

Insights & Research

What is the relationship between research and inspection at Ofsted?



Strategy at a glance

- **Insights** and **Evidence** are key parts of the Ofsted strategy – we want Ofsted to be an organisation that generates insights and uses those to deliver better outcome for pupils and learners.
- One of our core values is to be **evidence-led**, meaning that all of what Ofsted does is underpinned by evidence



Our values



Children and learners first



Independent



Accountable and transparent



Evidence-led

I&R priorities

Deliver the research, evaluation, analysis and insights portfolio



- Make the most of data, harnessing insight from inspection, and deploying the right method for the right impact.

Support the development and delivery of policy, inspection, and regulation



- Provision of high-quality evidence products and services

Develop Ofsted's analytical capabilities



- Promote high standards of quality, processes, capabilities and professionalism

Enhance our portfolio of external engagement



- Increase the reach and impact of our research and analysis

What is Insights and Research?

- Recognising the need to put insights and evidence at the heart of Ofsted, I&R provides data, analysis, research and evaluation across all of Ofsted's remits.
- Works in partnership with inspectors – benefiting from the experiences and insights you have that I&R can use to provide research and analysis to better support inspection.

Data & Insight (D&I)

- Delivers pre-inspection information/advice & analysis of inspection evidence & outcomes
- Tailored analytical support to policy and regional teams
- Broad range of statistical data releases/commentaries
- Data processing, corporate reporting and data science

Research & Evaluation (R&E)

- Evaluates policy and practice to understand what works
- Leads on developing Ofsted's evidence base and filling knowledge gaps

Over 140 analysts
combined

Data analysis to support inspection



Data & Insight functions in Ofsted

- **Data** – We collect, process, store and manipulate huge amounts of data both internal and external to Ofsted.
- **Pre-inspection data services** – We provide inspectors with analysis of providers (e.g. schools) for pre-inspection review.
- **Inspection and sector analyses** – We carry out analysis of our inspections as well as what is happening in wider sector to inform policy and practice.
- **Statistical publications** – We publish around 70 routine statistics publications per year as well as statistical commentaries.

School Pre-Inspection Analysis

- Schools 'Inspection Data Summary Report' (IDSR)
- Data driven insight for inspectors, summarising what is important.
- Reduces inspector time analysing data and improve consistency.
- Data is starting point for an inspection, the IDSR helps provide the context but is not the only evidence inspectors will look at.
- Contains contextual information as well as performance data:
 - Pupil characteristic data
 - School workforce data
 - Absence and exclusion data
 - Financial data
- Built in an automated HTML report – 22,000 schools, 4,500 inspections per year.
- Shared to inspectors and schools.
- The main product for school inspection, used since 2017/18

The screenshot shows the GOV.UK website interface for an 'Inspection Data Summary Report'. At the top, there is a 'GOV.UK' logo and the title 'Inspection Data Summary Report'. Below this, a blue banner indicates 'ALPHA' status with a note: 'This is new - your feedback will help us to improve it.' The main heading is 'Secondary School' with the Ofsted logo (raising standards, improving lives) to the right. There are navigation links for '< Back' and 'Print this page' / 'Download this page'. The report includes 'Release information: Revised 2019 KS4, Revised 2019 KS5' and 'Release date: 28 February 2022'. A list of fields is shown with horizontal lines: URN, LAESTAB, Local authority, Phase of education, and Type of education. A 'Contents' section lists various report sections with blue links: Areas of interest, Pupil movement, Absence, Suspensions and permanent exclusions, Key stage 5 qualification types and retention, Destinations, Pupil groups, School and local context, Year group context, Progress and attainment trend, and Subject entries. An 'Important information' link is also present.

