even the simplest of accountability frameworks (even when administered by largely illiterate female parents) appeared to be able to generate change, if these frameworks are appropriately designed for the context. In this case, a rich collective improvement dialogue in School Management Committees acted as a key factor in the success. Specifically, there was:

- training for the women in political negotiation skills
- sensitising of the headteachers to ensure buy-in to the process
- state buy-in and agreement in relation to the external review process
- use of existing institutions and civil society groups for data collection and issues escalation.



“... a focus on erasing pre-conceived attitudes and the keeping of an open mind.”

6.9 The National Education Evaluation and Development Unit in South Africa **Linda Kelsey (Consultant Project Leader, CfBT Education Trust on behalf of the National Education Evaluation and Development Unit, South Africa)**

Linda Kelsey described the work that CfBT Education Trust has been doing with the National Education Evaluation and Development Unit in South Africa.

This unit was set up to provide the Minister for Education with an independent account of the state of schools. In particular the unit aims to:

- identify critical factors that inhibit or advance school improvement
- promote school improvements
- strengthen internal evaluation capacity within schools
- make focused recommendations for addressing weaknesses.

The current process of evaluation began with a small-scale evaluation trial of five schools in February and March 2011. Following this pilot, a toolkit was developed along with supporting training materials. In February 2012, 15 evaluators were trained and made visits to eight schools in the North West Province in order to test the evaluation instrument. The training programme included lesson observations, training in the development of evaluation skills, role-play of the feedback process to schools and the development of interviewing techniques. Evaluators learned how to:

- evaluate evidence from different sources
- make use of data
- create an evidence base and report
- prepare effectively for a school visit.

Meeting expectations has raised a number of challenges. These have included:

- the importance of understanding the history and culture that underpin the local context
- moving the culture from school improvement alone to evaluation and the auditing of practice
- working with a range of experience levels and different educational values
- creating the right balance between imposing a system and developing one
- the appropriate use of local knowledge and expertise.

Things that have made a difference and have provided the solution to conflicts and difficulties have included a focus on erasing pre-conceived attitudes and the keeping of an open mind. It has also been important to recognise excellence, understand the existing restraints on pedagogy that exist (such as class size and resourcing) and ensure a balance between giving advice and evaluating.

Future priorities for the project are the further development of evaluation tools (including self-evaluation tools for schools) and the running of additional pilots, the improvement of evidence gathering and the development of quality assurance processes. Evaluators will also receive training in ICT and data analysis.



“A blended learning structure underpins the pedagogy of the programme and trainees learn in face-to-face sessions and through their engagement with e-learning resources, self-assessment, tutoring, mentoring and coaching inspection experiences in schools.”

Workshops

Workshop A. Accrediting inspector training

Paul Rafferty (Head of Training and Recruitment, CfBT Inspection Services) and Jackie Barbera (Liverpool Hope University)

The first workshop, led by Paul Rafferty and Jackie Barbera, focused on the accreditation and validation of CfBT inspector training. This has taken place in collaboration with Liverpool Hope University. The training programme is rooted exclusively in the current Ofsted Inspection Framework and the development of the highest professional standards is at the core of the training programme. From September 2011, the Professional Qualification for School Inspectors (PQSI) became a requirement for all new inspectors training in England under Section 5 of the Ofsted framework.

For the purposes of accreditation and validation of the award, CfBT Education Trust entered into a collaborative partnership with Liverpool Hope University. The award [PQSI] is now a Certificate of Professional Development worth 30 credits at masters level. The qualification explores the development of professional practice for effective inspector training. It equips trainee inspectors with the knowledge, professional skills and understanding that are essential in order for them to inspect competently under Section 5 of the framework for the inspection of schools. The aims of the training are:

- to develop evidence-based educational practice in the field of inspection education
- to equip participants with the knowledge, skills and understanding essential to inspect competently
- to enable participants to critically reflect so that they can improve their own practice and contribute to improving educational practice and to raise achievement and improve provision through inspection.

A blended learning structure underpins the pedagogy of the programme and trainees learn in face-to-face sessions and through their engagement with e-learning resources, self-assessment, tutoring, mentoring and coaching inspection experiences in schools.

The learning outcomes for the qualification are that inspectors who qualify will:

- have a clear understanding of the theories related to school improvement and performance
- have a critical understanding of how the inspection process can raise school performance and pupil achievement
- reflect upon professional practice in one or more areas of their training
- have a clear knowledge of the inspection process.

Trainees write a reflective paper that critically evaluates the impact of their training on their own professional practice and/or on the educational establishment(s) in which they work. The award of Accredited Inspector is subject to the official ‘sign-off’ by HMI. PQSI papers are marked by an inspector from CfBT Inspection Services and then by a member of staff from the University. A sample of papers is then sent to an External Examiner. Finally, an Examination Board at the University ratifies the award of the qualification. Trainee inspectors have eighteen months from the point of registration with the University to complete their paper and are able to submit a draft of 1,500



words for feedback. Most complete within six to nine months. Currently, CfBT Inspection Services have 75 trainee inspectors registered for the award. The programme has six phases, as outlined below.

Phase 1 – Face to Face Teaching

- Days 1 and 2 – New Inspector Training
- Day 3 – New Inspector Training
- Half Day – Accreditation briefing: ‘Professional Qualification for School Inspectors’ (PQSI)

Phase 2 – Mentored/Coached Practical Experience

- Day in school – Mentoring and coaching is used to develop inspection skills through lesson observations, work scrutiny and harnessing the voice of the child.

Phase 3 – Distance E-Learning Tasks

- Mandatory Ofsted Components: Safeguarding Level 1 (EduCare Inspection specific) Protecting information/ data assurance, Special Educational Needs and Disabilities (SEND), Equality and Diversity /Lesbian, Gay, Bisexual and Transgender (LGBT), Phonics, Reading and Literacy

Phase 4 – Two-Day Inspection Attachment

- Trainees are attached to a ‘live’ inspection team for two shadow days

Phase 5 – Induction and ‘Sign-off’ Preparation

- CfBT Education Trust company induction: introduction to systems, protocols etc.
- Guided preparation session for first inspection as a team member

Phase 6 – ‘Sign-off’ Inspection

- Sign-off by HMI on a live, two-day inspection

PQSI accreditation comes from each of the phases 1 to 4 with a 1,500 word written task at the end of each phase.



“To manage the performance of the 700 inspectors, the teams draw on a wide range of evidence...”

Workshop B. Performance management of inspectors

Lesley Traves (Head of Inspections, CfBT Inspection Services) and Adrian Simm (Principal Inspector, CfBT Inspection Services)

In the second workshop, Lesley Traves and Adrian Simm described the processes of inspector performance management and continuing professional development that are carried out by CfBT Inspection Services, on behalf of Ofsted, across the north of England.

Inspector performance management and continuing professional development are run by a small team of three salaried remit heads/principal inspectors, ten senior managing inspectors and several operations staff. This team manages around 700 contracted inspectors who inspect throughout the north of England and cover Early Years settings, maintained and independent schools, academies, pupil referral units/alternative provision, colleges, initial teacher training, learning and skills and schools causing concern. There are approximately 80 inspections per week over 36 weeks of the year. CfBT Inspection Services provides lead inspectors for around 65% of inspections and close to 100% of team inspectors. It carries out quality assurance visits to around 5% of school inspections. Ofsted HMI directly visit a slightly higher percentage.

To manage the performance of the 700 inspectors the teams draw on a wide range of evidence, including:

- evidence from quality assurance visits to inspections by CfBT Education Trust and Ofsted
- inspectors’ online evaluations of each other
- schools’ evaluations of their inspections
- evidence-based reviews by CfBT Education Trust and Ofsted
- moderation tasks carried out by Ofsted
- report quality feedback assessed by CfBT Education Trust and Ofsted
- courtesy calls and telephone quality assurance
- the review of complaints.

Each senior managing inspector (SMI) leads a community team of around 50 inspectors. SMIs are responsible for the pastoral support of their team and their ongoing and annual performance management, and contribute to the identification of inspectors’ professional development needs as well as delivering training. At any one time, each inspector is assigned to one of four performance cohorts:

- A. New/In training/Low inspection activity
- B. Performance meets the required standard
- C. Performance support
- D. Performance risk
- E. Exit process for consistently underperforming inspectors

Performance management and professional development are vital because they ensure inspectors are constantly and consistently ‘fit and proper’. They also enable CfBT Inspection Services to be extremely successful in meeting Ofsted’s stringent Key Performance Indicators. There is ongoing performance management at community team level where a team online log is maintained. This



includes the track record of individual inspectors and self-review. These processes ensure that inspection teams on all occasions are as effective as they can be in judging the quality of provision in the education settings inspected and in identifying the correct areas for improvement, and the best outcomes from inspections for pupils/students, their families and the providers.



“The system is voluntary. British schools overseas choose whether they want an inspection and choose their inspection provider.”

Workshop C. Inspecting British schools overseas

Mike Hewlett (Chief Inspector for British Schools Overseas, CfBT Inspection Services)

In the third workshop, Mike Hewlett described a new option for British schools overseas which was introduced by the UK Government in 2010. This allows British schools to benefit from the process of school inspection and review. The Department for Education (DfE) introduced British Schools Overseas Inspection Standards in response to concerns raised by groups of schools and associations representing international schools. The Department for Education sets the standards and Ofsted monitors inspections. The standards can be found in Appendix IX. Only authorised inspectorates can conduct inspections, one of which is CfBT Education Trust. Inspectors receive additional training to help them to carry out the role. The process provides British schools overseas with a means of benchmarking their educational quality with UK schools. There is a focus on the ability of students to re-enter the British education system because of the provision that schools provide.

The system is voluntary. British schools overseas choose whether they want an inspection and choose their inspection provider. The inspection provider will conduct inspections according to their framework and the tariff (number of inspectors and days of inspection) assessed as fit for purpose, during the approval process. On completion of the inspection, the inspection provider produces an inspection report and publishes this on the DfE website. Reports have a life of three years. The inspection provider sets the inspection fees and these fees are paid to the provider. It is a condition of approval by the Department for Education that the inspection provider is subject to monitoring by Ofsted. HMI monitor a sample of school inspections and make a judgement on whether inspections establish that schools meet the prescribed standards for inspection of British schools overseas, taking account of the provision made for all pupils at the school. The DfE has indicated that from September 2012 teachers will be able to complete their induction year in schools overseas that have received a successful BSO inspection.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children.

The inspection does not include:

- an exhaustive health and safety audit
- an in-depth examination of the structural condition of the school, its services or other physical features
- an investigation of the financial viability of the school or its accounting procedures
- an in-depth investigation of the school's compliance with employment or company law.

The report format is as follows:

- Evaluation of the school
- The overall quality of education
- The pupils' spiritual, moral, social and cultural development
- The welfare, health and safety of the pupils
- The leadership and management of the school



Each of these are assessed as outstanding, good, satisfactory or inadequate; there is then a brief reference to any key strengths and weaknesses. As a result of the inspection, successful schools are awarded accreditation through the Inspection of British Schools Overseas.

CfBT is in the unique position of being able to offer a joint inspection that covers both the BSO requirements as well as CfBT's own accreditation, the International Schools Quality Mark (ISQM).

In practice, the inspection period for a **joint inspection** is as follows:

- **Days 1–3** – Gather evidence that will be used to evaluate the school's overall effectiveness against both the BSO standards and the ISQM standards.
- **Day 4** – Complete both inspections against the respective standards and feed back to the school on its success, or otherwise, in meeting BSO and ISQM standards.

The same evidence base is used to evaluate the school against the two remits, with two reports produced.

In May 2012, the Department for Education agreed that the Knowledge and Human Development Authority in Dubai, through its strategic partnership with CfBT Education Trust, would carry out all school inspections in Dubai conducted under the British Schools Overseas inspection arrangements. This process aims to ensure that national and BSO inspections in Dubai take place at the same time, guaranteeing consistent reporting on a common evidence base.



“The study identifies and describes ten features of the best inspection practice...”

Workshop D. Creating outstanding inspection practice

Mike Raleigh (CfBT Inspection Services)

Mike Raleigh presented the findings of his study of the work of 30 experienced school inspectors working in the north of England. The inspectors were interviewed and their work in schools observed, producing a number of individual case studies, which are included in the report of the study, recently published by CfBT Education Trust.

