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To What Extent Might the Methodology of School Inspection Affect the Fairness and Accuracy of the Process?

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ABSTRACT

Education is to learn or to gain knowledge of something through being taught by others or through self-learning. The two most important words about education are teaching and learning. By definition, teachers are leaders, and to put it simply leaders lead. Teachers lead their students along the path of knowledge. As for students, they who can be equipped with academic knowledge and a set of practical skills can be useful members of society and make a contribution to the economic development of a nation and even the world. In this sense, we should keep in mind that to consistently improve the quality of education is to promise a bright future for the nation.

1. Introduction

Considering how important a role education plays in social development, the UK educational authorities established a new government department called the Office for Standards in Education, Children's Services and Skills (Ofsted) in 1992. The official department aims at improving the education quality of all UK schools by doing inspections on each school for a certain period, during which the inspectors adopt a mix of methods to assess the teaching process and judge whether the school performs as well as required. In other words, the school inspection will help the authorities to know what the school does well, what it should improve and why they have come to their conclusions (Ofsted, 2000). Moreover,

after the inspection, Ofsted will publish inspection reports and a summary to inform the school, parents and local community about the quality of education of the school and whether standards are high enough (The framework for inspecting school, 2000).

The importance of the education inspection is without doubt. However, there exists a disputable question which is whether the inspectors can make their conclusions in a just manner or whether the methodology of the school inspection affects the fairness and accuracy of the process in an unexpected manner and, if it does, to what extent.

Before discussing the question, we should at first take a glance at what the methodology is. Methodology refers to a series of methods inspectors take to observe the teaching

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process, which include observation, sampling and reading of children's work and collecting the views of pupils, teachers and parents.

It is reasonable to suggest that three kinds of evidence should be very crucial in making an assessment on the teaching quality of a school. However, it could not be asserted that the evidence must prove to be valid in evaluating the teaching process. One of the viewpoints is that the methodology of the school inspection affects the fairness and accuracy of the process. On the other hand, some studies find that all the methods ensure the fairness and accuracy of the process as much as possible. In the following essay, the Ofsted inspections, and the process of inspection, will be introduced and how the methods affect fairness and accuracy will be argued in a separate paragraph.

2. What Aim Is the Inspection Supposed to Achieve?

The inspectors of schools for England and Wales (HMCI) are required to make judgment on four main areas: the quality of education provided by schools, the educational standards achieved in them, the efficient management of the school's financial arrangements, the spiritual, moral and cultural development of pupils respectively. These four areas are very important, for through the reviews of the inspection of these four areas, the educational quality of the schools can be improved.

3. The Ofsted

3.1 What Are the Tasks of Ofsted?

Ofsted (The Office for Standards in Education, Children's Services and Skills), is responsible for providing up-to-date information about the quality of education through school inspection and Winch suggests that the principal function of inspection is to examine and evaluate the process of education, teaching and its ancillary activities like assessment and school administration, because the inspection is an inevitable part of school life. From a child's first day at school to the day that he or she leaves full-time education, the current political agenda follows the view that educational achievement must be accounted for.^[1] Therefore, as with the old HMI (Her Majesty's Inspector), inspection is a powerful way of monitoring the system and of tracking both standards and performance levels over a period of time.

Furthermore, Ofsted inspections are an external judgment on school effectiveness, which ideally seek to

validate the internal methods and outcomes of a school review, and help to make a judgment on the quality of education offered and standards achieved. In order to make a trustworthy assessment available to the general public, gathering data and evidence should be a considerably crucial step. The inspections are made up of three sections.

