

STUDY VISIT GUIDE **EVALUATION AND** **INSPECTION OF SCHOOLS** **AND COLLEGES**

FOR INTERNATIONAL DELEGATES

VISIT OPTIONS AVAILABLE

- **Option 1:** short study visit – one or two days, UK-based
- **Option 2:** five-day visit – single- or multi-centre, five days, UK-based
- **Option 3:** five-day plus – as above, UK-based with follow-up work in-country

WHO ARE THE VISITS FOR?

These study visits are designed for senior political and administrative national system leaders, school leaders and principals (including governors and managers), inspectors, classroom practitioners and subject specialists.

Participants will wish to understand more about the UK's education system, our quality assurance, inspection and evaluation methods and current policy direction and strategic initiatives – and how to use this to drive change at national, school and classroom levels.

We offer both short and longer visits with high-level strategic input on inspection policy in the UK and how educational institutions adapt their work accordingly.

The visit programme includes time to plan follow-up interventions and make changes operational. Longer stays include visits to (or speakers from) national centres for leadership and teacher training, schools and leading UK universities. The 'five-day plus' programme offers a week in the UK, with follow-up work in the delegates' home countries as appropriate.

WHAT IS OUR OFFER?

The study visits look at ways of integrating broad theoretical considerations with the delivery of improved quality assurance – based around inspection and evaluation.

Each visit is adapted according to the needs of the group but most will include sessions with a policy team from the relevant government department for education and Ofsted, and visits to schools and local authorities. We can also offer time at a leading university for an overview of current academic research in the area of school inspection and evaluation.

The visits can take place at several locations across the UK, including London, Manchester, Edinburgh, Belfast and Cardiff – although others are available. We can offer multi-site visits, depending on travel needs.

We will arrange a customised programme that includes:

- **Time with Ofsted personnel** to discuss some or all of the areas below.
 - ✓ Developing an inspection framework
 - ✓ Training, recruiting and managing inspectors
 - ✓ Evaluating teaching
 - ✓ Blending independent inspection with support and development
 - ✓ Developing leadership
 - ✓ Inspection methodology, improving teaching and supporting schools that require improvement*
 - ✓ The political context in which Ofsted works
 - ✓ Setting suitable benchmarks – what does 'good' look like?
 - ✓ Measuring impact
 - ✓ Evaluating quality of provision and outcomes
 - ✓ What happens when schools fail?

*A key part of this strand will focus on developing appropriate inspection methodologies, technical instruments and evaluation tools for differing contexts and countries.

Ofsted will share current methodologies, technical tools and frameworks – and analysis of any findings - covering how inspection develops leadership, improves teaching, and makes public accountability more secure.

- **Sessions with the government education department** to discuss the policy context; these will look at current national policy and anticipated future priorities, helping to make sense of a changing context and school organisation.

- **Visits to outstanding schools** in England, Wales, Northern Ireland and/or Scotland; schools are selected for the quality of their work or their particular context in raising achievement – often both.
- **Input from leading universities and research centres** to place the policy and practices outlined above in theoretical context, including the universities of London, Glasgow, Edinburgh and Cardiff.
- **Sessions based on classroom practice** led by outstanding teachers; these might focus on areas such as: what makes an outstanding lesson, how can we broker support for teachers at a time of increasing independence and autonomy, how do we do this for specific groups of students such as our most able, or our poorest, or for specific subject specialisms such as mathematics or literacy? Subject specialist sessions are led by Subject Leaders in Education (often classroom-based practitioners who work across a range of schools) and/or subject specialist inspectors.
- **More specialist sessions** led by Ofsted specialists in the relevant field - for example, vocational and work-based training, early years education, or teacher training.
- **Sessions looking at how inspection would help transfer across settings and contexts** – particularly suitable for chains and federations of schools looking to develop aspects of their work across multi-learning centres and different countries.

The template programmes later in this document illustrate the typical structure of each visit option. The running order and timings in each case will be adapted to suit the needs of the group.

COSTS AND FUNDING

Please email kathrin.tietze@britishcouncil.de or julia.rawlins@britishcouncil.de to request further information about costs and possible funding arrangements. We would welcome combined groups and larger groups, which will bring the individual costs per delegate down.

