

Response ID ANON-EDNN-JMSQ-Z

Submitted to School accountability reform
Submitted on 2025-04-23 22:10:20

Foreword by Secretary of State for Education

About this consultation

Ofsted's reforms

About you

1 What is your name?

Name:
John Galloway

2 What is your email address?Please note: It is helpful to have your email address if we want to contact you about your answers to the questions in this consultation. You do not have to give your email address, and your views will be considered whether or not you give your email address.

Email:
johngalloway@hotmail.com

3 Are you happy to be contacted directly about your response?Please note: We may wish to contact you directly about your responses to help our understanding of the issues. If we do, we will use the email address you have given above.

Yes

4 Are you responding as an individual or on behalf of an organisation?If you are responding as an individual, we will consider the views within your response to this consultation to be your personal views. If you are responding on behalf of an organisation, we will consider the views within your response to this consultation to be those of your organisation and not necessarily your personal views.

Organisation

5 If you are responding as an individual, how would you describe yourself?If more than one applies, please select the one that you think is most important to understanding your consultation response.

Other member of the public

6 If you are responding on behalf of an organisation, which of the following best describes who/which part of the sector your organisation represents?If more than one applies, please select the one that you think is most important to understanding your consultation response.

Representative organisation or trade association

Other:

7 What is the name of your organisation?

Organisation name:
Campaign for State Education (CASE)

8 What is your role within the organisation?

role in organisation:
co-Chair

9 Would you like us to keep your name and/or organisation confidential?

Name: No

Organisation: No

10 Would you like us to keep your responses confidential?

No

If yes, please explain why you consider it to be confidential:

Results and next steps

Wider reform

Chapter 1 - Accountability in the state-funded school system

Chapter 1 - Effective school accountability

11 Do you agree that these are useful principles for delivering improvements to school accountability?

Agree

12 Are there any other principles that we should consider?

Please respond below:

The schools approach to inclusiveness, for all characteristics, including SEND and deprivation.
Responsiveness to its community(es) and context and the particular needs thereof.
What the school does to monitor pupil happiness and address this.
The humanity of the school in its approach to behaviour.
Relationships across the school - pupil/pupil: staff/pupil: staff/staff: school/home: school/other professionals.
Relationships with other local schools: the wider community to which the school belongs: the local authority.
School governance structure - how is it seen in a local context, as with an LA school, or a one that is not geographically coherent, as with large MATs.

Chapter 1 - Roles and responsibilities in accountability for state-funded schools

Chapter 2 - School Profiles

13 Do you agree a school profile should be the place users can see the most recent performance information, where it is available?

Yes

14 Is there other information published by the Department that you would like to see in a school profile in future? This could include, for example, relevant data on pupil characteristics, workforce or finance.

Please respond below:

Staff qualifications, including number in teaching positions without B.Ed/PGCE.
Staff turnover - and destinations - eg no. leaving profession.
Cost of senior management in relation to funding of classrooms - ie, how much is going in to front line teaching.
Exclusions - short term, internal and permanent, and destinations of these pupils.
If it is a local authority community school, with representation from the local authority on the governing body.
The governance structure - does it include staff and parent representatives. What decision-making powers do governors have, for instance, do they appoint the head teacher, or is the directors of a MAT?
If it is part of a MAT, how large this is, and what are the outcomes in other schools in the group?

15 Are there other pieces of information that you might expect or want to routinely see in a school profile? This could include, for example, information from schools themselves such as its ethos or the breadth of, and pupil engagement in, curriculum enrichment activities.

Please respond below:

Surveys of pupil happiness and wellbeing.
Surveys of staff happiness, wellbeing and job-satisfaction
Pupil voice in school, how the school ensures learners are heard, and how it responds to them. For instance, does the school council have real powers? A budget?
Post-graduate study being undertaken and links to local HE providers.
Breadth of curriculum
Extra -curricular offer

16 Do you have any further comments on our proposal for a new school profile service operated by the Department?

Please respond below:

The focus needs to be on the broad approach to personal development, developing pupil skills, abilities and aptitudes, along with preparation for later life. Not just narrow, measurable, academic success.
Invite pupils to write reviews - like on Amazon, for instance.
Schools that are part of MATs should be viewed in that context. How big is the MAT? What geographical area does it cover? What is the salary of the CEO?

Chapter 3 - Intervention

Chapter 3 - Intervention - Regional Improvement for Standards and Excellence (RISE)

Chapter 3 - Intervention - Proposals

17 Do you agree that a school which is judged by Ofsted to require special measures should normally be subject to structural intervention?

Strongly disagree

Please explain your answer:

There is no evidence that changing the governance of a school from the local authority to a MAT, or between MATs brings about school improvement. Providing good quality support for development, identified and lead by staff, with robust external advice and challenge, will make a difference, regardless of its governance.

The academies system has not brought about significant improvements in standards, on 70% of those forced to academise have shown improvements. 30% are unaffected. See the DfE "The case for a fully trust-led system."

https://assets.publishing.service.gov.uk/media/62865295d3bf7f1f433ae170/The_case_for_a_fully_trust-led_system.pdf (March 2022)

Chapter 3 - Intervention - Proposals

18 Do you agree that, until September 2026, while we build improvement capacity, schools that require significant improvement should normally be subject to structural intervention?