Firstly, as David and Susan pointed out, lesson observation is an important method of gathering evidence because classroom teaching quality is the core of school teaching. Lesson observations will be recorded on a standard Ofsted pro forma for inclusion in the record of inspection evidence. There is another pro forma for observation of work other than in lessons, such as registration periods, assemblies and extra-curricular activities. Secondly, sampling and reading of children's work is another critical part of a full HMI inspection. Although not all the schools regard it as a regular method, it can still be used as an effective means for monitoring and evaluating the quality of teaching and learning. Thirdly, oral evidence can be collected during the formal and informal conversations carried out between registered inspectors and students and parents. On the one hand, the students will be asked to talk to the inspectors about their work, the help from teachers and guidance they receive. Thus, inspectors can find out how the students feel about schooling. On the other hand, parents will be invited to a meeting arranged exclusively for them. The meeting will be arranged on a day when as many registered pupils' parents as possible are able to attend the meeting. The parents can share their opinions about the school without the presence of those who are in charge of the operation of the school. Besides, the teachers' views will also be gathered during the school inspection.

3.2 What Efforts Have Ofsted Made to Ensure the Fairness and Accuracy of the Process?

However, these methods can also lead to uncertainty. For example, when collecting the views of pupils, every pupil has different feelings about the class, and therefore how the views are collected is important for how the inspectors come to a conclusion. To put it in another way, if the methodology of the inspection is used improperly, the ideal outcome of the school inspection cannot be achieved. Therefore, not only the methodology of the school inspection but also how to apply it to the inspection plays an important role in ensuring the fairness and accuracy of the process.

With the purpose of ensuring the accuracy and fairness of the inspection, Ofsted must maintain a record of the evidence base during the inspection to ensure that the evi-

dence constitutes a sufficient and valid sample of the work of the school (Woods and Orlik, 1994). This means if HMCI gives a grade to describe a school, either outstanding or inadequate, there must be sufficient evidence to support the case. On the other hand, the evidence consists of a great deal of data, lesson observations, discussions with teachers and pupils, pupils' homework, observation of work and curriculum outlines. Likewise, the record of evidence includes statements demonstrating the estimation from the inspectors. Moreover, the most important thing is that all who attend the meetings are clear at the outset that they cannot be occasions for seeking to modify the judgments which the inspection teams have reached, provided that these judgments are not based on factual inaccuracies (Ofsted 1994a, Part 3, p.21). These are a series of measurements which can ensure the fairness and accuracy of the inspection as much as possible.

Moreover, the record of inspection evidence must include an evaluation of each of the lessons and other activities, many further evaluation statements and the judgment recording statements which contribute to the Ofsted data bank. According to Ouston, Earley and Fidler (1996), for an 11–18 secondary school this requires nearly 1000 judgment recording statements to be agreed by the inspection team, whilst for a primary school covering key stages 1 and 2 the number would be about 600.^[2]

Apart from that, once the school produces its action plan following the report and has it approved by Ofsted, it is likely to have no further contact with Ofsted until the next inspection takes place, unless it is deemed failing or likely to fail in this inspection. This measure can also prevent the school and the inspectors from having too many connections.

3.3 Ofsted Inspection Process

The following paragraphs focus on the three stages and discuss about to which extent each step will affect the accuracy and fairness of the process.

Before the inspection begins, the registered inspectors who will assume the responsibility for the inspection must contact the head teacher of the school in order that the school can work on things in advance and prepare the demanded documents. They will also talk with representatives of the faculties and staff, explain the inspection process and answer their questions and meet some parents to listen to their views about the school. Meanwhile, the inspectors are required to get acquainted with the context of the school and review the relevant school documents. In addition, inspectors will observe where the school has changed compared with the last inspection. But for sure,

to minimise the school's burden, registered inspectors are forbidden to request any further information at this stage.

Then on the inspection day, inspectors will visit the classrooms, check pupils' previous homework and talk to pupils, discuss some school work with school staff and listen to their opinions. It should be noted that during the process the inspectors need to develop good relationships with staff, pupils and governors, to make it easier for the inspectors to obtain enough authentic evidence to judge from.

Finally, inspectors should deliver definite, formative evaluation feedback to the school. For instance, inspectors can provide the feedback on teaching and relevant problems in the class to individual teachers as well as some oral feedback.