The study identifies and describes ten features of the best inspection practice related to Ofsted’s five areas of competence:

1. Analysis

- Uses all the existing evidence to produce a highly perceptive analysis of standards and the factors that account for them
- Selects the most appropriate techniques for gathering first-hand evidence and then adapts the approach, where necessary

2. Judgement

- Acts in the best interests of service users and understands and respects the contributions and achievements of service providers
- Makes well-founded and constructive recommendations that the school can understand and act upon

3. Communication

- Makes the inspection process transparent and communicates its value
- Engages the inspection team and school staff in productive debate about the key factors in improving standards

4. Conduct

- Brings deep educational thinking to bear on inspection and uses inspection to refresh professional understanding
- Maintains high-quality practice in different contexts, whatever the challenge

5. Leadership

- Demonstrates, demands and supports coherent, high-quality practice across the stages of inspection
- Leaves the school in a much better position to improve standards than before.

The study also discusses the way that inspection practice in England and elsewhere might be developed. For example, inspection agencies could pay greater attention to describing and encouraging outstanding practice, rather than relying solely on compliance with a basic code of conduct. More effort could be devoted to applying simple ways of gauging the impact of inspection on the performance of schools, rather than through elaborate and elongated academic studies.



Appendix I – Profiles of participating organisations

CfBT Education Trust

CfBT Education Trust is a top 30 UK charity providing education services for public benefit in the UK and internationally.⁵ Established over 40 years ago, CfBT has an annual turnover exceeding £100 million and employs more than 2,000 staff worldwide. CfBT aspires to be the world's leading provider of education services, with a particular interest in school effectiveness.

For almost twenty years, CfBT Education Trust has worked all over the world on projects relating to school improvement through external inspection and review. It is currently one of the three strategic inspection partners carrying out inspection work on behalf of the UK school quality agency, Ofsted. Since Ofsted's foundation in 1993, CfBT has provided a range of inspection and training services. Currently CfBT is responsible for the inspection of government schools, private schools, technical and vocational education and pre-service teacher training throughout the north of England, including school inspection regions that include the cities of Liverpool, Manchester, Leeds, Newcastle and Sheffield. Alongside this, CfBT has a very substantial footprint relating to school inspection in the Gulf Corporation Council (GCC) region and is currently undertaking school inspection or evaluation contracts for five education jurisdictions in the region:

- the Ministry of Education, UAE
- the Knowledge and Human Development Authority, Dubai
- the Ministry of Education, Saudi Arabia
- the Quality Assurance Agency for Education and Training, Bahrain
- the Ministry of Education, Oman.

CfBT's consultancy work in the field of school improvement through evaluation is, however, global in extent and not limited to the Middle East. It has included, for example:

- a range of quality review services to government and private schools in India (2003 – present day)
- providing inspectors to review school quality in the Shell Oil Company schools in Russia, Nigeria, Brunei and Malaysia, and to review school quality in the British Schools of America, as well as private schools in the USA (2006 – 2010)
- the review of school quality in private schools in Thailand, in partnership with the Thai Ministry of Education (2006 – present day)
- the design of a new school inspection methodology for all government schools in Jamaica (2009 – 2011)
- the review of school quality for 'high end' international and private schools worldwide. Current clients include the Tanglin Group of private schools in Singapore and the ELC Group of schools in Malaysia (2006 – present).

CfBT's experience of reform also includes the delivery of countrywide national programmes such as the National Strategies, the New Secondary Curriculum and Fast Track Teaching (the first accelerated leadership development programme in the world); as well as extensive experience of 'district' and regional level reform and of self-evaluation. This experience includes extensive school improvement delivery, in Abu Dhabi for ADEC, and in Lincolnshire Local Authority in England,

⁵ CfBT is ranked 27 out of 3,000 charities in the UK based on income in Top 3,000 Charities 2010/11 published by Caritas Data



since 2002. CfBT implemented a range of support for school self-evaluation, underpinned by the provision and use of data by schools:

- monitoring and challenging schools to perform better after inspection and to use inspection findings as the basis for an effective development plan
- a comprehensive programme of professional development linked to areas of weakness identified through inspection
- a coaching relationship with school principals.

The Lincolnshire work will extend until at least 2017. This length of district level engagement with a large number of schools gives CfBT an unparalleled opportunity to look at the effectiveness of approaches in the long term.

CfBT has applied this expertise to the accreditation of schools through its International Schools Quality Mark (ISQM). Currently, ISQM accredits the work of 30 international schools across the world. The same processes and frameworks used by inspectors on CfBT government contracts across the world underpin the methodology. Alongside this, the Department for Education has accredited CfBT as a provider of Ofsted inspection for British Schools Overseas, and there is now a strategic partnership with KHDA to be the sole provider of this service in Dubai.



The Knowledge and Human Development Authority (KHDA) of Dubai, Dubai Schools Inspection Bureau (DSIB)

The Knowledge and Human Development Authority (KHDA) is the Dubai government authority that oversees education, both private and public, having taken over the role from the Dubai Education Council in 2007. The remit of KHDA is to develop both the education and human resource sectors in Dubai. The licensing of all educational institutions in Dubai is governed by KHDA.

The Dubai Schools Inspection Bureau (DSIB) was founded in December 2007 as the school inspection department of KHDA and completed its fourth annual cycle of inspections in March 2012. The first batch of inspections (2008–2009) covered private and government schools whilst the second batch (2009–2010) also included Indian, Pakistani and Iranian curriculum schools. The Bureau has since inspected the 150 private schools in Dubai on an annual basis and publishes its findings via the KHDA website.

Inspection of British Schools Overseas

In May 2012, KHDA entered an agreement with the Department for Education in England (DfE) to undertake British Schools Overseas inspections in co-operation with CfBT Education Trust. KHDA and CfBT will offer BSO inspections to Dubai's 54 British curriculum-based schools in conjunction with the inspections conducted annually by the Dubai Schools Inspection Bureau.

Inspection grades

Schools are graded against quality indicators using a four-point scale:

- Outstanding quality: exceptionally high quality of performance or practice
- Good quality: the expected level for every school in Dubai
- Acceptable: the minimum level of quality required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level
- Unsatisfactory: quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Key criteria for inspection

Inspections are structured around seven key questions:

1. How good are the students' attainment and progress?
2. How good is the students' personal development?
3. How good are the teaching and learning?
4. How well does the curriculum meet the educational needs of all students?
5. How well does the school protect and support students?
6. How good are the leadership and management of the school?
7. How well does the school perform overall?



The inspector workforce

The workforce of DSIB reflects the diverse curricula offered by the international school population in Dubai. The permanent team of inspectors and operations staff of around 50 is drawn from several countries including those of the Middle East, the Gulf states, the United Kingdom, Ireland, the United States, Australia, Canada and New Zealand. The group is supplemented by a pool of over 100 international Associate Inspectors with expertise in different phases and specialist curricula.

DSIB undertakes an annual programme of inspector training and certification against international standards under which several local principals and senior school leaders are qualified to carry out inspections as team members.



The National Education Inspectorate of Jamaica

The establishment of the National Education Inspectorate (NEI) was part of the Public Sector Modernisation Programme (PSMP) undertaken by the Government of Jamaica. In February 2004, the Prime Minister of Jamaica appointed a National Task Force on Educational Reform (NTFE) to prepare and present an action plan, consistent with a vision for the creation of a world-class education system aimed at generating the human capital and producing the skills necessary for Jamaican citizens to compete within the global economy. The report of the NTFE recommended major systemic and organisational changes to achieve the transformation of the system, including: The National Education Inspectorate (NEI); The Curriculum and Assessment Agency (CAA); and the Jamaica Teaching Council (JTC).

It is envisaged that improvements in school management based on the planned changes to the governance arrangements at school, local and national levels will provide the basis for increasing the use of data and evidence in policy and decision-making and institutionalising performance planning, target setting and evaluation. The role of education officers throughout the education regions and the assessments and interventions of the NEI are designed to support the transformation of the sector, enabling a greater focus on performance monitoring, the provision of expert support to schools, and overall challenging schools to high levels of performance.

NEI's mission

- To assure and improve the quality of educational provision and the outcomes for all learners through the rigorous and independent inspection of all schools, Regional Education Agencies and other education service providers
- To provide evidence-based advice to the Minister of Education to inform policy development.

NEI's strategic objective

- To implement a world-class system that objectively, independently and rigorously inspects, assesses and reviews the quality of schools and education services and the standards achieved by learners, and makes recommendations to support improvement in the quality of provision and outcomes for all learners.

The National Education Inspectorate (NEI) is responsible for making an assessment of the standards attained by the students in primary and secondary schools at key points during their education. It is the aim of the NEI to report on how well students perform or improve as they progress through their schooling and learning life. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes for all learners.

During school inspections, inspectors observe classroom lessons, interview members of the school's staff and students both individually and in groups. Inspectors also look at samples of students' work and study various school documents provided before and during the inspection. Additionally, school inspectors hold meetings with the principal and senior members of staff to ascertain their roles and responsibilities at the school.



Key questions

The inspection indicators are structured as a set of eight key questions that inspectors ask about the educational provision and performance of every school. These are:

1. How effectively is the school led and managed by the Board, the principal, the senior management team and middle leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)
4. How much progress do students make in relation to their starting points?
5. How good is the students' personal and social development?
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the needs of the students?
8. How well does the school ensure everyone's security, health, safety and well-being?

The five-point scale

Inspectors make judgements according to a five-point scale. The five levels on the scale are defined as follows:

- Level 5** Exceptionally high quality of performance or provision.
- Level 4** Good: the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school.
- Level 3** Satisfactory: the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level.
- Level 2** Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors, recommendations for improvement is mandatory.
- Level 1** Failing: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action to address the recommendations for improvement set out in the inspection report is mandatory.



The Quality Assurance Authority for Education and Training, Bahrain

The QAAET is an independent national body; it operates under the direction of a Board of Directors formed by the Royal Decree No.7 in 2009 as part of the wider Education Reform project (an initiative of the Crown Prince). This Authority is supervised and attached to the Council of Ministers. It is mandated to 'review the quality of the performance of education and training institutions in the light of the guiding indicators developed by the Authority'.

The QAAET includes:

- The Schools Review Unit
- The Vocational Review Unit
- The Higher Education Review Unit
- The National Examinations Unit

It is an independent entity, which assures the quality of education and training in Bahrain through:

- reviewing public and private schools, vocational training and higher education institutions for accountability and improvement purposes
- developing and implementing a national examination system for schools
- publishing reports of findings
- advancing Bahrain's reputation as a leader in quality assurance in education regionally and internationally.

The Schools Review Unit (SRU) is responsible for monitoring and reporting on the quality of the provision of education in government and private schools, identifying strengths and areas for improvement. The SRU also establishes success measures and spreads best practice. The SRU carried out 50 pilot school reviews between May 2007 and May 2008. The first full review cycle of government schools started in September 2008 and to date the review of almost all 204 public schools in Bahrain has been completed. The review of the Kingdom's 65 private schools has been ongoing since the pilot phase in 2010.

The SRU is independent of the Ministry of Education (MoE), and the MoE plays no part in the Review. It does, however, support schools before and after the Review, and therefore receives copies of all reports after they are approved by the Board of the QAAET and the Cabinet.

The main objective of the SRU is to help schools to improve, by providing an expert external and impartial check on the following:

- Standards and achievement
- The personal development of students
- The quality of provision in:
 - Teaching and learning
 - Curriculum enhancement
 - Support and guidance
 - Leadership and management.



Schools review process

Pre-review stage

Before the review, the school receives documentation which includes a self-evaluation form and a questionnaire for parents. The principal is given training by the SRU team to help with the completion of the self-evaluation. The results of the self-evaluation and the parent questionnaire assist the SRU in drawing up the Pre-Review Briefing (PRB) which includes an analysis of the strengths and weaknesses of the school. This document is a guide for the review.

Review stage

The review takes place over a three-day period when a team from the SRU visits the school. During the review there are lesson observations, an analysis of documents, a scrutiny of students' work and interviews with senior staff, students and parents. At the end of the review the principal is given final feedback and judgements.

Post-review stage

Following the review, a report is produced, which highlights the main findings and the judgements. The judgements are based on a scale of 1 (excellent) to 4 (inadequate). The principal has an opportunity to comment on the report before it is finalised. Once the report is final, the school must provide a Post-Review Action Plan.



UAE Ministry of Education, Department for School Evaluation and Accreditation

The school evaluation programme is an important element of the VISION 2021 commitment towards first-rate education in the UAE and the enhancement of its international standing. The goal of the Ministry of Education (MoE) is to assess schools, not only against each other, but also against the highest international standards. The MoE School Evaluation and Accreditation Programme is managed by the School Accreditation Department (from within the MoE). It has undertaken the evaluation and accreditation of public and private schools in Ajman, Fujairah, Ras Al Khaimah, Umm Al Qwain, Sharjah and public schools in Dubai since October 2009, starting with 71 schools, both public and private, who volunteered for the first round of visits. The department is now well on the way to meeting its target of evaluating all 580 schools by the end of 2014, after which the cycle of visits will be repeated.

