

CURRENT SCHOOL ACCOUNTABILITY PROCESSES – ENGLAND

(August 2006)

Context

The move towards a more balanced approach to school accountability processes in England began following the release of the Government's Green Paper in 2003 called *Every Child Matters*. The aim of the paper was to ensure that every child and young person had a chance to fulfil their potential. Five outcomes were identified:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a productive contribution
- Enjoying economic well-being

The Green Paper proposed to progress action in four identified areas:

- Supporting parents and carers
- Early intervention and effective protection
- Accountability and integration – locally, regionally and nationally
- Workforce reform

Under the accountability and integration proposal, the creation of an inspection framework for children's services was outlined with Ofsted (Office for Standards in Education) taking the lead in bringing together joint inspection teams.

<http://www.everychildmatters.gov.uk>

Ofsted is the inspectorate for children and learners in England. It is a non ministerial government department accountable to Parliament. The office was established in 1993 under the Education (School) Act 1992. Ofsted works within frameworks for regulation and inspection to inspect state schools, non association independent schools, colleges, childcare providers, children's services, teacher training institutions and youth work. Independent schools that are not members of the Independent School Council (ISC) are inspected on a six year cycle under section 162 of the Education Act 2002. ISC schools are inspected by the Independent Schools Inspectorate, which is subject to monitoring by HMI (Her Majesty's Inspectorate).

Ofsted is also required to provide independent advice to the United Kingdom government and parliament on matters of policy and to publish an annual report to parliament on the quality of educational provision in England.

<http://www.ofsted.gov.uk/>

In England in 2005, there were 23 054 primary, secondary, nursery and special schools; and pupil referral units. In the autumn term of 2005 over 2000 schools were inspected. Over 6000 inspections were planned in maintained schools for 2005/2006.

The total Ofsted budget for 2005/2006 was £221m with the education directorate accounting for £74.6 m. Ofsted has set a target for cost savings that will deliver a 20% reduction in the annual budget by the end of March 2008.

In 2004 *A New Relationship with Schools* (NRwS) document and subsequent NRwS publications, developed jointly between Ofsted and the Department for Education and Skills (DfES) were released.

The documents were timely because by the end of July 2004 all schools had been inspected twice under the previous Ofsted system.

The NRwS document acknowledged that times had changed and schools were more likely to have established systems in place for self evaluation, development planning and performance management. The document proposed the establishment of a new relationship between the government and the education profession in primary and secondary schools through:

- Building the capacity of schools
- A rigorous accountability framework and a lighter touch with inspections
- Easier access to support for schools
- A streamlined school improvement process
- A unified dialogue to take place between schools and the wider education system.

The NRwS documents describe the importance of and new requirements relating to school self assessment, improvement planning, and the introduction of nationally accredited School Improvement Partners.

To support the NRwS document, Ofsted released the *Strategic Plan 2005 – 2008* in November 2004. Objective 2 of the document outlined the inspection procedure.

Since September 2005, HMCI (Her Majesty's Chief Inspector) publishes all inspection reports. Her Majesty's Inspectors (HMI) are involved in all school inspections and lead most inspections in secondary schools and the majority of inspections in primary school, working with inspection contractors. A program of selection and training has been developed to ensure registered and enrolled inspectors make an appropriate contribution and receive professional development.

The quality of inspections and the competence and effectiveness of inspectors whether HMI or independent inspectors; and securing the validity of all reports issued under HMCI is a focus for Ofsted.

Schools identified as causing concern are categorised as either special measures or a notice to improve.

www.ofsted.gov.uk

Ofsted's role was subsequently supported in the Government's October 2005, White Paper *Higher Standards, Better Schools For All*. The principle which underpins the proposals are that every child is special and that all children should have the opportunity and support to develop their skills and ability to achieve their full potential and apply them in a way that is appropriate to a 21st century world. From the consultation, recommendations and feedback received the vision for the education service for the years ahead has been set and is outlined in the *Ofsted Strategic Plan 2005–2008* and *Higher Standards, Better Schools for All*.