During the process, the inspection covers teaching quality, course design and application, provision of students' specific education demands, school administration and management, teaching facilities, students' welfare and the connection between schools and parents.

Notably, parents are very important people for the registered inspectors to meet, and only the parents of children who study at the school have access to this meeting. Inspectors will listen to what the parents say, keep a record of raised points and continue to follow up any significant points by seeking more information during the week of the inspection.^[3]

After the inspection, the registered inspectors will mark the school based on the evidence and data collected as one of four levels: outstanding, good, requires improvement, and inadequate. Following the scores, an inspection summary report informing the school, parents and local community of the quality of education in the school and whether standards are high enough will be published (The framework for inspecting school, 2000) which the parents will refer to when they are deciding on a suitable school for their children. And the inspection team's findings will also assist the school in an improvement plan. Therefore, this report is necessary and must be authentic. In consideration of the authenticity of the report, the published version of the report must be returned to the school for reassuring. Should any mistake concerning the facts be found, it must be corrected. Apart from mistakes as mentioned above, no part of the report may be revised.

4. Observation

4.1 How Do the Inspectors Observe in Class?

As the most reliable methodology to ensure fairness and

accuracy, observation plays a major role in the work of inspection. It is also the method which accounts for the majority of the inspectors' time – as the Handbook recommends, the inspection team should spend at least 60 per cent of its time observing lessons during school time (Ofsted 1994b, p.12). Although the time spent on lessons may vary, some whole lessons must be observed. Moreover, lesson observation is a means by which the inspectors acquire evidence, focusing more on teaching and listening. In detail, the inspectors will observe the teaching methods, styles and how well students understand the contents. For instance, inspectors may discuss the homework with the students. During the process, from what the students think about the homework, the inspectors can know whether the lessons have been fully understood by the students or not.

After the lesson observation, the Handbook indicates that inspectors start to fill in a 'lesson observation form' (LOF). The LOF is an A4 sheet paper which allows inspectors to organise their comments under the headings of achievement, quality of learning and quality of teaching.^[4]

Another method is observation of the school's work such as the leadership and management of the school. In terms of this part, the school inspection handbook claims that the inspection must examine the impact of leaders at all levels, including governors, and evaluate how efficiently and effectively the school is led and managed. However, observation of work differs from lesson observation, which includes a wide range of matters in the school, for example, students' registration, assemblies and extra-curricular activities.

4.2 How Can the Fairness and Accuracy of Lesson Observation Be Ensured?

The Ofsted pro forma for lesson observation contains a section on standards of achievement by students in their work as observed in lessons, and inspectors will make a graded judgment of students' standards and achievements in relation to national norms.

Now that the inspectors have resorted to a tick-box approach, which means that they grade students' abilities and academic performance in class according to the criteria by which standards of achievement can be judged. Admittedly, standards can facilitate teachers' in improving their teaching quality, for those who want their teaching to reach the national standards must follow the requirements. To be more precise, it is important that teachers familiarise themselves with the criteria for judging standards of achievement in all subject areas and become able both to assess them for themselves and others as appropriate in the teaching and learning situation and in the examination

of students' work. Moreover, as for the inspectors, the unified criteria play a pivotal role in making a relatively convincing and fair conclusion. Inspection agencies also vary in terms of their remit. In some countries, many inspectors come from a legal background and may not have any professional knowledge of education, while in others the inspectorate is focused upon school improvement and rests heavily upon the individual inspectors' educational knowledge and experience. In order to guarantee the judgments to be fair, valid and consistent, the tick-box approach should be employed in judgments.

Besides the pre-set of questions, the design of answer types should be considered (how the answers are evaluated, which is related to the subsequent analysis methods of the answers. The available types are nominal data, ordinal data, interval data and ratio data.