Through the accreditation programme, the MoE underlines the need for all schools to reach certain minimum standards of effectiveness. It aims to give both recognition of schools' achievement in reaching those standards and, if not meeting them, provide a powerful incentive to improve. The involvement of local evaluators, recruited from among zone supervisors and principals, is used as a crucial means of developing local capacity to undertake the evaluations in the future.

With reference to wide global experience and from a firm research base, the MoE has developed an effective system of independent, external evaluation of schools, using transparent and easily understood criteria. The evaluation approach focuses on two key aspects:

- The outcomes for students, relating to both their academic attainment and personal development
- The key factors of the school's provision which contribute to these outcomes, including school leadership and the quality of teaching

Each evaluation results in a judgement about whether the school is effective, highly effective or not yet effective in each of six 'focus areas':

Focus Area 1: The leadership of the school

Focus Area 2: The school as a community

Focus Area 3: The school's approach to student learning

Focus Area 4: The classroom climate

Focus Area 5: Students' personal development

Focus Area 6: Students' attainment and progress

The judgement forms the recommendation to the MoE as to whether the school should be accredited. To receive such a recommendation, the school has to be performing at least at the Effective level in each focus area. A 'distinction' is awarded when school's performance is highly effective in a minimum of four focus areas, one of which must be leadership.

In preparation for the evaluations, the schools receive initial half-day visits from international consultants working with local evaluators, the purposes of which is to gather preliminary information



about the school, and provide an opportunity for the Principal and colleagues to ask questions and seek clarification about the process. Principals from the participating schools are also invited to attend briefing sessions, and are asked to complete a school self-evaluation checklist, before the evaluation team's visit.

A programme of training in school self-evaluation is undertaken each year, including training for ministry supervisors in school improvement. A total of 240 principals and vice-principals (from public and private schools) took part in school self-evaluation training during spring 2012. In addition, 380 supervisors were trained in school improvement and 85 principals and supervisors were trained as evaluators.



Appendix II – Speaker biographies

Jackie Barbera

Jackie Barbera is a senior manager at Liverpool Hope University. After graduating from the University of Warwick she began her professional career as a teacher in Cheshire and worked extensively across all primary ages in a range of schools across the north west of England. She was seconded to Cheshire Local Authority as an Advisory Teacher for English. Jackie has an extensive experience as a senior manager within primary schools. Her qualifications include the National Professional Qualification for Headship (NPQH).

Jackie began her university career as a lecturer in primary education at Manchester Metropolitan University. She has worked at Liverpool Hope in the faculty of Education since 1999, during which time she has had a number of roles including Director of Undergraduate Teacher Training Programmes, Senior Manager for Quality Assurance and more recently, since 2009, Director of Continuing Professional Development.

Richard Churches

Richard Churches is Principal Adviser for Research and Evidence Based Practice at CfBT Education Trust. He was one of the first 800 teachers to be identified as outstanding as part of the Advanced Skills Teacher programme, which aimed to identify the top 4,000 teachers in England. His school inspector consultancy work has included being an Ofsted Registered Inspector and delivering training for the Dubai Schools Inspection Bureau and Ministry of Education Supervisors in Saudi Arabia and Oman. He has been the national government level adviser for a number of education reform programmes in leadership, teacher training and curriculum reform. Richard has worked in a wide range of countries, including Abu Dhabi, Bahrain, Dubai, Egypt, England, Northern Ireland, Scotland, Wales, India, Ireland, Italy, the Netherlands, Jordan, Oman, Pakistan, Qatar, Saudi Arabia, South Africa and the United States of America. Richard is a Fellow of the RSA, was on the executive committee of the Society of Education Consultants and is a trainer specialising in consulting and coaching skills.

Richard is an internationally respected author, trainer, consultant, speaker, education adviser, school inspector and researcher. In 2011, he won the Pearson Education Prize for his doctoral research in leadership and organisational behaviour at Surrey Business School (part of the Faculty of Management and Law at the University of Surrey). His books are available in Arabic, Croatian, Dutch, English, Italian, Korean, Polish, Spanish and Turkish. His book *Learning and the Brain* (Teachers' Pocketbooks), written with Eleanor Dommert and Ian Devonshire, was a finalist in two categories at the 2012 Education Resource Awards.

Mike Hewlett

Mike Hewlett has more than 40 years' experience in education and as a headteacher led two schools in the north west of England. Since 2009 he has been an independent consultant, which includes a role as school improvement partner for several schools. Mike qualified as an Ofsted Registered Inspector for the UK government in 1994 and continues to carry out inspections on behalf of Ofsted in the north west region. He is an experienced international inspector whose work in the evaluation of school quality and the accreditation of schools in the Gulf states, Middle East and South East Asia spans more than 15 years. In 2010 he was appointed as CfBT's Chief Inspector for British Schools Overseas (BSO) inspections. This role involves recruiting inspectors, training them



to the required standards and quality-assuring inspections on site. Mike also provides support and training for school senior leadership teams and teachers in international schools and he works as an Assigned Consultant for a group of schools in Thailand. Mike also regularly supports the quality assurance teams of the Dubai Schools Inspection Bureau and the School Review Unit of QAAET, Bahrain.

Charlotte Jones

Charlotte Jones is a Senior Education Consultant at CfBT Education Trust with a background in educational research and a specific focus on community and organisational change. She joined CfBT from Hay Group Management Consultants where she advised education sector clients on change management and skills development, and where her work was highly commended by the UK's prestigious Management Consultancy Awards 2010. Her clients have included the British Council, the National College for School Leadership, the Qualifications and Curriculum Development Agency and a wide range of community regeneration partnerships. Charlotte's research interests include impact evaluation of community-based education projects which promote skills development and behavioural change, in the context of both UK regeneration and international education development.

Linda Kelsey

Linda Kelsey was one of Her Majesty's Inspectors (HMI Ofsted) between 2001 and 2010. She has 18 years of inspection experience and has been involved in over 2,000 inspection events. These include maintained and independent schools in the UK, the Middle East, the Far East, local authorities and initial teacher education providers. She was part of the Ofsted National Team for dealing with complaints against Ofsted but has also written and delivered training materials to induct new HMI inspectors in maintained school inspections. Her work has included senior leadership in schools, mentoring colleagues new to inspections, and consultancy and training in school improvement and information and communication technology.

Since retiring from Ofsted as an HMI, Linda has led and participated in section 5 inspections in the UK. She has worked as an investigating officer for the resolution of complaints about inspections for various contractors. In addition she has written and delivered courses for inspectors on improving inspection skills.

Over the last two years Linda has been involved in the management of the Public Private Partnership project and ADEC school inspections work in government schools in Abu Dhabi. Linda has other experience in the Middle and Far East having inspected the British School of Manila in the Philippines in 1998 and set up and run a British school for expatriate children in Saudi Arabia in 1973. In January 2012 Linda wrote and delivered the training for the first appointed evaluators for NEEDU (Department of Basic Education) in South Africa. She also mentored the evaluators on their first pilot inspections in the North West province of South Africa.

Tony McAleavy

Tony McAleavy is CfBT's Education Director, with corporate oversight of the educational impact of all our activities. Tony has responsibility for corporate business development and advises the trustees on CfBT's public domain research programme. He has played a major part in the development of our international consultancy practice, and he has worked particularly extensively on our growing portfolio of education reform projects in the Middle East.



Prior to joining CfBT, Tony held senior school and local authority posts in England. He has published extensively on the subject of school history teaching. Tony has an MA in Modern History from St John's College, University of Oxford.

Neil McIntosh

Neil McIntosh was the Chief Executive of CfBT Education Trust, one of Britain's largest educational charities. Since he became Chief Executive in the early 1990s CfBT has been transformed from a small manager of English language programmes to one of the world's leading school effectiveness agencies while making a significant contribution to alternative provision through its *include* projects and work in young offender institutions.

Prior to joining CfBT Neil was Director of Voluntary Service Overseas (VSO). Before this he was Director of Shelter. He created, and was the first Chairman of, Homeless International, a specialist NGO which initiates and finances innovative settlement projects and encourages inter-agency co-operation in developing countries.

Neil is the Chairman of the UK Freedom of Information Campaign. He is a member of the governing body of two schools close to his home in Oxfordshire.

Paul Rafferty

Paul Rafferty has more than thirty years' experience across three different phases of education, in the primary, secondary and university sectors. His particular research interest lies in the continuing professional development of teachers, senior leaders and inspectors. His international portfolio in facilitating professional development opportunities is extensive; he has provided accredited and non-accredited CPD in India, Sri Lanka, South Africa, Nigeria, Malawi, Kenya, the USA and in particular, over the last five years, in the MENA region. Paul is currently the Head of Recruitment and Training with CfBT Inspection Services. As such Paul undertakes inspections on behalf of Ofsted across a variety of remits. He leads on the Professional Qualification for School Inspectors [PQSI] for CfBT Inspection Services.

Mike Raleigh

Mike Raleigh taught mainly in secondary schools before moving into advisory work, first in London and then in Shropshire, where he was Deputy County Education Officer. He worked for Ofsted for ten years, leading the Secondary Education Division and the Northern Regional Division. He was responsible for inspection and policy advice on government programmes on educational disadvantage, inclusion and behaviour, and directed the project on the integrated inspection of children's services.

Mike became Senior Regional Director of the National Strategies in 2005, with oversight of national programmes on schools causing concern and the social class achievement gap. His consultancy projects since 2007 have included assessment strategy, leadership planning and development work for local authorities. He was an education adviser to the Department for Education from 2007 to 2011 and now works as an adviser to Ofsted.

Sir Jim Rose

Sir Jim Rose was formerly Her Majesty's Inspector (HMI) and Director of Inspection for the Office for Standards in Education (Ofsted). He retired from Ofsted in July 1999 and has since acted as a



consultant to the Department for Children, Schools and Families on nursery and primary education, and workforce training. At the request of the Secretary of State, he chaired the 1999 Independent Scrutiny of the National Assessment Tests for Primary Schools. He is a member of the Board of the Qualifications and Curriculum Authority and chairs the QCA 0–14 Advisory Group.

Before joining HMI, Jim held the headships of two large, inner-city primary schools. His senior posts within HMI include Chief Inspector of Primary Education (3–13), responsibilities for Special Educational Needs (SEN), the education of ethnic minority pupils, and initial teacher training (ITT). He has advised several overseas governments on school inspection, and has considerable international experience of school educational systems.

He was invited by the Secretary of State to lead the Independent Review of the Teaching of Early Reading (2006), and published an independent review of the primary curriculum in April 2009.

Professor Pam Sammons

Pam Sammons is a Professor of Education at the Department of Education, University of Oxford and Course Director of the MSc in Educational Research Methodology. She has been involved in educational research for the last 30 years with a special focus on school effectiveness and improvement, school leadership, the early years and equity in education.

Pam has conducted many studies of primary and secondary schools and their influence on pupils. She was co-author of *School matters*, a seminal study of primary schools in inner London, and led a major study of secondary school effectiveness (*Forging links: effective schools & effective departments*, Paul Chapman, 1997). A collection of her research was published as *School effectiveness: coming of age in the 21st century* (Swets & Zeitlinger, 1999). She was lead director of the national evaluation of New Community Schools funded by the Scottish Executive Education Department (2000–2003). She co-directed a DCSF-funded research project investigating the impact of school leadership on pupil outcomes (2006–2009) and co-directed an ESRC-funded project investigating effective classroom practice (2006–2008) at the University of Nottingham. She is currently a principal investigator on a major longitudinal study of effective pre-school and primary provision tracking children from age 3 to 16+ years (EPPSE 3–16+, 1996–2014) which has informed the development of pre-school education policy in England (*Early childhood matters*, Routledge, 2010). She is also a principal investigator on a longitudinal evaluation of children's centres (2009–2015), studying their impact on children and families.

Pam has extensive experience of conducting large-scale longitudinal, quantitative and mixed-methods research on educational effectiveness and policy evaluation. She acted as HE consultant and was co-author of an evaluation of the impact of Ofsted inspection on school improvement in England in 2004. She has served as an adviser on a number of government reviews, including most recently the expert panel for the Government Office for Science review of the DCSF's capacity and capability to use scientific evidence in policymaking. She was elected as a Senior Research Fellow at Jesus College, Oxford from October 2010.