[School inspection data summary report \(IDSR\) guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide)

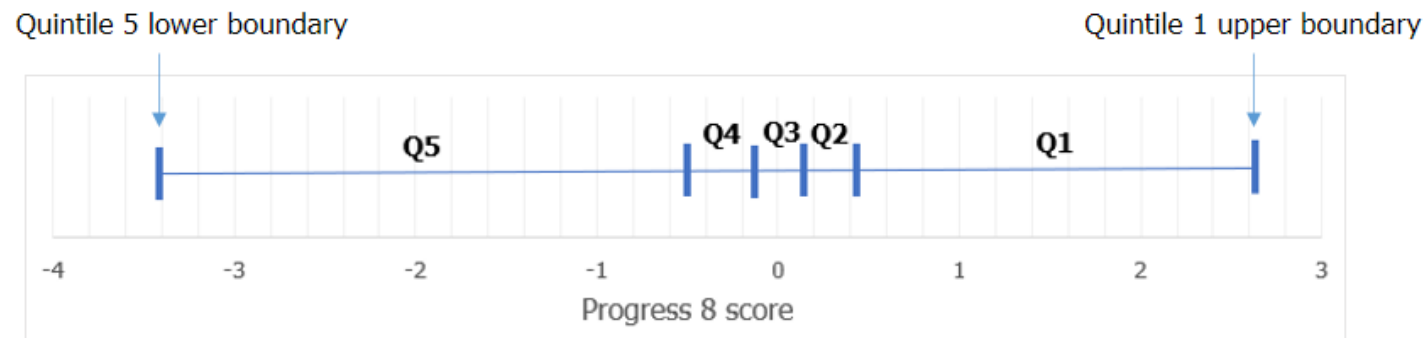
Sentences in the IDSR

Progress at key stage 4 - 2022

- Overall Progress 8 (-0.7) was significantly **below** national and in the **lowest** 20% in 2022.
- The English element of Progress 8 (-0.7) was significantly **below** national and in the **lowest** 20% in 2022.
- The mathematics element of Progress 8 (-0.6) was significantly **below** national and in the **lowest** 20% in 2022.
- *There is nothing to highlight for the EBacc element of Progress 8 in 2022.*
- The open element of Progress 8 (-1.1) was significantly **below** national and in the **lowest** 20% in 2022.

► [Progress at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\)](#)

Progress 8, 2022



Visuals in the IDSR



Progress 8 - 2022

	Overall P8	English P8	Mathematics P8	EBacc P8	Open P8
2022	Sig below national (229 pupils)	Sig below national (229 pupils)	Sig below national (229 pupils)	Sig below national (229 pupils)	Sig below national (229 pupils)

Subject entries at key stage 4

A darker shade of purple indicates a higher number of entries for the subject.

2019 cohort = 235; 2021 cohort = 238; 2022 cohort = 232

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Agriculture, horticulture and animal care	Animal care	Level 1/2	3		
Art & design	Art & design	GCSE	58	19	39
	Art & design	Level 1			1
	Art & design	Level 2			17
Business, administration & finance	Business studies	GCSE	49	63	69
	Personal finance	Level 2	233		
Construction, engineering & manufacturing	Building / Construction Operations	Level 1/2		22	
	Construction	Level 1/2	9		29
	Engineering	Level 1/2			19
	Engineering Studies BTEC	Level 1/2		23	
Design & technology	Design & technology	GCSE	78	22	16
	Graphic Design	Other at level 1		2	
	Graphic Design	Other at level 2		22	
English	English language	EBacc GCSE	233	237	227
	English literature	EBacc GCSE	234	237	225
Health, public services and care	Hair & beauty	Level 2			16
	Health & social care	Level 1/2	30		50
	Health Studies OCR	Level 1/2		55	
	Home economics: food	GCSE	45		
	Hospitality & catering	Level 1/2		17	40
Humanities	Geography	EBacc GCSE	144	103	123
	History	EBacc GCSE	87	135	100