(1) Nominal Data

Such answer can be easily classified, such as Yes or No. They can be later represented by variable 1/2/3, etc.

(2) Ordinal Data

In the inspection, personal information can be regarded as the ordinal data. As for the students' ages, the students may not be required to write down their actual ages, but their ages are classified into different age groups. In other words, if all the students fill in their ages, the variables will have numerous levels. The classified data become ordinal data, having simplified the types and represented both types and values.

(3) Interval Data

It refers to the data among which has the equal distance of value. For instance, in a five-level scale have ① Completely disagree ② Usually disagree ③ Sometimes agree, Sometimes disagree ④ Usually agree ⑤ Completely agree, which have the same distance. It can not only describe the types of data, but also describe the levels of data at the same time it can represent the distance among different levels of data.

(4) Ratio Data

Compared with the interval data, the ratio data have zero value with the meaning on the scale. For instance, we can claim that a 20-year-old student is twice elder than a 10-year-old student. These data have no definite distance. The data can be multiplied or divided besides the addition, subtracting and averaging.

It can be concluded that the ratio data rank the highest in the four, owning the most mathematical features and abundant information. Therefore, since the teaching and

learning is a complex activity, the interval data and ratio data should be recommended more frequently.

Thanks to the publicised standards followed by both teachers and inspectors, the objectivity of schooling assessment can be ensured to some degree. Specifically speaking, every teacher has access to the standards, and what they need to do is to exert themselves to try different and diverse teaching approaches to achieve the standards. Besides, inspectors can follow the standards to check to what extent the teachers' teaching affects students' learning. During the process, transparency and objectivity of assessments can be achieved, which are also prerequisites for fairness.

4.3 The Arguments Concerning Lesson Observations

Although HMCI does have the right to inspect a school without notice, this only occurs when there are serious issues about the well-being of pupils at the school. In other words, it is much more likely that there is something wrong if a school is inspected without notice. Therefore, the common notice for inspection is two working days in advance, which ensures that the teachers in the school to be inspected have enough time to prepare lessons for the inspection.

As the main approach of the inspection teams is observation, of which the first procedure is observation of lessons, the teachers will prepare the lesson plan and courseware and think about the questions to be raised and even the students' responses to the questions. Therefore, the teachers will act as real masters of the classroom. In such cases, the inspectors will witness the teachers' outstanding performances once they enter the field and therefore they may score the schools based on the teachers' present behaviours, which cannot truly display the school's educational level. This is true in China. There are also some inspection agencies in China. The phenomenon above happens often. Therefore, the Ofsted counterparts in China may also give a high mark to the school. On the other hand, if the inspectors know about the observed teachers and have good relationships with the teachers, it is understandable and unavoidable that the observation conclusion may be affected by some factors.

On the other hand, some people think observation of lessons and the work of schools puts a great deal of pressure on the teacher. According to Holmes (2009), there is no doubt that some teachers and schools, in general, experience inspection as an inherently stressful event. And when some people feel stressed, the quality of their teaching or working may not be up to the normal level.

Brimblecombe and Ormston (1995) carried out research about this. In the first year of their three year research project into teachers' perceptions of inspection, they have so far analysed questionnaire data from 821 teachers, at all levels, in 35 different secondary schools nationally in the first year of full Ofsted inspections and interview data from 30 staff, at all status levels, in five schools.^[5] They draw the conclusion using that data that there is no doubt that inspection is additionally stressful to many teachers; 40% of teachers, for example, described it as such in the National Union of Teachers' survey (Times Educational Supplement, 1994). In addition, inspectors in such lessons spend more time observing teacher behaviour than they would in a more active lesson, increasing the stress of nervous teachers, who are the ones more likely to respond in this way.^[6] Therefore, the problem came up that the stress generated alters the reliability of the evidence on which the inspectors make their judgements. Therefore, the pressure may have an influence on the fairness and accuracy of the observation process.

