

**An Examination of the Perceptions of Additional
Inspectors involved in Maintained School
Inspections (post September 2012)**

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requirements of the University of Greenwich for the
Degree of Doctorate in Education**

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DECLARATION

I certify that this work has not been accepted in substance for any degree, and is not concurrently submitted for any degree other than the Doctorate of Education (EdD) being studied at the University of Greenwich. I also declare that this work is the result of my own investigations, except where otherwise identified by references and that I have not plagiarised the work of others.

Student(signature)

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ABSTRACT

The study undertaken examines the perceptions of Additional Inspectors (AIs) involved in maintained school inspections post September 2012, following revisions to the 1992 Ofsted framework. Ofsted inspectors are now required to modify their inspection practice by making four judgements about the effectiveness of schools as compared to the previous twenty-four judgements required pre-2012. Key themes of accountability together with concerns about 'game playing' to survive their inspection experience and the culture of performativity and its impact on practice are examined.

A mixed-method approach based on 41 questionnaire responses and in-depth interviews with 4 Additional Inspectors were used to examine the perceptions and experiences of Additional Inspectors and obtain quantitative and qualitative data. Insider research which is highlighted in chapter 3 enabled access to the participants and is a feature of this study because of the researcher's role as an experienced Ofsted Inspector with extensive knowledge about Ofsted inspection practice.

Phase one of the study highlighted the concerns that AIs had about procedural inspection issues in addition to the differing levels of accountability that warranted further exploration in phase two. Phase two concluded that inspecting in maintained schools is a complex and exhausting process that highlights issues of self-identity and performativity. The perceived lack of power and increased accountability are significant perceptions of AIs that give rise to 'game playing' as part of a performative culture to enable them to survive their inspection experience.

This study concludes that inspecting in maintained schools is a challenging experience for AIs who must cope with the demands of an increased accountability agenda imposed upon them by the inspectorate. AIs engage in social performances to cope

with such demands and this has a dramatic effect on both their professional and personal lives. Als believe that the significant changes to the Ofsted inspection framework post September 2012 has diminished their personal levels of autonomy through the process of inspecting maintained schools and heightened the levels of power and control by the inspectorate.

The original contribution of the thesis is to an under researched area, namely in enabling the Als' voices to be heard by examining perceptions of their inspection experience following significant revisions to the Ofsted framework post September 2012. A contribution is made to the existing literature about Al's *social performances* from which they have been affected personally and professionally.

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ABBREVIATIONS

ACSL	Association of School and College Leaders
Als	Additional Inspectors- All inspectors from 2005 until August 2015 were classified as Als and not HMIs- from September 2015 they were renamed as Ofsted Inspectors
Cafcass	Children and Family Court Advisory and Support Service
BERA	British Educational Research Association
CEP	Centre for Economic Performance
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfES	Department for Education and Skills
EFs	Evidence Forms
FRDC	Faculty Research Degrees Committee
HMCI	Her Majesty Chief Inspector

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CHAPTER 1: INTRODUCTION

1.0. Introduction and Rationale of the Research Study

The Ofsted inspection process is extensively documented in the literature (Perryman, 2009; Baxter, 2011a; Baxter 2011b; Holger and Anand-Pant, 2011) identifying themes which include performativity in school inspections; school inspectors as policy shapers and influencers; changes to inspection policy, and the impact of inspection process on schools in England. Researchers such as Ball (2003), Hoyle and Wallace (2007) and Perryman (2006) suggest that the perceptions of school practitioners, such as teachers and head teachers, during an Ofsted inspection process highlight a performative regime that is compliance-led and which impacts the whole school community. In England, the British Government along with Ofsted have established the process for school inspections which includes the publication of reports in the public domain. Since its inception in 1992, Ofsted have made significant changes to the inspection process. However, there are still widespread problems that school stakeholders consider as prevalent in the Ofsted inspection process. School practitioners have long called for greater scrutiny of the Ofsted inspection process. In response to some of the concerns, there is now a heightened emphasis on accountability through the inspection process which has given rise to inspection policy changes that impact on Additional Inspectors (AIs).

Whilst there is extensive research about the experiences of school stakeholders involved in Ofsted inspections, little is known about the perspectives of AIs themselves. Riddell provides an insight into inspector views in his unpublished work that connects three different types of inspectors to the school improvement agenda. The focus of this research study is on 'hearing AIs' voices within the context of their

inspection experience during maintained school inspections post September 2012.

This is an under-researched area, and includes the impact of:

- changes to the Ofsted framework and potential impact on the working practices of AIs;
- method of evaluation of inspections and inspectors;
- the monitoring methodology that is experienced by AIs;
- the preparation provided for the September 2012 Ofsted framework changes, including the process of recruiting AIs to join inspection teams.

A social constructionist approach is used to examine AIs' perceptions of their inspection experience. This shifts the emphasis from measuring outcomes from the inspections to a meaningful investigation into AIs' interpretations of their experience within the context of inspecting maintained schools. Conceptually, the rich and socially produced perceptions of AIs who inhabit such experiences acknowledge AIs' reality of working in teams during inspections.

1.1. The Researcher and the Research Context

The researcher is a current practising Ofsted Inspector (formally known as AI) and, therefore, has direct involvement with the research setting. In this context, the researcher is part of the community within which the research is being carried out. There are many arguments surrounding insider research, that are complex raising issues of validity and ethics which are addressed within the methodology in chapter 3. As an insider researcher, it is acknowledged that interactions between the prior knowledge that the researcher holds in relation to being on the 'inside' and its effect on the research design are complex (Hollway and Jefferson, 2000). Despite this, it is thought that the insider researcher has a greater potential in gaining insights that the

researchers on the outside may not be party to. In this respect, although potential limitations are acknowledged, insider research can make the study more valid because of the authenticity and richness of the data obtained (Hollway and Jefferson, 2000). In acknowledging insider research as a possible limitation, recommendations for addressing potential issues include reflexivity and a transparent evidence trail.

The context for this research relates to the researcher's professional practice in that the role requires knowledge of strategies for evaluating and analysing information to arrive at decisions about school performance. In line with this, AIs must use their experience, expertise and professional judgment to provide an accurate evaluation about educational school standards. As well as the role as a current practising Ofsted Inspector, the researcher also has a role as a Principal Education Adviser to schools in a variety of contexts. This, along with an experience of teaching and senior leadership roles in maintained schools, has provided a rich background that offers multiple perspectives of the Ofsted Inspection process.

The research rationale and research questions are underpinned by the desire to find out whether AIs share similar experiences and, if so, to what degree, thus capturing their perceptions through their narratives. This offers an opportune environment in which to gather relevant information regarding the effects the changes are having on AIs' professional and personal identities.

1.2. The Significance of the Research

In investigating the perceptions of AIs who are involved in shaping Ofsted inspection process, a better understanding is provided about the Ofsted inspection regime and the impact the workforce has on the final judgements made about a maintained school. In this way, this study is significant because it draws together the strands of existing

literature and enables the development of a framework for better understanding what AIs think about their inspecting experience; their voices largely being absent from the current literature. In recognising that there are high stakes for maintained schools because of their inspection judgement, this study aims to link professional inspection practice to national Ofsted policy with a view to ensuring a better understanding of the AIs' experiences and the impact they make on school inspections.

1.3. Original Contribution to Knowledge

Riddell's BERA (2015) unpublished paper is one of the few which draws upon the experience of AIs. From the review of the existing literature, it is evident that there is limited knowledge about perceptions of AIs regarding their experience of maintained school inspections following the significantly revised inspection framework that was launched in September 2012. It is proposed that the research undertaken in this study is an under-researched area and as such affords an original contribution to knowledge and understanding of the issues that AIs face. It provides insight into AIs' interactions with team colleagues as part of their socially constructed experiences when inspecting maintained schools. Such insights may provide the route for shaping any further revisions to Ofsted inspection policy.

1.4. Research Questions

The research questions provide the framework for the study:

Main Question: (RQ1): What are the perceptions of Additional Inspectors involved in maintained school inspections (post September 2012)?

Subsidiary Questions: (SRQ 1a): How do Contracted Inspectors experience the process of working together as an inspection team? (SRQ 1b): How do Contracted

Inspectors experience the evaluation of their performance as part of a team following a maintained school inspection?

1.5. The Organisation of the Thesis

Chapter 2 considers the literature related to Ofsted's role, function, systems, policy changes and impact. Both academic and grey literature are critically examined ensuring that scholarly and professional aspects related to the topic are covered.

Chapter 3 presents the research design comprising the conceptual theoretical framework that includes the researcher's ontological and epistemological positions alongside the methodological approach. A mixed method design that incorporates a two-phase approach is used to gather data (comprising a survey n=41 and semi-structured interviews n=4). This chapter also includes reflections of the study and details the researcher's journey and experience throughout the research.

Chapter 4 presents the data for answering both the main and subsidiary questions. This chapter contains findings derived from questionnaires and in-depth interviews. The analysis of the data is presented and relates to the key themes of the existing literature.

Chapters 5 and 6, present the discussion and conclusions formed after drawing together the findings from both phases of the study to answer the research questions. Chapter 6 provides recommendations that relate to implications for Ofsted inspection policy.

CHAPTER TWO: REVIEW OF LITERATURE

2.0. Introduction

This study focuses on the examination of AIs' experiences of maintained school inspections following the significant changes to the revised Ofsted framework in September 2012. As such, this chapter examines the literature that relates to maintained school inspections. The research questions that examine the perceptions of Additional Inspectors involved in maintained school inspections draws on key literature themes including **accountability, performativity, professionalism, professional identity, resistance and cynicism, Ofsted policy changes, normalisation, validity and reliability, school improvement, power** throughout the Ofsted inspection process. The focus on these themes is essential, since they are inextricably linked to the impact and influence AIs have on inspection judgements made about schools in England. The Ofsted inspection methodology is contextualised in relation to an overarching theme of **power** when considering various levels of **accountability** within the Ofsted inspection process and the effect this has on AIs. This chapter contains three sections; namely:

Section A: The Inspection process and accountability

Section B: The Key Themes related to Ofsted Inspection Processes

Section C: The Overarching Theme of Power; relating to Foucault's Theory of Power within the context of Ofsted Inspection Methodology.

2.1. Search Strategy

The literature review considers the most relevant and directly related studies along with appropriate historical details to help contextualise the study. A significant amount of literature has been written about Ofsted; the search term *Ofsted*, revealed more than 281,000 articles. The most recent literature mainly focuses on a critical review of the Ofsted framework and the perceptions of school leaders about their experience during and after their school inspection in which 217 relevant articles were revealed. Early literature written around the inception of Ofsted in 1992 focuses on the function and purpose of Ofsted, but there is limited current literature about AIs' perceptions whilst working in teams during maintained school inspections. As this is an area that has not been extensively researched, the key themes from the existing literature have been used to provide a framework for investigating the experience of AIs.

A full literature search was conducted using a wide range of search engines which included SWETSWISE and ERIC, Google scholar and EThos. Government websites, such as DfE website, were also examined to obtain related Ofsted policy documentation. Cited authors were also reviewed following a hand search of the literature. Key terms included: *Ofsted framework, government agency, school inspection, professional identity, public office and inspector experience, inspector views, Ofsted evaluations, Additional Inspectors, Ofsted inspection, Ofsted policy and Ofsted inspections*. In addition to this, recent relevant 'grey' literature (which includes articles from ASCL and TES and comprises more than 181 articles) have been scrutinised so that a detailed context to the study can be provided. However, the literature review did not reveal many relevant papers in which the views of Additional Ofsted Inspectors involved in maintained school inspections are a specific focus, post September 2012.

2.2. Overview of the Literature

There are numerous examples within the existing literature that detail the perceptions of school stakeholders and include research papers by Aiello et al. (2008) and Courtney (2013) which address the concerns of head teachers before, during or after an inspection. The growing literature highlights the problems of the various Ofsted inspection frameworks (Richards, 2012; Baxter, 2013). In addition, there is extensive literature about the inspection performance and the impact it has on the school workforce (Yandell, 2000; O'Connor, 2001; Perryman, 2009; Richards, 2012). Baxter (2013) and Perryman (2009) discuss the responsibilities of inspectors, although they do not focus on perceptions of AIs. There is also a body of literature which is very critical of the Ofsted framework; highlighting the ways in which Ofsted system has 'damaged' the education system in England (Clarke, 2013; Baxter, 2014). Where the literature details views of inspectors, it tends to be older literature with a focus on school inspectors' beliefs about school curriculum and teachers' professional relationships or indeed the views of lay inspectors whose roles are now redundant (Johnson and Millet, 1999). Recognition is given to Baxter (2013), and Waldegrave and Simon (2014) and in the unpublished work of Riddell (2015) as their studies have more recently provided a perspective on Ofsted policy from inspectors' perspectives. The researchers provide limited insight into inspectors work particularly focused on the reliability of the inspection process. International perspectives are also provided through the work of Grek (2014) as he examines education policy changes within Scotland and makes connections to international education policy because of the movement of inspectors across Europe; creating instability across European inspectorates.

Before considering the function of Ofsted and its processes, a key starting point must be an understanding of the Ofsted accountability agenda within the English education system which forms a significant aspect of the inspection process. This is considered within section A of this chapter. From the review of literature, power and control is an overarching central theme and provides a scaffold for examining how human behaviour changes when circumstances change and the impact this has. This is widely connected to other key themes; accountability, performativity, professionalism, professional identity, resistance and cynicism, Ofsted policy changes, normalisation, validity and reliability. Arguably, these connections provide the backdrop to better understanding the effect of the Ofsted inspection process on schools and school practitioners. Whilst there is extensive literature that has been written about Ofsted that may be considered interesting to read, within this chapter there is only engagement with the most relevant information that pertains to the research questions.

2.3. Section A: The Inspection Process and Accountability

2.3.1. The Inspection Process

The Ofsted inspectorate was set up in September 1992 and has since evolved extensively. At that time school inspections were conducted on a four-year cycle. In August 1993, there were some minor revisions to the framework and in September 1993 the first maintained secondary school inspections started.

Between the inception of Ofsted in September 1992 and September 1995 the only changes made to the inspection framework related to the introduction of special school inspections in September 1994 as well as the consolidation of all revisions to the framework which took place in May 1994. Although there was no change to the inspection cycle, in September 1995 a new framework was devised. The most

significant change came in September 1997 when the cycle of inspection changed from four years to six years. The process of re-inspections also became a feature.

Another framework change in January 2000 occurred because of changes to the Schools' Inspection Act 1996 which was amended by changes to legislation at that time. From this, a new framework was devised and although the cycle of inspection remained as a six-year period, there was the introduction of short and full inspections. By September 2003, proportional inspections were implemented which meant that schools that were judged to be less effective were inspected more frequently than the schools judged to be effective. In September 2005, in line with the Education Act 2005, a new inspection framework was devised in which the frequency of inspection changed from a six-year cycle to a three-year cycle. In September 2009, there was another framework change in which the maximum interval between a school's previous inspection and the next one was changed from three years to five years. Within this framework also, schools not inspected within three years and judged good or outstanding were subjected to an interim assessment but satisfactory schools were re-inspected within three years. Inadequate schools were expected to receive a series of monitoring visits.

The most radical change to the Ofsted inspection framework came in January 2012 when schools received four main judgments as opposed to the previous twenty-four. Alongside this momentous change, the inspection methodology changed substantially such that inspectors were now expected to change their practice and use much more of the day during an inspection observing teaching with a greater emphasis on Als using their professional judgements. Part of this framework change also meant that school leaders could request inspections and that schools would be charged for this.

The revised framework in September 2012 signified the change in inspection practise, methodology, evaluation and analysis that would require inspectors to make judgments differently; consequently, impacting on schools (as summarised in appendix 1). Now, further changes to the framework were made and these included replacing the category in which schools were previously judged to be 'satisfactory' to the new judgement of 'requiring improvement'. This reflected Ofsted's new rubric in which an acceptable standard for all schools and academies was that they must be at least 'good'.

There have been numerous changes to the school inspection framework for maintained schools over the years that have made a significant difference to inspection policy and practice. Further revisions have taken place in September 2015 which incorporated the launch of an inspection framework that is universally applied to the inspection of various settings including Further Education and Skills Training providers, some independent schools as well as maintained schools and academies. The same judgements now apply to all these providers. Shorter inspections for all providers who were judged 'good' were also included as part of the changes. Importantly, these inspections would not provide a full set of judgements, they report only on whether the setting continues to be effective.

Additional Inspectors were made to reapply for their positions after undergoing a process of testing and were then renamed in September 2015 as Ofsted inspectors; taking on another significant change to their roles and responsibilities. In December 2016, Amanda Spielman took up the post as the new HMCI replacing Sir Michael Wilshaw and the Ofsted inspection community are currently awaiting the changes that may yet to come.

Ofsted's method of inspection has always been of intense interest and has provoked debate by school practitioners, school teacher unions and the public. Its focus has often been related to how the inspection process impacts on schools and their staff as well as the judgments about the school. With such momentous variations in inspection methodology, it seems relevant here to focus on one of the most important resources throughout the inspection process, namely the inspector workforce.

2.3.2. Maintained School Inspections

Ofsted is a department that is non-ministerial and which reports directly to the government, with a responsibility to inspect maintained schools and academies which include free schools. There are different inspection processes that exist in Northern Ireland, Wales and Scotland. Under the revised September 2012 Ofsted inspection framework, maintained schools and academies under a two-day routine 'section 5' inspection provided a judgement about the quality of provision by evaluating the quality of teaching, learning, achievement, behaviour and leadership of the school. Inspectors also had to consider the social development, welfare and well-being of students and specifically for those who have a disability or special educational need within the modified framework.

When changes to the inspection framework were introduced in January 2012 it was because of the Education Act (2011) which asserted that school inspections had to ensure that judgements from the Ofsted inspection provided parents with an assessment that was independent and enabled them to make informed choices about schools for their children. The judgements from an inspection were also used to inform the Parliament and Secretary of State for Education about the education standards in schools in relation to value of public money spent on government funded schools.

Inspection judgements were also recognised as a mechanism for promoting individual schools' improvement.

This overview provides a summary of the maintained school inspection process. However, when reviewing inspection framework and evaluation schedule (also known as the handbook), there is no explicit mention of educational aims for the inspection. There are no specific requirements for inspecting quality and therefore inspection is more than obtaining evidence and then reporting the findings. The inspection handbook does not specify how AIs must make judgements against a clear set of values or aims about the inspection process. Therefore, it seems meaningless to provide a judgement about schools in relation to unambiguous values and aims because "it ignores the difficult issue of what values can or should inform the inspection process and the qualitative, value-laden judgements which ensue" (Richards, 2012:269).

2.3.3. The Characteristics of School Inspections

A key aspect of maintained school inspections in England is to support the improvements across the school. Ehren and Visscher (2006) assert that school inspections make an impact and cause an effect. In this way, they contend that inspectors within inspection teams should use their skills and expertise to critically review the school; understanding specifically how best to support, challenge and provide feedback after knowing the school well. It could be argued that the current Ofsted inspection methodology for maintained schools veers towards the process of instruction and judgment as opposed to helping schools to improve. A professional working relationship is an essential aspect of inspections and as Ehren and Visscher reminds us, plays an essential role in building mutual trust and respect between 'the

inspected' and the inspectorate. This is an important feature of maintained school inspections and should contribute to the development of "reciprocal relationships" (Ehren and Visscher, 2006:54). There are issues concerning the robustness of maintained school inspections because, " while Ofsted appears to conduct a thorough and inconclusive system of school inspection, some argue that there is a substantial threat to its continued existence as a credible regulatory body" (Baxter, 2014:34).

