

Ofsted



Middle School Ofstead Report

Mary Thornton, Patricia Bricheno



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OFSTED Inspections Janet Ouston, Peter Earley, Brian Fidler, 2017-09-29 The national programme of four yearly school inspections was introduced in 1993 based on common criteria set out in OFSTED's Handbook for the Inspection of Schools. Revised guidelines were introduced in February 1996 reflecting the lessons learned and this book originally published in 1996 articulates ideas that would have informed these revisions including short essays by the Secretary of State for Education and Employment and the Education spokesmen of the Labour and Liberal Democrat parties. Registered inspectors, teachers, researchers, parents, school governors, policy analysts and policy makers all offer their experience of the strengths, weaknesses and outcomes of the OFSTED inspection process. The book is a companion to *Improvement through Inspection: Complementary Approaches to School Development* by the same Editors published and now reissued simultaneously.

Dogs in Schools Helen Lewis, Russell Grigg, 2023-12-22 Using a wealth of infographics and classroom examples *Dogs in Schools* sets out the pedagogical principles that schools can employ to work with school dogs in a way that promotes the well-being of all participants and creates a safe environment for all. This is the first book to combine theory and research with the views of experienced teachers and professionals working around the world from the United Kingdom to India, from Australia to mainland Europe. Their perspectives illustrate the wide-ranging interest in school dogs but also highlight common concerns. For policymakers this is a book not to ignore because it shows how dogs have the potential to make a significant contribution to children's well-being at a time of growing concern in this area. Simultaneously the authors endorse the views of contributors who call for the introduction of humane regulations and fulsome guidance so that school dogs are viewed as sentient companions and not relegated to the latest educational fad. This is a must-read book for all those who are serious about humane education and ensuring the well-being and happiness of both children and dogs. **Quality Circle Time in**

the Secondary School Jenny Mosley, Marilyn Tew, 2014-03-05 First Published in 2000 Routledge is an imprint of Taylor Francis, an informa company.

Rethinking school inspection: Is there a better way? Tracey O'Brien, 2023-07-21 This timely book examines what a meaningful school accountability system could look like in England. The book starts with a deep dive into our current inspection model, discussing some of the current pressures within the system and comparing our inspection approach to that of other countries and sectors. It moves on to show how Ofsted and school inspections are perceived and portrayed using first-hand accounts, academic papers, government publications and media reports, and pulls together some of the current thinking on how the model could be improved. The author ends with her own proposals for a more meaningful and humane school accountability system. She suggests we rethink what we do and how we do it with a call for wide-ranging consultation leading to evidence-informed reform of the school inspection process. *Service-Learning and Educating in Challenging Contexts* Timothy Murphy, Jon Tan, 2012-12-06 *Service Learning and Educating in Challenging Contexts* explores the potential of service learning identified as a way to integrate community service with academic study to

enrich the on going professional development of educators especially in schools that are located in challenging contexts This collection offers a further refinement of what typically comes under the remit of service learning switching the focus from the learning experience of the learner to the educator and the deep and enriching professional learning opportunities that service learning can offer This approach to service learning promotes collaborative practices amongst professional and in service educators and encourages an integration of theory and practice The international contributors use their own experiences as well as current research to provide a thorough exploration of service learning from national and international perspectives

English and the OFSTED Experience Bob Bibby,Barrie Wade,1995 An examination of the impact of OFSTED inspections of English a key area of the curriculum The case studies which form the heart of the book are based on extensive interviews with the headteacher head of English an English teacher and the English Inspector in each of six different schools

Theory as Method in Research Mark Murphy,Cristina Costa,2015-09-07 While education researchers have drawn on the work of a wide diversity of theorists over the years much contemporary theory building in these areas has revolved around the work of Pierre Bourdieu Theory as Method in Research develops the capacity of students researchers and teachers to successfully put Bourdieu s ideas to work in their own research and prepare them effectively for conducting Masters and Doctoral scholarships Structured around four core themes this book provides a range of research case studies exploring educational identities educational inequalities school leadership and management and research in teacher education Issues as diverse as Chinese language learning and identity school leadership in Australia and the school experience of Afro Trinidadian boys are covered intertwined with a set of innovative approaches to theory application in education research This collection brings together in one comprehensive volume a set of education researchers who place Pierre Bourdieu s key concepts such as habitus capital and field at the centre of their research methodologies Full of insight and innovation the book is an essential read for practitioners student teachers researchers and academics who want to harness the potential of Bourdieu s core concepts in their own work thereby helping to bridge the gap between theory and method in education research