4.4 My Opinion on Lesson Observation

Despite the opinion that the school may require teachers to be well prepared for the lessons to be inspected before the inspection, it should be noticed that, while the inspection may motivate the teachers to work hard to prepare lessons and ponder over what and how to teach, their teaching ability cannot be boosted in just a few days. That is to say, the teachers will pay more attention to the details of a lesson they ignored before. On the other hand, the team of inspectors will not only observe the teachers, but also observe the students. According to Woods and Orlik, the inspectors should also comment on the students' performance, including their understanding of the teaching content, acquired skills and behaviour in the classroom.^[7] As a consequence, the students will not always react to teachers' teaching as expected.

Therefore, inspectors will also evaluate students' achievement in relation to their ages and abilities and any special circumstances, and a numerical grade will be given for the judgment as well. Besides, there should not normally be more than one inspector in a class at any time unless the class teacher disagrees and there is a particular reason for it. One example would be to track the progress of a pupil with special educational needs or where the registered inspector monitors the work of team members. Such measures can improve the accuracy of the evaluation, lessening the subjectivity of the inspector.

All in all, in this way, accuracy and the fairness during the inspection can be ensured.

5. Sampling and Reading of Children's Work

5.1 How Do the Inspectors Carry out the Sampling and Reading of Children's Work?

Woods and Orlik (1994) assert that the sampling and reading of children's work has always been a major part of the full HMI inspection. Through reading children's work, inspectors can get a range of information, for example, pupil progress, teachers' criticism. However, sampling is a difficult process to undertake with fairness and accuracy in the school inspection. Therefore, the Handbook suggests that the 'sample of lessons and classes inspected must constitute an adequate cross-section of the work of the school ... be representative of all age and ability groups ... Lessons should be seen in all national curriculum subjects and in other subjects or aspects specified in the inspection contract' (Ofsted, 1994b, (2)11).

The team of inspectors can determine which level a child has reached by comparing his or her performance with the level scale. The task of an inspectorate consists in judging whether standards within any given school are appropriate and in checking performances against level descriptors.^[8] Therefore, people argue about what kind of students should be chosen in the sampling as students at different levels have various performances and individual diversity in homework. For instance, the students who are good at learning will spend more time and effort on the homework and follow the teachers' requirements better. Thus, HMI requires sampling of the work of six children in every year group, and the children should represent two of above average ability, two of average ability and two of below average ability, reflecting the average student's ability. And preferably a boy and a girl should be in each group, because boys and girls have different learning performances. Usually the inspectors need to read all the written work of the six children and give feedback on the quality of the work, including the teachers' marks on the students' written work. Gary (2012) conducted interviews with an inspector who introduced how to evaluate the children's written work and the teacher's mark. For each chosen sample, examples of past and present work must be available in order to establish the range of work over time and to evaluate evidence of progress.

Sampling is an important part of other inspection methods. For example, in a few cases, questions are asked about where the samples are sufficient to obtain a full picture of curriculum arrangements in the school. The answer is negative. The sampling of pupils' work is often regarded as one of the weaker aspects of inspection, both in terms of the difficulty of identifying a representative range and

the limited time available for giving the work adequate consideration.

5.2 My Opinion on Sampling and Reading of Students' Work

It is believed that learning performance can be reflected by how well students fulfil the homework. Thus, the inspection includes this step, which aims to assess the work of the students.

However, it is not always the case that the assignments the students complete can fully reflect whether the teachers have employed proper teaching approaches and have achieved teaching goals. This is because teachers can assign homework to students according to their abilities. To be specific, if the students do not have enough comprehension or are not good at learning, the teachers can ask them to complete their homework by copying exactly part of the lesson contents. That is to say, students need not think too much about how to fulfil their homework but just find the answers to problems in the textbooks. Even if their homework is done beautifully, it does not mean that the teachers have great ability in teaching.