WHAT YOU CAN DO NOW

Be clear about the context for the visit before applying – what do you want to focus on, what are the desired outcomes, who will participate, how much input do you require from specialists in the UK and at what level?

Send a brief outline of your request to kathrin.tietze@britishcouncil.de or julia.rawlins@britishcouncil.de and we will contact you to discuss your requirements and the next steps.

TYPICAL VISIT STRUCTURES

OPTION 1: SHORT STUDY VISIT – TWO DAYS

UK-based, usually as part of a wider programme

All timings are flexible and negotiable.

	Travel			
Day 1	09.30 – 16.30 with lunch and refreshments as appropriate			
	Welcomes and introductions Inspection and Evaluation – Ofsted – HMI			
	Select from the following modules and a school visit on Day 2			
	Policy context – what the UK does now for evaluation and what is planned for the future	Developing an inspection framework	Input from National and/or Local Leader in Education – ‘the sharp end’ of inspection	Making evaluative judgements on inspection make sense to schools
Lunch break – then an option from:				
Ofsted - monitoring inadequate schools or helping schools to become good	Improving schools and/or colleges via a focus on teaching practices	Government department for education – a ‘school-led system’ that builds capacity – session led by policy makers	Discussion about how to make inspection fit the local context	
Day 2	School visit			

OPTION 2(A): FIVE-DAY VISIT, SINGLE-CENTRE

All timings are flexible and negotiable.

	Session times are 09.30 – 16.30. The order of the sessions can vary according to need.			
	Based in Manchester, Edinburgh, Belfast, Cardiff or London			
	Travel			
Day 1	Introductions and welcomes	British Council – the UK’s education system	Inspection and evaluation – generic introduction followed by specific input as requested	Discussion and follow-up sessions
Day 2	School visit			
Day 3	Schools that require improvement	Input from National and/or Local Leader in Education	Government department for education – offering a school-led system	Evaluating teaching and leadership through student outcomes – generating good data
Day 4	School visit			
Day 5	Discussion – with input from a leading university / research centre	Future planning and developing an inspection framework	Making inspection policy operational	Recruitment, managing performance and training of inspectors

OPTION 2(B): – FIVE-DAY, MULTI-CENTRE VISIT

All timings are flexible and negotiable but must allow time to travel between sites.

	Welcomes and introductions Session times are 09.30 – 16.30 The order of the sessions can vary according to need. Based in Manchester, Edinburgh, Belfast, Cardiff and then London
Day 1	Ofsted, Her Majesty’s Inspectorate – quality assurance, evaluation and inspection followed by an input on policy in the UK
Day 2	School visit locally

Day 3	Government department for education	Evaluating schools and evaluating the impact of inspection	Input from National and/or Local Leaders in Education	The use of data in evaluation – what this tells us and what it doesn't
Day 4	Travel and school visit			
Day 5	Facilitated discussion and planning	Managing the process of inspection – risk mitigation	Improving schools that cause concern	Evaluating teaching – does this require direct observation?

OPTION 3: FIVE-DAY PLUS

Length and content are negotiable. Visit based in the UK; single-centre or multi-centre, plus follow-up work in home country

The visit structure will follow that of Options 2(A) or 2(B) above for the first week. The content and timings for the follow-up work are negotiable but could include:

- Developing and implementing an inspection framework
- Training and recruiting inspectors – including performance management
- Writing and developing guidance and handbooks for inspectors
- Evaluating the impact of inspection
- Managing resources for inspection, including developing a school data set and establishing a timetable of inspection
- Conducting surveys via inspection work – and using inspection data to drive improvement
- Operating within a political context
- Other topics by negotiation

CONTACT

British Council Germany, Alexanderplatz 1, 10178 Berlin

Kathrin Tietze

Project Manager

T: 030 - 311 099 34

F: 030 - 311 099 20

kathrin.tietze@britishcouncil.de

Julia Rawlins

Head Education and Society

T: 030 - 311 099 75

F: 030 - 311 099 20

julia.rawlins@britishcouncil.de

© British Council 2013

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.