2.3.4. The Role of AIs in inspection Teams

Prior to September 2015, all AIs were led and managed throughout England by three regional Inspector Service Providers (ISPs) on a contractual basis. This outsourcing model implemented by Ofsted, changed the lines of accountability when in September 2015, Ofsted terminated the ISPs contracts and became solely responsible for the line management of all Ofsted Inspectors. Inspectors are expected to contribute to the improvements within the school as well as pupil achievement by providing strategies through the inspection as to how best to develop school practice. Information gathered throughout the inspection, enables inspectors to make judgements about whether maintained schools provide at least a good standard of education that ensures good or better outcomes for the pupils across the school. The methodology for gathering the evidence base, recording and reporting the findings has changed extensively because of the numerous Ofsted inspection framework changes. Consequently, expectations for AIs work has changed significantly, creating significant variations to the roles and responsibilities of AIs within teams.

2.3.5. Inspection Team Arrangements

The Ofsted Inspector guidance document for inspectors (Ofsted, 2015), states that there is an expectation that AIs must periodically provide Ofsted with their availability

so that they can be scheduled for a specific number of inspections each academic term. Ofsted report that they will always strategically recruit AIs to join inspections by considering the context of the school and the expertise and experience needed to ensure a robust process of inspecting. Where there is a conflict of interest where previous employment, personal relationships or private interests are inconsistent with Ofsted's regulations (Ofsted, 2015), then AIs will not be allowed to be take part in the inspection even if they have already been assigned to it. Therefore, robust quality assurance systems need to be implemented for ensuring that the process of recruiting AIs is a seamless one. The reality is that AIs can be bombarded by email requests to join inspection teams because someone has pulled out at the last minute and a replacement inspector needs to be urgently found. AIs are at times recruited to inspection teams where there are known conflicts which have not been picked up by the scheduling team. AIs may be notified by email or phone call at very short notice that they have been recruited to fill a team place because they appear to have a space in their online calendar. The system for recruiting AIs is even further complicated by the fact that although AIs may make themselves available, they can nevertheless withdraw at any point (even on the day of the inspection), if they have other commitments. The lack of a consistent approach for AIs joining inspection teams arises from their being recruited on a contractual basis in which there are no repercussions for not fulfilling the obligations. Recruitment for AIs to join inspection teams is at best *ad hoc* and in practice a rather 'chaotic process'.

2.3.6. Quality Assurance Processes for Additional Inspectors

Ofsted's inspection framework provides some detail about the purpose of quality assurance within maintained school inspections. Within this, AIs are expected to produce work that is of a high standard so that Ofsted does not receive complaints.

Ofsted also advise that quality assurance is essential to ensure Ofsted is seen in a positive light. They note that part of this process is to support AIs, using key learning points for continuous improvement. AIs must meet specific inspection standards that are made explicit to AIs during training sessions. To determine if standards have been met, judgments are made by lead inspectors using a set criteria. This is a one-sided process which sees AIs' work evaluated individually but never as a team and offers no opportunity for AIs to evaluate their team colleagues. Evaluation of AIs comprises: meeting the standards with exceptional standards; with minor areas for improvement, or with weaknesses and then being awarded a grade A, B or C. If inspectors do not meet the standards they are awarded a grade D; the consequences of which have yet to be fully known. This grading is collated as part of a portfolio of AIs' performance which is reported by lead inspectors to regional Ofsted directors who monitor the quality of inspections within regions. The judgements made about AIs are based on the ways in which AIs become engaged with the inspection from the moment they are assigned to the inspection. The issue is that 'game playing' features here because by knowing what is expected, it becomes possible for AIs to engage in a fabricated process if only to ensure that the standards are met. Ofsted report that this model ensures a consistent and reliable process. However, there are indeed fundamental flaws within the system. It is not the framework itself that is contentious, merely the application of the criteria that does not make explicit exactly how it should be used.

Inspections are varied, complex and often require a 'best fit' application of the inspection framework using the school inspection handbook to make the judgments. This is certainly in relation to the quality assurance system that monitors and reports on AIs' performance. It is not known how different one type of 'best fit' model is from another model and just how reliable these systems are when different lead inspectors

are using the same system. The subjective way in which it is applied is a key issue because in taking the social constructionist stance, as humans we make meaning of our situations in varied ways based on our own perceptions of reality that are connected to our social and cultural experiences. It is not known the extent to which the criteria are interpreted or misinterpreted. This gives concern for AIs whose inspecting record may be tarnished simply because those who quality-assure their work, are not in fact assuring quality but merely making wrong assumptions based on their own biased perceptions.

2.3.7. Changes to the Ofsted Inspection Framework

The Ofsted inspection changes that took place in January 2015, related to the process of inspecting Early Year's settings, maintained schools, academies, special schools and further education colleges (see appendix 2). AIs were made aware of how this would impact on their work during the training they received. Alongside such developments, after having to re-apply for their inspector roles, Ofsted culled 40 per cent of its original contracted inspectors in June 2015 having assessed the inspectors as not being suitable to reliably make judgements during maintained school inspections. This resulted in a 'reformed workforce' that was part of Ofsted's plans to improve quality and consistency. Such changes have now created the revised Ofsted inspector workforce that must now be graded after every maintained school inspection in which they are involved.

This has had a significant impact on AIs (now known as Ofsted Inspectors) as the newly reformed 2015 Ofsted inspection framework, has meant greater scrutiny of AIs' work. As part of the changes in 2015, a revised Ofsted inspection framework was then launched in September 2015 and new judgements were made. These changes

included a move away from judging teaching and learning to making judgements about teaching, learning and incorporating assessment. It also included the change from previously judging behaviour and safety within the setting to judging behaviour, welfare and personal development. Such changes affect the practice of AIs involved in maintained school inspections because of the additional information they are required to obtain and the method they need to apply in making the judgements.

There are currently more changes being considered for the reformed group of Ofsted Inspectors. Some of these changes relate to The Education and Adoption Bill for which the Education White Paper was derived by the present government in March 2016. In this, it was the current government's intention to ask Ofsted to consult on removing the separate graded judgements about the effectiveness of learning and teaching. It was the intention to require Ofsted inspectors to continue to report on the impact of teaching, learning and assessment but through other graded judgements; ones which have not yet been clearly determined. *What* Ofsted Inspectors are now required to inspect and *how* they have go about it has once again changed; leaving those who inspect within the system in a state of flux.

2.3.8. Accountability

Ofsted has always been contentious and provoked much professional and public interest about its role and function since its inception in 1992. The existing literature not only discusses whether the Ofsted process is improving schools through inspection, but also whether AIs in maintained team inspections are sufficiently skilled and able to make sound reliable judgments about a school's performance (Richards, 2012).

Over the years, significant revisions to the Ofsted framework has resulted in changes to methods of accountability such that, "there has been a revolution in the meaning and significance of the terms quality and accountability" (Brundrett and Rhodes, 2011:2). These changes have also created a different relationship between AIs and inspectorate in that communication about measuring AIs' performance is predominantly about using quality assurance systems and monitoring methods for holding AIs to account for their inspection activities.

Ofsted was set up to provide a mechanism for inspecting schools in its regulatory capacity. From the Ofsted perspective, "inspection and regulation make a difference to individual providers and to provision nationally" (Ofsted, 2007:3). However, the role that Ofsted plays in improving schools is contested (Perryman, 2006; Plowright, 2007).

Accountability can be formal or informal in which schools are answerable to different stakeholders who are interested in outcomes for pupils and young people. It weaves itself through the English education system and is considered as the process in which schools are answerable to different stakeholders. Fullan, 2001a; Fullan, 2001b and Leithwood, 2001; Dimmock, 2003 argue that this notion is difficult to translate into practice but suggest that there are specific policies, processes and strategies that have been derived to take this into consideration. Withaker's (2003) study gathered the views of 15 head teachers and argues that a lack of consensus about accountability can be problematic, in that opposing views and interests and can create tensions between groups of people. Further, centrally imposed directives (Withaker, 2003) driven by increased levels of accountability can give rise to misunderstandings and create conflict.

Becher et al. (1981) identified three phenomena around this growing interest of accountability: where parents have become involved in the life of the school; teachers themselves developing an understanding of how their role is becoming shaped by the increasingly important demands of measurement of performance and, also, the public developing within a consumerist perspective; their needs and rights to be voiced as to how schools are being held to account. Belcher's work provides a broad-brush approach and houses its over-arching accountability system under one general umbrella. Kogan (1986) disagrees with this broad notion of accountability and suggests that educational accountability be defined with a much narrower focus so that:

"it can be seen as a condition in which individual role holders are liable to review the applications of sanctions if their actions fail to satisfy those with whom they are in an accountability relationship" (Kogan, 1986:25).

The literature suggests that there are contrasting opinions about accountability depending on the stakeholder groups. Head teachers are divided with some acknowledging the importance of accountability although raise concerns about a lack of consistency in the inspection process. This opinion is contrasted by other head teachers who suggest that there must be mechanisms of accountability such as inspections, albeit of a lighter touch and that results must be published in a standardised way (Blair, 2006). The study by Hoyle and Wallace (2007) acknowledges head teachers' concerns about ambiguity, concluding that head teachers show concern about the personnel who might not necessarily have the skills and expertise to make judgements about them. They declare that this is a "worrying part of widespread school accountability measures" (Hoyle and Wallace, 2007:20).

The inspection process as a mechanism of school accountability is widely criticised by teachers and teachers' unions. Inspectors have always been subject to criticism over

the years. The main concerns are about the publicity of individual school inspection reports, suggesting that there is too much subjectivity in the inspection process. Maclure (2000) reminds us that inspection has always been a part of the English education system since its inception in 1838. When Ofsted was created in 1992 there appeared a marked shift in the purpose of school inspections in England because of the move from Ofsted's developmental and advisory role to its regulatory function. When constructed by central government, Ofsted was one of several instruments of school accountability (Richards, 2012). This study is not essentially concerned about the effect of maintained school inspections on school leaders, teachers and pupils. Instead it attempts to identify the impact of accountability systems on AIs and the work they undertake.

The work of Fielding (2001) suggests that there are many aspects of Ofsted inspections in which the accountability agenda has now become a central focus. He provides us with reminders about the obsessive dimension in which measurements of schools' collective performance has become much more apparent since the inception of Ofsted in 1992. He argues further that:

“too often advocated with a convenient mixture of populism and arrogance, the system for inspecting schools in England carries with it an over-confident and brusque carelessness born of too much power, too much questionable data and too little thought” (Fielding, 2001:695).

This argument is compounded when Baxter (2014) highlights the complexities of Ofsted as a 'multi-layered' organisation; as the agency that:

“acts not purely as a single institution but also as the producer and effector of discourses that influence the way in which standards in English education are understood and conceptualised” (Baxter, 2014:21).

Unsurprisingly, there is a pertinent argument that supports the notion Ofsted's policies and processes as essential ingredients of accountability and as Baxter (2014)

recognises, “that constitute new forms of governance” (Newman and Clarke, 2009:33). There are indeed, some plausible arguments put forward about Ofsted, that whilst being accountable to central government, Ofsted sets its own agenda for how it should be held to account.

Power (1997) argues that Ofsted is an integral force in the ‘audit explosion’ in England in which regulation that is responsive alongside quality assurance and accountability, are central to its aims. Baxter (2014) contests that by functioning as a seemingly politicised body, inspectorates and the frameworks they construct and utilise in the process of evaluation act to shape and influence policy makers and implementers. Whilst this literature might be considered out of date, ‘audit explosion’ as a key term has gained popularity when understanding its context in maintained school inspections.

There are issues about scrutiny of schools through the process of inspection. The culture of internal and external accountability in schools is now much more widespread given changes to the Ofsted inspection framework. Upon examination of the changes to education policy over time in England since the Education Act in 1996, there has been a more intense accountability agenda (Education Act, 2011). In this way, “the examination, in the guise of inspections, is part of the increasing culture of accountability in education, which has created a system in which disciplinary mechanisms are used widely, although surveillance of teachers has always been on the political agenda” (Perryman, 2006:1). This suggests that mechanisms of control permeate the inspection process. Within this, it is widely accepted that by being held to account, Als are answerable to someone else and in doing so must justify their actions, the decisions they take and explain the judgements they make. It is necessary to establish within the inspection process who should be accountable? What should

they be accountable for and to whom? How should they be accountable? This is because an accountability framework that is subjective in nature and therefore open to interpretation, is "subject to a high degree of conceptual pluralism" (Hopkins, 2007:101). Accountability as suggested by Brundett and Rhodes (2011) is an arrangement, "in which one party has an obligation contractual or otherwise, to account for their performance of certain actions to another" (Brundett and Rhodes, 2011:22).

Specific to public accountability, Green (2011) argues for three interrelated features:

- (i) the legitimate responsibilities of elected governments to be accountable and act to protect the public, including sanctioning those that act in a non-accountable manner;
- (ii) the right of those who serve the public to exercise professional discretion;
- (iii) an accountability system that will not impede teachers and others who work in the public institutions from fulfilling their professional responsibilities.

Green (2011) asserts that all three aspects should be evident but suggests that (ii) and (iii) have to a large extent diminished, thus leaving point (i) as the main way of accountability in education in England. Other literature in this field seems to echo what Green (2011) suggests as the process by which the Government in England has transferred the policy decision about accountability to Ofsted. Lumby and Foskett, 1999; Barzano, 2009 concur that Ofsted is a 'quasi-government department', accountable to government ministers and parliament but have overriding pre-existing forms of accountability.

Accountability in education has close links with performativity. This is proposed because of the type of performance that AIs are involved when attempting to meet

standards set by the inspectorate. The government in England has endorsed Ofsted's accountability framework and as Lumby and Foskett (1999) suggest, whilst Ofsted as an inspectorate will always be answerable to ministerial government, their own type of accountability measures creates the shift in responsibility from the government in England to Ofsted. In this way, Ofsted is empowered to do as it likes.

2.3.9. The Accountability Context of Maintained School Inspections

'Raising standards, improving lives' continues to be the Ofsted strap line. This is echoed in the Ofsted strategic plan for 2011-15 (Ofsted, 2011) which focuses on improvement of outcomes for pupils at all key stages of learning and especially in schools that are underperforming. The process of accountability is an accepted process in all maintained schools. The process for holding schools accountable for the education provision within the school is part of the climate for measurements of school effectiveness.

School leaders have been given more financial autonomy and control of their schools in recent years. With this greater independence, schools "can be regarded as the counterpart of greater freedom at institutional level" (Anderson, 2005:75). However, this has led to greater external accountability from agencies such as Ofsted and Regional Schools Commission because school performance data is more widely available in the public domain. The September 2012 Ofsted inspection framework places greater emphasis for determining how effective teaching and learning and assessment is, as compared to the previous 2009 inspection framework. It is suggested such evaluations are value-laden and may, as Anderson (2005) proposes, have political aspects associated with it.

Ofsted advises that the current model of maintained school inspections affords a judgement that is independent and in this way, provides information to the Secretary of State about the standards of education across all maintained schools. It indicates that the information obtained from an evidence base during an inspection gives rise to findings that are reported and considered by Ofsted to be valid, reliable and consistent; contributing to school improvement. This external validation process for measuring standards across schools is recognised as an aspect of the education system in England that is integral to accountability mechanisms. This links to the important roles that inspectors play in measuring the quality of education so that parents are better informed. Parents, in general, desire accountability in respect of the progress of their own children and their concern is for 'the whole child', as much for their happiness and progress and achievement in different subjects.

Existing literature about Ofsted concerns itself with the reported variable quality of AIs and the side-effects of outcomes of the inspection from head teachers', teachers' and parents' perspectives (MacBeath et al., 2005; Perryman, 2006). There is no literature that argues for and considers the perceptions of AIs about the revised accountability agenda following significant revisions made to the Ofsted inspection framework in September 2012.

Greater autonomy for school leaders has also given rise to increased scrutiny in which schools are much more accountable for ensuring good or better outcomes for children and young people. School leaders are concerned that there is increased scrutiny from Ofsted inspection teams who have been given greater freedom to use their professional judgement during maintained inspections since changes to the Ofsted framework in September 2012. Head teacher concerns are largely about the variability and unreliability of judgements because head teachers are acutely aware of the

consequences for schools being judged less than good following a maintained school inspection. This high-stake accountability agenda places additional pressure on AIs, given that their judgements are expected to always be an accurate representation of the standards within the school.

In recognising the permanency of an accountability agenda in the current Ofsted framework, this multi-layered structure that holds senior leaders, governors and AIs to account in varying ways is "particularly problematic since school leaders are held to account by such a wide range of stakeholders" (Brundrett and Rhodes, 2011:28). Ofsted contest that the revisions to the inspection framework have made it explicitly clear who is accountable and in what way.

2.4. Section B: The Key Themes related to Ofsted Inspection Processes

This section provides some depth about the context of Ofsted inspections and how the framework changes have impacted on schools. Drawing this out of the literature provides aspects to explore in relation to AIs given the absence of AIs' perspectives in the literature. By seeking to fill the gap, the contribution to knowledge is about gaining an understanding of insights into inspection practice by considering AIs' narratives.

Internal and external review of teacher, head teacher and inspector performance has developed as part of the accountability system of Ofsted. Now more than ever, it impedes teachers and others who work in the public institutions from fulfilling their professional responsibilities (Green, 2011). The effect of this is detailed in the review of literature that acknowledges the impact such pressures have on the school workforce. In this section, the necessary detail is provided with a focus on the ways in which this impacts on the professional conduct and identity as well as the performance

of school practitioners that for some has led to resistance and cynicism of the Ofsted regime; because of 'game playing' through performativity.

2.4.1. Performativity

The complex and contested nature of performativity creates difficulties for establishing a finite definition. "Performative as an adjective which inflects what it modifies with performance-like qualities" (Perryman, 2009:617) and as Schechner (2002:110) suggests performativity is the extension of performance into all areas of everyday life (Perryman, 2009). When considering performance, it is easy to link this to an audience. For Alexander, et al. (2005) this performative culture is one in which the type of performance takes centre stage, a view accepted by Perryman (2009) who asserts that a performative culture pervades through performances. In measuring school performance, it is acknowledged as a mechanism in which there are disciplinary measures that comparatively make judgements as a form of control. It is the interpretations of these mechanisms that give rise to school practitioner perceptions. To answer the research questions, it is essential to gather insights of the performative culture that exists for AIs and how they experience the effects of control as they engage in their own types of performance.

The changes to the Ofsted framework in September 2012 have brought with them changes to inspection practice in maintained schools. This brings with it more than just an assumption about the culture of control because of the clearly defined accountability mechanisms present through the process of inspection. A robust form of accountability in education requires everything to be measurable. However, the subjective nature of 'judging a performance' presents an issue when viewed from a

social constructionist standpoint; in that truth is a varying, socially constructed and ever-changing notion because humans create their own forms of reality.