Adrian Simm

Adrian Simm's work in education spans 40 years. He has been an Ofsted Registered Inspector since 1995 whilst seconded from school headship as a practitioner headteacher/inspector. He has been a full-time inspector since April 2005 with particular expertise in the inspection of maintained special



schools, pupil referral units, residential schools and primary schools. As a Principal Inspector with CfBT Inspection Services, Adrian also manages inspections of independent schools in England.

Based in Skelmersdale at CfBT's Inspection Services headquarters in the north west of England, Adrian's current remit involves leading a team of full-time senior managing inspectors and around 250 part-time consultant/associate inspectors. This includes monitoring the work of the team using a broad range of quality assurance processes and their annual performance review.

Liz Slater

Liz Slater has run her own successful business specialising in education consultancy and project management since 2002. Prior to this, she worked for 14 years on a range of educational policy areas at the Department for Education, as well as in local authorities, as a teacher, and as an editor of commercial textbooks.

On behalf of CfBT Education Trust Liz recently reviewed the strategies adopted by high-performing and improving education systems (HPES). Other recent projects have included work as an expert with the European Union in preparing an analysis of policy, legislation and practice in respect of special education in Turkey, together with advice on reform. Liz was a member of CfBT's team which won the Ofsted inspection contract for the north of England in 2009 and has also provided advice to a local authority preparing for an Ofsted inspection.

Her other work includes the provision of advice on strategic planning, policy development, government relations, organisational design and data collection for a national charity. As well as management of a predominantly government-funded school improvement programme across 50+ schools on behalf of a commercial organisation, Liz been responsible for the overall project management of a newly established Academy.

Chris Taylor

Chris Taylor has been involved in education for more than 40 years, beginning his career by teaching history in secondary schools and as a Local Authority adviser in the south west of England. He qualified as an Ofsted Registered Inspector in 1994 and has been a member of national advisory groups responsible for reviewing the National Curriculum for England. Chris is currently a Principal Consultant with CfBT Education Trust and as such, he specialises in school improvement and continuing professional development programmes. Chris has supported several international school review bodies in drafting their inspection frameworks including those in Dubai, Jamaica and Bahrain; he has designed self-evaluation programmes for schools in England and for use in international schools. He has also written core documentation for school improvement services in England, including one for structuring the relationship between schools and the School Improvement Service in Lincolnshire.

Lesley Traves

Lesley Traves is Head of Inspections for CfBT Inspection Services. She has worked for CfBT for eight years, spanning two Ofsted contracts, as Principal Inspector and Deputy Head of Inspections. She trained as an Additional Inspector in 1996 and has undertaken many inspections since then, mainly in primary schools, nurseries and in schools causing concern. She has considerable leadership experience in primary schools, both as a deputy head and as a headteacher. Lesley led a 3–11 primary school and a hearing-impaired resource unit in the north west of England. The school was



awarded Beacon Status for its quality of leadership and management and the standards achieved in reading and writing. The school also received national acclaim for its success in improving boys' reading and writing. Lesley currently works closely with Ofsted at a strategic level and has recently been instrumental in developing the accredited Professional Qualification for Serving Inspectors.



Appendix III – Conference delegates

Dr Hasan Al Hamadi	Senior Director, School Review Unit	School Review Unit, QAEET, Bahrain
Ms Raja Ebrahim Al Mahmood	Director of School Review Unit	School Review Unit, QAEET, Bahrain
Ms Shamma Al Mansouri	Head of Inspection Operations	Dubai Schools Inspection Bureau
Dr Jawaher S Al Mudhahki	Chief Executive	School Review Unit, QAEET, Bahrain
Ms Jameela Al Muhairi	Chief of Bureau	Dubai Schools Inspection Bureau
Ms Fathiya Al Shihhe	Principal	Noura bint Sultan Secondary School for Girls, Ras Khaima
Tarek Alami	Head of Business Development, MENA	CfBT Education Trust
Mr Mahmood Ali Abdullatif	School Reviewer	School Review Unit, QAEET, Bahrain
Mr Paul Andrews	Head of Inspection	Abu Dhabi Education Council Ofsted
Vincent Ashworth	Managing Inspector – School Inspections and ISP contract	
Jackie Barbera	Director of CPD and Enterprise (Education)	Liverpool Hope University
Richard Churches	Principal Consultant	CfBT Education Trust
Maureen Dwyer	Chief Inspector	National Education Inspectorate, Jamaica
Mohamed Elkabir	Head of Quality Assurance	Libyan Government
Carol Glover	UK Contracts Director	CfBT Education Trust
Jen Hall	Head of Education Strategy	CfBT Education Trust
Mike Hewlett	Chief Inspector, BSO, CfBT Inspection Services	CfBT Education Trust
Molly Jacas	Inspector	National Education Inspectorate, Jamaica
Charlotte Jones	Senior Education Consultant	CfBT Education Trust
Martin Kaliszewski	Principal Consultant, Schools Performance and Data Analysis	CfBT Education Trust

Linda Kelsey	Consultant Project Leader	On behalf of CfBT Education Trust for National Education Evaluation and Development Unit, South Africa
Nawal Khaled Muran	Director of School Accreditation	Federal Ministry of Education, UAE
David Knott	Head of Resourcing	CfBT Education Trust
Pippa Leggate	Principal Consultant, International Schools	CfBT Education Trust
Tony McAleavy	Education Director	CfBT Education Trust
Carole McBride	Head of Consultancy	CfBT Education Trust
Neil McIntosh	Chief Executive	CfBT Education Trust
Sharon Neil	Inspector	National Education Inspectorate, Jamaica
Melanie Nethercott	Development Adviser	CfBT Education Trust
Eileen Owens	Project Director, based at the MoE United Arab Emirates	CfBT Education Trust
Geoffrey Penzer	Director	Penzer Associates
Paul Rafferty	Head of Training and Recruitment, CfBT Inspections	CfBT Education Trust
Mike Raleigh	Education Consultant	
Sir Jim Rose	Chairman of Education Committee	CfBT Education Trust
Frank Ruggiero	Education Consultant	
Souzan Albert Salibi	Senior Bilingual Inspector	Dubai Schools Inspection Bureau
Pam Sammons	Professor of Education	Department of Education, University of Oxford
Mariam Saqer	Head of Schools Inspection	Abu Dhabi Education Council
Adrian Simm	Principal Inspector	CfBT Education Trust
Liz Slater	Education Consultant	
Chris Taylor	Principal Consultant, School Review/Improvement	CfBT Education Trust
Lesley Traves	Head of Inspections	CfBT Education Trust
Stephney Webb-Parker	Inspector	National Education Inspectorate, Jamaica
Claire Wilkin		CfBT Education Trust



Appendix IV – Quality indicators: examples from a range of frameworks

Dubai

1. How good is the students' progress in the following?

- Arabic
- Islamic Education
- English
- The language used for teaching and learning, where it is not Arabic or English
- Mathematics
- Science
 - 1.1 Attainment in each key subject in relation to international standards
 - 1.2 Progress over time

2. How good is the students' personal and social development?

- 2.1 Attitudes and behaviour
- 2.2 Civic understanding, their understanding of Islam and their appreciation of local traditions and culture
- 2.3 Economic and environmental understanding

3. How good are the teaching and learning?

- 3.1 Teaching for effective learning
- 3.2 Quality of students' learning
- 3.3 Assessment

4. How well does the curriculum meet the educational needs of all students?

5. How well does the school protect and support students?

- 5.1 Health and safety
- 5.2 Quality of support

6. How good are the leadership and management of the school?

- 6.1 Quality of leadership
- 6.2 Self-evaluation and improvement planning
- 6.3 Partnership with parents and the community
- 6.4 Governance
- 6.5 Staffing, facilities and resources

7. How well does the school perform overall?



Jamaica

1. How effectively is the school led and managed by the Board, the Principal and senior management team and middle leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments?
(For infants: in relation to age-related expectations)
4. How much progress do students make in relation to their starting points?
5. How good is the students' personal and social development?
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the needs of the students?
8. How well does the school ensure everyone's safety, security, health, and well-being?

South Africa

1. Learners' achievements

How well do learners of all ages, abilities and backgrounds achieve in their academic work in Literacy/Language and Numeracy/Mathematics?

How good is the learners' personal and social development?

2. Monitoring and assessment of learners' achievement

How well does the school monitor and assess learners' academic progress in language and mathematics and their personal and social development?

3. Instructional leadership

How effectively do the school's leaders promote high academic achievement and strong personal development?

4. Curriculum delivery

How well does the teaching deliver the curriculum?

5. Opportunity to learn

How well does the school ensure that all learners receive their full entitlement to educational opportunities?



UAE Ministry of Education

Focus Area 1: The leadership of the school

- 1.1 Overall direction
- 1.2 Planning for improvement
- 1.3 Management of staff and resources

Focus Area 2: The school as a community

- 2.1 The quality of relationships in the school
- 2.2 The involvement of parents and the local community in the life of the school

Focus Area 3: The school's approach to student learning

- 3.1 Meeting individual and group needs
- 3.2 Providing a balanced learning experience

Focus Area 4: The classroom climate

- 4.1 Quality of learning
- 4.2 Quality of teaching
- 4.3 Classroom management

Focus Area 5: Students' personal development

- 5.1 Student attitudes and behaviour
- 5.2 Students' awareness of the UAE's culture and identity

Focus Area 6: The students' attainment and progress

- 6.1 How well students have performed in recent years in tests, examinations and other assessments
- 6.2 Current students' progress in acquiring the knowledge, understanding and skills that prepare them for the next stage in their education

Bahrain

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?
- How strong is the school's capacity to enhance high standards or improve?

Students' achievement

- How well do students achieve in their academic work?
 - ◆ In key subjects against the standards set by the curriculum in operation in the school
 - ◆ Making the progress expected of them in relation to their starting points and their abilities.
- How good is the students' personal development?
 - ◆ Attendance and punctuality
 - ◆ Participation in school life
 - ◆ Self-confidence and capacity to work independently and take responsibility



- ◆ Working effectively together, respecting the views, feelings and beliefs of others
 - ◆ Behaving in a mature and responsible way in lessons and around the school
 - ◆ Feeling safe and secure in school, free from bullying and other hurtful behaviour
 - ◆ Developing an understanding of the heritage and culture of Bahrain, including the values of Islam.
- How effective are the teaching and learning?
- ◆ Teachers' knowledge of the subjects and courses they teach and how to teach them
 - ◆ Enabling students to acquire skills and understanding as well as knowledge
 - ◆ Enabling students to develop higher-order thinking
 - ◆ Managing lessons effectively so that they are orderly and productive
 - ◆ Securing students' engagement, motivating, encouraging and supporting them
 - ◆ Challenging students so that they make at least the expected progress in relation to their prior attainment
 - ◆ Using teaching and learning strategies and resources that lead to effective learning
 - ◆ Setting tasks for students to be undertaken out of lesson time that consolidate and extend work done in class
 - ◆ Using assessment, including marking, effectively to diagnose students' needs and to make the teaching match them.
- How well does the school's implementation of its curriculum meet the educational needs of the students?
- ◆ Provision for all students, within the scope of the curriculum it offers, of a broad range of experiences, well suited to their educational needs
 - ◆ The curriculum is kept under review and its implementation revised as a result of self-evaluation and in response to the changing needs of the students
 - ◆ Links are made between subjects so that students experience a coherent curriculum
 - ◆ The school seeks to develop students' understanding of the rights and responsibilities of being part of a community
 - ◆ The curriculum adequately prepares students for the next stage of their education or for employment
 - ◆ Extra-curricular activities enhance students' experiences and promote wide-ranging interests
 - ◆ The curriculum is enriched by the use of the school environment and resources available in the local community.
- How well are students supported and guided?
- ◆ Students are inducted into the school in a way that helps them settle quickly and easily
 - ◆ The school or KG monitors students' academic progress
 - ◆ The school or KG monitors students' personal development so that their needs can be met
 - ◆ The school or KG deploys staffing and resources effectively to support students with special educational needs of different kinds



- ◆ Students are supported sensitively and helped when they have problems
 - ◆ Students have access to well-informed advice and guidance about the next stage of their education and in preparation for employment
 - ◆ Parents are well informed about students' progress
 - ◆ Students and the school's administrative and academic staff work in a healthy and safe environment.
- How effective are leadership, management and governance in promoting high achievement and strong personal development and in bringing about improvement?
- ◆ The Principal and others with leadership responsibilities have a clear vision for the school, focused on achievement, which is shared with and by staff
 - ◆ Leaders inspire, motivate and support staff effectively
 - ◆ Self-evaluation, including the analysis of performance, is rigorous and used to assure quality and bring about further improvement
 - ◆ Strategic planning is firmly focused on improvement
 - ◆ Staff are effectively managed, developed and efficiently deployed
 - ◆ Budgeting, planning and resource allocation are firmly linked to ensure the provision of good quality teaching and learning and a high-quality learning environment, appropriate to the school's mission
 - ◆ The school seeks and is responsive to the views of students and parents about its provision
 - ◆ The school has well-developed links with the local and wider community that enhance and enrich the students' educational experiences
 - ◆ Where one exists, the governing body's roles and responsibilities are understood, respected and kept separate from those of the school's professional leadership
 - ◆ Where one exists, the governing body, board of directors or advisory group works effectively with the school's leaders, holds them accountable for the school's performance and makes a significant contribution to the strategic leadership of the school.