The plan to create a school system shaped by parents includes:

- enable every school to become self governing
- create a new Office of the Schools Commissioner
- enable parents to demand new schools

- encourage existing schools to expand and to meet demand and to make it easier for independent schools to enter the state system
- create new vocational provision for 14–19 year olds
- give the weakest schools a year to improve or face closure with a stronger role for local authorities in tackling failure and underperformance and boost the autonomy and performance of all schools with less bureaucracy
- lighter touch inspection for high performing schools
- continue to promote Academies as a key part of the system. (DfES, 2005, p. 25).

Academies are a new type of secondary school that brings a distinctive approach to school leadership through drawing on the skills of sponsors and other supporters. Academies are all ability schools established by sponsors from business, faith or voluntary groups working in partnerships with central government and local education partners. Sponsors and the Department for Education and Skills (DfES) provide the capital costs for the Academy. Running costs are met in full by the DfES. Most Academies are located in areas of disadvantage. They either replace one or more existing schools facing challenging circumstances or are established where there is a need for additional school places. Academies are innovative in design and built to high environmental standards.

http://www.standards.dfes.gov.uk/academies/what_are_academies/?version=1

School Accountability and Improvement

In the *NRwS* document, Trust, Challenge, Networking & Collaboration; and Support are key factors incorporated in each of the following areas:

- Self evaluation
- Data
- Communication
- School Improvement Partner
- Profile
- Single conversation
- Inspection

www.dfes.gov.uk

The areas directly related to school accountability are elaborated upon as follows:

Self Evaluation

Previously there was a lot of variation in the effectiveness, regularity and depth with which schools reviewed their work. Schools are now required to complete the twenty five page Self Evaluation Form (SEF) on a continuous basis, (at least annually) which requires schools to be aware of strengths and areas of development and to then do something about the improvement and development of the identified areas. The focus is on school self evaluation combined with evidence and strategic policies for development and improvement. Schools develop their own process of self evaluation and fit the completion of the SEF into their core systems as determined by the school.

Self evaluation is central to the new inspection arrangements. For school inspections the SEF serves as the main document when planning the inspection and is crucial in evaluating the quality of leadership and management and the school's capacity to improve. The SEF helps to make the inspection sharper and more helpful while still providing evaluations against a national framework. At the end of each section of the SEF, schools provide a summary judgement and grade using the common grading scale provided by Ofsted in the *Guidance for Inspectors of Schools: Using the Evaluation Schedule*. Blank SEF forms in pdf format are available for primary,

secondary and special schools. They can be downloaded in pdf format from <http://www.ofsted.gov.uk/schools/sef.cfm>.

Data

The Qualifications and Curriculum Authority (QCA) is a non departmental public body, sponsored by the DfES. QCA maintains and develops the national curriculum and associated assessments, tests and examinations. It also accredits and monitors qualifications.

School students in England are subjected to extensive testing throughout their school careers under the terms of the National Curriculum. The National Curriculum was aimed at ensuring that all students were following a sufficiently broad and balanced educational program and that attainment was carefully monitored in order to ensure improvements. Under the National Curriculum, students undergo four sets of national tests, corresponding to attainment targets under four Key Stages.

- Testing against Key Stage 1 targets takes place at age 7
- Testing against KS2 targets takes place at 11
- Testing against KS3 targets takes place at age 14
- Testing against KS4 targets, or equivalent external examinations, takes place at age 16, the end of compulsory secondary education. Most students take GCSEs (General Certificate of Secondary Education) or other national qualifications. GCSEs can be taken in over forty five subjects. There are also eight GCSEs in vocational subjects that relate to work in particular vocation areas. GCSEs usually take two years to complete and the Summer exams are held in May. Autumn/ Winter exams are also held. The GCSE was introduced in 1986 replacing both the O level (Ordinary level GCSE) and the Certificate of Education. The first GCSE examinations were held in 1988. The GCSE vocational option was introduced in 2001.

A series of “Levels” of attainment are set within each Key Stage. KS1 comprises testing at Levels 1 to 3 in English and Mathematics. KS2 comprises English, Mathematics and Science testing at Levels 3 to 5 (the three “core subjects” under the National Curriculum). KS3 comprises English testing at Levels 4 – 7, Mathematics testing at Levels 3 - 8 and Science testing at Levels 3 - 7. Students’ attainment is rated at a particular level for each test depending on their score. Around 600 000 students in each age range are assessed each year.

At Key Stage 1, schools and teachers themselves administer and mark the tests, and compile and register the results for their own students. For Key Stages 2, 3 and 4 this work is conducted externally.