The Times Index ,2007 Indexes the Times and its supplements

Guidance on the Inspection of Secondary Schools ,1995

Inspecting Schools Brian Wilcox,John Gray,1996 During the first half of the 1990s the British government turned inspection into an ambitious instrument of educational policy making Initially it encouraged local education authorities to experiment with inspection in all its forms Growing impatient with the pace of change however a new policy was brought into force after the 1992 General Election Schools were to be inspected on a hitherto unprecedented scale Every primary and secondary school in England and Wales was to undergo a full inspection once every four years At the same time a new agency the Office for Standards in Education OFSTED was set up to organize the new programme Their concern they declared was not merely to hold schools to account but to help them to improve So called failing schools in particular would be identified and put on notice to change The research reported here is one of the very first independent attempts to explore

the aftermath of inspection and the ways in which schools do or don't take up inspectors' challenges. What kinds of recommendations do schools find relatively easy to implement? Which factors seem to make a difference? Do so-called failing schools require special treatment? In short, has a powerful tool for school improvement been discovered? Or is its leverage on change processes in practice more modest? The history of school inspections in Britain stretches back over 150 years. Despite this lengthy tradition, its effects have up till now been simply asserted or taken for granted. *Inspecting Schools* offers a compelling account of the limits and possibilities of inspection as a mechanism for school reform. **BOOK JACKET Title** Summary field provided by Blackwell North America Inc. All Rights Reserved. Managing Continuing Professional Development in Schools British Educational Management and Administration Society, 1997-04-28. Based on experience in schools, this analysis of continuing professional development in schools acts as a guide for teachers and for those entering the profession. It includes case studies which explore good practice at all stages of the teacher's career. The Annual Report of Her Majesty's Chief Inspector of Schools Great Britain. Her Majesty's Chief Inspector of Schools, 2004. Missing Men in Education Mary Thornton, Patricia Bricheno, 2006. This book reports on the ten years' research by the authors into men in teaching. There is much concern about boys' underachievement in schools compared to girls. But attributing this to the dearth of men in teaching is based on assumption and panic and not on hard fact. Here at last is research-based evidence on the impact of men's presence or absence and their role in this predominantly female profession. The book presents a historical perspective on whether and how the lack of men in teaching significantly affects boys' learning and behavior in school. It considers the complexity of male teacher subjectivities and identities and maps the origins, motivations and career trajectories of men teachers as compared to women. It thus informs professional and public understanding of gender issues in teaching and their effect on pupils' learning and on the profession itself. The conclusions have important implications for future policies on recruitment, retention and career progression. *Missing Men in Education* is for teachers and lecturers across all sectors, school governors and managers at all levels, careers advisers, government departments and policymakers, teacher trainers and anyone concerned to get beyond public rhetoric and knee-jerk initiatives. *Reengineering and Total Quality in Schools* Brent Davies, 1997. This text aims to challenge the way we think of schools and the learning process. By describing a total quality and re-engineering approach, it provides a base from which to examine how certain schools are re-engineering themselves to cope with the challenges of the 21st century. **Teachers, Teacher Education, and Training** Keith Watson, Celia Modgil, Sohan Modgil, 1997. One of a series of four high-level debates on major educational issues, this book concerns the controversies about the role of the teacher and the place and content of teacher preparation. *Hitotsubashi Journal of Social Studies*, 2004. **From the Head Upwards** Gunter Helft, 2001. **Country Life Illustrated**, 2009. **Making Sense of Primary Inspection** Ian Sandbrook, 1996. Library + Information Update, 2006.

Whispering the Techniques of Language: An Psychological Quest through **Middle School Ofstead Report**

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