Considering the mentioned case which might happen, it is a reasonable suggestion that the inspectors assign homework to students, or they design different problems of different levels of difficulty for the students on a course to solve. Then, the students can be grouped and asked to finish homework in a given time and a given classroom. What is more, the inspector can mark their assignments and record how the students perform in the homework.

6. Collecting the Views of Pupils, Teachers and Parents

6.1 How Inspectors Carry out Collection of the Views of Pupils, Teachers and Parents

Conversations with pupils, teachers and parents are a good source of evidence about what they know, what they can do and how they view the school. It is of great importance to understand their thoughts about their work and study. According to Courtney (2016), stakeholder consultation is strengthened through the new 'Parent View' area of Ofsted's website, to which parents may submit their experiences of the school at any point, and through consulting more with pupils, carers, governors and staff during the inspection^[9]. First, communication among the inspectors, students and their parents is essential, through which the inspectors can obtain their assessment of the teachers, advice on the courses and collect the parents' ideas. Parents of a school to be inspected are invited to a specially

arranged meeting conducted by the RgI. The meeting aims to seek parents' views on a range of specific aspects, which include students' standards of work and behaviour and parental involvement. The inspectors may also invite parents to fill in the questionnaires about the work of the school and the results will be analysed by the registered inspector and presented in the report.

Second, the dialogues with the teachers are also indispensable. No matter whether they are the head teachers or subject teachers, they can render the authentic resources and information. The dialogue may involve the contents of a lesson or session, present working performance and even may be used as the temporary evaluation of and guidance to the teacher's future work. The professional dialogue between staff and inspectors also constitutes an integrated part, which contributes to the usefulness of inspection of schools and helps inspectors establish the context for their observation (Handbook for inspecting secondary schools, 2000, p.125).

6.2 My Opinion on Collecting the Views of Teachers, Students and Parents

People argue that on the one hand, if the inspectors have contacted the headmasters and management staff of the school in private, they cannot work impartially, for they may collect positive opinions about the school while ignoring the negative sides. It is very common to see in China that some schools will designate teachers to establish good relations with the people who are going to inspect the schools. When the inspectors collect views, they will collect the views of the people who have been arranged by the schools. On the other hand, people's opinions on teachers vary a lot from one to another. For example, some students like a teacher and thus like to attend the lesson taught by the teacher, so they will speak highly of the teacher's performance in the class. However, students are very young and, compared with their teachers; they are less knowledgeable both in theory and practice on a subject. Therefore, they are unable to evaluate their teachers' performance in a sound way. Even worse, before the inspection, in order to gain a better evaluation, some teachers might seek to please each of the students by lowering the study requirements. This might harm the students' academic performance and make students and even parents, feel the school has devalued the school inspection.

However, fairness and accuracy can also be ensured during the process if the following measures can be implemented completely. Firstly, according to 'Inspecting schools: The framework' (2000), all inspectors must have the relevant expertise and experience to make judgments