The first nine years of compulsory education sees every child tested three times, sitting eight sets of tests. For most children this will involve taking twenty three separate papers. It has been determined that primary school teachers spend the equivalent of 4.6 hours per week preparing for the National Curriculum Tests. (McAvoy, 2003, p.2 and 4)

Post compulsory education and/or training occurs in years 12 and 13 for students aged 16–19, with learning programs leading to vocationally related (VCE A levels) and occupational qualifications (GCE AS/A levels). A levels can be taken in around eighty subjects, fourteen of which are VCEs. In addition to the GCE, brighter students have the option of taking the Advanced Extension Award. In 2008 diplomas for training and revised A levels will be introduced.

PANDA (Performance and Assessment) reports are sent to the school annually to assist with the self evaluation, target setting and the development of plans to raise standards. The report is a management tool to help school managers see how

effective their school is in comparison with other schools. There are three different types of PANDA report: primary schools, secondary schools and special schools. Each PANDA report contains basic information about the school ie: the context in which the school works, a summary of key performance data broken down by key stages and comparison with other schools.

Accompanying the PANDA report is the National Summary Data Report (NSDR). The NSDR contains guidance and an extensive range of information collated from the inspection evidence allowing comparisons such as student–teacher ratios, unit costs and patterns of strengths and weaknesses in schools nationally.

The information in the PANDA report shows the data held by the government on schools and what would be available to Ofsted inspectors when an individual school is inspected. The performance data includes all students; no adjustment has been made for refugee or asylum seekers. The PANDA report is confidential and not published by Ofsted.

<http://www.teachernet.gov.uk/management/atoz/o/ofstedpandareports/>

The Pupil Achievement Tracker (PAT) software was sent to all schools for the first time in October 2003. In addition to PANDA, PAT is sent to all schools on an annual basis. The PAT is a tool to support Assessment for Learning because it enables teachers to analyse performance data. It generates information which can be used to: support teaching and learning, raise standards, help identify student’s needs and maximise their potential. It is also very useful for target setting. PAT enables schools to look back at their own performance results and compare them to the results of students in other schools across the country. PAT produces a range of reports including the new Schools Improvement Summary Report.

<http://www.teachernet.gov.uk/teachingandlearning/afl/PAT/>

RAISEonline (Reporting and Analysis for Improvement through School self Evaluation) a single source of school data and analysis, is a web based interactive tool developed by Ofsted to replace the PANDA report and the Pupil Achievement Tracker (PAT).

RAISEonline provides users with a wide range of analytical information to support the review of performance data in greater depth as part of self evaluation and target setting. Users will also be able to ‘drill–down’ from the school level performance information in the current PANDA to see how individual students have contributed to this performance.

<http://www.ofsted.gov.uk/schools/dataandinformationsystems.cfm>

It is not mandatory for schools to use this product however inspectors will be using the analysis and data in the product to raise their own hypotheses and act as a starting point for discussions with schools. RAISEonline will provide the opportunity to look at contextual value added progress to Key Stages 2, 3 and 4.

http://www.ofsted.gov.uk/schools/faq_page.cfm RAISEonline will be officially launched in the autumn term 2006.

School Improvement Partner

A New Relationship with Schools: Next Steps outlines the reshaping of the relationship between schools; and central and local government in order to help raise standards further. One of the strategies to be implemented is the external support from nationally accredited School Improvement Partners (SIP) working to LEAs (Local Education Authorities). In September 2006 all secondary schools will have SIPs and 30–40 LEAs will have introduced SIPs in primary schools. In September 2007 all primary schools will have SIPs. The guiding principles of the work SIPs will undertake include:

- Respect for the school's autonomy
- Focus on student achievement
- Professional challenge and support
- Evidence based assessment and strategies
- Coherence from external agencies

Each SIP will be accountable to the school's maintaining authority through a contract which is managed by the National Strategies contractor. SIPs will be assessed for:

- Their ability to analyse a school's strengths and areas for improvement
- Their judgement of effective strategies for school improvement
- Their ability to interact effectively with school leaders in a variety of circumstances.

SIPs will be selected from experienced head teachers, serving head teachers and experienced link advisers who support leadership and management of schools.