Appendix V – Examples of guidance to support the making of judgements

South Africa (extract)

Evaluation Area 5: Opportunity to learn

Key question: How well does the school ensure that all learners receive their full entitlement to educational opportunities?

Audit of Practices and Procedures

Evaluators should check, through interviews, examining the records of meetings and reviewing relevant documents, whether:

- the school has timetables for the whole school and for every class
- this indicates how all teachers are deployed and how each class is occupied within the prescribed time
- all grades have the required amount of weekly instructional time: the formal teaching time per school week and the minimum contact time per phase and grade
- subjects are allocated the required instructional time in all grades: the formal teaching time allocation per subject and time for reading for enjoyment
- SMT monitors the operation of the school timetable
- SMT monitors the maintenance of good order and discipline throughout the school.

Aspects for evaluation

- **The quality of the climate in which teachers teach and learners learn**

For each grade range in the school (R–3; 4–6; 7–9; 10–12) evaluators should determine:

- how effectively the school's leaders ensure that teaching and learning are directed by the school timetable
- the quality of order and discipline throughout the school.



Brief illustrative descriptions

4 Outstanding

Through regular monitoring and review, the leadership team ensures that school and class timetables are fully implemented and support learning. All transitions between lessons take place efficiently with no disruption. Learners always return to class promptly at the end of breaks. With minor exceptions, good order prevails in all lessons.

3 Good

The leadership team oversee the efficient implementation of the school timetable. They make adjustments in response to any negative impact on learning they identify. Very little time is lost between lessons, almost all of which begin on schedule at the end of breaks. Good order prevails in most lessons.

2 Acceptable

Members of the leadership team are visible to learners and teachers between lessons and at breaks. They ensure that the school operates smoothly on most days. Disruptions are relatively rare and are followed up and dealt with. Disruption in one class never disturbs another.

1 Unsatisfactory

The leadership team is ineffective in ensuring that the school operates smoothly and efficiently day to day. As a result, breaks often last longer than they should and disruptions are frequent. The progress of learners suffers significantly as a result.

Sources of evidence

Interviewing the principal and other members of the leadership team will establish their approach to ensuring the efficient use of instructional time and the importance they attach to it. These impressions should be followed up through direct observation at the start of the school day, at breaks and between lessons.

Issues to consider

Evaluators should consider the effectiveness of the school timetable as a device to enable and promote learning. Does it operate smoothly and efficiently? Is the school day organised well to minimise disruption to learning?

The timetable should indicate the utilisation of all teachers within the prescribed time. Is the curriculum timetable appropriate in terms of compliance with (a) the prescribed formal teaching time per school week; (b) the prescribed minimum contact time per phase and grade; (c) formal teaching time allocation per subject; and (d) time for reading for enjoyment?

Timetables must be distributed to each teacher (personal timetables) and to each class of learners (class timetables) for effective planning and preparation.

Every teacher should spend 7 hours plus additional 1.5 hour for preparation and marking per day (FFL).



The quality and use of staffing resources

For each grade range in the school (R–3; 4–6; 7–9; 10–12) evaluators should determine:

- the sufficiency of staffing
- how well the staff are deployed
- time on task in lessons.

Brief illustrative descriptions

4 Outstanding

The school has a full complement of well qualified educators, enabling learners to achieve the best possible standards. The rate of absence among educators is very low. When there are absences, suitable substitutes are found. As a result, classes are very seldom cancelled and never left unattended. Very little teaching time is lost in class without good reason.

3 Good

The school has the well qualified educators it needs to deliver the curriculum and enable learners to achieve good standards. There is little unexplained absence among educators. Suitable cover is found for most absences. As a result, classes are rarely cancelled and never left unattended. Most educators make good use of teaching time available and little is lost.

2 Acceptable

The school retains and deploys sufficient qualified educators to deliver the curriculum and enable learners to achieve acceptable standards. Unexplained absence is restricted to a small minority of educators. Cancellation of classes happens infrequently and only in exceptional circumstances are classes left unattended. Lost teaching time might affect a minority lessons, but only a few to a serious extent.

1 Unsatisfactory

The school lacks educators with the knowledge and expertise required to deliver the curriculum in full. Some staff are inappropriately qualified. There is regular unexplained absence among a sizeable minority of educators. The school frequently fails to find suitable substitutes. More than the occasional class is left unattended. Significant teaching time is regularly lost in at least a minority of lessons.

Sources of evidence

The principal should be asked to comment on the suitability of the staff for delivering the required curriculum. This information should be investigated through lesson observation. The school should keep records of teacher absences. Conversation with learners and first-hand observation will provide evidence about the incidence of unattended classes.

Issues to consider

In addition to the quantity and quality of the staff, their deployment is a key consideration. Having a well qualified and appropriately deployed teacher is of limited use if this person is repeatedly absent for no good reason or comes to lessons late, depriving students of valuable learning time. Part of the management of lessons involves the effective use of time. Evaluators should note whether lessons start promptly and in a stimulating way, whether activities are organised efficiently so that tasks are not unnecessarily drawn out, whether productive use is made of all the time available,



and whether lessons are effectively rounded off. Are significant amounts of teaching time lost as a result of teachers spending time on non-instructional matters, including conversation (small talk) and maintaining or imposing order?

Do learners spend significant amounts of time off task because they don't know where to find equipment? Are there disturbances due to the bad behaviour of some pupils? Are there frequent interruptions; lengthy transitions from one activity to the next; unnecessary alterations in seating arrangements; frequent temporary absence of learners during lessons; waiting time for individual guidance; learners copying from the board because of shortage of books; poor estimation of the amount of time learners need to complete a task or learners taking long to complete a task; and lack of control on pupils' task-related work?

Dubai (extract)

Quality of leadership

The quality of leadership illustrated below would be evaluated as outstanding.

- Senior staff are highly effective, skilled practitioners and display a high level of professional competence. They communicate a clear view of the school's aims so that all staff are clear and committed to their parts in achieving the school's vision. The roles of senior staff are clearly defined, understood and aligned to school priorities. Senior leaders in the school influence decision-making and initiate and lead improvement activities. School leaders ensure that the focus for development priorities results in improved learning outcomes for students.
- All staff in the school are committed to planning and implementing strategies for improvement. Change is led and managed effectively and strategically by prioritising and focusing on a manageable number of high priority initiatives, involving stakeholders in the process. Analytical appraisal of all aspects of performance leads to the successful implementation of change.
- The school works with students, parents and other stakeholders to develop and shape a shared vision. This is communicated effectively to all stakeholders. The work of the school gains direction from the clear values and aims. Staff in the school regularly review the vision, values and aims and this results in a strong sense of purpose throughout the school. Staff take full account of the school's vision, values and aims when developing new initiatives.
- There is a clear focus in the school on consultation and collegiate working and this secures high levels of commitment from staff. When necessary, the leaders of the school drive forward improvement directly. Distributive leadership builds and empowers individuals and teams. There is a high level of competence and commitment at all levels. The school is successful in creating an ethos of collective responsibility and mutual support. Effective performance management arrangements help the school to evaluate accurately and address the professional needs of staff, and fulfil the aims of the school.

The quality of leadership illustrated below would be evaluated as acceptable.

- Senior staff discharge their duties competently. They communicate the school's aims but staff are unclear about how initiatives relate to the school's vision. The roles of senior staff are defined, but not always aligned to school priorities. Senior leaders contribute to decision making but rarely initiate and lead improvement activities. School leaders ensure that some development priorities result in improved learning outcomes for students.



- Most staff in the school are committed to planning and implementing strategies for improvement. The school has analysed aspects of performance and uses the results to inform change within those aspects.
- The school consults students, parents and other stakeholders when developing the school vision but there is no analysis of this consultation and it does not inform the vision. All staff are aware of the school values and aims. The school lacks a formal process to review the vision, values and aims. Some staff take account of the school's vision, values and aims when developing new initiatives.
- There is a variable focus in the school on consultation and collegiate working and this results in mixed levels of commitment from staff. There has been some allocation of leadership roles and additional professional development to a few staff. There are variable levels of competence and commitment at all levels. Performance management arrangements are in place and confirm lines of responsibility and accountability.

The quality of leadership is unlikely to be judged as acceptable if:

- the quality of the senior leadership is weak and has little impact on the life of the school
- the leadership lacks professional competence, there is complacency about standards and quality, and commitment to improvement is lacking
- the vision is not explicit and/or it is not known or shared amongst all stakeholders and, consequently, the direction is unclear
- no leadership and management responsibilities exist beyond the senior leadership team.



Appendix VI – Methodology, an extract from a review handbook

Bahrain

Self-evaluation plays a central part in the review of schools. Schools are asked to evaluate their effectiveness, their students' achievement, the quality of their provision and the effectiveness of their leadership and management, using the Review Framework, and record their findings in a self-evaluation form (SEF). To do this, they are asked to use the same criteria that reviewers use. Schools are also asked to audit how fully they follow particular procedures and practices.

Reviewers use the evidence which the school offers in its SEF, along with that contained in other documents from the school, to frame hypotheses about the school. These are included, with a commentary, in a Pre-Review Briefing (PRB). Reviewers test the hypotheses by directly observing students and teachers at work, reviewing students' work, analysing data and school documentation and talking with key staff and with students.

Schools are asked to send a questionnaire to parents to seek their views on the school and, where possible, reviewers will talk with parents. Schools are also asked to distribute a questionnaire among a sample of students.

The review approach is collaborative. Through the SEF, the school supplies the main source of information for the review. The Principal and senior staff have the opportunity to comment on the PRB and to suggest issues for review that are not included in it. The Principal will, towards the beginning of the review visit, have the opportunity to make a brief presentation to the review team about the school's strengths, its distinctive character and its plans for development. The school will be asked to arrange for reviewers to talk with the key staff who can shed light on the main issues in the PRB, and schools will be able to suggest where particular practices, strong or weak, can be seen in the school.

However, the judgements about the school that appear in the review report are made by the review team, based on the evidence they collect during the review visit. Regular feedback is an essential part of the review process so that the staff of the school is fully involved and understands how the judgements evolve. The process is intended to encourage rigorous self-evaluation, which the school can use to assure the quality of its provision and identify areas for improvement.

The review arrangements and procedures

Review timescales and overview

The School Review Unit (SRU) was established within the programme of the national reform of education, and is responsible for evaluating all schools, using a set of clear and written standards to ensure quality. The standards are explained in the Framework for the Review of Private Schools.

Each review is carried out by a team of reviewers headed by a Lead Reviewer. School principals and other staff will be introduced to and trained in the use of a self-evaluation form (SEF) before their school is visited. The SEF is an important element of the review process. Schools will be notified of the review dates one week before the on-site review.



The on-site review will normally extend over three to five days, depending on the size of the school.

The following table explains the stages of the review.