School and local context

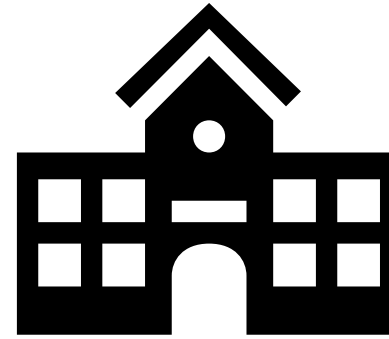
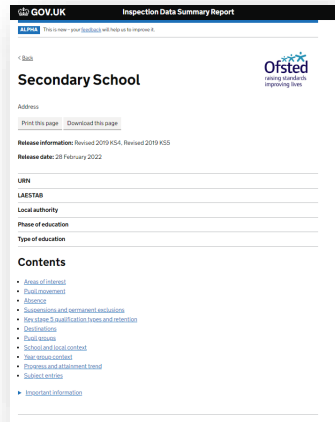
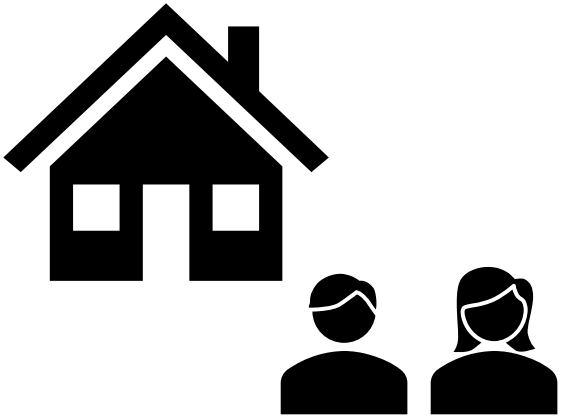
School characteristics

	2020	2021	2022
School number on roll	Well above average 1571	Well above average 1548	Well above average 1566
Sixth form number on roll	Well above average 327	Well above average 344	Well above average 331
School % FSM	Close to average 27	Close to average 26	Close to average 26
School % SEND support	Well below average 5	Well below average 6	Well below average 5
Sixth form % SEND support	Below average 3	Below average 3	Well below average 2
School % EHC plan	Close to average 1.5	Close to average 1.6	Close to average 2.2
Sixth form % EHC plan	Close to average 0.6	Well below average 0	Well below average 0
School % EAL	Close to average 8	Close to average 9	Close to average 9
Sixth form % EAL	Close to average 7	Below average 6	Below average 5
School % stability	Above average 94	Above average 94	Close to average 93

How is the IDSR used?

Pre-inspection

- Inspectors use the IDSR before inspection to understand the impact the school's current curriculum is having.
- Contextual information also helps them to prepare, for example identifying where SEND pupils reside.



- The inspector can also use the IDSR to facilitate initial conversations with senior leadership.
- They may also refer to it during the inspection to balance with observations.

During inspection

Research and Evaluation



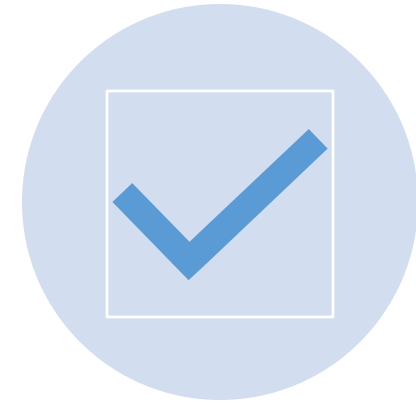
Why we do research at Ofsted:



Informing the sectors



Informing inspection
and regulation



Evaluating what we do

Guiding principles

Robust methods

Ethical responsibility

Specific and informed consent

Enables participation of groups we seek to represent

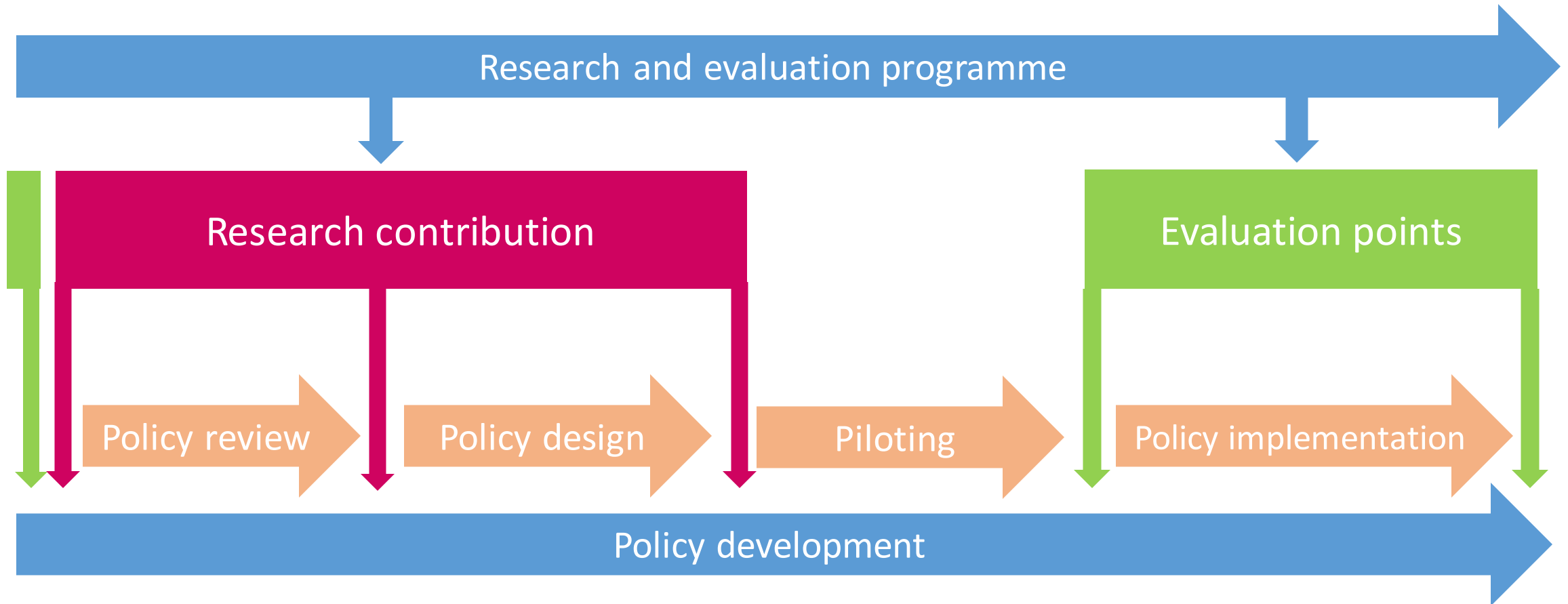
Active collaboration with Ofsted colleagues

Research community engagement

Clear user need and public benefit

Handling of personal data adheres to data protection regulations

Research, evaluation and policy



Who/what drives our research and evaluation focus?



We have researchers and inspectors who support our research

Research is co-produced between researchers and inspectors

- Researchers – expertise in sampling, ethics, methods, analytical and evaluation techniques, etc. that ensure research designs are appropriate
- Inspectors – expertise in the sector they work and inspection knowledge, adding value and accuracy to research designs
- Best of both worlds – can learn from each other

A different way of working

- No judgements shared with individual providers
- Different style of questioning to inspection activity
- Consistency in approach (which is fundamental for data collection that is valid, reliable and comparable across multiple providers)

Inspector views on Ofsted's unique research offer

'The work undertaken by colleagues in R&E and HMI bridges the gap between educational research and actual experiences in schools. The importance of this unique approach to educational research cannot be overstated – we are the only research organisation that combines research rigour and professional understanding so seamlessly.'

HMI 1,
Schools Remit

'HMI are able to make a substantial contribution to the planning of the research methodology and the successful implementation of the protocol. There is no doubt that the findings from research projects enable a level of scrutiny and focus on key areas beyond the inspection framework that can inform inspection practice and policy in the future.'