Profile

As part of the new relationship quality information about schools to parents and the wider community is provided through the school profile. The profile contains key information about the school, its progress and its priorities. Parents have the opportunity to be involved in the school through their input to the regular evaluations of the school performance, the school profile and more frequent inspections.

The annual meeting of governors and the annual report by governors to parents, previous statutory requirements, have been deregulated due to their limited value to parents. The previous requirement for schools to publish a prospectus has been replaced by the school profile.

Single Conversation

Prior to 2005 multiple accountabilities and support programs were in place. The single conversation replaces the often fragmented and separate discussions schools experienced.

The single conversation is a focused dialogue between the school and the School Improvement Partner about:

- how well the school is performing
- future priorities for improvement and targets
- support required from outside agencies
- LEA categorising of schools
- head teacher performance
- follow up to Ofsted reports.

As from 2006 the main school funding is paid to local authorities. Prior to this date, funding was in the control of the local government finance system.

To support schools' three year forward planning, schools had available from April 2006 a new Single Standards Grant combining most grants (reduced from approximately twenty two to four) and school budget allocations set for three academic years at a time.

Inspection

Inspection frameworks need to be flexible to incorporate the different learning facilities catering for 0–19, covered by inspections. Common characteristics in the inspection frameworks include:

- Same overall architecture
- Same key questions
- Same grading scales
- Same principles of inspection
- Cover the five outcomes set out in *Every Child Matters*
- Share the same terminology
- Reports of approximately the same length and structure
- A focus on outcomes

School inspections are required by law and in September 2005 under the Education Act, a new system of short notice inspections came into being. Her Majesty's Inspectors (HMI) lead a proportion of inspections and also quality assured the work of six regional inspection service providers, two in each of the regions – Northern, Midlands and Southern. (Ofsted Departmental Report, 2006, p.5).

The school inspection occurs every three years and a school normally receives two - five working days notice of the inspection. School inspections are proportional to need. If an inspector is concerned about the safety or well being of students in a school, the right to inspect without notice will be exercised.

Schools are required to notify parents of the inspection and to include details of how they may inform the inspectors of their views. The letter includes a brief questionnaire for parents to record their views about the school.

The size of the inspection team varies, depending upon the size of the school, from one to five inspectors. The inspection team spends no longer than two days in the school. Inspectors study the school's Self Evaluation Form and use this and the school's PANDA report and the report from the previous inspection to prepare a pre-inspection briefing about the school.

School inspections cover the six key areas outlined in the Education Act 2005:

- Quality of education provided
- How the education provided by the school meets the learning needs of the range of students at the school
- Educational standards achieved
- Leadership and management
- Spiritual, moral, social and cultural development.
- The contribution made by the school to the well being of the students.

Also covered in the inspection is the school's attention to the five outcomes for children and young people as set out in *Every Child Matters*.

Pre inspection activities and contacts from inspectors with a school aim to ensure:

- Good communication and effective working relationships are established with the school.
- Arrangements for the inspection are agreed.
- Demands on the school are kept to a minimum.
- Pre inspection information has been analysed.
- Issues for the inspection have been established and shared with the school.
- Members of the inspection team have a clear understanding of what the school offers and a shared view of inspection issues and arrangements.

The school's SEF is used as the basis for discussion between the lead inspector and the senior team and where possible the governors of the school. Inspectors report on:

- Description of the school
- Overall effectiveness of the school
- Achievement and standards
- Quality of provision
- Leadership and management
- The extent to which schools enable learners to be healthy
- The extent to which providers ensure that they stay safe – (Behaviour and Attendance)
- The extent to which learners make a positive contribution.

The pattern of inspection activities undertaken will depend on the lead inspector's analysis of the issues arising from the school's self evaluation however examination of performance data and assessment records forms an important part of the inspection. Other prominent activities undertaken by the inspectors during an inspection include discussions with staff and students, scrutiny of written work and tracking of students through a school day. Previously the focus of the inspection was predominately about subjects of the curriculum.

At the start of the inspection the school provides to the inspector a copy of the school improvement plan, school timetable and plan of the school.

During the course of the inspection evidence is collected through:

- Direct observation
- Talking to staff, students and others in the school.
- Tracking school processes eg: evaluation and performance management.
- Analysing samples of student work.
- Joining meetings such as school council.
- Analysing records relating to students with special needs including individual educational plans and review.
- Tracking case studies of students with learning difficulties and disabilities; and children in care.