Strongly disagree

Please explain your answer:

It is not the structure that brings about change, it is the quality of support, how a school is nurtured not condemned. Structural intervention is unnecessarily disruptive and expensive, working with staff, pupils and parents is more effective and longer lasting.

19 Do you agree that from September 2026, in schools that require significant improvement, targeted RISE intervention should be deployed to give the school targeted support to improve, before moving to structural intervention if necessary?

Agree

Please explain your answer:

A supportive approach is to be preferred to a disruptive one. However, other models of support should be considered, for instance, peer to peer support by classroom teachers from other local schools. Also, the return of local authority inspectors who developed long term relationships with schools and helped them change over time.

If a school is an academy there should be an investigation into what strategies have been deployed and why these have not worked. Where these are employed across the MAT then Ofsted should inspect all schools in the MAT to ensure that this lack of impact is not evident elsewhere.

Chapter 3 - Intervention - Proposals

20 Do you agree that following the introduction of Ofsted school report cards, we should define stuck schools as set out above?

Neither agree nor disagree

Please explain your answer:

Following an RI judgement a school will have been receiving external intervention. What will RISE offer that other consultants have not? Or the MAT within which it might sit?

Schools need to be understood within their context. For instance, a 'stuck' school may be in an area of considerable deprivation. What other interventions are happening, for instance, in the local economy, or with parents and families? Schools do not exist in isolation. Are there other factors external to the school that are having an impact on pupil outcomes, that need other actors to respond to?

21 Do you agree with our proposed intervention approach for stuck schools and that we should amend regulations to give effect to this?

Disagree

Please explain your answer:

RISE has a sense of an elite squad coming in to magically shift an entrenched problem. Better to create local support, from peers at all levels, from local schools, and a local inspectorate that knows and understands the school and its context and is there for the long term.

22 Do you agree that RISE should also engage with schools that have concerning levels of pupil attainment?

Neither agree nor disagree

Please explain your answer:

All schools benefit from external, critical, support. Some need it more intensively than others.

There are good schools ('coasting') that have concerning levels of attainment because pupils are not doing as well as they could, and because a narrow focus on academic achievement crowds out personal development.

Even 'good' schools can be letting pupils down.

23 What is the appropriate measure and approach for understanding if a school has attainment results of significant concern or shows a sharp decline in year-on-year pupil attainment, and may need external help to address these concerns?

What is the appropriate measure and approach for understanding if a school has attainment results of significant concern or shows a sharp decline in year-on-year pupil attainment, and may need external help to address these concerns?:

We know that there are many factors that impact upon pupil's achievement, such as their mother's level or education, whether they are in poverty, parental engagement with the school, pupil voice, opportunities for creative activities, and relationships between staff and pupils. Any understanding of attainment needs to be nuanced and contextualised, taking into account these individual factors for every learner.

These can include, for instance, single parent families, transience, poverty, ethnicity, gender, health and wellbeing.

We need to move away from judgements based on institutional aggregate outcomes to ones based on outcomes for individual pupils. In this way even schools judged 'Outstanding' may be found to be letting their learners down.

Equalities impact

24 Do you believe the proposed arrangements (any or all) would have a positive/negative impact on particular groups of learners or staff because of their protected characteristics?

Agree

Please explain your answer, specifying which proposal your response relates to:

There is the potential to have a negative effect by not taking a long-term approach to school development through local support that appreciates its context, rather than intervention from a regional team, or changing a schools governance to a body that may be geographically based in a completely different area. Pupils and teachers need to feel their efforts are recognised and appreciated.

25 Do you have any suggestions for how any potential negative impacts on particular groups of learners or staff could be mitigated?

Please respond below specifying which proposal your response relates to:

Let school development be locally lead, with expert guidance.

Workload and wellbeing

26 What do you consider are the likely staff workload and wellbeing implications and/or burdens of the proposals in this consultation?

Please respond below specifying which proposal your response relates to:

High stakes inspections and rigid paradigms for what a 'good' school is can create a situation where staff are working to satisfy criteria, checklists even, regardless of their professional perspective. We need a system that is developmental not judgemental.

Staff (and pupils) need to feel supported, not judged. Part of the professionalism of teachers is to constantly critique their own performance. You never teach a perfect lesson. Supporting them in improving their practice through reflection, within an environment that encourages innovation and recognises that sometimes this will not work, will create a more effective school, with resilient staff managing the pressures of the role, rather than succumbing to them.

27 Do you have any suggestions for how any potential negative impacts on workload and wellbeing could be mitigated?

Please respond below specifying which proposal your response relates to:

Trust teachers. Create peer support networks within and between schools with support from locally based school improvement teams.

28 What steps could be taken to help reduce or manage any burdens leading up to and during the introduction of the proposed arrangements?

Please respond below specifying which proposal your response relates to:

Review the role of Ofsted alongside the process of accountability. There are other ways of working, as many other countries demonstrate, that are not in essence judgemental but are supportive and developmental.

Recognise that the academies system itself does not bring school improvement - it is other factors such as peer support that does this.

Annex A - Overview of proposed accountability roles