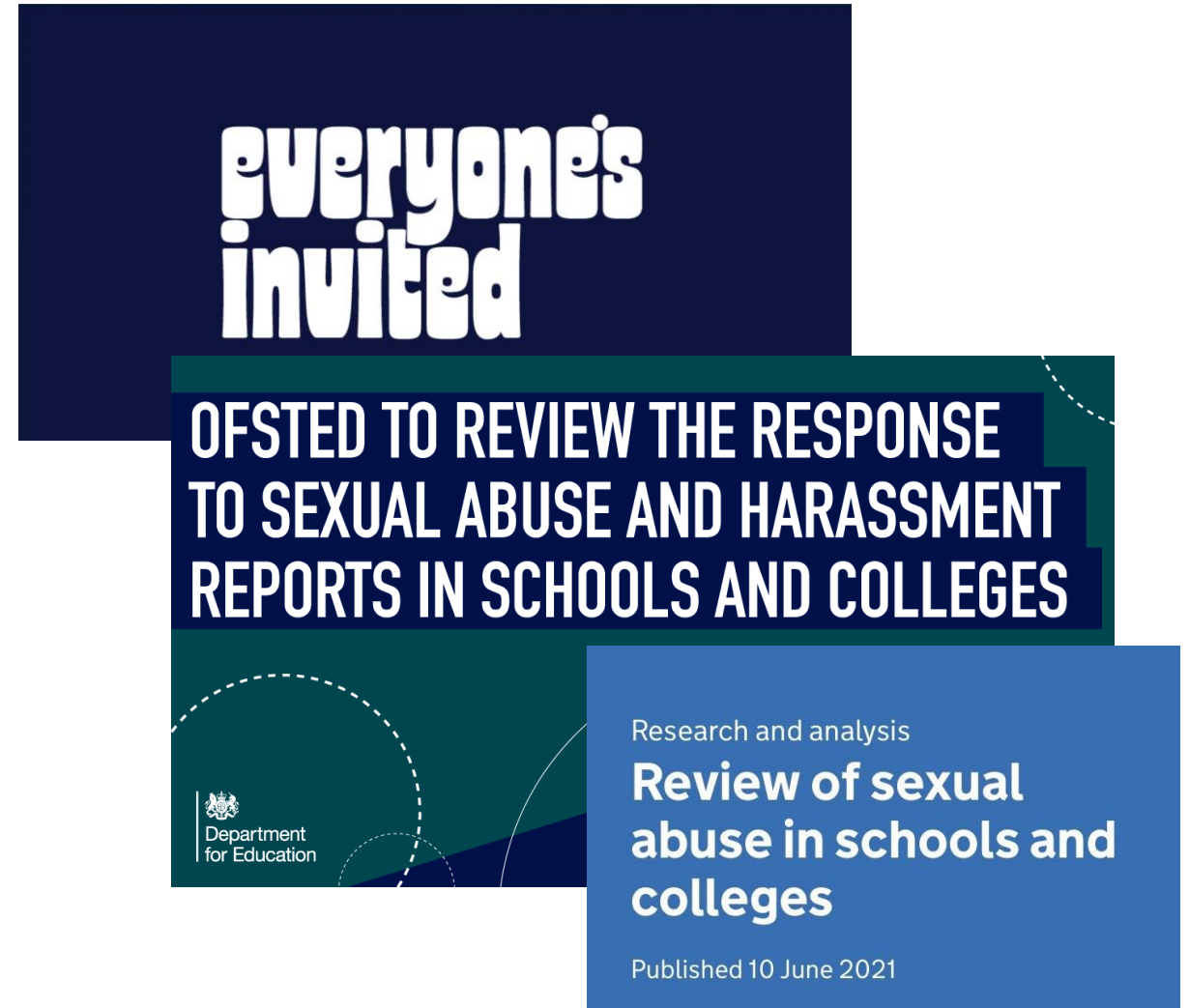
HMI 2,
Schools Remit

Research projects



Review of sexual abuse in schools and colleges (2021)

- Our inspectors visited 32 schools and colleges, and spoke to over 900 children and young people as well as school staff, parents and other stakeholders.
- Sexual harassment, including online sexual abuse, has become 'normalised'.
- Around 9 in 10 of the girls said that sexist name calling and being sent unwanted explicit pictures or videos happened 'a lot' or 'sometimes'.
- Boys talk about whose 'nudes' they have and share them among themselves like a 'collection game' on platforms like WhatsApp or Snapchat.
- Recommendation for school and college leaders:
 - act on the assumption that sexual harassment is affecting their pupils
 - take a whole-school approach to addressing these issues, creating a culture where sexual harassment is not tolerated.