Through the process of inspection this performative culture is embedded within school systems such that leaders understand not only how to become involved with 'playing the game' but importantly the type of game to play to survive their inspection experience. Recognising the perceptions of head teachers and teachers in the work of Alexander et al. (2005), maintaining that teachers are involved in performances and performative procedures, gives weight to their argument about the role of performance in education. It acknowledges the politics of performance, but is perceptively insightful in highlighting the practices of performative social identities that already influence practice in schools. The absence of Als' voices presents a gap to be explored in developing a clearer understanding of performance-like activities that Als are expected to undertake, the way in which they set about this and their understanding as to whether it has any bearing on the judgements made about standards of education in maintained schools.

"The performance context is also relevant, as it is repeated and stylised actions which enable schools to perform this efficiency", (Perryman, 2009:618). This builds on the views of Morley (2003), suggesting that performativity is instrumental in being publicly accountable for such performances. The importance of this can be recognised as in the TES article where Exley (2011) presents to us an idea that "Ofsted's focus fails to assuage critics"; in recognition of the process of performativity that has yet to convince the audience. There are some head teachers who accept that putting on a performance and 'playing the game' are all part of the accountability agenda as part of school inspections, although in contrast, there are those that argue that performativity is detrimental for schools. For Morley (2003) this is a case whereby the

damaging effects caused by performativity in which fabricated systems are developed are seen to be of little value to schools. Critical to this is the notion that performativity as a set of regimented rituals (Ball 2001), which involves school practitioners as well as AIs and have led to “the uncertainties and tragedies of this type of reform” (Ball, 2001:43).

Claims that the changes to the Ofsted inspection framework in September 2012 had led to greater trust between schools and the inspectorate because of the change in methodology and relationship, is strongly contested by teachers who are disillusioned with the process of inspection. Such stakeholders agree with Power (1997), recognising that performativity leads to mistrust between people involved within a system of working. When considering an increased surveillance culture, we can acknowledge the view of Mahony and Hextall (2000) about a regime that struggles to highlight examples where there is trust, openness and collaboration. School leaders' views of the inspection process can be placed within this, given that they are mistrustful of the inspection process. Current public opinion supports the comments made by Wilcox and Gray (1996) in which the ‘school performance’ through the inspection does not guarantee a positive outcome from the inspection and is very much dependent on what happens on the day. Perryman (2009) provides some lucidity to the arguments that the emergence of a performance is the extent to which the teachers prepare for it. “That performance is the product of numerous interactions between teachers, pupils and inspectors each of which is subject to interpretation”, (Perryman 2009:619). Exploring AIs' living experiences might shed some light onto the nature of the performance; such that the research questions can be better answered.

2.4.2. Professionalism

The review thus far has drawn threads from a range of literature that supports claims about the role or performance of individuals and how it is shaped by identity in relation to the roles that school practitioners undertake. To some degree, roles are underpinned by the responsibilities that govern the work that is undertaken. In drawing upon the existing literature about teacher professionalism, it is recognised that the characteristics of a professional teacher may have some relevance for AIs in that there is a professional status that can be considered in much the same way. Examining the notion of professionalism from a historical, social or political perspective still gets us to the same point, in that for professionalism there are expected standards that relate to the competency and skills for professionals.

Stevenson, et.al, (2007) and Ozga, (1981) suggest that more appropriately, professionalism should be viewed theoretically as a concept in which it is recognised as an occupational professional control of teachers. In contrast, Phelps (2006) believes that professionalism as a construct is best considered positively about the highest and greatest standards for teachers. Professionalism for teachers as like for AIs means being proficient and meeting accepted standards in their work. The standards are benchmarked against a criterion and in relation to inspections of maintained schools are because of Ofsted policies and procedures that change as the Ofsted inspection framework changes. Thus, expectations for standards of professionalism must change also. When viewed positively it is recognised that standards of professionalism create a professional culture of high expectations. However, when subjectively interpreted, what can be understood about professionalism can give rise to varying interpretations which can leave the profession in a state of confusion about what is an accepted high standard of work. This is

because professionalism is synonymous with professional conduct and expectations for behaviours in specific occupations.

Hoyle (2001) declares that professionalism relates to improving the service as opposed to enhancing the status of the individual. However, Boyt, et.al (2001) suggest that it is a multi-layered concept in which a person's attitude and behaviour impacts on the high level of standards that leads to the improvement in the service. In meeting the demands for high expectations, Als must understand the expectations of their inspecting role such that they should accept the role as a public servant who must bring certain levels of expertise. The Ofsted inspection framework makes clear that as professionals, Als are expected to work ethically through Ofsted's code of practice and when making judgements have a significant amount of autonomy and independence (Ofsted, 2012). In providing the platform for Als to discuss their experiences will enable more to be revealed about how professionally autonomous they are through the Ofsted inspection process. It will serve to deepen our understanding of the pressures they feel in making decisions and enable us to gain some knowledge about any powers they hold and any effects of control in their quest for "achievement of the highest standards" (Boyt, et.al, 2001:321).

Consideration must be given to the arguments as to whether Als are even recognised as professionals or seen as quasi-professionals. As Als' work is shaped by a restrictive inspection framework, from the existing literature it is not known in what regard Als consider their role as a professional one. Als' perceptions are valuable to uncover any possible ideas about the de-professionalising of Als by use of inspector performance measures that seeks to add many layers of control over what is reported and the ways in which it is reported (Ball, 2003). In this context, accountability measures would be seen to limit the autonomy of the individual inspector. The perceptions of the public

suggest that AIs have been empowered to do as they like which gives rise to varying forms of professionalism. As a result, there is too much variability in the work that AIs undertake when carrying out maintained school inspections (Guardian 2014). Whilst teacher and head teacher union representatives assert this negative point, a closer examination reasons that the arguments presented are inadequately supported. Defenders of accountability models (Thomas and Davies, 2005) seize upon the wealth of recent criticisms of the Ofsted inspection process and respond in that they consider the Ofsted model as one that provides a robust and rigorous form of ensuring 'a good performance' of the inspection team.

Ball (2003) maintains that inspection is strongly connected to notions of performativity and contests that professionals struggle with the emotional challenges because of these performative events: "here there is guilt, uncertainty, instability and the emergence of a new subjectivity" (Ball, 2003:221). This might resonate with AIs in which as professionals they "sacrifice judgement and authenticity within their practice for impressions and performance" (Ball, 2003:217). The study's research questions provide a route for interpreting the views of AIs and their thoughts about interdisciplinary conflicts that may lead to conscious conflict in which individuals question their sense of resolve. If evident and not managed effectively, may give rise to types of behaviour and practices that may be deemed unprofessional (Daniels, et al., 2007; Kennedy, 2001; King and Ross, 2004).

As Macfarlane, 2011 and Whitchurch (2008) affirm that public-sector workers who accept changes in their role because of policy changes can appear biddable. However, another form of professionalism can arise because individuals can manipulate policies and resist it, when they find they are not akin to their own professional desires and needs. In recognising this as a form of resistance, Lloyd (2005) indicates that this

restrains professional identities and the work of individuals as professionals but allows them to act autonomously and creatively, despite being socially constrained (Lloyd, 2005). Little is known about how and if, AIs resist professional identities that arise following the revisions to Ofsted inspection policy over the years.

2.4.3. Professional Identity

The complex body of literature around professional identities (Baldwin, 2008; Banks, 2010 and Baxter, 2011b) indicates that it is not so easy to provide answers to questions about professional identity of AIs. There is a suggestion that public sector workers like inspectors, are challenged within this high-stake political agenda that puts constraints on their identity. As Baxter (2011) asserts, it is working in conditions within which, professionals strive for salient and strong professional identities to be able to carry out their duties. The economic and political climate brings professional challenges to the way in which AIs work. To this end, we may consider the work of Baxter (2011b) who examines the meanings, interpretations and implications for professionals within the public sector. Her conclusions lead us to consider the ways in which professional identities alongside professional status is diminishing for public sector workers. This has some impact on their roles in that it creates a degree of uncertainty for the individuals themselves and in the case of AIs as public-sector workers, for the inspection teams as a group. The Ofsted inspectorate argues that since the Ofsted inspection framework has been revamped in September 2012, there has been increased dialogue between AIs and the inspectorate; enabling AIs to better understand the changes in the way in which they are expected to work. Baxter (2011), rests on the ideas of Bessant (2004) in which occupational groups can provide their views about professional identity and the impact of this on their work albeit through extensive review of related literature that spans language studies from education

through to health and social care. The evidence suggests that views about becoming a professional, means a degree of support through a professional organisation in which there is a clearly defined code of practice that enhances a person's professional status. In this way, standards of professional ethics will guide the professional standards and so steer professionals in the direction in which they have a clearly defined professional identity.

In drawing conclusions from Baxter's research, there is a need for further studies to uncover the emergence of a type of professional identity that is surfacing given that conditions for AIs when conducting maintained school inspections have changed markedly. Baxter's research advocates for the need to contextualise professional identities against the political, economic and social background within which they operate. Since the revisions to the Ofsted inspection framework in September 2012, the professional status and identity of Ofsted inspectors have changed, not least because school practitioners such as head teachers are now actively being encouraged to become Ofsted inspectors; changing the professional status and identity of the workforce. In exploring the professional skills required for teachers and school practitioners, Baxter (2013) highlights possible tensions that may arise because of the conflict with the skills required to be an inspector. Identity and status are important and there is an essential need to establish the workforce as either "professional inspector or inspecting professional" (Baxter, 2013:1) as it will influence the inspection process.

The 2012 framework is much more demanding for school leaders who have this applied to their schools. This form of practice encourages the 'school practitioner inspectors' to use their school experience of leading schools in the inspection process. Ofsted argue that this is a positive step forward with the potential for joined up dialogue

to develop greater collaboration between the inspectors and the ones being inspected. "Inspectorate in attempting to foster a collaborative view of inspection seeks to align the professional identities of the inspectors with senior leaders within school" (Baxter, 2013:14). However, with "role confusion and uncertainty" (Baxter, 2011:6) there are increasing concerns about the blurring of roles and the professional identity and status of the Ofsted inspection workforce.

There is extensive information from the literature about how the teachers' or school leaders' professional identity is acquired, how it is formed and how it evolves (Baxter, 2011a; Churchman and King, 2009). Even learning theorist, Gergen (1998), and psychoanalyst, Hall (1996) working in the field of professional identity, would argue for the ways in which professional identity is shaped by a person's experiences. There is no relevant literature related to the Ofsted inspection process and how this identity can vary depending on how the core identity of AIs is perceived. Consequently, whether it is acknowledged as part of their identity or whether it is interpreted as something disconnected from it, is important to give some consideration.

Reid (2005) makes a claim that the focus is not the professional identity of self, but how it is used at times when professionals are expected to rise to challenges of integrated collaboration. It will be interesting to explore if this extends to the Ofsted inspectorate who considers it appropriate that the changes to the Ofsted inspection framework in September 2012 have formed a single structure in which professional identity is extended to the group (or inspection team). This provides the assumption that inspectors within teams will know more about what other AIs do and how they work.

Baxter (2011a) stresses that policies influence not only the ways in which professions operate, but in many cases an increase in the attempt to micro-manage professionals. A case in point is the Ofsted guidance regarding the Ofsted inspection policy that shapes AIs' roles and responsibilities. Ofsted report the need for inspectors to be highly professional and must:

Be professionally knowledgeable in relation to the work that they undertake, including having a good working knowledge of the relevant frameworks for inspection. (Ofsted, 2012:5).

Whilst this is acknowledged as being important, there is a deeper issue as Baxter (2011b) indicates, in which individuals may not feel a connection to the community and may remain on the fringes. Oppenheim et al (2000) too stimulates this discussion when suggesting that it limits our ability to determine the effect of this system on individual's professional identities. In developing this idea about communities of practice Wenger (1998) makes it clear that "concept of community of practice does not exist by itself. It is part of a broader conceptual framework for thinking about learning in its social dimensions" (Wenger, 1998:1). Considering this, locates us in a place where we get to better understand how humans interact within their social settings and how these complex interactions are part of the negotiations that are taking place; shaping people's professional identities as they are learning and organising themselves in the social environment (Wenger, 1998).

2.4.4. Resistance and Cynicism

"Resistance is integral to Foucault's theories of power" (Perryman, 2009:624). The literature suggests that for some school practitioners, "resistance to inspection is the cynical playing of the game, putting on an act" (Perryman, 2009:624). Morley (2003)

concur, in acknowledging that school practitioners must be involved in inspections, but can develop a strategy for resisting it in such a way that they learn how to grudgingly become drawn in by stage-managing their performances. The case study research undertaken by Perryman (2010) in a mixed comprehensive school in England, after moving out of special highlights this problem. The data obtained from this study provides examples of resistance, most notably as to how some school practitioners became part of the performance and in so doing manage to trick the inspectors. A school practitioner reflected:

'I think the problem is that it is too easy to fool Ofsted. I think it is very easy to present them with superficialities in terms of paperwork that they are impressed by, and then when they go away you know that this is just a facade and therefore you have no respect for the whole process and that is how I feel about it' (Helen, middle manager, Spring Year 6) in Perryman (2009:624).

Having no regard for the Ofsted inspection process is an issue that can be explained as the cynical views of the public and the teachers' unions, namely NASUWT and NUT with respect to the inspection process in maintained schools in England. The same sentiments are felt by school practitioners, supporting the idea that:

"if there is a bad report from Ofsted, then teachers suggest that the inspectors do not know what they are talking about. [If the report is good] the participants such as the school workforce congratulate each other on fooling the inspectors" (Perryman, 2009:624).

This reaction, is indeed not unusual and has been a concern of school leaders almost since the inception of Ofsted in 1992 and the research undertaken in an inner London school by Stoll and Fink (1998) whilst being somewhat out of provides the context for this. From the study, teachers and junior leaders in particular, have genuine concerns about the variability of inspector quality across inspection teams and also within them (Stoll and Fink, 1998). The data drawn from the Plowright (2007) study provides a complementary, exploratory lens with which to ascertain the opinions of senior and

middle school leaders whose belief it is that the most senior leaders cover up the school's real problems. Crucially, these "acts of fabrication and the fabrications themselves are the part of the discontent that is felt by the public" (Ball, 2001:217) and supports the notion that school practitioners are cynical about the Ofsted inspection process. Argued by Ball (2001), this in turn reduces the confidence school practitioners have in the Ofsted inspectorate and the Ofsted inspection process, given that 'game playing' is apparently part of the inspection process. This aspect is also criticised by Perryman (2009) and in support, she observes it as another manifestation of resistance. The suggested variability between inspection teams reported by head teachers and in this way, suggest the head teachers are sceptical about the inspection process as they believe the inspection outcomes are very much dependent on the inspection team who inspects at that point in time.

Criticism of school inspection teams is not uncommon. It is predominantly the resentment that is felt about the inspection team methodology as it has a lasting impact on the school. If this is a negative experience felt by school practitioners, it can have long term damaging effects. There is a process of conforming because surveillance is relentless and can impact negatively upon individuals such that they no longer feel like themselves (Perryman, 2009). By conforming to previously defined inspection judgement criteria where there is perpetual surveillance, creates negative feelings amongst teachers such that they feel their identity diminishing. Exploring the ideas about cynicism and resistance through AIs' perceptions of their inspection experience would address this under-researched area.

2.4.5. Ofsted Policy Changes

There are external government pressures that act upon Ofsted inspection systems. To some extent, there is a degree by which the government controlling the policy in education within England is impacting on Ofsted inspection policy. However, internal pressures within Ofsted exist alongside government pressures. Because of this, varying delegated levels of control and power are demands placed upon the inspector workforce because of the continuous changes to the Ofsted Inspection framework. Fielding (2001) emphasises the way in which education policy changes rest with Ofsted as well as the government. As Ofsted regulates itself whilst being accountable to the government, the degree of internal and external forces is inter-changeable particularly in this heightened focus of greater Ofsted inspection accountability. In this regard, Ofsted policies that give rise to a new Ofsted Inspection framework are because of external governmental pressures. In accordance with this, the internal pressures that Ofsted places upon itself, influences its 'new relationship with schools'. For some educational establishments, this has led to a more streamlined process for normalising policies and procedures because of greater forms on internal control (Perryman, 2009) although the effects of internal pressures on AIs from these new relationships are not explicitly known.

Hall (2000) asserts that a policy is made up of an overarching framework in which there are standards that specify the goals of the policy, the problem that is meant to be tackled and the mechanism for tackling the problem. He likens this to a type of instrument that can be used as a form of scrutiny. As a policy analyst, Hall (2000) argues that policy changes occur when things are in crisis. This might then lead us to gain some sense of the impact of the Ofsted maintained school inspection policy

change in September 2012 and the effect it may have on of AIs' professional identity and their roles. Courtney (2013) suggests that the maintained school inspection policy changes impacts on the service itself. However, he notes that this arbitrary process for changing policy may have perceived strengths as well as weaknesses in relation to how it influences professional identity. There is strength in enhanced performance of the inspection workforce but a considered weakness is the change in policy that simply responds to an emergency which, in its reductionist form, is simplified to fulfil political requirements. This does not serve to support either the service provider (Baxter, 2011) or in the case of Ofsted's inspection process, it is not beneficial to AIs. The significant changes to the Ofsted inspection framework since September 2012 have resulted in significant changes in the policy for managing AIs. If public perception is any form of measurement, then this may be a welcomed response, given that the public continues to highlight the failings of Ofsted and considers an Ofsted inspection policy change to be essential.

Ofsted inspection policy changes have certainly stimulated discussion because of changes in the way in which it impacts on the inspector society. The social work research of Banks (2010), whilst not directly related to AIs as a workforce, focuses its attention on the professional ethics in relation to professional integrity. Banks's study attempts to make sense of a commitment to someone's deeply held set of values and moral principles. Although this assertion is explored through misconduct cases in which interpretations of what constitutes morality is often tainted and biased because of the nature of the context, it offers some explanations about professional integrity and implications for policy and practice; providing consideration for the effect of Ofsted inspection framework changes on AIs professional identity. This under-researched area might serve as the platform to decipher the complexities of the relationship

between the change in Ofsted inspection policy and new evolving identities of the inspectors to determine the ultimate effect on professional practice.

Policy changes influence professional identities and can permeate their identities and roles (Baxter, 2011). To make connections to AIs' experiences is an essential step in gaining an understanding of the mechanism for communicating changes made to inspection policies and processes and whether the changes are not only understood at the deeper level but also how they affect AIs. Baxter (2011) study highlights connections between the process for disseminating policies and the impact on individual's professional identities as well as the effect on the profession and organisation within it. Several research studies attest to this (Oliver, 2006; Menter, 2010; Wiles, 2010) and provide suitable frameworks in which to better understand the extent to which these policy reforms create a new type of professional. The poststructuralist philosophical approach in the work of Wiles (2010) perceptively points out the method of policy dissemination that is most effective in ensuring the 'new' understandings of policy that are rooted in 'new' professional persona and practice, albeit in social care practice. The arguments presented in the work of Oliver (2006) and Menter (2010) essentially omit a focus on value laden aspects of policy which in the work of Baldwin (2008) gives consideration for its impact on the professional. Baldwin's study asserts that practitioners are not always cognisant of key policy documents that have the most impact upon them, but they can articulate the areas within the policy document which they perceive as having the greatest effect upon them as professionals undertaking their roles. There appears a missing body of knowledge that details how Ofsted inspection policy affects AIs. In considering the how specific elements of Ofsted inspection policy changes shape AIs identity and,

consequently, their practice, a space to be filled is presented within the existing literature.

