

The Select Committee Report will require a response from the DfE and may materially affect the appointment of the new HMCI. In this RPC paper, the text of the recommendations has been condensed, but the essential points have been retained, using the original language where possible.

1. We recommend that the Government splits Ofsted into two inspectorates. (Paragraph 20)
2. The Inspectorate for Education should hold responsibility for the inspection of education and skills. The Inspectorate for Children's Care should focus entirely on children's services and care. (Paragraph 21)
3. The Education Inspectorate should: provide judgments and recommendations; provide an overview of the education system as a whole. It should not be an improvement agency. ... it should continue to disseminating best practice. . (Paragraph 32)
4. The Children's Care Inspectorate should more actively support service improvement [and] should ensure that its workforce has experienced practitioners who command respect. (Paragraph 33)
5. Both the Education and Children's Care Inspectorates need clearly-articulated mission statements easily available to parents, professionals and the wider public, [and] their own staff (Paragraph 36)
6. We do not accept the case for the complete abolition of school inspection at this point. We support the principle of proportionate inspection and more focus on lower-performing schools. (Paragraph 40)

The performance and independence of Ofsted

7. The DfE should appoint two new senior advisers within the Department—a Chief Education Officer and a Chief Children's Care Officer. (Paragraph 48)
8. The current Ofsted website needs considerable revision [and] should include clearer articulation of the inspectorates' complaints procedures. (Paragraph 52)
9. The new Chief Inspectors would need to ensure that reports are parent-friendly, and that concise, accurate summaries of settings are given. Reports on care settings, in particular, should be accessible to young people, but also need to have a depth of intelligence. (Paragraph 57)
10. Parents and carers need to be engaged more throughout the inspection process, and in the feedback process. (Paragraph 58)
11. Ofsted should make easily accessible its performance assessments of the three Regional Inspection Service Providers, as well as contractual details. (Paragraph 61)
12. There [should be] no extra cost to the public purse of any new inspection system. The two inspectorates should work together to maximise the efficiency of back office support . (Paragraph 64)
13. The new Inspectorates of Education and Children's Care should have, on their non-executive Boards, members whose experience is directly relevant to the remit of the inspectorate. (Paragraph 69)

The quality and consistency of inspectors

14. The Inspectorate of Education should ensure that inspectors remain in touch with the system. The Inspectorate of Children's Care, will need 'practitioner inspectors' and inspectors who have long-term experience of inspection. Inspectors should have regular opportunities for professional development. (Paragraph 76)
15. The Inspectorates need to develop ways to increase dramatically the percentage of inspectors who are serving senior practitioners on secondment. (Paragraph 81)
16. We do not recommend that all inspections are led by HMIs, but they should continue to be well-utilised in the training of inspectors. (Paragraph 88)

17. The new Inspectorates should prioritise transparency over the provenance of their inspection teams. (Paragraph 89)

Experiences and mechanics of inspection

18. The inspectorate and the inspected should do minimise any negative impact on young people and learners. (Paragraph 93)
19. The new Chief Inspectors of Education and Children's Care should build further preparation time into inspection schedules. (Paragraph 94)
20. In future little or no notice to providers of children's homes should be the norm. We believe that the disadvantages are outweighed by the merits. (Paragraph 101)
21. Chairs of governors (and other governors) attendance feedback sessions should be encouraged by inspectors. The inspectorate should engage governors throughout the inspection process. (Paragraph 104)
22. Government should improve the existing Voluntary Childcare Register, through legislation where necessary, to provide the public with a more reliable system for vetting carers. Ofsted should take immediate action to improve the existing system. (Paragraph 108)
23. Current inspection processes for sixth forms, schools and colleges are not consistent with each other: this should be remedied. (Paragraph 111)

The future direction of inspection policy

24. Government needs to articulate, its plans for the other [non-school] settings currently inspected by Ofsted. (Paragraph 114)
25. We support the cessation of inspection for outstanding schools. There should be a trigger mechanism to bring forward inspections at the a school, not just for special schools and PRUs but for all educational institutions. (Paragraph 118)
26. Criteria should developed to suggest why a school might be placed in a "satisfactory" category and e.g. how long a school need be "satisfactory" before it is considered "stuck at satisfactory" . A similar fifth grade should be developed for "stuck at satisfactory" providers other than schools. (Paragraph 122)
27. A slimmer framework for schools inspection is the right way to go ... but....clarity is needed on precisely what the four categories will include. We welcome the new framework's focus on observation rather than data. (Paragraph 127)
28. We fail to see the continued need for limiting judgments, and therefore recommend that these are abandoned once the new framework is introduced. (Paragraph 128)
29. The less teachers are constrained by bureaucracy, the better. However, we recommend that the inspectorate continues to publish a simplified Self-Evaluation Form, albeit non-obligatory. (Paragraph 130)
30. We support more publicly available information on schools, but the inspectorate should prioritise its reporting on efforts made for, and progress made by, pupils across the full range of ability. These progress measures should be given prominence comparable to other key measures such as 'five good GCSEs' and the new E-Bacc. (Paragraph 134)

rEDUCED POLICY COMPANY

The Reduced Policy Company has been established to make policy documents more accessible to the professional and lay reader. More information is available at www.reducedpolicycompany.com

Chris Waterman, Director of Design
©Chris Waterman