Inspection has changed as a result of sexual abuse review



- Updates to inspection handbook and inspection practice, effective from September 2021
- Updates to training materials
- Similar changes in Independent School Inspectorate (ISI) inspection practices

Press release

Inspections to look at how schools and colleges work to prevent sexual harassment, online sexual abuse and sexual violence

Ofsted has today published updated education inspection handbooks, clarifying how inspectors will assess how schools and colleges confront sexual harassment, abuse and violence among children and young people.

From: [Ofsted](#)

Published 28 June 2021

Curriculum Unit research



Research and analysis

Research review series: history

Published 14 July 2021

Applies to England

Contents

Introduction

National context

Curriculum

Context: teachers as curriculum makers

Securing pupils' progression in history through effective curriculum design

Introduction

The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, pupils can understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and differences in human experiences across time and place.

- **Cross-disciplinary** research with policy colleagues and inspectors with subject area expertise
- **Wave I:** Literature reviews – curriculum, pedagogy, school systems
- **Wave II:** Drawing on deep dive evidence from inspections and research visits to better understand **how the subject is being approached** by schools across England
- Feeds back into improvement of inspection practice

Early years review series

- Part 1 '[setting the scene](#)' was published in November 2022.
- Part 2 '[the 3 prime areas of learning](#)' was published in September 2023. It uses evidence to demonstrate the importance of the 3 prime areas of learning and how practitioners can plan for children to make progress in these areas.
- Part 3 is due to be published autumn 2023. It will cover the 4 specific areas of learning.

Early years international

- Qualitative project exploring the aims and purposes of the early years, from an international perspective.
- As part of this project, we hosted a roundtable event in December with academic and inspectorate representatives from 13 European countries.
- Project report combines cross-national literature with insights from a survey and the roundtable discussion.

Evaluation projects



Overall aims of EIF evaluation

- To understand how well we are implementing the EIF and the effect it is having
- To generate insights that can help us improve what we do and how we do it

The Ofsted strategy commits us to evaluate the performance of our inspection frameworks, including the education inspection framework (EIF) under the strategic priority 'Inspections that raise standards'.

There will be two phases to the evaluation (a process evaluation and then an impact evaluation). The overarching question for each phase is:

- 1. Are we implementing the EIF as intended?** This asks whether we are taking the action that the EIF theory of change stated we should take, to be a force for improvement.
- 2. To what extent has the EIF contributed to the intended impact?** This assumes that we *are* implementing the EIF (or at least elements of it) and so asks whether the EIF (in total or in distinct parts) is contributing to intended outcomes that lead to improvement.

Strategy and engagement

Policy

Frameworks,
handbooks and
training

Regions

Inspection process

Professional
dialogue

Judgements

Reports

Insights and
Research

Aggregations
of insights
and research

Operations

Experiences and progress of care leavers

Research on
children
planning to leave
care

Assessment of
inspection
evidence to test
new standalone
judgement

New judgement
introduced...to
be evaluated

Education recovery series

Education recovery

We published a series of reports on education recovery in schools, further education and skills, and early years providers that reported on the continued impact of the pandemic and education recovery.

We used evidence from inspections during autumn 2021, spring and summer 2022.

Good progress has been made across the education sector to help children and learners recover the knowledge and skills they missed out on during the pandemic. However, many education providers continue to face challenges, some of which could have longer-term consequences.

- There are concerns with younger children's development in communication and language
- Leaders still described gaps in pupils' knowledge, particularly in mathematics, phonics and writing stamina.
- Impact on some pupils' mental health and well-being remained a concern

Children regressed during lockdown returning to nurseries in nappies, says Ofsted

Lockdown made some children who were potty-trained regress back into using nappies and dummies and forgetting how to eat with a knife and fork, Ofsted has revealed.



The early years briefing, one of five reports published by Ofsted looking at the impact of the pandemic, suggested children in their earliest years of education have been the hardest hit during the first lockdown with some children regressing in basic skills and learning.

The early years briefing asked 188 nurseries and childminders and 20 maintained nursery schools for their views during the month of October.

The report reveals that providers found some children had limited access to outdoor play during the first national lockdown. Consequently on return to nursery they were providing more opportunities for these children to develop their physical skills and gross-motor movements outside.

Questions and discussion