Evidence forms are used by inspectors to record their observations and discussions from the evidence during the course of the inspection.

Inspectors provide feedback throughout the inspection. At the end of the inspection, the lead inspector briefly outlines the inspection findings to the head teacher. The overall judgement made about a school represents the view of the whole inspection team.

The format of the inspection report is prescribed however the content and wording reflects the findings about the school by the inspectors. Previously the report was detailed and lengthy, approximately thirty pages. Reports have moved to approximately six pages with a focus on key outcomes and clearer recommendations for improvement.

The draft report is available to the school the next day. The school's senior team and governing body have the opportunity to then check the draft report prior to publication of the report three weeks after the inspection. One working day is allocated to the school to comment on the draft, unless the school is placed in a category of concern.

For schools placed in a category of concern the judgement is subject to moderation by senior HMI. The law requires that HMCI personally authorises a report which states that special measures are required. When a draft report includes either of these judgements, special measures or a notice to improve, the governing body must be given five days notice to comment on the draft before the report is finalised.

Parents are the main audience of the report. A brief letter to students giving the main findings of the inspection is also provided. Blank inspection report templates in Word and pdf formats can be downloaded from:

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3854>)

A copy of the report is sent to the LEA or appropriate governing body. The governing body must send a copy of the report to all parents and carers of the school within five working days of receiving it. A copy of the report must be made available on request to members of the public.

Ofsted has moved from a seven point to a four point judgement and grading scale.

Descriptor	Grade
Outstanding	1
Good	2
Satisfactory	3
Inadequate	4

As from September 2005, if a school's overall effectiveness is judged inadequate, the school is categorised as a School Causing Concern (SCC) and inspectors must decide whether it requires special measures or a notice to improve.

Schools require special measures when they are failing to give learners an acceptable standard of education and when the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Schools that aren't performing as well as they should but demonstrate a capacity to improve, receive a notice to improve.

The statutory requirement for post inspection action plans for schools causing concern has been removed.

Schools now modify their existing plan to address weaknesses identified by the inspection. LEAs produce a statement of action within two weeks of the school's designation in either of the causing concern categories. HMI provide school improvement seminars for schools in the causing concern category.

The progress of schools requiring special measures or served with a notice to improve is monitored by HMI. Schools requiring special measures receive their first visit four to six months after designation. HMI is able to publish a report at any time either imposing or removing the imposed categories.

Schools that remain subject to special measures two years after designation are re-inspected and a new report is published either renewing or removing the category.

Schools served with a notice to improve are re-inspected after one year, when the category is removed or renewed, or the school is made subject to special measures. In addition to regular monitoring visits from Ofsted, the DfES provide additional support depending on the needs of each school. The options may involve

strengthening the leadership of a school or providing extra support for teaching and learning. For serious cases there may be a Fresh Start, a collaborative restart with a stronger school or the appointment of an Interim Executive Board, which has the power to replace the governing body of a weak or failing school, while the school is turned around if the governing board is a part of the problem. The new approach to inspections is not intended to reduce the opportunities for governors to be involved. A Fresh Start school is a new maintained school which is designed to replace a closing school (or schools) requiring special measures or significant improvement, subject to a formal warning or for secondary schools with less than 25% of its students gaining at least five A*-C grades at the GCSE level. Schools must be approved by Ministers for acceptance into the Fresh Start program.

A Fresh Start school will:

- Establish a clear commitment with its LEA and senior management to provide all students with the right learning environment to enable them to achieve their full potential.
- After a review of the staff and governance ensure that the school has the right people in place for the learning environment.
- Have clear, well planned and financially secure strategies in place for tackling the weaknesses and building on the strengths of the closing school especially in relation to teaching and learning, curriculum and staff development, behaviour and attendance, leadership and management, staff appointments, and responsiveness to the needs of the local community and other local schools.
- Have a raising attainment plan for implementing these strategies, agreed with its LEA, Ofsted and DfES, including an explicit commitment that both the school and the LEA will work closely with Ofsted and the DfES in doing so.

[\(http://www.standards.dfes.gov.uk/sie/si/SCC/sifreshstart/sifdefinition/\)](http://www.standards.dfes.gov.uk/sie/si/SCC/sifreshstart/sifdefinition/)

School Improvement Partnership Boards have been set up in some local authorities to oversee school improvement in one or more schools. In some cases a failing school may be replaced by an academy.