2.4.6. Normalisation

There is an assertion by Ofsted that their reforms that are impacting positively on AIs and school practitioners and creating a more uniformed inspection process. The procedures undertaken for normalising the conduct of inspectors are what the inspectorate consider as the most effective way to ensure consistency across the workforce. By developing a series of protocols that include non-negotiable expectations of required standards for AIs undertaking inspection, permits us to view it as a form of modified behaviour in which there are standardised norms that are acceptable such that (Perryman (2009):

“Normalisation, which can be defined as the modification of behaviour to come within socially acceptable standards, is a powerful mechanism of power which is achieved through the hegemonic internalisation of discourses of control (Perryman, 2009:614)

The inspectorate’s perspective recognises this as an appropriate process of change because it makes explicit the standards that AIs must meet as part of the process for demonstrating that they are carrying out their duties effectively (Ofsted,2012). The importance of this issue is characterised in the research by Perryman (2009) who highlights the views of middle and senior leaders in a school in a special measures context. It reinforces the view that attempting to normalise AIs’ conduct through the Ofsted inspection process is ineffectual because AIs can decide how to perform and conduct themselves. The central issue is about the form of normalising behaviour that AIs are involved in to suit the inspection agenda that most concerns the school

practitioners because it may not be the most constructive way to inspect schools that are contextually very different.

Ofsted acknowledges that their policies should enable the judgements made by AIs to be neutral and non-biased and therefore the inspectorate does not consider there to be issues with modifying inspection frameworks to ensure a standardised approach to inspecting maintained schools. This stance does not consider epistemological assumptions about the ways in which humans interpret their surroundings based on their social and cultural experiences. This calls into question the mechanisms that the inspectorate has for finding out what is known about modifying inspection practice its effect on the workforce. Jeffrey and Woods (1998) consider the views of 20 teachers in one English Local Authority, about their perceptions when being inspected and under examination in which there are disciplinary mechanisms. Such forms of control diminish the human, moral aspects of the process to be replaced with technological standardised processes (Jeffrey and Woods, 1998). In much the same way, there is an acceptance by head teachers that changes to the inspection framework since September 2012 have led to a modification of inspector behaviour as well as greater ways in which school staff must conform to changes in the inspection process. There is still much debate as to whether it is the processes within Ofsted inspections that enables schools to improve or if is the Ofsted inspection framework, through a set of prescribed norms that must be accepted by the inspection team as having the greatest positive effect. This understandably questions the validity of the process for inspecting maintained schools and the review of the literature below provides further detail.

2.4.7. Validity in the Inspection Process

Issues about what is termed 'adequate' and 'reasonable' consistency in the context of school inspection processes is not widely expressed in the literature. The issue about validity relates to whether Ofsted inspection judgements are correct. The Ofsted inspectorates' approach to validity is to have a second team, fully aware of the report of the first team, re-examine the school. Public opinion and especially that of the school unions that represent school practitioners are very scathing of this process as they claim that this is poor methodology since the second team is not a fresh independent inspection. They argue this, because it is believed that the second team is already biased by knowledge of the first report and even an agreement only establishes consistency, which could be a consistency of bias. They note that agreement does not constitute validity. The Ofsted inspectorate is of the belief that the significant changes to the framework since September 2012 have improved their process of quality assurance such that validity is:

"an integrated evaluative judgement of the degree to which theoretical rationales and empirical evidence support the adequacy and appropriateness of inferences and actions of the inspector workforce" (Messick, 1989:13).

This is contested because (Hammersely, (1987) believes that there is a lack of consistency when defining what it means for a process to be valid or reliable. This leaves a confusing diversity of interpretations about what constitutes validity in maintained school inspections. The think tank Policy Exchange Unit (2014) gathered views from key stakeholders, such as, head teachers, teachers and inspectors. This think tank offered its concerns, suggesting that there can rarely be a single or simple answer to the issue of validity. Because to establish validity generally requires the accumulation of a variety of evidence, some of which may result in face validity which

is very much a matter of opinion which does not mean it is correct (Cronbach and Meehl, 1995). There requires an acceptance that Ofsted inspection judgements must be valid and should contrast the work of a particular contracted Additional Inspector who in 2014 was found to have copied and pasted whole paragraphs from previous inspection reports giving concerns about the viability of the inspection itself. It is argued here that the apparent lack of quality control measures allowed this process to continue from 2012 until 2014. This seriously calls into question the notion of a rigorous Ofsted inspection process that reliably carries out its function, ensuring that all outcomes are valid.

The research study undertaken by the Policy Exchange Unit think tank in 2013 was published in 2014 after gathering views of school practitioners and inspectors. The study provided the details of the responses to indicate 305 responses in which the views of the contracted AIs were underrepresented. The interpretation of the data information plays an essential role in identifying the perceptions of school practitioners about the method of estimating the validity of lessons. The Policy Exchange Unit study attacked the Ofsted inspection process for the way in which lessons were expected to be judged; asserting that the results of lesson observations were unreliable. Findings from the Policy Exchange Unit study indicated that when comparisons between judgements were made about the standards for teaching (in relation to how much progress pupils are making in their learning), there was variability in judgement outcomes. It was suggested that, overall the results were worse than tossing a coin because there was only a fifty percent chance that the judgments about the quality of teaching would be same when judged by two different independent observers. As reported by the Policy Exchange Unit (2014), the information obtained from the Sutton Trust are scathing of the system in which they assert that there is still less predictability

even when reviewing the evaluations of highly trained independent personnel who were evaluating lessons. It is noted, however, that these observations were carried out using international lesson observation frameworks, and evaluators had shown high 'inter-rater' reliability meaning that there was already much agreement amongst the evaluators about the quality of teaching observed (Policy Exchange Unit, 2014). The information presented within the existing literature is inconclusive and by gathering the perceptions of AIs, might provide us with better insights about the process for ensuring that the system for inspection maintained schools is a valid and reliable process.

2.4.8. Reliability in the Inspection Process

The Ofsted inspection system needs systematic and independent monitoring and feedback. In accepting Sapford and Evans' (1984) definition of reliability, then it is unsurprising that it relates to consistency in that there should be comparable outputs that can be measured. To establish that Ofsted judgements are 'reliable' means the inspectorate must provide evidence that inspection teams (when visiting the same school) will apply the framework in a consistent manner.

There are no known studies carried out by Ofsted that evaluates 'inter-rater' reliability from Ofsted inspections although there is widespread Ofsted literature that reports on the process of quality assurance as part of its work for monitoring team inspectors (Ofsted, 2012; Ofsted, 2012b). The revised Ofsted framework in September 2012 makes strong claims that lead inspectors have the responsibility for ensuring that the process of triangulation is utilised by comparing the perceptions of the inspection team members during the inspection then drawing on similarities and differences between these, alongside documentary evidence. It is not entirely clear from the Ofsted literature how this plays out in practice and if this process might lead to a "reduction of

inappropriate certainty" (Robson, 2002:370) and seen as a way of triangulating what could otherwise lead to proving only what we believe to be true even if not at all true.

The research about teaching judgements at the Centre for Evaluating and Monitoring at Durham University is primarily based on a study undertaken through the review of effective teaching (MET, 2010). This research was about skills of teachers and how to develop greater effectiveness. This large-scale research project brought together 3000 teacher volunteers in six states in America. Although the research was conducted in a different context, the methodological approach focused its attention on a wide spread approach to data collection that considered the participants' voices. This was effective in establishing similarities and differences of opinions of school teachers, enabling comparisons to be made. However, the problem of participant bias plagued this study and may have resulted in unnecessarily vast ranging and possibly biased conclusions. Furthermore, the evidence gained from this large-scale research is inconclusive in being able to determine if it is possible to develop reliable measures that identify effective teaching. The results of this large-scale research study (MET, 2013), presents an argument in which there is less understanding about what is seen in classrooms than what was previously thought. Therefore, the issue is about how reliable Ofsted inspections are and because there are no studies widely available to the public and conducted by Ofsted, it is not possible to conclude that there are no issues about reliability within the inspection process of maintained schools.

Given the importance of their judgements for institutions and individual teachers, there needs some reassurance that Ofsted inspectors are fully trained in data interpretation and lesson observation; particularly when making judgements at the extremes of 'outstanding' and 'inadequate' school practice. The findings from the study (MET, 2013) highlight a pessimistic view that has been seen by the teaching research unit at

the Centre for Evaluating and Monitoring at Durham University and there is a call to develop a more robust system of accountability when lessons are being observed. This is an over-simplistic approach to solving what has developed as a deep-rooted problem about the reliability of maintained school inspections. There remains insufficient detail about how best to deal with this issue because there is still widespread debate about what constitutes reliability of Ofsted inspection judgements. There has been an urgent call from school practitioners for an independent review of Ofsted that would help to restore the public's faith in it as an inspectorate. The call for a review has drawn support from some teachers' unions. In a press release statement, the NUT (2014) confirmed that they had no confidence in the Ofsted inspectorate (NUT, 2014). This was given additional backing by the NAHT who agreed the necessity of a fundamental review. In response and in contrast, an Ofsted spokeswoman suggested that the messages sent out, by the school unions were simply incorrect and that Ofsted inspection judgments were influenced by nothing other than evidence.

The concern here is about the robustness of such evidence as well as the degree of influence in the inspection judgements for which no Ofsted research is available. In this respect "too many assumptions can be made of the evidence gathering brought to a premature conclusion when preconceptions appear to be confirmed" (Smyth and Holian, 2008:40).

There are contradictions to this in the research findings from the study by Hussain (2012) on behalf of Centre for Economic Performance. The conclusions from the study, which attempted to examine the reliability of Ofsted inspections, accepted that it was possible that biased practices may or may not exist and public sector workers may actively engage in their own set of rules and use their discretion to best suit

themselves (Heckman et al., 1996). Comparisons can be drawn from this outdated study in relation to the process of inspecting maintained school inspections. There is an acceptance that any such bias in the Ofsted inspection process cannot be ruled out.

This has promoted a series of calls for reform of the whole Ofsted inspection system in which some revisions to the Ofsted inspection framework in September 2014 have already been made with further revisions in September 2015, notably, a newly reformed Ofsted inspection workforce that will not make individual lesson observation judgments.

2.4.9. School Improvement

Ofsted's mission of "improvement through inspection" (Matthews and Sammons, 2004:3) is part of the agenda for improving schools. The first annual report of HMCI (Ofsted, 1996) explicitly suggested that Ofsted is fundamentally concerned with securing improvement and in so doing raising standards of the educational provision for all pupils and young people. This implies that there are several strategies required for ensuring improvements which must be well planned with clear objectives. Stoll and Fink (1998) ideas characterise school improvement as recurring processes that impacts positively on the pupils' educational achievements and enhances the organisation's ability for effectively monitoring its own steps for change. The study undertaken by Chapman (2001) investigated head teacher perspectives about Ofsted's school improvement agenda. It concluded that, in terms of improvement through inspection, Ofsted contributes minimally to improving teaching by developing teachers' skills and with limited effect on learning. A similar view on the effects of Ofsted is expressed by Brighouse (1995) in an analysis of 'New Labour's' record on

education in its first term of office. In this, he attributed the schools' strategy for successful educational change to be based on schools providing the right mix of pressure, challenge and support for themselves.

In accordance with this, the memorandum submitted by the NAHT (2011) to the Parliamentary education committee in 2011 about Ofsted, attracted almost 1500 responses from school leaders who indicated that they believed that there should be a specific focus of school inspections on school improvement. However, only 16% of school leaders agreed that Ofsted inspections improved schools. From the remaining responses, it was believed that school inspections had limited impact on improving schools with more than 50% of the respondents asserting that school inspections were, in fact causing the distraction for schools attempting to improve. Findings from Perryman's (2010) study provided a further interpretation of this idea. This case study approach highlighted experiences of the school workforce, told in the narrative form, and concluded that the school was in fact maintaining its own improvement. However, the study unearthed some concerns of school practitioners who were sceptical about any sustainable effects of becoming an organisation that had fallen prey to the demands of 'passing the inspection'. So, for schools that pass the test and come out of special measures there can be no real judgment made about how sustainable this is in the long term (Nicolaidou, 2005). In a similar way, Plowright (2007) enhanced this argument by suggesting that the school's ability to evaluate itself and argues that:

"the preparations, based on the self-evaluation activities are aimed at satisfying the Ofsted inspectors and the accountability agenda, rather than at school improvement in real terms.....the self-evaluation process aimed at improvement, then appears to consist of meeting the short-term requirements of the Ofsted inspection process rather than any of the more substantial development needs of the school" (Plowright 2007: 373).

If the Ofsted inspection process is to be taken seriously as a mechanism for improving schools, then it must satisfy demands for the public accountability by monitoring standards as well as demonstrate the evidence of school improvement through inspection. Earley (1998) believes that there is an imbalance because in practice Ofsted's accountability agenda is far greater than its one for school improvement (Earley, 1998).

Perryman (2010) asserts that continued improvement is a prickly term in that for school practitioners the idea of being judged ineffective can be a demoralising experience. Since the inspection report makes it clear what school practitioners are required to do so that they can be judged effective, it seems sensible to think that schools adopt a strategy to demonstrate 'improvement'. There is a suggestion here that the Ofsted inspectorate, as an outside body, acts in contrasting ways by finding the issues within the school and providing a specific set of instructions for rectifying the issues. It would, therefore, seem sensible for schools to follow such a recipe to get out of special measures. Perryman (2010) acknowledges that there could be issues when reporting that schools show marked improvements (Matthews and Sammons 2005). She contests that schools who find themselves in this unfortunate position are looking to find a way to enable them to have their special measures label removed.

Matthews and Sammons (2005) consider that schools develop innovative and successful practices that lead to their school improvement. Perryman (2010) contests that there are only small numbers of schools that have had their special measures judgment removed and then subsequently regressed. The view of the school leaders provided the evidence that shows:

"Such schools have to exceed 'normal' efforts to secure this improvement and that performance gains are normally followed by periods of flat performance;

such that success can be short-lived and fragile in schools in difficult or challenging circumstances” (Harris et al., 2006: 160).

What is strikingly absent in the literature is an understanding of how inspection teams themselves view their role in improving schools during the inspection process. The literature review within section B of this chapter, has considered key themes including professionalism, professional Identity and the Ofsted policy changes. It has highlighted central tensions about Ofsted inspections from a range of perspectives, notably head teachers, school principals, teachers and school unions. It is accepted that there is no single blueprint for school inspections or school inspector performance, yet there are common threads within the literature that highlight the need for the Ofsted inspectorate to regain the confidence of key school stakeholders such as teachers, head teachers and parents by re-shaping its policy and processes.

2.5. Section C: Theory of Power within the Context of Ofsted Inspection Methodology

An exploration of the literature in the previous section has focused more so on contextual aspects that are worthy for discussion in relation to the impact they may have on the Ofsted inspection process. This section examines power and control holistically; taking into consideration all that has been outlined thus far. It reviews Foucault’s theory and in doing so considers the extent to which it is integral to the Ofsted inspection process. It considers the connections of power and control to performativity, highlighting its effect on professional identities. These complexities are considered important in better understanding its impact on AIs.

Power can be recognised as a force that is inflicted upon powerless people. It might also be considered as a possession that is used by someone. Whatever can be said

about power, it is believed to have an effect in some way. In Foucault's Theory, power should not be recognised as a possession that organisations, groups of people or individuals have. Nor should it be considered as an object that can be used by the powerful to oppress the powerless. According to Foucault (1977), power presides in all aspects of everyday life and is diffused and recognised as 'regimes of truth'. In this way, these concepts focus on the effects, such that "power produces; it produces reality; it produces domains of objects and rituals of truth (Foucault, 1977:194) as quoted in Darier (1996a:588). Within this study's context, it is important to examine this theory at a deeper level and recognise that power can actually be productive and give rise to modified behaviours that can have positive effects.

Foucault's theory is concerned with how people resist power when it is being exerted. In line with this, power can be accepted as a strategy that weaves itself like a web and can be cascaded; being influential in a variety of ways. Foucault (1977) maintains that humans are the drivers of power and not the locus or signposts of how it is applied. Foucault (1977) provides us with the notion that power has specific identifiable features and as a strategy it influences a society and is not specific to 'powerful' and 'powerless' individuals or groups. Gaining AIs' perspectives about power and whether it is felt as an intentional strategy to control people, would prove relevant to this study. In doing so, we might better understand if power is imposing and to what extent it dominates the inspection process.

It will be important to establish whether AIs' ideas of power contradict Foucault's and are more aligned to the Marxists view that recognises power as an oppressive or repressive force that adversely affects people. For Marx, power relates to subordination and control. Marx claims that power is always in limited supply that means it is a resource that is only given to certain people. Marx (1976), supports the

idea that only particular individuals or social groups can wield power and is only obtainable by those who are in the 'ruling' class. For Marx, therefore, power is negative, controlling, repressive and manipulative because it obscures truth (Marx 1976).

Although there is recognition in Foucault's theory that power relationships exist as like Marx's theory, for Foucault, power is "coextensive with resistance; productive, producing positive effects; ubiquitous, being found in every kind of relationship, as a condition of the possibility of any kind of relationship" (Kelly, 2009:38). What must also be considered is the idea that resistance is in some way connected to power; in that relationships, can be productive given that with power comes the ability to resist it (Foucault, 1980). The building of relations in this way means that the system can work because there is discipline, norm-setting and self-regulation; such that it "produces reality; it produces domains of objects and rituals of truth" (Foucault, 1977).

Foucault's theory provides an insight into power and resistance that exists within specific organisational contexts and way it manifests through behaviours and procedures. Therefore, we gain a perspective of the "tactics" that Foucault acknowledges as "the product of the various forces is increased by their calculated combination" (Foucault, 1977). Als may shed some light on the effects of power within Ofsted as an organisation; providing some insight into how power is diffused throughout the inspectorate and the extent to which it is subject to negotiation by people.

2.5.1. Power and Performativity

There is a convincing argument for suggesting that Ofsted's accountability agenda is constraining and it is therefore necessary to examine AIs' performance in accordance with the required performance standards expected from Ofsted. New pressures continue to be placed upon AIs because public opinion and those of school practitioners have largely been critical about the validity and reliability of maintained school inspections. Survival for AIs through the inspection just like head teachers may lead us to consider a move towards performativity in which:

Performativity is a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change — based on rewards and sanctions (both material and symbolic) (Ball, 2003:216).

