

An evidence-informed system – an evidence-informed inspectorate

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Why do we need to be evidence informed?

- A moral duty
- A social justice issue
- Credibility as a profession

But do we have the evidence?

- 'Everything works somewhere, but nothing works everywhere' (Dylan William)

Everything works somewhere...



Everywhere works somewhere...



But some things work better than others...



Everything works somewhere, but

- Some things work better than others
- Some things work in more places than others
- Some things work more easily than others
- Some things almost always work
- Some things almost never work

Accessing the evidence is problematic...

- It is too technical:
 - Muijs (2017). 'Can Schools Reduce Bullying' - 'IGLS estimation was used, all models converged and no non-admissible parameters were generated'
- It is too expensive:
 - e.g. Muijs (2017). 'Can Schools Reduce Bullying' - \$6/48 hrs, \$38 for the PDF
- There is too much of it
 - e.g. >1500 papers on metacognition since 2000

So you need to be selective...

- There is plenty of dross around...
- Key criteria:
 - Validity
 - Reliability
 - Utility
- Not about a single methodology – this depends on the research question

How do we make sense of evidence?

- In light of these issues, *intermediaries* are key
- Trusted translators of academic research
 - Books by academics and practitioners
 - Articles summarising evidence
 - Bloggers and websites
 - Organisations and systems
- Creating an ecology around evidence

Evidence informed inspection

- Not just practitioners, but the system as a whole needs to be research-informed
 - E.g. policy and of course inspection
- Evidence-informed inspection at Ofsted
 - Evaluating what we do
 - Research to inform our activities
- An intelligent inspectorate:
 - Valid measures
 - Aggregation of insights
 - A skilled workforce

Ofsted: A force for improvement...





Ofsted's strategy

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement

Evidence-informed inspection

- Valid measures:
 - Conducting research into lesson observation, what happens on inspection, evaluation programme
- Aggregation of insights
 - Providing a birdseye view of education and social care
- A skilled workforce
 - Working with the inspectorate in all our project
- We have a large-scale research and evaluation programme

How inspection leads to change

- Direct effects through use of feedback or consequences to schools
- Indirect effects through stakeholder activities
- Indirect effects through setting expectations (Ehren et al, 2015)
- Our research projects feed into both direct and indirect impacts

The research programme

- 2-year programme (18-19) agreed with EB
- Around 20 research and evaluation projects
- Cross-remit
- Linked to strategic priorities, e.g. curriculum, EIF

Our approach to research

- No one method – mix of qualitative and quantitative approaches depending on project needs
- Co-construction with inspectors throughout the projects
 - Each project co-lead by a research lead and an HMI lead
 - HMI's collaborate on instrument development, lead on visits, and provide key insight
 - Work collaboratively with researchers
- All projects underpinned by literature review, valid sampling processes and quality assurance and ethical processes

Our projects

- What do schools and colleges do to protect children from the risk of knife crime?
- Inspection methods, including improving validity and reliability of book scrutiny and lesson observation
- Educational effectiveness literature review
- Practices that improve teacher wellbeing
- Managing challenging behaviour
- What can looking at locality tell us about how students come through college with basic gaps in knowledge

Our projects

- Faith schools successfully dealing with equalities legislation
- Accessibility of outstanding early years education
- Curriculum research programme
- Good decisions for children in care or where care is a prospect
- Can SEND pupils in mainstream schools access specialised provision?
- Support for school readiness

Educational Effectiveness

- We conducted a review of educational effectiveness research
- Evidence reviewed on
 - Teaching
 - Leadership
 - Other school-level factors (e.g. behaviour, culture)
- Strength of evidence in different remits
- Informing development of criteria
- Shadowing of inspections
- This will feed into review of criteria

Neglect of older children

- Joint targeted inspections of local authorities:
 - Ofsted
 - CQC
 - HMICFRS
 - HMIP
- Data collection protocols developed and analysed by our research team
- Key findings:
 - Neglect of older children can go unseen
 - Tackling neglect requires multi-agency collaboration and work with parents
 - Behaviour of older children must be seen in context of trauma

Teacher wellbeing

- Two phase study:
 - Survey questionnaire of all staff in schools and colleges (random sample)
 - Multilevel modelling
 - Qualitative case studies in high and low outliers
- Initial findings:
 - Over half report low to medium wellbeing
 - Relatively high levels of stress and anxiety
 - Wellbeing lower in primary, stress higher among managers
 - Three quarters satisfied with job

Intelligent inspection?

- Research feeding into inspection in terms of:
 - Content (effectiveness, curriculum, behaviour)
 - Processes (lesson observation, curriculum)
- Continuous evaluation of both content and processes
 - Piloting of anything new
 - Evaluation of impact, including unintended consequences
- Creating change through both direct and indirect impact

Evidence-informed inspection

- Evidence-informed rather than evidence-based:
 - Role of judgement remains important
 - Never wholly objective
 - Resource constraints
 - Political constraints

Final words

- We have a moral duty to be evidence informed, as a profession and as a system
- Research-informed means exactly that: informing, not determining!
- As a system we need to invest in research, learning from the best of what exists, and building on that

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