Time		Person Responsible	Activity
8 weeks before the Review		<ul style="list-style-type: none"> • SRU staff • Liaison Assistant • School 	Training the school principal and other senior staff on completing the self-evaluation form (SEF). <ul style="list-style-type: none"> • Schools are given the SEF, parents' questionnaire (PQ) and students' questionnaire (SQ) to be completed. • Schools send the PQs to parents following the SEF training session.
6 weeks before the Review		<ul style="list-style-type: none"> • School • School 	<ul style="list-style-type: none"> • The school returns the SEF and other key documentation to the SRU. • The school sends the completed PQs and SQs separately from the SEF in a sealed envelope to the SRU.
3 weeks before the Review		<ul style="list-style-type: none"> • Lead Reviewer 	<ul style="list-style-type: none"> • The Lead Reviewer writes the Pre-Review Briefing (PRB) based on the SEF and the PQ analysis and any other available information.
One week before the Review		<ul style="list-style-type: none"> • Liaison Assistant • School 	<ul style="list-style-type: none"> • The PRB is sent to the school. The school organises the necessary meetings based on the PRB. • The SRU informs the school of the date of its Review and the name of the Lead Reviewer.
2 days before the Review		<ul style="list-style-type: none"> • Lead Reviewer 	<ul style="list-style-type: none"> • The Lead Reviewer visits the school to clarify and adjust any issues arising in the Review and to discuss the PRB.
1 day before the Review		<ul style="list-style-type: none"> • School • School 	<ul style="list-style-type: none"> • The school completes its arrangements for the required meetings. • The school contacts a sample of parents to meet the Review team.
On-site Review	First day	<ul style="list-style-type: none"> • Lead Reviewer • Lead Reviewer and School 	<ul style="list-style-type: none"> • A meeting is conducted with the school principal and deputy to discuss the PRB. • The Principal makes a brief presentation about the school to the review team. • The school is requested to: arrange meetings with academic and administrative staff, students, parents; provide documents and samples of students' work and any other information. • Final oral feedback will be given to the principal and school management on the final day of the Review.
	Subsequent days	<ul style="list-style-type: none"> • Lead Reviewer and team 	



Time		Person Responsible	Activity
Stage 1 (Internal Quality Procedure)	2 weeks after the Review	<ul style="list-style-type: none"> • Lead Reviewer/QA 	<ul style="list-style-type: none"> • Lead Reviewer and QA jointly sign off the draft report (produced on week 1).
	3–4 weeks after the Review	<ul style="list-style-type: none"> • Liaison Assistant • ED – SRU 	<ul style="list-style-type: none"> • Translation of the draft report (Arabic to English). • Lead Reviewer and QA have a challenge meeting with ED.
	6 weeks after the Review	<ul style="list-style-type: none"> • ED – SRU • Liaison Assistant • Liaison Assistant 	<ul style="list-style-type: none"> • ED sends draft report to CEO. • School receives draft report for their comments. • Ministry of Education (MoE) receives draft report for information.
	6 weeks after the Review	<ul style="list-style-type: none"> • Lead Reviewer/ QA 	<ul style="list-style-type: none"> • School comments integrated where appropriate.
	7 weeks after the Review	<ul style="list-style-type: none"> • Liaison Assistant 	<ul style="list-style-type: none"> • Draft report edited and sent to academic committee.
Stage 2 (Academic Committee Quality Check)	8 weeks after the Review	<ul style="list-style-type: none"> • Academic committee 	<ul style="list-style-type: none"> • Academic committee agrees a provisional report.
Stage 3 (Sign off by the Board)		<ul style="list-style-type: none"> • CEO and Board • Liaison Assistant 	<ul style="list-style-type: none"> • CEO/ Board sign off final report. • Final report sent to school and MoE.
Stage 4 (Approved by the Cabinet)		<ul style="list-style-type: none"> • CEO 	<ul style="list-style-type: none"> • Cabinet approve final report. • Approved report sent to school, MoE and published.



Number of reviewers and days allocated:

The number of reviewers in a team and the length of the review visit depend on the size of the school and the age range of its students. The following guidance usually applies:

Number of students	Number of Reviewers / Days
200 and fewer	2 reviewers / 3 days
201 – 500	3 reviewers / 3 days
501 – 1100	4 reviewers / 3 days
1100 – 2000	4 reviewers / 4 days
Over 2000	5 reviewers / 5 days

Deployment of reviewers

Individual reviewers will lead on different aspects of the Review Framework. The review team will work closely together and the main judgements about the school will be made collectively.

Every review team will include at least two members with recent experience of teaching, advising on or reviewing the curriculum offered by the school. Teams will include a specialist in boarding provision in reviews of schools that offer it.

The self-evaluation form (SEF)

Principals and senior staff will be offered training in the use of the self-evaluation form (SEF) before the review takes place. One of the intended outcomes of school review is to help schools to identify the key evidence on which to base self-evaluation and how to use it to evaluate their provision and achievements.

The SEF is the main document when planning the review. It is a key source of evidence about the school's effectiveness and points to other evidence that will need to be gathered during the review visit. The SEF gives particular insights into the capacity of leaders and managers to evaluate their schools objectively and to be clear about what needs to improve. Rigorous and effective self-evaluation, along with a record of school improvement, is a strong indicator of a school's capacity to improve further.

During the review, in discussions with managers and teachers, reviewers will refer to the contents of the SEF. They will investigate why the school came to particular conclusions, challenge conclusions if appropriate in the light of emerging direct evidence and explore whether other evidence is available to support its conclusions. In these circumstances, the school will be asked to substantiate the case it has made in the SEF.

Guidance will be provided on completing the SEF, but in essence, the SEF follows the structure of the Review Framework for Private Schools. Schools should evaluate their performance, the quality of provision and the effectiveness of leadership and management in relation to each of the main questions (denoted by '■' in the Review Framework) and the criteria using a grade.



- For each of the criteria, schools should cite the key evidence that led to the judgement; this could include references to other documents.
- As an aid to forming judgements, schools should use the Guidance on using the review framework for private schools.
- Schools should also complete the self-audit questions, which appear in the SEF, assessing how far they have in place particular procedures and practices (denoted by '♦' in the Review Framework).

Schools should return the completed SEF to the SRU six weeks before the review together with:

- the school's brochure for parents or similar document
- any analyses of the school's performance by external bodies, such as accrediting agencies
- a timetable of lessons each week
- data on students' academic achievement
- the school's development or improvement plan
- the completed parents' and students' questionnaires in closed envelopes.

Pre-review briefing (PRB)

The Pre-Review briefing (PRB) is prepared by the Lead Reviewer. It should be brief, but it should capture the most important points about the school. It will draw primarily on the SEF and the other documents provided in advance by the school. The PRB consists largely of an analysis of the SEF and how far it appears to be adequately evidenced. For each of the main questions in the Review Framework it will identify:

- apparent strengths and weaknesses, particularly in relation to the criteria in the Review Framework
- hypotheses about the performance of the school and factors likely to be influencing it
- any gaps in evidence
- areas where the judgements in the SEF conflict with the evidence cited
- internal inconsistencies between aspects of provision and outcomes, for example students' achievements against the quality of teaching
- the main issues to be resolved and hypotheses to be tested in the review.

The PRB will be refined after conversations with the Principal and sent to the review team together with a Review Plan based on the issues to be explored and the hypotheses to test.

The reviews are likely to focus particularly on the standards achieved by students, the quality of teaching and the effectiveness of leadership and management in assuring and improving quality.

Review procedures

During their time in school, reviewers will:

- observe lessons and other activities
- evaluate students' written and other work
- analyse any available data about the performance of students



- study policy and other documents which are crucial to the school's work
- hold discussions with staff, especially senior staff, students and parents.

Reviewers have a code of conduct, which will be observed at all times.

Code of conduct

Reviewers will uphold the highest professional standards in their work, and ensure that staff of the school are treated fairly and benefit from their review. These standards are ensured through the following code.

Reviewers will:

- evaluate objectively and impartially
- 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 Review, and act with their best interests and well-being as priorities
- maintain purposeful and productive dialogue with those whose work is being evaluated, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work.

Lesson visits

Reviewers will normally spend at least half of their time in school observing lessons, but not all teachers will be seen teaching. Reviewers will sample lessons from across the school. Each reviewer will aim to see a number of lessons or parts of lessons. Reviewers will not always be able to observe a whole lesson, although they will stay for at least 20 minutes and normally more. As determined by the Lead Reviewer, lesson visiting will be planned to follow up issues or check hypotheses in the PRB, but most will be in English, mathematics, science and Arabic.

Reviewers will offer brief feedback to the teacher either at the end of the lesson or later. The feedback will not include a judgement about the quality of the lesson as a whole because, sometimes, not enough of it will have been seen to make this judgement. If the reviewer is visiting a lesson to pursue a specific issue, feedback will be confined to what has been learnt about that issue. Reviewers will often use the feedback to check that the teacher has assessed the success or otherwise of the lesson.

Reviewers will not report their observations of individual lessons to the Principal or other senior managers except in exceptional circumstances, such as when issues of safety are involved.

Reviewers will try to minimise disruption to lessons, but if the opportunity arises to talk with students about their work they are likely to do so. They will not intervene in a lesson in any way. If there is a plan for the lesson, it is helpful if it can be made available to the reviewer. Normally, reviewers will sit towards the back of a class, but if a teacher would prefer him/her to sit elsewhere, they should indicate where.



Discussions

Discussions with key staff are likely to occupy a good proportion of review time. Reviewers will also hold discussions with students, parents and, perhaps others. The Lead Reviewer will wish to have at least one discussion with the proprietor of the school (or representative) and/or one or more members of the governing body, board of directors or advisory group.

The Principal will be asked to set up a programme of interviews with those staff who can offer the most information on the issues being pursued in the review. Discussions might focus on:

- how particular self-evaluation judgements in the SEF were made
- how processes in the school, such as self-evaluation, induction or tracking students' progress, occur
- what has been done about particular concerns
- priorities for the school and how they are identified
- recent developments and how they were implemented, and plans for the future
- perceptions of strengths and weaknesses
- how the views of staff, students and parents are handled.

Discussions with staff should not, except by prior arrangement, exceed 45 minutes.

Examination of students' work

Reviewers will see students' work as they visit lessons, and the school will be asked to gather all the written work of a sample of students for reviewers to look at. Normally this will be a sample of six students, representing different abilities, from each of, for example, Grades 3, 6, 9 and 12.

Analysis of samples of work like this allows reviewers to assess the standards of students' work and the progress they have made over time; whether students of different abilities are being properly challenged, how the nature of work varies or is similar across subjects; and the quality of assessment, in particular, marking of students' work.

Obtaining the views of parents and students

The SEF should provide evidence about the way the school seeks and acts on the views of its students and their parents. It might also give insights into parents' and students' views of the school – what they are pleased about and what concerns them.

Parents

The school will be asked to send a questionnaire to parents to seek their views about the school. Responses should be returned to the Lead Reviewer in confidence. Reviewers will analyse the responses and identify any patterns in the strengths parents see in the school and any concerns.

If possible, reviewers will want to meet groups of parents and the school will be asked to arrange this. Meetings with parents give opportunities to talk with them about their views of the school and to follow up any particularly positive features or concerns that might emerge from their responses to the parents' questionnaire (PQ).



Students

The school will be asked to distribute and collect a questionnaire to students. Reviewers will take opportunities to talk with students. Opportunities will arise in lessons, while students are involved in extra-curricular activities, and in social areas around the school. If there are meetings of students, such as a students' council, reviewers are likely to attend.

In addition to these occasions, all reviewers will interview small groups of students to get their views of how effectively the school supports their academic and personal development.

Completing evidence forms

Reviewers will complete evidence forms (EFs) for all review activities – lesson observations; discussions; examination of students' work; the analysis of data or documentation; and incidental observations around the school. EFs will also be used to record the progress of the review, for example, the outcomes of team meetings and observations made by the school at the oral feedback.

Three types of EF (combined in one EF) will be produced in the review of private schools to record evidence from:

- the observation of lessons
- the analysis of students' work
- all other review activities.

Guidance on using and completing evidence forms is contained in a separate paper entitled 'Guidance on the use of evidence forms'.

Storing evidence

The Lead Reviewer will keep a record of review evidence. The evidence base will be retained for at least a year following review.

Team meetings

Meetings of the review team are essential to develop a common sense of purpose, to agree on the issues to be pursued and to arrive at collective judgements. The pattern of meetings is likely to be:

Day 1	Review team meets at the end of the day to discuss the major issues seen during the day and to amend the review plan if necessary.
Subsequent days	Review team meets at the end of the day to discuss the results of the day, and begin forming the recommendations, checking the standards of performance when recording the judgements, and amending the review plan if necessary.
Final Day	The review team meets to finalise the recommendations, complete the Record of Review Judgements (RRJ) and discuss the final feedback.

In preparation for the final team meeting, reviewers should formulate a list of the main strengths and weaknesses in the areas for which they have been responsible. When these are agreed or modified



after discussion among the team, they become part of the record of evidence and judgements from the review. The main strengths and weaknesses and overall judgements are recorded in the RRJ.

At the final meeting, the team should come to a collective view on the main questions in the Review Framework, including the overall effectiveness of the school.

The main judgements are not made by averaging or aggregating the grades for each criterion, nor is the overall effectiveness judgement arrived at from averaging the grades for the other main questions. These are professional judgements, made on the basis of weighing all the evidence and taking into account the particular circumstances of the school.