For this study, it is essential to understand how and if for AIs, "inspection is increasingly a part of the accountability and performativity culture prevalent in the English education system" (Perryman, 2007:1). With newly refined accountability measures and performance indicators, AIs are under greater scrutiny and it is important to establish if this makes them perform in a preferred way to pacify the policy makers. There is a need to determine how AIs view their performances and the degree to which it is productive (Ball, 2001; Perryman, 2006; 2009). The outcomes of an inspection not only point to the performance of AIs but also to school practitioners and schools themselves. In such a public way, as Ball (2003) asserts the inspection process has many emotional challenges and as a performativity event effects the people within it. In using Foucault's interpretation, it may be suggested:

That knowledge and power function in our society to turn all individual human beings into objects that exist, act, or are knowable only in relation to the rules laid down by this power and knowledge (Jardine, 2005:49).

In using Foucault's theory, Perryman (2009) believes gathering information through the process of inspecting must be linked to power. Considering this is important because AIs have the power to decide the outcomes of an inspection, that in the form of a report becomes readily available to the public (Ofsted, 2009b). The power-forming relationships that AIs and school practitioners are involved in are "power relations and it is through these struggles that power relations form knowledge" (Niesche, 2011:23). The Ofsted inspection framework might be considered a disciplinary measure for school practitioners and AIs; closely connected to Foucault's beliefs about discipline because as Perryman suggests that:

It is the power wielded by inspectors that can make schools feel that a performance is necessary as the consequences of failing an inspection are severe (Perryman, 2009:614).

This theory suggests individuals and organisations have no option but to accept the rules, play the game and perform in accordance with expected performance standards as they are under surveillance. This has some relationship with power, "like surveillance...normalisation becomes one of the great instruments of power" (Foucault, 1977: 184). By asking the research questions in this study, it is anticipated that AIs will fill the gap and provide some clarity about 'regimes', (Perryman, 2009) that AIs may engage in so that their performance can be deemed successful. Given these suggestions, it seems plausible to think that AIs might feel they have limited choice but to perform through the inspection process in a way that will rate their performance positively. The idea of performance is central to De Wolfe and Janssens' (2007) arguments that suggest that as well as school practitioners who are involved in 'game-playing', so too could AIs be in what they suggest is 'window dressing' (De

Wolfe and Janssens, 2007). Their arguments centre on the impact of such a regime which is largely due to forces of control that is exerted by Ofsted.

When looking at the inspection process, Perryman provides an understanding about power, control and surveillance suggesting that through all this:

Performativity becomes the mechanism in which schools demonstrate, through documentation and pedagogy that they have been normalised, and inspection, through surveillance and panoptic techniques, examines this process (Perryman, 2009:616).

This provides some clarification and enables us to consider Foucault's (1977) description of Bentham's 'Panopticon' as a metaphorical figure of power. Within this is the idea of complete control, a surveillance strategy might be considered successful if those that are being watched have no idea about when and how they are being viewed. Not knowing when a person is under surveillance might suggest that they perform in a certain way as if they are always under scrutiny. The panopticon metaphor is useful because it reminds us of the accountability agenda that pervades the Ofsted inspection process. The existing literature highlights the concerns that many authors have with performativity. They suggest that in relation to accountability, it is punitive (Ball, 2003; Perryman, 2009; Piro, 2008; Webb, 2005) and in gathering AIs' perceptions of their inspecting experience will provide clarity of the impact of this surveillance process on Ofsted inspection teams.

2.6. Summary

AIs' inspecting experience in the latter period of the twenty-first century in England is complex and by no means straightforward. Significant continual changes to Ofsted inspection policy presents challenges and has far reaching consequences for AIs as they inspect through turbulent times. The tensions created are more prevalent now

that Als performance is routinely under scrutiny given that inspection teams carrying out maintained school inspections continue to be held accountable to a wide range of audiences.

The literature review has outlined the underlying elements that influence the relationship between the Ofsted inspectorate and schools. This is fundamentally through the perceptions of key stakeholders, such as school practitioners. This study is concerned with the factors or causal elements that relate to Ofsted-inspection outcomes encouraged by human attitudes and perspectives of their inspecting experience.

CHAPTER 3: METHODOLOGY AND THEORETICAL FRAMEWORK

3.0. Introduction

The thesis is a piece of educational research located within the wider field of social sciences and seeks to produce a rational reconstruction of a social experience. This chapter sets the study within the field of educational research methodology. It considers the approach taken within the context of the study and its theoretical framework. The chapter includes philosophical perspectives and a brief exploration of the related conceptual landscape, alongside a discussion of practitioner research and that of the 'insider researcher' perspective.

The rationale and choice of research design is discussed for ensuring that the research questions could be answered. The instruments and methods used for the research are described. A discussion about the process of analysing the data is included with a focus on finding connections between a pragmatic quantitative approach that makes use of a survey instrument to obtain wider quantitative data, and qualitative approaches that are guided by principles of phenomenology. Interviews interrogated through Interpretive Phenomenological Analyses (IPA), were recognised as the vehicle for providing insights and making meaning of AIs' living experiences. Specifically, this chapter highlights critical issues of ethical dilemmas, as part of the process of insider research and discusses ways of ensuring their inclusion within the methodology. Along with an exploration of generalisability, it also details the limitations of the study from methodological perspectives.

3. 1. Conceptual Framework of the Thesis

Social Science research seeks to understand how and why humans behave the way they do. In this regard, it begins with a question that the researcher is curious to know about. As Cohen, et al., (2011) suggest, the nature of the enquiry depends on ontological and epistemological assumptions that lead onto methodological considerations from which methods for conducting the research and collecting the data can be derived (Cohen et al., 2011). In providing answers for the research questions that are detailed in chapter 1, this research study engaged interpretivist research philosophy for examining the phenomenon under study. This was the foundation upon which data was collected, presented, and analysed.

Two of the main research philosophies in Western traditions are positivist and interpretivist in which there is an assumption from the latter that access to reality is only possible through socially constructed experiences (Gallier 1991). The researcher's ontological position assumes that social reality is co-constructed through communication by people about their perceptions within their social groups. The concept of 'social situatedness' originally proposed by Vygotsky in 1962 (Lindblom, 2002) supported the relational positioning of the 'insider researcher'. For this study, this is of benefit for drawing upon the shared perceptions and trust of AIs with whom social connections within communities are understood. Epistemologically, the acquisition of knowledge is about how we come to know about AIs' inspection experience.

The research design employed mixed-methods across two phases. The first phase used a survey to gather and report on measures of individuals' perceptions to the Ofsted inspection process. The second gathered qualitative data from in-depth

interviews. This was effected by an interpretivist phenomenological approach that used unstructured interview techniques. An overarching main question was asked during the interview to actively refine understanding of the participants' world from their perspective (Denzin and Lincoln, 2003). The study's theorised view of the context in which Als work, considered these subjectively constructed perceptions of social processes and offered a methodological frame of reference for addressing the meanings and interpretation of data.

3.1.1. Philosophical Background

The theoretical stance that informed the methods is summarised in Figure 3.1. This provided the base upon which core components of ontology, epistemology, methodology and methods were interwoven to provide the 'skin' of the research. In this way, the purpose of the research was to add value to the knowledge that already exists by examining an unanswered question. The philosophical assumptions and the researcher's set of beliefs were framed as part of the conceptual framework below.

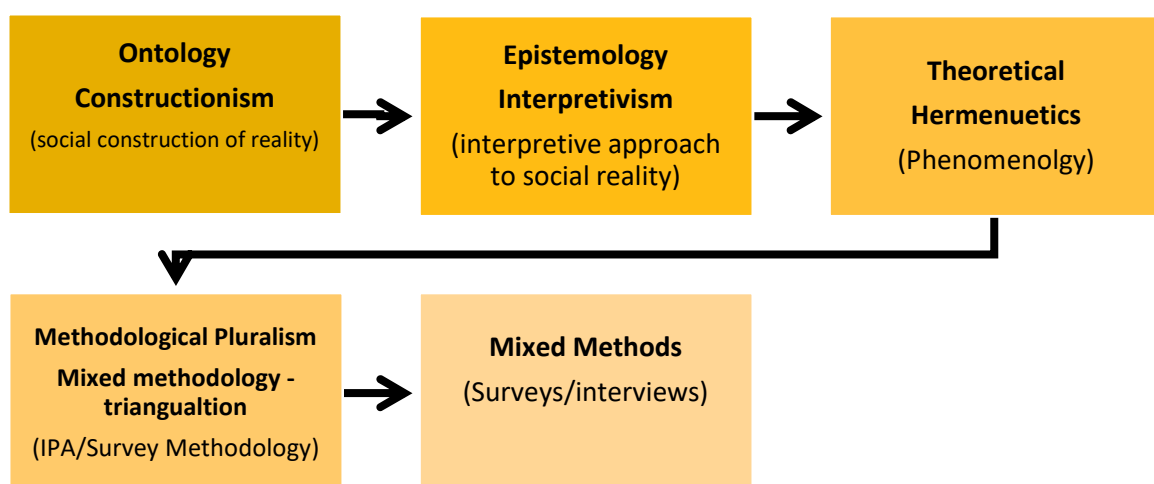


Figure 3.1. The Conceptual Philosophical Framework

3.1.2. Ontological Perspective

Ontologically, for this research the nature of reality is that knowledge is in the eye of the beholder. Reality is therefore fundamentally mind-dependent and only knowable as it is constituted through language and communication (Blaikie, 2007). Through collective idealism, a given social world represents constructed views that are shared by people within certain settings (Madil et al., 2000). As a study of how humans gain knowledge (Crotty, 2003), this research aims to get to the root of that knowledge and to consider its validity. In this regard, the overarching epistemological perspective is constructionism in which reality is "constructed in and out of interaction between human beings and their world" (Crotty, 2003:42). The framework enabled the researcher to gain a more nuanced understanding about what could be considered knowledge because of what "others reveal as their experience" (Stake, 2003:145).

3.1.3. Epistemological Stance

As a theoretical lens, interpretivism, explores derived social interpretations (Crotty, 2003) and voyages into the realms of understanding how the world can be interpreted (Cohen et al., 2007). Cohen et al. (2007), considers this theoretical perspective to be "characterised by a concern for the individual", (Cohen et al. (2007:21) and for its ability to 'understand' the individual from within. Locating the research in the interpretivist paradigm, developed a perspective so as "to make sense of the meanings others have about the world" (Creswell, 2009:8). The methodology intentionally embodied this concept, which influenced the practicalities of the research, as well as the methods employed, because it was the intention of the researcher to provide a reflection of the Als' perceptions and how they saw themselves.

3.2. Theoretical Lens-The Social Construction of Reality

This study addressed the question of what was known about the thoughts and actions of AIs during their work in maintained school inspections since the significant changes to the Ofsted framework in September 2012. Further questions were also theorised from gaps in literature in relation to reasons why key stakeholders in varying contexts had different opinions of maintained school inspections. Thus, the framework for the research employed a conceptual framework for thinking about the overall meaningful explanations of how and why patterns emerged. The thesis aimed to develop a theoretical understanding of how the most pertinent experiences, interactions and processes shaped AIs' attitudes when they undertook their inspecting duties. This supported the idea of how 'context' as a concept could be thought about in this study. Crotty (2003) examines the notion of context and some problems associated with it. In this research, it was important to consider the context in which maintained school inspection teams were constructed to determine if they influenced the working practices of AIs.

For this study, there was an emphasis about meaning, the collective transmission of it and how it was generated (Crotty, 2003). Berger and Luckman's (1966) work was used to guide the paradigmatic worldview of the methodology; aimed at illuminating the social processes that link people, place and activity. This early, big idea viewed human behaviour to be socially constructed and contextually determined. It incorporates the inter-subjectivity of shared knowledge; that meaning-making is a social activity rather than an individual activity, or that knowledge is co-constructed. The work of Berger et al. (2007) is in accordance with this theory, in that it is what human beings perceive to be a reality that is produced and sustained as a combination of individual agency and environmental social forces over time. The study of the processes and meanings

enabled contexts to be seen from the perspective of those who inhabit them. From this standpoint, Als' inspecting experience meant different things in different inspection team settings because of the interactions and interpretations of each situation. There was no suggestion that situations were socially contrived, but rather that emergent phenomena have prominence due to the nature of relationships forged through time. Finally, while this standpoint focuses on the subjective nature of reality and aimed to represent participants' meanings as faithfully as possible, it still recognises the fallible and provisional nature of knowledge.

This investigative approach, therefore, incorporated recognition of the effects of social forces as powerful proposers or influencers in different social settings, in this case, in different inspection teams. Recognising the driving forces behind different observable behaviours, was the guiding principle.

3.3. Theoretical Context-Approach to Exploring Als' Living Experiences

The research involved the collection and use of initial quantitative approaches as well as qualitative techniques. Its approach was weighted towards the collection and interpretation of qualitative data, using mixed methods. This study methodologically upended the focus on positivism in its use of quantitative approaches for mixed method practises because of the belief about reality that could be described and observed objectively (Levine, 1988). The purpose of amassing the quantitative data, enabled the researcher to understand the context and information and to use the data collected as the basis for an in depth qualitative method, always "hoping to get a better understanding of the subject matter at hand" (Denzin and Lincoln, 2003:5).

The researcher was, therefore, of the belief that for achieving the objectives of the study, it was necessary to use hermeneutic phenomenology as the methodology for

phase two of the study. This method served as a discipline that focused directly on Als' living experiences rather than explanations or measurement of it (Moustakas, 1994).

3.4. Methodological Considerations

In determining an appropriate paradigm to shape the research study, consideration was given to positivism, post-positivism, interpretivism and critical theory (discussed and referenced in appendix 3). Social construction provided an appropriate methodological approach that enabled asking and answering the types of research questions that were being posed about subjective living experiences of individual Als as a social group through their own realities.

The methodological links between ontology and epistemology offered space to develop shared meanings between the participants and researcher from which true meanings could be internally constructed. The truth about what was known was socially negotiated. Social constructionism in this way viewed knowledge as constructed by people individually and distinguished itself from social constructivism in that knowledge was being constructed by people together as a social group; giving rise to a culture of shared interpretations.

3.4.1. Phase One of the Study: Survey Research Methodology

Survey research methodology was important to this study as a way of measuring human behaviour (Glasow, 2005). The principles underpinning the use of survey research were important because these measured past and present attitudes. Survey research was the process for answering questions that had been raised by analysing patterns and describing what was contextually evident. The generation of quantitative

data was largely used as an appropriate measure from which to undertake the second qualitative phase of the study. From this, the identifiable characteristics that had significant benefit for this study were outlined below.

The survey instrument implemented a scientific procedure for gaining information from respondents involving the use of a questionnaire that provided a way for presenting a set of standardised questions and response choices. This was distinguishable from the survey research process (Creswell, 2009) in that it was used as the framework that sought to answer questions that had been raised and, specifically in this context, for making future comparisons.

3.4.1.1. Characteristics of Survey Research Analysis

Three distinguishing characteristics of a survey within this study supported its use (Olsen, 2004; Glasow, 2005). Firstly, it sought to quantitatively describe certain aspects of a population, such as demographics, and particularly in this case to measure inspectors' years of experience and length of service as current practising inspectors. Secondly, it recognised that whilst the questions in this study were closed questions the data collected gave rise to subjectivity. Thirdly, the findings from the use of the instrument in a selected portion of the inspector population were later generalised back across that population. Validity of the survey tool, considered how the questions measured the aspects they were intending to measure (Glasow, 2005).

3.4.1.2. Advantages and Disadvantages of Survey Research

The written survey provided a suitable vehicle for obtaining demographic data for describing the sample composition of inspectors who responded to the questionnaire. Pragmatically, it was easy to administer and easily accessible to a wide range of

inspectors. The survey elicited attitudes about measurements of inspector performance that may otherwise have been difficult to measure. The researcher considered the use of the Likert scale throughout the questionnaire as sufficiently beneficial to limit the need for a substantive number of contextual questions to be asked and to afford effective internal validity.

The written survey allowed respondents' latitude both in time and in the response process. The use of the survey instrument maintained objectivity and reduced issues of power and influence such that the 'insider researcher' did not have power and authority over the participants, which could have negatively affected data collection (Smyth and Holian, 2008).

It was important to recognise that the written survey only provided representation of a part of the whole inspector population. The researcher recognised the possible bias with regards to inspectors drawn to the questionnaire because of the email invitation and snowballing effect. To offset this, and in keeping in line with the objectives and goals for the survey, the questions were structured in a neutral way. The written survey could have been subject to different forms of error. There could have been incomplete responses or questions might have been intentionally or unintentionally omitted. It was also possible that the survey could have been subject to non-response. Alongside this, respondents might have found it difficult to assess their own actions (Glasow, 2005). Despite the potential limitations, the researcher recognised the survey as a major source by which to obtain rich information from which to examine in detail.

3.4.2. Phase Two of the Study: Phenomenological Research Methodology

For this part of the study, the perceptions of AIs who work in maintained school inspections was the focus. Emphasis was placed on the methodological approach that

explored participants' worldview about knowledge and workplace productivity to permit the development of a theory of knowledge from the data that was ultimately acceptable to a wider audience. This necessitated a qualitative interpretive research strategy and broke with traditional methodological approaches because it was not focused on producing data that could be reproduced, but was focused on subjective understandings (Hollway and Jefferson, 2000).

Providing an evolving methodological guideline for the evaluation of qualitative research data attempted to reassure the researcher of rigor (Elliott et al., 1999). These guidelines emphasised the grounding of results in concrete and relevant examples and in this way the study is exploratory, explanatory and interpretive. For this reason, extensive reference was made to participants' own words in both the presentation and discussion of the results.

The researcher recognised and acknowledged her own knowledge and beliefs about maintained school inspection experiences. She retained a neutral standpoint, to avoid intentionally bringing her personal beliefs to the study. This prevented interference with the Als' narratives. This meant the researcher listened attentively to the participants whilst suspending beliefs about inspecting maintained schools, minimising manipulation of the situation that was specific and relevant to the objectives of the study.

3.4.2.1. Hermeneutic Phenomenology

The researcher favoured a Heideggerian approach to Interpretative/Hermeneutic phenomenology wherein the focus was on the human being's perceptions of their experiences within their own world, the actual experiences themselves and on the person as a human being. This was an important feature, so that the approach to

understanding the living experiences was not just to provide the description and objective report of the experience. This contrasted with an ethnographic approach in which the researcher would become absorbed implicitly or explicitly in people's lives for significant periods of time; making observations, probing through questioning and listening to what is being said (Cohen, et., 2011). Hermeneutics was important for this study because of its emphasis on interpretation; exploring the conversations in the interviews and providing interpretations within the context in which the words were spoken (Kafle, 2011).

3.4.2.2. Characteristics of Interpretive Phenomenological Analysis (IPA)

The theoretical foundations of IPA stem from Husserlian phenomenological principles in which the theory of interpretation suggests that any meanings that people ascribe to a situation or experience is only possible through an interpretative method (Biggerstaff and Thompson, 2008). There are significant differences between discourse analysis and IPA in that IPA examines how people provide meaning to their social experiences as they interact within their environment as opposed to discourse analysis that focuses much more on the role that language plays when peoples' experiences are being described (Smith, Jarman and Osborn, 1999).

Key features of IPA encompass idiographic, inductive and interrogative characteristics (Smith et al., 2010). The study is described as having idiographic features because, through the interviews process, as much in-depth information was obtained as was believed possible from the first participant, before moving onto the next one. The main purpose was to establish key themes and to learn something about the participants' inspecting experience. The IPA process involved the in-depth analyses of a small sample size. For this study, the outcomes from the IPA could be discussed in a much

broader context having been able to gain an insight into peoples' internal worlds through their perceptions (Biggerstaff and Thompson, 2008).