In September 2006 Ofsted introduced a more proportionate approach to school inspection. Ofsted introduced lighter touch inspections for high performing schools. Schools where self evaluation is good and there is a successful track record in inspections will have a one day inspection, usually conducted by one inspector. In 2006/2007 this system will be introduced in 20% of higher achieving schools, with a view to extending the arrangement over the next two years.

Ofsted will also be carrying out trials of monitoring visits for a small proportion of satisfactory (Grade 3) schools where there are some areas of underachievement. <http://www.gnn.gov.uk/Content/Detail.asp?ReleaseID=220934&NewsAreaID=2>

HMIs quality assure inspections and assess the quality of inspections and reports, the effectiveness of additional inspectors and the regional contractor's own quality assurance arrangements.

All schools are invited to take part in a post inspection survey. This feedback contributes to the ongoing evaluation of the inspection process.

Since 1997, over 1400 failing schools which required special measures have been turned around and a further 200 have been closed. Fifty of the schools closed have been given a Fresh Start.

Since the commencement of the new Ofsted inspection arrangements there have been a larger than usual number of schools going into special measures however, there has also been a similar increase in the number of schools coming out. At the end of July 2006, the number of schools in special measures was 225. Turn around times have also improved with both primary and secondary schools spending less time in special measures. (<http://www.standards.dfes.gov.uk/sie/si/SCC/>)

References

All documents were accessed from the indicated websites during August 2006.

Every Child Matters - Summary (2003)

A New Relationship with Schools (2004)

A New Relationship with Schools: Improving Performance Through School Self Evaluation (2004)

A New Relationship with School – Next Steps (2005)

The documents listed above were found at
<http://www.dfes.gov.uk>

Ofsted Strategic Plan 2005 – 2008

Higher Standards, Better Schools for All

Improvement Through Inspection: An Evaluation of the Impact of Ofsted's Work - July 2004

Every Child Matters: Framework for the inspection of schools in England from September 2005.

Impact of Section 5 Inspections: Maintained Schools in England – July 2006

The documents listed above were found at
www.ofsted.gov.uk/publications

(<http://www.gnn.gov.uk/Content/Detail.asp?ReleaseID=220934&NewsAreaID=2>)

SUMMARY OF CHANGES TO SCHOOL ACCOUNTABILITY PROCESSES – ENGLAND

PRE SEPTEMBER 2005	POST SEPTEMBER 2005
6 weeks - 10 weeks, in some cases up to a year notice before an inspection	2 – 5 working days notice on an inspection
A maximum 6 year interval between inspections	A maximum 3 year interval between inspections
Some form of self evaluation but not structured across all schools and not part of the inspection process	Inspection evidence starts from school's 25 page self evaluation form
Large inspection teams visiting for around a week	Smaller inspection team visiting for no more than two days
Inspections usually conducted by registered inspectors	HMI leading many inspections and involved in all inspections
Registered inspectors responsible for some inspection reports, HMI for others.	HMCI accountable for all inspection reports
Detailed and lengthy inspection report produced – approximately 30 pages	Short, sharp reports – approximately 6 pages focused on key outcomes with clearer recommendations for improvement
Reports produced within 40 days of the inspection event	Most reports will be with the governing body by the end of the week of the inspection
School required to produce a separate post inspection action plan	Schools include their intended actions into the school improvement plan
Seven point judgement and grading scale with various categories for schools causing concern – special measures, serious weaknesses, underachieving and inadequate	Four point judgement and rating scale with two categories for schools causing concern – special measures and a notice for improvement
External support – Link advisers and School Improvement advisers in some secondary schools	External support – Nationally accredited School Improvement Partners working in all schools to LEAs
Data – Performance and Assessment (PANDA) and PAT (Pupil Achievement Tracker)	In Autumn 2006 RAISEonline will replace PANDA and PAT
Key Stage testing at ages 7, 11, 14 and 16 (GCSE) 16+ - VCEA, GCE AS/A	Key Stage testing continuing. In 2008 diplomas for training and revised A levels will be introduced
Uniform inspection conducted for all schools	In September 2006, proportionate 'lighter touch' inspections introduced for high performing schools