The judgements reached by the team will be considered alongside those offered by the school in its completed SEF. Where there are differences, the team must be able to explain why.

Feedback

Effective reviews are not possible unless reviewers engage in professional dialogue. Throughout the review, they should share observations and hypotheses with the school in a way that allows the school to respond. They should be open to additional evidence.

The following should occur:

- Reviewers should, whenever possible, offer brief feedback to teachers following or soon after lesson observations.
- The Lead Reviewer should discuss the progress of the review and the emerging hypotheses and issues with the Principal each day.
- The review team will feed back its main findings at the end of the review. This is likely to be on the morning after the review, or the end of the final day.

The oral feedback is not the report. The findings, particularly in relation to criteria, may change as a result of reflection, and phrasing of the oral feedback will not be the same as the phrasing of the report. Although the main judgements offered at the oral feedback are provisional, they are unlikely to change. If they do change as result of the QA process, the Principal will be alerted before the written report is issued.

The review report

The review report will consist of a brief overview of the effectiveness of the school, including an evaluation of the capacity of the school to improve, and the factors that account for it, followed by the main strengths and areas for improvements in each of the aspects of the school covered by the Review Framework. It will also include recommendations of what the school should do to improve.

The first draft will be sent to the school for checking six weeks after the review. The school then has five days to check the report for inaccuracies and propose reasons for amendments. The judgements in the report made by the review team are unlikely to change unless further compelling evidence is offered, or the Quality Assurance procedures suggest that change is necessary.

The final report will be sent to the school after the Board approval. Meanwhile, the school and the SRU will have the draft version of the report.



Quality assurance

Schools will be invited to give their views on the review, its conduct and its likely effect in helping the school to improve. They will also be invited to suggest any changes to the review model, the review criteria or guidance as part of a process of review development.

Schools will be asked to complete a post-review questionnaire and return it to the SRU. This will inform us on how we may improve our practices.

Child protection protocol

The review team will gather information about the school from different sources, and the team may get information or claims that could relate to harassment or threatening the safety of the students. The review team will deal with these claims seriously and sensitively. Should the review team hear about these claims from the PQs, the interview with parents or the students, the issue will be taken very seriously, and the SRU procedures will be followed. Key actions include:

- recording the information on an EF
- checking that the school's principal is taking the necessary and appropriate measures on this issue
- notifying the relevant authority.

The SRU is not responsible for dealing with these cases but will highlight them and check whether the school is taking effective measures.

Complaints

The SRU expects reviews to be completed efficiently, but in some exceptional cases the school may not be satisfied with an aspect of the review process. In this case the school principal should discuss this aspect with the Lead Reviewer. If the matter is not resolved with the school, there are procedures for the school to follow with the SRU, and the principal can file a formal complaint. These are set out in the SRU complaints policy.

Complaints might concern:

- the reviewers' behaviour and the code of conduct
- the review judgements
- the feedback or the quality of the report (communication and interaction).

Appeals

Schools have a right of appeal. The appeals policy will be provided on request.

Post-review action plans

Schools must produce an action plan for the SRU six weeks after the end of the review. The SRU will check and keep a record of all action plans.



Appendix VII – Example of a training programme for inspectors

New inspectors to inspect Indian Curriculum schools in Dubai

Overview of the programme

Module	Learning objectives	Timing
1. The DSIB inspection model	<p>When they have completed this module, inspectors will know and understand:</p> <ul style="list-style-type: none"> • The context and principles of school inspection in Dubai • The Code of Conduct for inspectors • The scope of the Quality Indicators • What happens during an inspection • The functions of the key inspection instruments • Where to look for evidence. 	Day 1
2. Evaluating student outcomes	<p>When they have completed this module, inspectors will know and understand the processes for evaluating students' attainment and progress and their personal and social development, including:</p> <ul style="list-style-type: none"> • Analysing data • Sampling students' work • Conducting interviews with students. 	Day 2
3. Evaluating aspects of school provision	<p>When they have completed this module, inspectors will know and understand how to make and record judgements about the quality of:</p> <ul style="list-style-type: none"> • Teaching and learning • The curriculum • Protection and support for students • Leadership and management. 	Day 3
4. The processes of inspection	<p>When they have completed this module, inspectors will know and understand:</p> <ul style="list-style-type: none"> • The key processes undertaken before, during and after the inspection of each school • How to complete the Record of Inspection Judgements • How to make effective contributions to team meetings • How to give feedback to members of the school's staff. 	Day 4
5. Inspection reports	<p>When they have completed this module, inspectors will know and understand:</p> <ul style="list-style-type: none"> • The style to be used for writing inspection reports • The criteria used by DSIB quality readers to evaluate inspection reports. <p>Inspectors will have practised writing paragraphs for an inspection report to the required standard</p>	Day 5

**Assessment overview**

Module	Assessment
1. The DSIB inspection model	Complete a chart of sources of evidence and inspection activities
2. Evaluating student outcomes	Analysis of student performance data
3. Evaluating aspects of school provision	Summary of evidence about leadership and management
4. Inspection processes	Summarising evidence, using the ROIJ
5. Inspection reports	Draft a report section, using case study material



Appendix VIII – Extract from the Dubai Schools Inspection Bureau Third Annual Report, 2011

Introduction

The publication of this third Annual Report signals the completion of three rounds of school inspection in Dubai. Over the last three years DSIB has inspected the great majority of schools three times and the twenty or so Indian and Pakistani curriculum schools twice. This exercise has involved the observation of thousands of lessons, the completion of hundreds of interviews and the analysis of a huge amount of information supplied by schools. The views of a range of stakeholders including students, parents and teachers were taken into consideration as part of the inspection process.

All three rounds of inspection have been driven by the same key questions about the academic achievement and personal development of students, the quality of education (particularly the teaching) that schools provide and the effectiveness with which they are led and managed. This degree of consistency allows valid comparisons to be made across the three year period.

Inspections should challenge schools and not just measure them. Consequently, the framework we use has become more demanding in some respects. For example, there is now greater emphasis on evaluating students' attainment in relation to the standards that are expected internationally as well as by the curriculum they are following. Nevertheless, the key questions have remained essentially unaltered.

As a result, we now know far more than we ever did about the quality of education in Dubai. The analysis of data collected over a three year period enables us to go beneath the surface of the issues and draw more authoritative conclusions than is possible using information gathered in a single inspection round. In particular, we are now able to detect and comment upon trends in the performance of students and in the quality of the education that schools provide. The data enable us to make valid generalisations about performance and practice that apply across the wide variety of schools in Dubai. And they also allow us to pinpoint and report on where specific strengths and weaknesses lie.

In general, the trend has been in the direction of improvement. The overall performance of schools has improved over the last three years in relation to most of the key questions that inspectors asked. In the main, standards have risen gradually but steadily in most of the key subjects. The quality of teaching has improved in many schools, although by no means all. School leadership and governance have improved a good deal, along with some aspects of management, such as the self-evaluation of schools' performance.

For these reasons, the emphasis in this report is on reporting and applauding the improvements that have come about as a result of the hard work of many people in many schools. As in previous years, we include several 'success stories', which illustrate the kinds of improvements that have taken place.

Improvement has been less pronounced, or non-existent, in some other respects. Standards in English, mathematics and science have shown little improvement in the public schools. Standards in Arabic in private schools have not risen as much as in the other key subjects – among students who are learning it as their first language as well as those for whom it is an additional language. There is



still too much teaching that is below the quality expected in Dubai: up to half of it is no better than acceptable. And a small but persistent proportion of schools continue to provide an unsatisfactory quality of education for their students. All these issues are described and analysed in this report.

As we enter the next stage of our work in challenging and supporting schools, we will focus increasingly on how DSIB can most effectively promote and encourage continued improvement. We will develop our inspection framework so that it sets clear expectations for good quality and produces incisive, constructive and practical recommendations in every inspection report.

Starting in 2011/12, we will attach greater importance in our inspection methods to schools' own evaluations of their work: our inspectors will take full account of each school's judgements when forming theirs. And we will continue to find ways to publicise the good practice we encounter so that it can be learned and transferred between schools.

Above all, we will continue to report independently and transparently on the quality of the education we find in schools, in the interests of all students and their parents in Dubai.



Appendix IX – Standards for the Inspection of British Schools Overseas (extract from the Handbook for the Inspection of British Schools Overseas)

Introduction

These **standards** set out the evaluation requirements to be used in the inspection of British schools overseas. They are based on, and closely resemble, the standards used in the inspection by Ofsted of independent schools in England and Wales.

The standards are arranged in nine main sections. In reaching their judgements, inspectors consider:

- Whether particular policies, practices and procedures are in place.

These judgements are made on a three-point scale:

1. Fully in place
2. Partly in place
3. Not in place

- The *quality* of practice in key elements of: the education the school provides; the pupils' spiritual, moral, social and cultural development; the welfare, health and safety of pupils; the effectiveness of any boarding provision; and the leadership and management of the school.

These judgements are made on a four-point evaluation scale:

1. Outstanding
2. Good
3. Satisfactory
4. Inadequate

Taking into account the outcomes of the judgements they have made, inspectors make a final decision as to whether to award the school accredited status.

As well as forming the basis for inspection, schools are invited to use the standards and the evaluation scales in the self-evaluation of their practice and performance.

The **Guidance** in Section 3 of this Handbook provides more information about the judgements to be made and shows how inspectors and schools should interpret the standards.

Standards for the Inspection of British Schools Overseas

1. The quality of education provided by the school

1.2 The curriculum

<i>The quality of the curriculum, its breadth and balance and suitability for all the pupils in school taking into account the regulatory and legal requirements of the host country.</i>	
1.1	Does the school have a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and does it implement it effectively?
1.2	Is there full-time supervised education for pupils of compulsory school age?
1.3	Does the curriculum give pupils of compulsory school age experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education?
1.4	Does the curriculum take account of curricula and external examination accreditation commonly used in schools within the UK, in a manner that enables pupils to enter, or re-enter the UK educational system at an appropriate level?
1.5	Is the subject matter appropriate for the ages and aptitudes of pupils, including those pupils with learning difficulties and/or disabilities?
1.6	Does the policy enable pupils to acquire skills in speaking/listening/literacy/numeracy?
1.7	Is the principal language of instruction either English (or Welsh)?
1.8	Where pupils have been identified as having learning difficulties and/or disabilities, does the curriculum provided meet their needs?
1.9	Does the school provide personal, social and health education which reflects its aims and ethos?
1.10	Does the school provide appropriate careers guidance for secondary age pupils?
1.11	If there are pupils above British compulsory school age (i.e. over age 16), does the school provide a programme of activities appropriate to their needs?
1.12	If there are pupils below British compulsory school age (i.e. in the term after they attain age 5), does the school provide a programme of activities appropriate to their needs?
1.13	Does the curriculum provide the opportunity for all pupils to learn and make progress?
1.14	Is there adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life?

1.3 The quality of teaching and assessment

<i>The quality and effectiveness of teaching and assessment.</i>	
1.15	Does the teaching enable pupils to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught?



1.16	Does the teaching encourage pupils to apply intellectual, physical or creative efforts and to show interest in their work and to think and learn for themselves?
1.17	Are lessons well planned, are effective teaching methods and suitable activities used and is class time managed wisely?
1.18	Do teachers show a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons?
1.19	Do teachers demonstrate appropriate knowledge and understanding of the subject matter being taught?
1.20	Are classroom resources of an adequate quality, quantity and range and are they used effectively?
1.21	Is there a framework in place to assess pupils' work regularly and thoroughly and is information from such assessment utilised to plan teaching so that pupils can make progress?
1.22	Does the teaching encourage pupils to behave responsibly?
1.23	Does the school have in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents and/or, by norms derived from externally accredited examinations?
1.24	Do the styles of teaching, learning and assessment take account of those commonly used in schools within the UK and equips pupils with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level?
What is the overall quality of the education?	
How well do the curriculum and other activities meet the range of needs and interests of pupils?	
How effective are teaching and assessment in meeting the full range of pupils' needs?	
What progress do pupils make in their learning?	
What is the quality of provision in the Early Years Foundation Stage?	
How good are the outcomes for children in the Early Years Foundation Stage?	

2. The spiritual, moral, social and cultural development of pupils

<i>The quality and effectiveness of the school's provision for the spiritual, moral, social and cultural development of its pupils, taking account of the needs of a diverse student body.</i>	
2.1	Does the school enable pupils to develop their self-knowledge, self-esteem and self-confidence?
2.2	Does it enable pupils to distinguish right from wrong and to respect the law?
2.3	Is it effective in ensuring that pupils behave responsibly, show initiative and understand how they can contribute to community life?
2.4	Does it provide pupils with a broad general knowledge of public institutions and services in the host country, the UK and internationally?