3.4.2.3. Some Criticisms of Phenomenology

Moran's (2000) 'Introduction to Phenomenology' presents a significant amount of criticisms and counter-criticisms of phenomenology. His writing suggests that there is an internal critique of phenomenology by phenomenologists as well as external criticisms. Both forms are summarised as follows:

"...phenomenology has often been portrayed by its critics as an appeal to a long-refuted form of introspection, or too mystical, irrational intuition, or as promoting an unregulated rhapsodising on the nature of lived experience, or as seeking to repudiate science and the scientific view of the world, and so on." (Moran, 2000:14)

This is interpreted to mean that it is not seen as a credible methodological approach because of its non-scientific nature. Critics of the approach also contest the "practicalities of phenomenological epoche, suggesting that this is more or less impossible " (Cerbone, 2008:29-9). For this study, IPA had the potential to uncover unexpected phenomena. This was because the methods of data collection were less rigid and more open. This resulted in the researcher finding out about a phenomenon that did not fit into an already existing theory; giving rise to a new theory being generated from the participants' experience of the phenomenon.

3.4.2.4. Choice of Methodology for Phase Two

The researcher recognised other qualitative approaches that should be given consideration. Phenomenology, discourse analysis and grounded theory approaches were all considered. For the benefit of comparison, there was a focus on their historical

development, goals, methods, audience, and products (Starks and Brown-Trinidad 2007). Using a comparative approach, the researcher adapted the hour glass model of Starks and Brown-Trinidad (see appendix 4). The purpose was the application of each to the same research question to gauge the main similarities and differences to determine the best approach. For the researcher, familiarisation with different approaches meant that she was secure in her belief that the methodological approach chosen was closely matched to the research questions as well as the intended outcomes for the study.

3.5. The Research Design: A Mixed Method Approach

Philosophical assumptions guided the mixed methods approach that enabled the combination of quantitative and qualitative approaches to be embedded within the research process (Hanson, et al., 2005). The researcher recognised that there may have been some difficulties that could have arisen when trying to relate the two dimensions to each other (Tashakkori and Creswell, 2007). The Bryman (2006) model for identifying mixed method designs, provided suggestions of the rationale and benefits for conducting a mixed method study and was considered useful in answering the research questions (as shown in table 3.1 below).

Table 3.1. An adaptation of the Mixed Method Design Model (Bryman, 2006:97-113)

Mixed Method Designs	Rationale and Benefits for conducting a mixed method study
Triangulation	Encouraged greater validity
Completeness	Development of a more comprehensive picture of the phenomenon under study by the combined use of research approaches
Limiting weaknesses	Accepted limitations and building upon strengths
Asking the research questions in different ways	Questions could be answered from the quantitative or qualitative perspective
Explaining findings	Following up aspects of the quantitative part of the study with the qualitative part
Illustrating data	Using qualitative data illustrated quantitative data to better understand the phenomenon
Developing and testing a hypothesis	A theory could be developed that could be followed up using quantitative principles
Developing and testing research instruments	There could be the inclusion of items in the qualitative part of the study that could be used in a survey questionnaire

3.5.1. Dimensions of the Research Design

The researcher developed the methodology and research design in the most suitable way for meeting the study's objectives; ensuring it adhered to the University Research Ethics Committee (UREC) guidelines. The mixed methods design permitted the researcher to appropriately review quantitative and qualitative information within both paradigms, to best answer the research questions. The researcher recognised the limitations of quantitative and qualitative approaches to research separately and with the combination of both, the mixed-method approach offered a complimentary process

for the study. Brief descriptions of alternative methods were considered when the research study was being designed (appendix 5).

3.5.2. Explanatory Mixed-Method Design

The Explanatory Design was a two-phase mixed methods design (see figure 3.2 below), purposively using quantitative results as a starting point for collecting qualitative data (Creswell, Plano Clark, et al., 2003). This design recognised the importance in forming a participant group to interview based upon quantitative results.

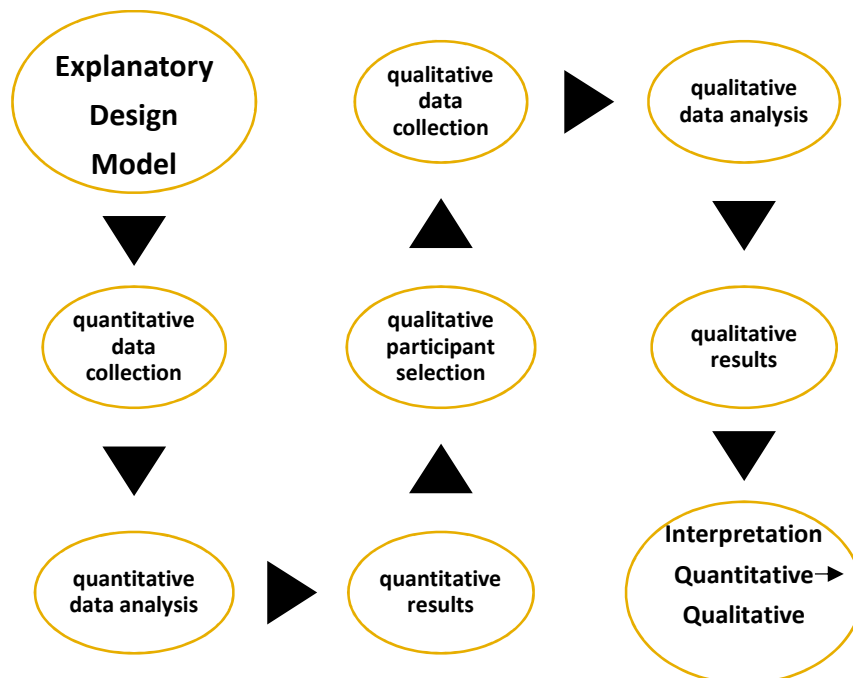


Figure 3.2. An adaptation of the Explanatory Mixed Method Design: Participation Selection Model (Creswell et al., 2003:63)

3.5.3. Strengths of Explanatory Mixed-Method Design

The research design that was divided into two phases was easy to implement, because the researcher carried the different methods separately, thus obtaining quantitative and qualitative data at different times. The final report on the data was also written in two phases, providing a clear process for obtaining and reporting the

data from each phase. This approach integrated both methods to cancel out the biases and limitations of either the quantitative or qualitative method. Through the process of triangulation, both were seen to complement each other. This was acknowledged as a means of providing strong evidence because of the merging and validation of research findings (Johnson and Onwuegbuzie, 2004).

This mixed-method approach was critical in framing the central questions:

RQ 1: What are the perceptions of Additional Inspectors involved in maintained school inspections post September 2012?

SRQ 1: How do contracted inspectors experience the process of working together as an inspection team?

SRQ 2: How do contracted inspectors experience the evaluation of their performance as part of a team following a maintained inspection?

There were practical implications in selecting this mixed-method approach, most specifically, for carrying out and analysing the information within the time-frame provided. The time constraints were a significant factor and, therefore, time-efficient methods that used a time frame (see appendix 6) for carrying out both phases of the study were necessary.

3.5.4. Limitations in the use of Mixed Methods

The fusion of both methods can be deemed a limitation due to different ontological and epistemological positions (Creswell and Plano Clark, 2007). Mixed-method approaches can be criticised because of assumed incompatibilities but the pragmatic way in which the mixed-methods is used, suggests that it is important to go along with 'what works'. This is criticised, because 'what works' may not be easy to do in practice:

it may not be possible for a lone researcher to undertake mixed-method activities if both phases are running concurrently. It was the skill of mixing both methods that proved to be a challenge to achieving the desired study outcomes.

3.5.5. Phase One Research Methods: The Context

In recent years, the Ofsted inspectorate has undergone significant changes that have been widely reported in the media and also academically studied (Baxter, 2011b and Perryman, 2009). Changes to the inspection framework have resulted from the increasing need to modify Ofsted inspection policies in response to school practitioners, teaching unions and public concerns.

The Ofsted inspectorate presents revisions to the Ofsted inspection framework and suggests that it provides a more secure platform for assessing relevant, objective and accurate information through the Ofsted inspection process. However, the literature review supports the impression that there is discontent and that school practitioners, school union representatives and parents need to feel reassured that the school inspection process is rigorous, robust and reliable. In the context of this study, the literature therefore informed the key initial question for the process of carrying out survey research was: *What were the issues about being involved in maintained school inspections to be addressed by the survey?*

3.5.6. Connections between Phase One and Phase Two Methods

From the analysis of the survey, easily identifiable issues about inspecting were determined which surfaced in qualitative interviews and were recognisable in the subsequent analysis. The latter phase of the study served to restrict the level of

researcher imposition, such that the researcher did not make her own decisions and assumptions as to what might and might not be important.

3.5.7. Phase Two Research Methods: The Context

The Ofsted inspectorate presented revisions to the framework in September 2012. It asserted that the changes provided a more secure platform for assessing relevant, objective and accurate information. It was important that participants had experienced the phenomenon (Cohen, 2006). Purposive sampling for the study was therefore essential because only participants who met the criteria, which included inspecting for two years or more were selected. The sampling was also convenient, as the participants were suitably placed at an opportune time.

3.5.7.1. The Interviews

Participants were self-selected from the national pool of registered Ofsted Inspectors responding to the initial questionnaire that was sent electronically to several inspectors. Information was provided so that any nationally registered Ofsted Inspector would have had the opportunity to be involved in phase two of the study. Consent forms and participation guidelines (appendix 7) were provided for AIs who had a two-week window for considering if they wished to become involved in the study. Ethical consideration was of paramount importance in this process, as was confidentiality and anonymity (British Education Research Association, BERA, 2011). To ensure this, participants were only referred to by number so that participants' identities could not be discovered. In addition to this, their demographic data was changed to further diminish the risk of identification. Due to the in-depth nature of the interviews, a total of four AIs were selected to participate. The Interview schedule is presented in appendix 8.

The point of the main question was to focus the interview and to ensure that it was in keeping with phenomenological principles (Groenewald, 2004). The overarching interview question: *Can you share anything about your inspecting experience since the changes to the framework took place in September 2012?* formed the starting point and provided Als the opportunity of describing their living experiences during the process of carrying out maintained school inspections. The researcher as the interviewer asked prompting questions such as *can you tell me more? what does that mean for you? and how did that make you feel?* This was the process for exploring participants' accounts and becoming immersed in hearing their narratives about the experience of inspecting maintained schools in England.

3.6. Decisions about Data Analysis

In both phases of the study, analysis was a part of the design, and something that was itself designed. For this study, decisions were made about how the data analysis should be carried out. Consideration was given for the use of computer aided packages such as Nvivo. However, it was recognised that the computer package created some form of interference given that the rich data would no longer be between the researcher and participants. It was, therefore, believed that analysing manually would serve to reduce such forms of interference.

3.6.1. Quantitative Data Analysis Procedures from the Questionnaire

The survey instrument (appendix 9) measured perceptions of inspectors through 52 questions under three sections: recruitment and selection, team arrangements and quality assurance and monitoring. It was housed within Google Docs (Google Docs, 2015). Questionnaire data was measured at the interval measurement scale, created by calculating a composite score (mean) and did not require particularly sophisticated

analysis. Because all questions used a Likert scale rating, analysing the questionnaire information was limited to descriptive statistics and correlations; this helped to indicate proportions of responses (Robson, 2002). Summaries of what AIs believed to be true in the context of their inspecting experience were gathered from the sample. In the study, these data were used as the platform upon which to structure the questions of the in-depth interviews.

3.6.2. Qualitative Data Analysis Procedures from the interviews

The central question, 'Can you share anything about your inspecting experience since September 2012 when changes to the Ofsted Inspection framework was introduced?' anticipated data emerging through forensic analysis of individual accounts and meanings. Through such descriptions of AIs' experiences, the researcher attempted to capture direct verbal content and nuances.

For analysing the data, interpretive phenomenological analysis (IPA) was used to unearth the subjective conscious experience of the participants. The researcher conducted the lengthy process of transcribing the interviews. Texts were compared developing themes and sub-themes and identifying common meanings. Validating what had been transcribed was a process in which any discrepancies were identified and modified. Using a systematic process for analysis was presented (Smith et al., 2010), and is summarised in appendix 10.

3.7. Ethical Considerations and Confidentiality in Both Phases of the Study

Survey research is bound by ethical considerations (BERA, 2011). This study recognised the rights of the respondents in the following ways:

- privacy and identity was protected

- respondents could terminate their participation at any time
- respondents were given details of the person contacting them and the university they represented
- respondents were assured that the highest standards of professional conduct were upheld in data collection, security in the way that it was held and stored and in the reporting of results

Ethical practice underpinned the study and demonstrated respect and concern for participants, particularly for ease of answering questions. All participant information letters and forms were reviewed and accepted and a letter of approval for the study was provided by UREC (see appendix 11). Following (BERA, 2011) Revised Ethical Guidelines, meant that the researcher always strived to reach a position that was ethically acceptable in which to always justify the actions taken (BERA, 2011).

3.8. Validity, Generalisability and Limitations in Both Phases of the Study

Emphasis on internal validity in the survey instrument sought to demonstrate that the data sets provided valid and accurate data (Cohen et al., 2007). To further enhance internal validity, checking for representativeness, comparing and contrasting information; always looking for possible sources of invalidity were at the forefront of this study. Importance was also placed upon ensuring authenticity and confidence to support both the accuracy of the data as well as the soundness of the research design.

In addition, self-reflection was employed to clarify the bias the researcher might have brought to the study (Creswell, 2009). The analysis of the questionnaire responses set alongside the interviews, could have led to a "reduction of inappropriate certainty" (Robson, 2002:370) and was a way of triangulating what could otherwise have led to an attempt at proving what the researcher believed was true, particularly when working

in an insider research capacity. This mediated against the premise that: “too many assumptions can be made or the research brought to a premature conclusion when preconceptions appear to be confirmed” (Smyth and Holian, 2008:40).

Consideration was given to limitations that may have had an impact on this study, mainly, for example, the extent to which AIs could understand the totality of their experience within the institution of Ofsted to which they were subjected, and of which they were, therefore, the instruments. That said, the findings were both pertinent and relevant because they sought to uncover hidden meanings of the phenomenon nested within the words of AIs’ narratives.

3.8.1. Improving the Validity of Both Phases of the Study

The researcher made her ontological and epistemological positions explicit as well as her beliefs and philosophical assumptions. Recognising these values and perceptions facilitated more honest and purposeful engagement with the data. Validity of the research was enhanced by making themes and categories explicit. This allowed readers to see the data presented and the researchers’ interpretations of it. It also provided readers with the ability to create other possible meanings from the data, thus acknowledging opportunities for new information or knowledge to arise and potentially be used to improve inspector practice.

3.8.2. Rigour

Polkinghorne (1983) identified attributes that could be used when evaluating how trustworthy a phenomenological study is, comprising,

- distinctive ways to generate a sense of reality;
- accuracy that captures the true interpretations of the participants;

- richness so that the reader can engage with the text emotionally;
- elegance so that the reader can immerse themselves in a clear and well-presented text.

The researcher's personal journal was important for attempting to safeguard the trustworthiness and credibility of the research study. Details of the process and methods for analysing and interpreting the data were included to allow others to understand the decisions that had been made by the researcher. To increase the rigour, asking the participants to verify and confirm whether the transcripts were a true reflection would have been desirable, but not practical because there was no further access to the participants.

3.8.3. Reflexivity

When using IPA, attention was given to aspects of the study that could have threatened its validity and reliability because the researcher was immersed throughout the entire research process (Golafshani, 2003). Reflexivity was used throughout the process as an essential element of the research study. This encompassed the iterative process for collecting, analysing and interpreting the data. The acceptance of the researcher's own insider experiences, beliefs and perceptions led the crucial emphasis on self-reflection. Recognition of possible preconceptions throughout the study was an attempt to minimise any issues surrounding its subjective aspects.

3.9. Researcher's Position as an 'Insider Researcher'

Insider research suggests that it is easier to become immersed within the setting (Smyth and Holian 2008). As an 'insider researcher' there was an understanding of a connection to the research participants (Sikes and Potts, 2008). Meeting the required ethical standards of the university's research ethic procedures, the researcher

recognised the robust procedures that were necessary to safeguard the participants' (Gibbs and Costley 2006). It was important to assess and comprehend the relationship between internal ethical engagement and moral predicaments that an insider researcher might face.

As a current practising, Ofsted inspector, the researcher had become increasingly perturbed about the quality assurance systems that were meant to provide the appropriate monitoring of Ofsted team inspectors when undertaking inspection activities in maintained schools. From a personal perspective, the researcher shared some of Als' concerns regarding the issues about not feeling valued but this was withheld for the benefit of this study. The researcher believed that Ofsted inspection arrangements for team inspectors were in disarray, increasing the chances of flaws in the process of selecting and recruiting Als to join maintained school inspection teams. That said, the researcher had, in many respects, approached this research study without having any assumptions in terms of Als' experiences of being involved in maintained school inspection teams and the impact this had on them. The researcher acknowledged that an attempt to bracket out (as far as is possible) any of her own perceptions was a difficult task because of her own experience as an inspector and the reflective journal provided the space to record such thoughts.

3.10. Reflective Journal

The research journey was thought-provoking, contentious, exhilarating, fraught, very emotional and at times, just sheer hard work. Sometimes, the researcher could not see a light at the end of the journey, but, because of being solution-focused, she knew she needed to find a way! As the study evolved, the researcher was aware of the importance of reflexivity. Learning how to conduct both quantitative and qualitative

studies in a mixed-method approach was daunting given her ontological and epistemological perspectives. After reading numerous 'how to design a research study' books, she finally came to realise that she had to develop the most suitable way to proceed; believing in the uniqueness of her own work. This made the challenge even greater, having never conducted this sort of study to this level. The small secure steps towards building a firm philosophical foundation provided the secure framework upon which to build the structure of the study. Reflexivity was an essential part for attempting to understand the phenomenon as well as the research process. The researcher learnt to reflect on her actions and thoughts to become a better researcher as the study unfolded.

In the very beginning, her biggest fear was in not being able to appropriately capture interpretations of AIs. She desperately felt the need to 'do them justice' and so felt that she had to be secure in her understanding of what had transpired from the findings. She used the reflective journal as a tool for improvement because it often shaped what she did next. Recognising the importance for reflecting on her research experience, the researcher recorded her feelings, thoughts, perceptions, anxieties and qualms. It helped to shape the final product. The most significant reflections are captured in appendix 12.