in all the aspects of the Evaluation Schedule to allow the team to inspect effectively. This is because experienced inspectors will know how to ensure accuracy and fairness during the process. And the registered inspector will need to take particular care that the code of conduct, and all inspection procedures, are scrupulously observed and that any criticisms from the school can be answered to HMCI's satisfaction. (Ofsted, 1993a, Part 5, p.96) Secondly, the team of inspectors is not made up of teachers, and most of them must have raised children. They certainly know how education affects children's growth; thus they will follow the rules and do what the Handbook requires them to do. The emphasis on control and detachment presents the teachers as objects of the inspection process, not participants in it. The teacher is the 'absent voice' in the inspection process (Ouston, Earley and Fidler, 1996). Thirdly, the registered inspectors must make sure that, in every single step of the inspections, no member of the team has contact with the school and that their behaviour might reasonably be taken to raise doubts. The ability of the inspectors to act impartially will be examined. In addition, members of the inspection team are required to declare any interest they have in a school when working as an inspector (Inspecting schools: The framework). Fourth, in the inspection team, there must be one person who has not been involved in the management of any school or the provision of education in any school, other than as a governor or in any other voluntary position. This inspector is called the lay inspector. The major task of the lay inspector is to talk with the registered inspector and require them to show their particular interests and professional abilities and allow them to be fully involved in the inspection. Fifth, after each inspection, the RgIs have to submit a detailed Record of Inspection Evidence (RoIE) to Ofsted. In addition, it follows exactly the same sequence as the Inspection Schedule for data collection (Ofsted, 1993a, Part 2, pp.14–40). Literally, it has two main purposes: to provide HMCI with a formal return of the evidence on which the inspection findings are based (Ofsted, 1993a, Part 3, p.11) and to organise the evidence which is gathered during the inspection in a form which assists the team in making clear judgments (Maw, 1995). Therefore, it is a very important way through which HMI monitor the work of the RgIs. On the other hand, in the 1993 handbook, RgIs are required to write up over 150 reports when inspecting a secondary school and the inspection of even a small primary school requires them to write over 120 reports. In order to generate these reports, RgIs need to do the inspection carefully.

All in all, by taking the measures above to monitor and supervise inspectors, registered inspectors, and the team

of inspectors, the relevant parties can avoid private contact with the school. Therefore, they can collect evidence either in written or oral form, which is useful for them to achieve a fair and accurate outcome.

7. Conclusion

As can be seen in the essay, the justice and accuracy is the first and foremost in the inspection. Therefore, the reliability and validity of the inspection tables, the selection of the proper interviewees must be emphasized.

Besides, during every step of the inspection, faults caused by occasional factors and errors made by the inspectors will badly affect the accuracy and fairness.

As for the lesson observation, it is suggested that the registered inspectors should observe every move of students, which can allow them to know how well the teacher can perform in teaching knowledge to students. The students' reaction to the lesson is the product of teaching. Even if a lesson is well prepared by the teacher before the inspection, the students' gestures and moves which must be in consistent with how they feel about the teacher and lessons. Besides, the attention span of pupils cover the first twenty minutes, which means that if the students are caught distracted from the lesson, the process of imparting knowledge to the students in the lesson must be a failure. Thus, lesson observation should be employed to make a reasonable judgment on education quality of the teacher.

The students' work can be examined by the inspectors. It is a common knowledge that assignment can reflect the results of students' learning. The teacher may lower the difficulty level of the homework to allow the students perform well in the results. However, whether the students can apply knowledge into practice can also be easily judged by the experienced inspectors. For example, even if most of Chinese students can mark high in reading part in an English assignment, they always fail to write an essay with good reasoning, varied sentence patterns and proper collocation. They can recite words all day long, but they cannot cultivate critical thinking which is necessary to develop a good essay. Thus, the English proficiency of a student can be clearly displayed if he is asked to write a paper. From this perspective, it can be concluded that reviews on students' assignments are essential for the inspectors to know educational quality of teachers'.

In order for gathering students' views on teachers, the talks with teachers are needed, for they can help the inspectors to know the aim of the inspected school and concepts of school management which are principles the

school should follow. All the tasks for the teachers should be performed in line with the core principles. For starters, it is necessary for the inspectors to know about how the interviewed teachers view the aim the school expects to reach and concepts of schooling. And then, they can communicate with the interviewees about curricula. The above is about how to carry out the talk with the teachers. As is known to all, teachers are the framework of a school while the students are the flesh of a school. Therefore, the following interviewees should be the students. The students may not know about the school management goal and education theory, though. In fact, the schooling is the process of following the goal and the theory. By sampling investigation of the school life of the students, it is easy to know how the goal and the theory guide teachers' work.

The importance of learning is self-evident. Receiving a high-quality education enables the individual to bring out the ultimate of his or her potentials. Without education, the human mind is underdeveloped. No human being in the world has been able to succeed without certain proper course of education. Without education, a person is complete.

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