

# f inspection



organisation being inspected, with that member having the same status and powers as the inspectors. In this way, misunderstandings are dealt with promptly and inspection becomes less adversarial. Such a suggestion is nothing new as it was standard practice with the inspectorate that evaluated Further Education colleges and only ended when that inspectorate was swallowed up by Ofsted.

New frameworks of inspection must be the joint work of Ofsted and the relevant professionals (for example, Early Years or Initial Teacher Education) and not the sole work of Ofsted. Consultation in the past on these Frameworks, of which there have been five since 2005, has been either a dishonest sham or a public relations exercise to avoid real change.

The absurd scale and complexity of the 330 standards in the Toolkits that Ofsted proposed earlier this year need to be cut back to prevent massive stress and workloads being imposed on professionals, who would again be diverted from responding to the needs of students to coping with the demands of inspectors.

Safeguarding is a vital, overarching and all-important issue which would be better dealt with by a sep-

arate organisation specialising in this work. Ofsted's remit is far too large.

Finally, Ofsted needs to be challenged intellectually by an alternative model of inspection and we, Professor Peter Tymms (Durham University) and I, have a proposal to do just that. Let's run a pilot study on the best international and national ideas about inspection including peer to-peer reviews, evaluation based on mutual trust rather than fear and support matched by challenge.

The pilot could run alongside whatever changes the government decides to make to Ofsted in one geographical area chosen to be as representative as possible of the country as a whole.

Whichever system proved to be the more effective could become the makings of a new, more humane model of inspection, which for the first time would be based on evidence.

A full explanation of our proposals can be found on our website: Transforming Inspection for Good. ■ Frank Coffield is Emeritus Professor of Education, UCL Institute of Education, London University. Previously he was professor of education at the universities of Durham and Newcastle.

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