3.11. Summary

The research questions are restated within this chapter to re-emphasise the data collection strategy and plan. The conceptual framework has provided the necessary detail to convey the researcher's position and intentions and make clear the possible biases known using reflexivity throughout the research process. The ethical practices that underpin the study are threaded throughout. In recognising that the study had

limitations, the researcher used her journal to reflect at appropriate points of the study. In order that claims to knowledge could be made in the subsequent chapters, this chapter recounts the basis by which the data was obtained.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction and Context

The chapter extends the methodology detailed in chapter 3. It examines the data obtained from the research. It is concerned with exploring and highlighting the perceptions of AIs who have experienced working in maintained school inspection teams since changes to the Ofsted framework in September 2012 as summarised in appendix 1. The analysis values the data obtained by quantitative methods and makes use of descriptive analysis of the survey data. This was because the researcher was already consciously thinking about what had been revealed through the questionnaire responses and the interviews; making meaning of what had been detailed. It also made use of hermeneutics in phase two of the study as the IPA process was followed, thus, creating a narrative through the data collected. The focus for the analysis was to interpret the data that was obtained. The findings were related back to the key themes from the existing literature to highlight the significant outcomes that are discussed in chapter 5.

References have been given to the AIs who took part in the study. AI followed by a number (**e.g. AI-25**) refers to a respondent to the questionnaire and AI followed by a small letter (**e.g. AI-b**) which refers to the AIs who took part in the in-depth interviews. Thus, **AI-1 to AI-41** refers to the codes used for the AIs who returned the questionnaire. While **A1-a, A1-b, A1-c and A1-d** are the codes used for the participants who were involved in the second part of the study. To contextualise the data that is presented in both parts of the study, table 4.1 below makes links between the AIs who were interviewed and their questionnaire responses.

Table 4.1. Links between AIs Surveyed and Interviewed

Interviewed	Survey Questionnaire
AI-a	AI-8
AI-b	AI-7
AI-c	AI-34
AI-d	A1-20

From the research, three themes were identified from the survey data and four themes were identified from the in-depth interview data in which there were **Key Findings (KF)** that are detailed in table 4.2 below. Importantly, all the findings, from both phases of the study, contributed to the **Main KF** that AIs feel the forces of power and a conformity regime as part of their experience when inspecting maintained schools post September 2012.

Table 4.2: The Main Themes and Key Findings

Themes identified from the survey data	Key Findings (KF) identified from the survey data
Theme One: Discrepancy in application of Ofsted policy and/ or process	KF1: AIs do not believe that Ofsted inspection policies and processes are always consistently applied during their inspecting experiences
Theme Two: Team inspector expectations	KF2: Significant to the work they carry out, AIs place a great deal of value in having what they consider to be the most appropriate team inspection arrangements for carrying out their duties
Theme Three: Team inspector performance	KF3: AIs are concerned about the lack of a fair, transparent and consistently applied Quality Assurance processes for monitoring AIs performance
Themes identified from the interview data	Key Findings (KF) identified from the interview data
Theme one: Not feeling valued, listened to or heard	KF1: AIs do not feel they have a voice and feelings about the inspection regime adversely weighs heavily on their minds
Theme two: Professional challenges as an inspector	KF 2: AIs face a range of professional challenges that at times adversely affects their performance
Theme three: Personal challenges	KF3: AIs experience personal challenges that makes them question their reasons for being AIs
Theme four: Coping strategies	KF4: Conforming to the Ofsted inspection regime is developed as a coping strategy for AIs
Main Key Finding from both sets of data	AIs feel the forces of power and a conformity regime as part of their experience when inspecting maintained schools post September 2012

Within this chapter, there are three sections and in the first section there is a focus on the information from the questionnaire data from phase one of the study whilst in the second section the findings from the in-depth interviews are detailed. In section 2, the discussions of the themes are taken directly from the AIs' narratives of their inspection experience. Interpretations of the information from section one and two of this chapter are presented in the third section of this chapter. The overview in the first section of this chapter presents the quantitative data collected from the 41 respondents. It also includes the information about characteristics of inspectors responding to the survey. The results of the responses focused on being able to answer the research questions:

'What are the perceptions of Additional Inspectors involved in maintained school inspections post September 2012?' as well as the two subsidiary questions; **'How do contracted inspectors experience the process of working together as an inspection team? How do contracted inspectors experience the evaluation of their performance as part of a team following a maintained inspection?'**

4.1. Connecting the Findings of Both Parts of the Study to the Existing Literature

The researcher recognised the value of both parts of the study and, in doing so, sought to bring the quantitative and qualitative data together within a single analysis that is detailed in the section three of this chapter. This is the value that has been placed upon both sets of data in answering the research questions. Outcomes of both phases of the study pinpoint the degree of consistency with regards the messages that have come from the quantitative and qualitative data.

Analysis of the data was in the form of a description of themes identified from each set of survey questions in each part of the questionnaire. The 'description of the themes'

was the basis from which the data was grouped according to sub-themes in order that generalisations from the survey data could be made (Creswell, 2009). The information derived from the questionnaires was used as part of the information that was necessary for developing a single analysis that linked the data from both phases of the study and looked at underlying themes that were pertinent to the existing literature as shown below in tables 4.3 and 4.4.

Table 4.3: Links between Themes from Survey and Existing Literature

Survey Questionnaire themes
Theme one: Discrepancy in application of Ofsted policy and/or process (related literature themes: L5, L6, L7, L8, L9)
Theme two: Team Inspector expectations (related literature themes L1, L2, L3, L5, L7, L8, L9, L10, L11)
Theme three: Team Inspector performance (related literature themes L1, L2, L3, L4, L6, L7, L8)
Literature themes L1-Accountability; L2- Performativity; L3-Professionalism; L4-Professional identity; L5-Resistance and Cynicism; L6-Ofsted policy changes; L7-Normalisation; L8-Resistance and Cynicism; L9-Validity and Reliability; L10-Power

Table 4.4: Links between Themes from the Interview and Existing Literature

Interview themes
<p>Theme one: Not feeling valued, listened to or heard (related literature themes L1, L2, L4, L5, L6, L7, L8, L9)</p> <p>L1-Accountability; L2- Performativity; L3-Professionalism; L4-Professional identity; L5-Resistance and Cynicism; L6-Ofsted policy changes; L7-Normalisation; L8-Resistance and Cynicism; L9-Validity and Reliability; L10-Power</p>
<p>Theme two: Professional challenges as an inspector (Related literature themes L1, L2, L3,L4,L6,L8,L9,L10)</p>
<p>Theme three: Personal challenges (related literature themes L1, L2, L3, L4, L6, L7, L8, L9, L10)</p>
<p>Theme four: Coping strategies (related literature themes L1, L2, L3, L4, L6, L7, L8, L9)</p>
<p>Literature themes</p> <p>L1-Accountability; L2- Performativity; L3-Professionalism; L4-Professional identity; L5-Resistance and Cynicism; L6-Ofsted policy changes; L7-Normalisation; L8-Resistance and Cynicism; L9-Validity and Reliability; L10-Power</p>

4.2. Section one: Main Findings from Phase One of the Study

Of the 41 respondents to the questionnaire, 25 were female and 16 were male. It is not known if this proportion is representative of the AIs workforce because a register

of all known AIs only details AIs who have completed inspections on behalf of ISPs at certain points in the academic year as opposed to a full list of all known registered AIs. The findings from the questionnaire from all the 41 respondents are summarised in appendix 13.

The questionnaire survey was designed to provide specific demographic data about inspectors. These questions included questions about length of service as an inspector; number of maintained inspections involved in; experiences as a team or lead inspector; information about whether the respondents were a current practising inspectors, the phases of education the inspectors usually inspect in, as well as information about whether the inspectors were involved in the training of other inspectors; all of which is summarised below.

The inspectors' demographic data may be summarised as follows: 41 inspectors responded to the questionnaire of which the majority were females (61%). The highest number of respondents reported having been inspecting for more than two years (73%) and inspected more than 6 inspections per academic year (37%). The significant majority of respondents were currently inspecting (90%) with 56% being involved in more than 10 inspections since September 2012 when the Ofsted inspection framework was significantly revised. There were very few of the respondents who were either lead inspectors only (7%) or who are involved as both a team and lead inspector (12%); the majority being team inspectors only (90%). The small number of lead inspectors identified were currently leading inspections (12%).

In relation to the research questions, the demographic data provided a basis for suggesting that we have significant insight into the Ofsted inspection experience from AIs' perspectives. This was because much of the respondents were current practising

inspectors and had regular experience of inspecting in maintained schools since the significant changes to the inspection framework in September 2012. Whilst this was considered important inclusion criteria for AIs wishing to participate in phase two of the study, it only scratched the surface because, to answer the research questions fully, the descriptive analysis for the remaining questions from the survey needed to be conducted as well as the in-depth interviews.

4.2.1. Interpretations of the Survey Data

Theme One: Discrepancy in Application of Ofsted Policy and /or Process

Key Finding 1: AIs do not believe that Ofsted inspection policies and processes are always consistently applied during their inspection experiences; there is variability in the application of the recruitment policy that leads to variability in the recruitment process to maintained school inspections. The inconsistent use of policy adversely affects the confidence that inspectors have in the process. The use of quality assurance and monitoring policies is variable.

The respondents have concerns about the organisational procedures for recruiting inspectors to maintained school inspections. This calls into question inspector team selection and the application of recruitment policy. With 68% of the respondents indicating that the process for recruiting inspectors to inspections (**AI-8, AI-7 and AI-34**) is poorly managed, it could mean that they are cynical about the process and as aptly put by Perryman (2009) might suggest that there is a lack of respect which might explain the cynicism.

56% of respondents do not agree that there is a consistent application of policy (**AI-8, AI-7**) when inspectors are being recruited to maintained school inspections. This suggests the recruitment policy purported by Ofsted is not being adhered to. The reliability of the process can be questioned in that it may result in inspectors and the scheduling teams indulging in their own preferences. As suggested by the Smyth and Holian, 2008:40, "varying assumptions can lead to preconceptions that may adversely affect the process."

The 48% of respondents who indicated that they do not have confidence in the recruitment process (**AI-7, AI-34**), might suggest that they are given limited choices of which inspections to be involved in. In this way, it could be considered that they are making greater attempts to comprehend the greater expectations that are associated with alternative ways of working. Considering the impact this has on Als' professional identities, which may be symptomatic of several mechanisms of the policy in which it is effectively permeating the professional role and adversely affecting identity (Baxter, 2011b).

The idea that there is equal measure between the respondents who feel proud (**AI-34, AI-20**) to be part of maintained school inspection teams and those that do not (**AI-7, AI-8**) might lead us to consider that, on one hand, inspectors are "defenders of the existing accountability model' (Thomas and Davies 2005: 687), that they believe is functioning appropriately, but, on the other hand, there are those that believe that variability can result in unmanaged and unprofessional type behaviour that can occur (Daniels et. al 2007).

Whilst 49% of respondents consider the criteria for making judgements about inspector performance (**AI-20**) to be fair and accurate, 37% disagree. 71% do not

consider the process of performance management (**AI-8, AI-7, AI-34**) to have an impact on their professional practice. It might be, as Stevens (2013) suggests, that maintained school inspection policy impacts on the process for making judgements. Baxter (2011) highlights the number of studies that give much regard to the systems for cascading the policy; determining the effect on identities of individuals and institutions (Alvesson & Willmott, 2004; Baldwin, 2008; Gerwitz & Ball, 1996; Robinson & Cottrell, 2005). Professional responsibility and accountability are recognised forms of control and it could be that it has a negative effect on what could be considered the de-professionalising of inspectors using performance measures as a form of control.

The Ofsted inspection policy is not being consistently applied by lead inspectors and this creates additional tensions that negatively influences the way in which maintained school inspections are conducted. AIs are discontented with this; particularly when the policy for rating their performance is applied following a maintained school inspection. AIs do not believe that there is a fair and transparent system for measuring AIs' performance and there is further detail provided in section 3 of this chapter.

AIs show concern for the inconsistent use of the inspection framework and suggest that the variability in applying the policy is because of lead inspectors interpreting the inspection framework in different ways. The issue is compounded as the inspectorate sets about changing inspection policy and practice in an attempt to regularise its processes such that AIs are constantly having to adapt to inspection constant framework changes. However, the inspectorate fails to reassure AIs that the process for inspecting maintained schools is much more robust and reliable and as the underlying issue remains unsolved, confidence in the inspectorate is waning (Bessant, 2004).

Theme Two: Team Inspector Expectations

Key Finding 2: Significant to the work they carry out, AIs place a great deal of value in having what they consider to be the most appropriate team inspection arrangements for carrying out their duties such that the process for constructing team is critical to them. Positive relationships within the team are a key feature of the efficiency and effectiveness of the work of the inspection team. AIs suggest that they undertake their duties efficiently and effectively despite the training they receive that does not enhance their practice.

Data revealed that 68% of the respondents do not feel that they are given sufficient time to cope with the demands of their workload when undertaking inspection activities **(AI-34)**. With greater accountability measures being placed upon AIs, this might suggest that their professional lives are being shaped by struggles to ensure compliance (Barzano 2009). This could be recognised as a forceful mechanism of power in that it is achieved through forceful mechanisms of control (Perryman 2009).

Team relationships **(AI-34, AI-20)** are important for inspectors: 56% believe that knowing inspectors before the start of the inspection makes a positive difference as to how effectively and efficiently they work **(AI-34, AI-20)**. 81% of inspectors are not worried about challenging their inspector colleagues if they disagree in the process of inspecting **(AI-8, AI-7)**. This might suggest that, through the process of normalisation, the inspectors understand how to modify their behaviour to come within socially acceptable standards during the inspection process.

49% of respondents indicate that they are proud to be part of a maintained inspection team which might have some relevance to their thoughts about their professional identity **(AI-7, AI-20)** in that they can rise to the challenge of integrated collaboration

(Reid 2005). It might be that they recognise their reputation is either 'burnished' or 'tarnished' (Southworth 1999) and so are engaged in performing efficiently in a publicly accountable way.

According to 59% of the respondents, the efficiency and effectiveness (**AI-8, AI-7, AI-34**) of the inspection team is not as a result of the training inspectors receive. It might be that they believe the inspection process does not impact on school improvement and it is their other educational experiences that provide the improvements. And with 44% of the respondents believing that their team work provides the best possible outcomes for the schools in comparison to 42% who disagree with this finding, which might lead us to consider the discrepancies in the ways in which inspection teams are constructed.

Als need to believe that the teams they work within provide a true feeling of teamwork which they perceive as being a crucial element through the process of inspecting. It might be that recent reforms within the inspectorate has led to problems with the recruitment of Als to join inspection teams. However, Als feel the interactions and the building of relationships as a social group creates a culture of collaboration and cooperation that enables them to be more effective. From such perceptions, it seems important to acknowledge that Ofsted policy-makers need to develop some understanding of these views so that as part of their organisational planning process they can develop their policies to enable changes in the culture of Ofsted as an organisation. In this way, establishing a system for measuring inspection team effectiveness considering these perceptions, may perhaps shift the emphasis on individual inspector performance to team performance. In doing so, the inspectorate might consider these perceptions in developing a framework that has more 'supportive' policies rather than 'prescriptive' ones for building inspection teams.

In acknowledging Als' perceptions, there is much greater confidence felt about Als' responsibilities as a cohesive group. Collectively, Als suggest that they have strived to cope with the demands of the inspection framework changes; recognising the strength they have as a powerful team that significantly influence the inspection outcome as a collaborative group. Even if this is a type of performance, it is acknowledged as 'game playing' to meet the inspectorates' expectations for performance, Als acknowledge the strength of collaboration through team work when inspecting maintained schools. From this key finding a superficial insight is provided into the complexities of Als' inspecting experience that is to be explored in greater detail through in-depth interviews.

Theme Three: Team Inspector Performance

Key Finding 3: Als are concerned about the lack of fair, transparent and consistently applied quality assurance processes for monitoring Als' performance. Als believe the use of performance measures does not impact positively upon professional practice; and scrutiny of team inspector performance does not provide opportunities for inspector involvement in decision-making.

More than 75% of the respondents would be willing to discuss the judgements made in relation to their performance following an inspection **(AI-34)**. 90% indicate that there are no opportunities to discuss the judgements made about their performance suggesting they have no control over what is written about them, which might be integral to Foucault's theories of power. Inspectors do not set the mechanisms that generate the measurements of performance and are at the mercy of lead inspectors who are given the authority to rate Als' performance based on their own perceptions

(AI-8, AI-34). AIs believe that they are not involved in the process when judgements about performance are being made and suggest they should be given a voice when determining team inspector performance. The lack of involvement in quality assuring other team members' performance might be a process that renders AIs powerless. As such the forms of power and control might need to be examined to better understand how these operate in the day-to-day interactions between the inspectors and the inspectorate.

AIs want to be given the opportunity to become involved in reforming the system for inspecting so that there is a transparent two-way process that enables them to make judgements about team colleagues. In this way, the process may serve to develop constructive dialogue between the inspectorate and inspector workforce and create a homogenous culture of trust and collaboration for this inspector group. The information obtained from this key finding provides the steer for probing deeper to uncover AIs' hidden voices to better understand the issues that have arisen as key decisions about inspectors' performance are currently being made without their input. A better understanding of how AIs feel the weight of such forces of control is also a worthwhile area to seek to understand through interview discussions which is documented further on in this chapter.

4.2.2. Summary: Phase One of the Study

Within Chapter one, there is detailed information provided about the role of AIs and the significant changes that took place in the revised September 2012 inspection framework. This is important so that we can better understand the impact of the changes since Ofsted's inception in 1992. AIs have always been expected to make judgements and their role is significant for evaluating schools' educational standards.

Als must hold qualified teacher status and can either be a current senior school practitioner or have had extensive senior school leader experience. Most notably, changes to the inspection framework in 2012 meant that Als must now gather evidence that contributes to only four judgements (Ofsted, 2012) rather than twenty-four judgements as in the previous inspection framework. Notably, these include:

- the quality of leadership in and management of the school;
- the achievement of pupils at the school;
- the quality of teaching in the school;
- the behaviour and safety of pupils at the school.

With much greater weighting placed upon Als to gather information and report on the effective teaching and learning without giving grades for individual lessons seen, the shift in policy has placed greater emphasis on inspector performance. Frequent Ofsted inspection framework changes continue to be part of Als' experience although the degree to which the September 2012 changes have given rise to increased levels of surveillance, accountability and control have created issues to be further explored. Information from Ofsted guidance documents indicate that inspection teams are constructed in such a way that the skill sets of Als are always considered to meet the demands of each inspection and provide the most appropriate levels of inspector experience and expertise. In reality, there is a lack of a strategic process to ensure this happens effectively for every maintained school inspections.

The data collected from the questionnaires are the starting point for considering what Als think about their inspection experience since September 2012. The averages from the data have been taken to show the general tendencies that indicate that the respondents had some concerns about the aspects of the recruitment and selection

process, team arrangements, and quality assurance and monitoring processes. More specifically, the emerging themes are areas to explore to better understand how the respondents are affected by the recruitment procedures for joining inspection teams and inspection policy changes. These findings are connected to aspects within the literature about professional identity and status, 'game playing' and performativity and an exploration of AIs' perceptions would serve to uncover the key issues.

The data analysis from phase one of the study, provides us with a better understanding about the importance of inspection team relationships as inspectors execute their duties. This emerging theme alongside inspection team workload and team efficiency and effectiveness, highlight some of the influences that the inspectorate has over AIs that are received negatively. In answering the research questions, it is essential to explore this in more depth in the phase two of the study; establishing from AIs' perspective *what* is causing the effect, *how* and *why* it causes the effect and the impact it has on them.