2.5	Does the school assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions?
2.6	Does the school promote a general knowledge and understanding of modern British life in relation to social issues and the values of tolerance, democracy, respect for freedom of expression and other human rights?
What is the quality of provision for pupils' spiritual, moral, social and cultural development?	
How good is the pupils' behaviour?	

3. The welfare, health and safety of the pupils

<i>The measures to promote the welfare, health and safety of the pupils, including child protection taking into account the regulatory and cultural requirements of the host country.</i>	
3.1	Has the school prepared and implemented a written policy to prevent bullying?
3.2	Has the school prepared and implemented written policies to safeguard and promote the welfare of children who are pupils at the school?
3.3	Has the school prepared and implemented an effective written policy relating to the health and safety of pupils on activities outside the school?
3.4	Has the school prepared and implemented a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving?
3.5	Can the school demonstrate that it has a proper regard for health and safety issues, which at least conforms to local regulatory requirements?
3.6	Can the school demonstrate that it has a satisfactory level of fire safety, which conforms to local regulatory requirements?
3.7	Does the school have a satisfactory written policy on first aid and does it implement this?
3.8	Are school staff deployed in such a way as to ensure the proper supervision of pupils?
3.9	Does the school keep written records of sanctions imposed upon pupils for serious disciplinary offences?
3.10	Can the school demonstrate that it maintains an admission register and an attendance register which conform to local regulatory requirements?
The overall welfare, health and safety of pupils	

4. The suitability of the proprietor and staff

4.1	Prior to the confirmation of the appointment of all staff (including volunteers), have appropriate checks been carried out to confirm their identity, medical fitness, right to work in the host country, previous employment history, character references and, where appropriate, qualifications and professional references and has such information been taken into account in determining whether their appointment will be confirmed?
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4.2	Have appropriate checks on suitability to work with children, including a British enhanced criminal record check where applicable been made by the proprietor in respect of any member of staff appointed to a position at the school before, or as soon as was practicable after, his/her appointment (including checks in the host country and any overseas countries where the person may have lived, such as obtaining certificates of good conduct from the relevant embassies or police forces)?
4.3	Does any member of staff or volunteer carry out work, or intend to carry out work, at the school in contravention of any local, overseas or British disqualification, prohibition or restriction?
<i>The suitability of supply staff at the school</i>	
4.4	Has the school taken all reasonable steps, within the context of local requirements, to ensure that no person supplied by an employment business to the school should begin work at the school unless the proprietor has received written confirmation that checks have been carried out in respect of the person's identity, right to work in the host country, qualifications, suitability to work with children?
<i>The suitability of proprietors. It is recognised that in many countries it may be impracticable or inappropriate to obtain the following information on proprietors. However, the school should take all reasonable steps to assure itself of the suitability of each individual who is responsible for the governance and leadership of the school.</i>	
4.5	Can each individual proprietor of the school, or where appropriate the chairperson of the proprietorial body, demonstrate that he/she has met all local requirements (if there are any), and in addition been subject to checks confirming his/her identity, right to work in the host country, suitability to work with children, (including an enhanced criminal record check where applicable)? Where appropriate, have certificates of good conduct been obtained, wherever practicable, from the relevant embassies or police forces of all countries in which the proprietor has resided?
4.6	Has the chairperson checked the other members of the proprietorial body (where these exist) to confirm they meet all local requirements, their identity, right to work in the host country, suitability to work with children, (including an enhanced criminal record check where applicable)? Where appropriate, have certificates of good conduct been obtained, wherever practicable, from the relevant embassies or police forces of all countries in which they have resided?
4.7	The school shall keep and make available to inspectors a comprehensive list of all staff and volunteers who currently work in the school, or who have worked in the school since the time of the last inspection, showing the dates when they commenced and ceased working in the school.
4.8	The school shall keep and make available to inspectors on demand records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection.



5. The premises and accommodation

<i>The adequacy of the premises and the educational accommodation for securing the health and safety of all pupils.</i>	
5.1	Is there any reason to believe that the water supply does not meet local regulatory requirements or is otherwise not fit for purpose in relation to the premises of an educational establishment?
5.2	Is there any reason to believe that the drainage system is inadequate for hygienic purposes and for the disposal of waste water and surface water?
5.3	Is there any reason to believe that any load bearing structure does not have regard to local regulatory requirements (including, where applicable, earthquake measures and other measures to militate against natural disasters)?
5.4	Does the school have adequate security arrangements for the grounds and buildings?
5.5	If the premises which are used by the school are also used for another purpose, other than conducting the school, are they organised in such a way that the health, safety and welfare of pupils is safeguarded and their education is not interrupted by other users?
5.6	Do the school buildings provide reasonable resistance to penetration by rain, snow, wind, sand and dust, and moisture from the ground and have regard to temperature control, heating and cooling?
5.7	Is there sufficient access so that emergency evacuations can be accomplished safely for all pupils, including those with special needs?
5.8	Is access to the school such that it allows all pupils, including those with special needs, to enter and leave the school in safety and comfort?
5.9	Can the school give reasonable assurances that the premises have not been condemned by relevant local agencies?
<i>The suitability of the accommodation for effective teaching and learning for all pupils.</i>	
5.10	Having regard to the number, age and needs (including any special needs) of pupils, are the school buildings fit for purpose and maintained with regard to the health and safety of the pupils?
5.11	Are there sufficient washrooms for staff and pupils, including facilities for pupils with special needs?
5.12	Are there appropriate facilities for pupils who are, or become, ill?
5.13	Where food is served, are there adequate facilities for its hygienic preparation, serving and consumption?
5.14	Are classrooms and other parts of the school maintained in a tidy, clean and hygienic state?
5.15	Do the sound insulation and acoustics allow effective teaching and communication?
5.16	Are the lighting, heating and ventilation in the classrooms and other parts of the school satisfactory?



5.17	Is there a satisfactory standard and adequate maintenance of decoration?
5.18	Are the furniture and fittings appropriately designed for the age and needs (including any special needs) of all pupils registered at the school?
5.19	Is there appropriate flooring and is this in good condition?
5.20	Are there appropriate arrangements for providing outside space for pupils to play safely?

6. The provision of information for parents, carers and others

<i>The quality of information provided by the school for parents, prospective parents, and other interested parties.</i>	
<i>Does the school provide to parents of pupils and of prospective pupils the following information?</i>	
6.1	The school's address and telephone number and the name of the headteacher.
6.2	Where the proprietor is an individual, his/her full name, address for correspondence during both term time and holidays and a telephone number or numbers on which he or she may be contacted at all times, or, where the proprietor is a corporation, organisation or other body corporate, the address and telephone number of its registered or principal office.
6.3	Where there is a board of governors, the name and address for correspondence of its Chair (not necessarily the private address).
6.4	A statement of the school's ethos (including any religious ethos) and aims.
<i>Does the school make available to parents of pupils and of prospective pupils the following information?</i>	
6.5	Particulars of the school's policy on and arrangements for admissions, discipline and exclusions.
6.6	Particulars of educational and welfare provision for pupils with learning difficulties and/or disabilities and for pupils for whom English is an additional language.
6.7	Particulars of the curriculum offered by the school.
6.8	Particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving.
6.9	Particulars of academic performance during the preceding school year, including the results of any public examinations, taking account of the need to protect the identity of children.
6.10	Details of the complaints procedure adopted by the school.
6.11	The number of staff employed at the school, including temporary staff, and a summary of their qualifications wherever practicable.
6.12	Following this inspection, has the school made arrangements to make available and send (in paper format or electronically) a copy of the full report to the parents of every registered pupil?



<i>The quality of reports on pupils' progress.</i>	
6.13	Does the school provide parents with an annual written report of the progress and attainment of each registered child in the main subject areas taught (unless otherwise agreed with any parent)?
<i>The quality of information provided to outside bodies.</i>	
6.14	Did the school comply with reasonable requests for information in connection with the inspection?
6.15	Did the school confirm that it had declared to inspectors all instances of disciplinary action, suspension or departure of any individual (staff, volunteer or other) because of concerns about their suitability to work with children?

7. The school's procedures for handling complaints

<i>The effectiveness of the school's procedures for handling complaints.</i>	
7.1	Has the school drawn up and implemented a complaints procedure that is transparent, open and effective having regard to local regulatory requirements and circumstances?
7.2	Is the complaints procedure made available to parents of pupils and prospective pupils?
7.3	Does the complaints procedure set out clear timescales for the management of the complaint?
7.4	Does the complaints procedure allow for complaints to be made and considered initially on an informal basis?
7.5	Does the complaints procedure provide for a formal complaint to be made in writing if parents are not satisfied with the response to an informal complaint?
7.6	If the parents are not satisfied with the response to a written complaint is there provision for the establishment of a hearing before the governors of the school or a panel appointed by the proprietor of at least three people who have not been directly involved in the matters detailed in the complaint?
7.7	Where there is a panel hearing of a complaint, and where practicable, is there provision that one person on the panel is independent of the management and running of the school?
7.8	Does the procedure allow for parents to attend the panel hearing, and, if they wish, to be accompanied?
7.9	Does the complaints procedure provide for the panel to make findings and recommendations and does the procedure stipulate that a copy of these findings and recommendations are given to the complainant and, where relevant, the person complained about, the proprietor and headteacher?
7.10	Does the procedure provide for written records to be kept of all complaints indicating whether they were resolved at the preliminary stage, or whether they proceeded to a panel hearing (including a hearing before the board of governors)?
7.11	Does the procedure provide that correspondence, statements and records of complaints are to be kept confidential, except in cases where local legal requirements permit access or enable restriction by local authorities?



8. The quality of provision for boarding

<i>The effectiveness of the school's provision for boarders</i>	
8.1	Does the school have policies, implemented effectively, that take full account of pupils who are boarding in respect of bullying, child protection, complaints security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and boarders' health records?
8.2	Does the school have appropriate procedures in place for crisis management, how boarding houses are organised, activities and free time for boarders, the needs of EAL students, the securing of boarders' views, for prefects or student leaders and for staff and outside support to boarders?
8.3	Does the school provide adequate welfare support to boarders, including medical treatment and first aid, care of ill boarders, management of health and personal problems, discrimination and equal opportunities, parental contact and telephones, pocket money and care of possessions, the induction of new boarders? The school should also have policies for educational guardians (where applicable), the monitoring of records, catering, fire precautions and drills, the accommodation of children other than pupils (where applicable), high risk activities and risk assessment, and access to information and local facilities.
8.4	Does the school provide adequate supervision of boarders, including when boarders leave the school site, night supervision of boarding houses and does the school provide staff job descriptions, induction, supervision and training, and guidance on boarding practice? There should also be policies on staff/boarder relationships, privacy, staff recruitment and checks on other adults that may come into contact with boarders or have access to boarding accommodation.
8.5	Are there adequate arrangements for access to, and security of, the accommodation used by boarders, including off-site accommodation and short term exchanges?
How effective is the boarding provision?	

9. Leadership and management of the school

<i>The effectiveness of leadership and management by the proprietor, headteacher, senior managers and others with delegated responsibilities</i>	
9.1	Does the leadership of the school provide clear educational direction, as reflected in the quality of education, the care of pupils, and the fulfilment of the school's aims and ethos and is there a positive relationship between the headteacher/senior staff and the school's governing body (where one exists) or board of management?
9.2	Is the proprietor/governing body successful in securing, supporting and developing sufficient high-quality staff and ensuring their suitability to work with children?
9.3	Does the proprietor/governing provide appropriate policies and procedures, review them for effectiveness and ensure sufficiency of resources through robust financial management?
9.4	Is management at all levels successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively?



9.5	Does the management of the school provide opportunities for regular staff appraisal or professional development reviews?
	What is the overall effectiveness of leadership and management by the proprietor, headteacher, senior managers and others with delegated responsibilities?
	How well do the school's leaders share and articulate a clear vision, sense of purpose and high aspirations for the pupils' progress and achievement?
	What is the quality of school self-evaluation and how effective are the actions taken on the basis of the outcomes?
	How effectively does the management of finance and resources of all kinds contribute to achievement of the school's educational priorities and objectives?
	How effective is the contribution of the proprietor/governing body to the strategic leadership of the school?
	How effectively is the Early Years Foundation Stage led and managed?

10. The award of accredited status

Is the school evidently British in character?
Does the quality of the education provided satisfy or exceed the standards that apply to independent schools in the UK?



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