The focus of the analysis of the data generated, served to connect the emerging themes from the literature with the findings from phase one of the study. In this way, the response to each question, contained within the three broad headings from the survey questionnaire: **(1) recruitment and selection to maintained school inspections, (2) team arrangements for maintained school inspections and (3) quality assurance and monitoring of inspector performance**, were examined using descriptive analysis including calculating the means. The focus here was to determine if there were any concerns or issues identified that were worthy to explore in the second phase.

The data suggested that there were procedural issues to do with the inconsistent application of Ofsted inspection policy. It also revealed a pertinent issue in which Als' voices are not heard as decisions about inspection policy and process are made. The insights gained from phase one contributed to the phase two of the study because meaningful interpretations of the issues identified from Als' perspectives could be revealed through in-depth interviews. In developing a single analysis from both data sets, the process for conducting the second phase began by evaluating the questionnaire responses of the respondents who replied to the email volunteering to be part in the interviews. Upon examination of the responses provided by the respondents, it was evident that only five met the inclusion criteria for being selected to interview, as discussed in chapter 3. Therefore, only the five prospective participants were contacted, of which four agreed to take part in phase two of the study. Als' perceptions are borne out of interpretations of their inspection experience and in taking the social constructionist stance, they make meaning of this, shaped by their cultural and social beliefs.

4.3. Section Two-Main Findings from Phase Two of the Study

Located within the social constructionist theoretical framework in which to examine the constructed interpretations of the world that has formed the foundation for Als' shared perceptions about reality, was the desire to better understand Als' living experiences. The second phase of this study provided a phenomenological perspective in which to examine the perceptions of Als involved in maintained school experiences and in so doing view humans as immersed in the world, making sense of themselves and others because of the way they engage with the world around them. The findings give rise to the themes, which are detailed later in this chapter and summarised in appendix 14

and develop the interpretations that enables a single analysis from both phases of the study to be formed and conclusions to be drawn.

Participant Criteria: potential participants needed to have met the following inclusion criteria to be considered for the interviews:

1. all participants needed to be Additional Inspectors
2. they must have been involved in maintained school inspections for more than two years
3. they were required to be a current practising Additional Inspectors
4. they must have had experience of inspecting maintained school post September 2012

The demographics were also considered to be an important aspect when choosing the participants to be interviewed for phase two of the study. Table 4.5. provides the summary of the participants chosen is:

Table 4.5 The Demographics of the Four Participants chosen for Interview

<p>Participant one: male team and lead Additional Inspector, inspecting maintained schools for 18 years, current practising Additional Inspector, involved in approximately 25 maintained school inspections post September 2012</p>

<p>Participant two: female team Additional inspector, inspecting maintained schools for 7 years, current practising Additional Inspector, involved in approximately 18 maintained school inspections post September 2012</p>

Participant three: female team Additional inspector, inspecting maintained schools for 6 years, current practising Additional Inspector, involved in approximately 12 maintained school inspections post September 2012

Participant four: male team Additional Inspector, inspecting maintained schools for approximately three years, current practising Additional Inspector, involved in approximately 3 maintained school inspections post September 2012*

*Participant four incorrectly recorded his demographic information on the questionnaire. It was only during the interview that it was revealed that he had less maintained school inspection experience than he had detailed in his questionnaire.

4.3.1. Interpretations of the Interview Data

The phenomenon being studied directly relates to Als' inspection experience and findings convey the researchers' interpretation of the participants' interpretation of their experience. The findings identified **four main themes: (i) not feeling listened to; evoking a range of emotions (ii) professional challenges (iii) personal challenges and (iv) coping strategies.** To some degree, the themes developed in the second phase reflected the themes established in phase one of the study. The themes illustrate how Als make connections with their past and current experiences and the world around them that shapes not only what they think, but also the decisions they make during their involvement in maintained school inspections. In keeping with the principles of phenomenology, pseudonyms or participant names were not used. This was because the methodology supports the focus on common threads of Als' experience as opposed to individual accounts. In using IPA guidelines, this multi-step process for analysing data involves interpreting the shared experiences among the participants and in doing so ensures the obligatory step for understanding the

participants' points of view. The interpretations below focus on personal meaning-making (Smith et al., 2010) within the context of inspecting in maintained schools since changes to the Ofsted framework took place in September 2012.

Theme One: Not feeling listened to or heard; evoking a range of emotions and feelings

Participants do not feel listened to, valued or heard, during their maintained school inspection experience and this creates a range of emotions. They experience feelings of frustration and are infuriated about the system set up by the inspectorate. At times Als resign themselves to their current circumstances, believing they have no option other than to make the best out of every situation during the inspection process. In some regard, they view this as a positive step in being able to better manage such emotionally challenging situations; in that they can find solutions to combat their issues. The interpretations are what are believed to be the constructs suggested by the participants' words and are presented below as themes from the key findings.

Key Finding 1: Als do not feel they have a voice and have strong feelings about the inspection regime that adversely weighs heavily on their minds; such that they are frustrated about not being listened to by the inspectorate and not being supported by team colleagues. These frustrations extend to not feeling there is anyone to turn to with such concerns. Als show their displeasure in having expectations placed upon them that they feel they have no control over. At times, they feel isolated within the team and have anxieties about their workload since the changes to the inspection occurred in September 2012. They do not consider that the training received in preparation for the changes to the Ofsted Inspection framework in September 2012 to have been beneficial in developing their inspecting skills. They exhibit a range of emotions because of public perceptions about Als' competence. The process for monitoring Als performance is not considered fit for purpose by Als.

The participants find that the role of an inspector is not worthwhile for various reasons but most notably because they do not feel they are afforded opportunities to be involved in the decisions that affects their role. The following responses support this notion:

'...it irritates the hell out of me, particularly as you scream and you cannot be heard, so to speak. I also get annoyed when I am asked to complete an anonymous questionnaire at the end of the session, but know full well it won't go anywhere ...you know it will not get any better...won't make any difference'..... (AI-a)

'...it is just not worth it anymore. You don't get a worthwhile financial package and, therefore, for people like me, I would rather earn twice the daily rate in my capacity as a consultant than inspect. Ahh ...by the time you take off all the expenses and all of that, you end up with little much than half a day's pay. And what for? For all that stress. No, sorry, no thank-you! It's not that it is only about money- but, I'm sorry, it is about feeling valued and knowing your worth. Huh...working in a team inspection is stressful enough as it is. '(AI-c)

'...who do you say it to...who...where are they? ...I mean, couldn't name someone.....you cannot be heard if there is no one there to listen.... I just don't know...couldn't tell you... I mean, it's being kept in the dark...that's the uncertainty' (A1-b)

The sense of frustration is only too apparent because at times they do not feel supported by their inspection team colleagues. There is much debate within the literature about the effectiveness of Ofsted inspection teams. One participant felt overwhelmed by one team experience that resonated with other participants. The frustration felt was in part due to the lack of support from other team colleagues during the inspection process. In reference to this, it is noted as:

'All the other three gave their findings of their trails and we asked questions and nothing contentious was talked about although I had concerns about some of the things they had said because it just didn't tie into what I had seen on the first day. When I probed a bit deeper, I was shot down by the lead. Oh...urm... I mean, he spoke over me, talked down to me, belittled me, but it got worse. When it was my turn to report back- he and the other colleagues, two other gentlemen.....mmm ...well, I say gentlemen, but two other colleagues continued this barrage of questioning. Anyone would have thought I was the one being inspected! Wouldn't believe we were in the same, so called team!' (A1-b)

'...well, it does concern me slightly, now, I think about it. I mean, I am just imagining being in the inspection when there was a full-blown argument between two inspectors and it became heated. I mean, what do you do?' (A1-d)

And in another extract, annoyance is felt when it is believed that other school practitioner views are more favourably considered:

'.... Well, just that I think one of the major mistakes made was the feeling that I got..... that Ofsted were doing these changes in response to school leaders' frustrations. So just changing things because of the frustrations felt by the heads and so on ...oh yes that might be the best way immediately.... make it look good..... It is probably not as simple as that, but I think it has become a reactive agency rather than a proactive one. I do seriously think they should have considered the impact of the changes on everyone who would experience it- you know, us as inspectors as well.... I mean it might not have made a difference really. I mean, it might have been the case where Ofsted said, 'here are the changes, get on and cope with them or leave altogether,' but I don't think that's a successful way to run any organisation, not when you need the workforce....' (A1-a)

Whilst the initial responses tend to illicit confusion as to who to turn to, the participants are exasperated because their expectations are not being met with regards to having someone to listen to their concerns **(L5)**:

'I wouldn't actually know who to tell, to be honest, and, no, I wouldn't imagine going to tell anyone that.....guess if there was a forum then maybe- but in my short time inspecting, I don't think I have ever been asked about the team I am in, which kind of begs the question, isn't it about putting my doubts to rest as well... shouldn't someone be doing that for us as well?' (AI-d)

'I felt that, like all other face to face training days, it is the same old stuff that gets churned out in a different way. Take the maths ones, for example, awful. I mean, they irritated the hell out of me. I guess because I was acutely aware that I was paying for this and had no opportunity on the day to do anything about it.... Gosh, thinking back, I should have made my point and left, but you don't actually know who to turn to and if you should If you shouldn't and who to.... who do you say it to...? Can't be too much to ask since we are paying and giving our time.....' (AI-a)

'When the changes took place, I thought that it would bring greater consideration for the fact that we have received so much negative press and the change in the framework would allow everyone to consider all aspects that were not working as well...so we get our say as well.... but I don't think that's how it was set up...should be.... I mean the changes were not for me a huge problem... I suppose it's just knowing who to go to.....' (AI-b)

As the narratives are unfolding, they highlight the feelings that suggest the participants are exacerbated about perceived pressure. Supported by their narratives, they detail the difficulties they find in voicing their concerns alongside the pressures they feel about expectations placed upon them from school leaders and the inspectorate. It is indeed the weight of the expectations that others place upon them, particularly since the changes to the inspection framework in September 2012 that make them feel dismayed:

'.... I think we are all saying the same thing and the problem does exist.... given the fact that there is so much of a spotlight on us.... remembering that we have to go along with all the changes means we are being reminded that we are being watched constantly....so I just try to muddle through.....not think too deeply about it' (AI-a)

'...and that there was just too much expected of us during the inspection, but for me it was all of the deeper things that were overlooked. It's that...that, for

me, made me realise that they might have reacted to show teachers and unions that things were different, but I think there was a missed opportunity to get the working condition right for us...there are consequences for these changes for us as well, you know.....how are you expected to get with it when that's how you feel? You don't get the best out of people that way....' (AI-b)

'It seems pointless. And given that inspecting is far more demanding than sometimes we think, it makes you wonder who's on our side, so to speak...who thinks how we feel about the fingers being pointed and the radars out' (AI-b)

Clearly, the level of support for colleagues within the team is variable and for the participants, they find it hard at times to manage their emotions. This is because of the difficulties they feel in maintaining high levels of professionalism even when they sense that other team members make them feel isolated, particularly when other team members take a dislike to them or are simply not in agreement with them:

'.... I guess I probably feel insignificant when inspecting, but that's absolutely fine with me as I said just use as a lever to the next part of my journey... I mean, who are they to me.... really?' (AI-b)

'...if my perception tells me that I am going to have to work with an obnoxious arrogant person in the team for the two days I simply think...Oh yeah...let the battle commence. I see myself as going into battle when it comes to inspecting-you know getting it all done in time, in the right way and in the best way possible. And then I try to get in with the first punch.... I am on my own...I can see that...so he is going to ask me something ridiculous about my inspecting experience, whether I can manage the role and all such nonsense.....you know you are on your own.... but makes you more aware.....' (AI-c)

In acknowledging the continuous changes to the Ofsted inspection framework, the participants accept that it is a process that they expected to happen. As such, they feel that this has become their reality and they must accept it and find some ways to manage the change. After initially not knowing what to expect, they are surprised by the ease with which they are able to manage the new inspection framework changes:

'I happen to remember those changes well. It wasn't long before I trained in the old framework, so I was ok about the change and kept thinking that making less judgments than before might work better.... although I was sceptical of the process a little because of the training it was very much that you got left alone to do it on your own...' (AI-b)

'...the first lot of training which was easy to understand and made sense to me to change.....' (AI-d)

'.....and what it meant for us as inspectors was actually, believe it or not, was appropriate and in some ways better... that was fine and actually it was easy to get your head round....' (AI-b)

There are some examples of how the participants manage their workloads despite the belief that since the changes to the inspection framework have occurred there is a greater expectation about the quality and quantity of work required from inspectors. They describe the inspection activities that has changed and increased the pressure placed upon them before and during the inspections. They find coping strategies to deal with the greater workload demands:

'Since the framework changed, there was much more talk about scrutinising reports.... Thinking of my last few inspections...definitely now more reviewing the evidence base, checking the EFs in detail and reporting on the quality of the inspection or inspectors.... as a lead, what time do you actually get.... it's not so much that its difficult... but it's definitely a heightened response so you are aware any part of the evidence base could come back... It's the planning in advance.... checking everything.....then of course hoping you don't get comeback from any of the team.....guess you get the quality....' (AI-a)

'...well, since the changes, well, actually before..... but it does seem so much more apparent now...there is so much that is required over the two days. It doesn't help when you have lazy or disorganised lead inspectors, but the main thing is the amount of work you have to do. Even with the best organised lead, the activities are ridiculous and sometimes I do feel sorry for the school because by the end of day two especially, you sometimes go on a hunch and hope that you have made the right decision because you haven't enough evidence because you haven't enough time. It's frustrating and at times you get anxious.... there is no way you could go into a final meeting without the evidence.....' (AI-b)

The participants find it hard at times to engage in positive conversations about their role as AIs when talking to their team colleagues. The main issue being that they believe they are constantly being viewed negatively in the press. They also take issue with the poor press coverage had continues to tarnish their status, creating a negative public image of them as inspectors which they suggest is a personal attack on them as individuals. They recognise how the negative public perceptions are adversely

affecting the school practitioners' perceptions about the reliability of the inspection process. There is also an internal struggle because at times they maintain that such negativity can be understood due to the unprofessional conduct of some of their colleagues. However, they are disgruntled because they are tarnished in the same way:

'Obviously working in a school there are colleagues who are very scathing of the inspection process.... I guess I am wearing two hats, but I don't think I see myself in that way and I don't think my work colleagues see me in that way.... I think they just see me as someone doing inspections so that I can bring back the important information that is out there.... which is what I do...' **(AI-d)**

'...with the make-up of my teamfull of a bunch of inspectors who are inexperienced or the ones who have not come prepared for the inspection.... you know it's my neck on the line.... you cannot blame them for thinking that about us if we act in that way.....' **(AI-a)**

'.... the Ofsted world is a mess.....kind of frustrating being caught up in it... I pride myself on excellent standards...Everyone you speak to believes it is and I do too. It has to be reshaped and redesigned – almost flattened and started again. It needs to sort itself out. I think a regulatory body that has that much power.....particularly in this current climate.... will always have divided opinion-some for and some against.... we need people to believe in us again....' **(AI-c)**

'...it isn't fair...but you cannot blame them sometimes..... remember the copying and pasting debacle.....no wonder they think like that.....it is annoying that I am caught up as well with all the other innocent souls.... It's unfair in some ways.....but when you step away you can see why....it needs to change....' **(AI-b)**

The participants recognise the value in being trained in the new Ofsted inspection framework and being supported in getting to grips with the implications of the changes to the inspection process. They also accept that the variety of training programmes had to be implemented to suit a vastly diverse workforce. Their resentment is in the way in which inspection practice training is delivered as it infuriates them because many aspects of the training process does not benefit them and it is this that they feel powerless to change:

'The face to face days were extremely laborious and I think some of them were unnecessary.... I mean, we needed it, but perhaps it might have been in a way that is much more convenient...I mean, it was expensive travelling to Birmingham for the sessions and you had to meet your own costs. I was lucky that I got reimbursed because my school paid for everything, but not sure it was value for money..... I did feedback, but I don't know what happened to that feedback...' (AI-d)

'...yes, simply doing something against your will.... like attend these waste of time sessions in order to get a certificate in order to continue to inspect.... It might work for some but not for me. I guess I like having my views considered.... I mean sure that's part of the process, but seriously going over old ground ...well, you can take out the good bits.... some worthwhile...the safeguarding probably the best' (AI-a)

'...it was all other expectations, like completing online tasks, and as they were self-certificated...so just reading through the materials and signing yourself off. It wasn't so much about checking that it was done doing it on your own.... well, ok for some ...but for me it was knowing whether my interpretations of the new framework were accurate.... didn't get any feedback after training so took it that it was fine.... would be nice to know though...bit irritated after the time and effort I took....' (AI-b)

The apparent lack of coordination in the process of recruiting inspectors to an inspection team makes them feel that the system is disorganised. It makes them feel as if the inspectorate has no regard for their emotions in the process because of the way the communication is impersonal. The resentment they feel about having inspections cancelled at very short notice by the inspectorate is compounded by their concerns for having to accept the Ofsted inspection system for what it is:

'.... huh, huh, I don't think recruitment is the word. Recruitment suggests to me a structured way of bringing the best people to a situation. You know there is some sort of structure that has been created to get the best team and so forth. If I simply make a comparison to the old regime before, and I do mean over ten years ago, then this aspect of the inspection process needs sorting out and quickly. There is no sense of order and you just don't know who is who on your team, I mean, their level of experience, you know, if they can actually do the job. It's because since all these changes more inspectors have been less willing to inspect. I for one. This has led to the ISPs going into what I can only describe as melt down and getting people onto the inspection teams in any way possible. I mean, ten years ago, I would have said there was a clear recruitment procedure. That is your skills and experience were looked at in relation to other inspectors and a full team was compiled in which our skills and experiences all complimented each other. That is definitely not the case now...' (AI-a)

'I am being honest, I know am being played in this inspection process.... (sigh) ...well, I don't know, but it's just something to think about ...I don't get too paranoid about it.... you know when I am taken from one inspection and moved to another or not selected for long spells.... I have no idea whether I am selected as a token.... you know, for some sort of equal opps recruitment drive.... or whether I was selected and recruited because I am so wonderfully brilliant... I don't know if there is a proper system that works to be honest...I mean, often from the email appeals I think it comes down to who is available.... not the best way to gather a team but there are limitations ... I don't think it can be helped' (AI-c)

'.... but it can be so frustrating when you tell them, you are not to be put on the list and they bombard you with emails about inspections that they cannot fill either because of late cancellations or just no one available.....just shows they don't listen..... It is annoying when you are contacted about an inspection that you have no interest in or cannot do because you are booked onto another one or just doing something else...' (AI-a)

The participants share the belief that the inspection system must have measures of accountability. They welcome tougher measures to eradicate less competent inspectors or ineffective inspection practise to help the inspectorate to improve its public image. The participants are clear of the policy and procedures for undertaking the quality assurance and monitoring measures. What gives them the most disapproval is the notion that inspector colleagues can make unvalidated comments without any recourse to address the judgements made about them:

.... I think the system is purely a lip service way of QAing- I mean, it is all so subjective. I make a point about you, you make one of me- it is all perception-who's to say I am right and indeed if they are right. I don't know what it is used for.....especially when you are not in each other's company for long. I don't mind it.....can see its merits.... We used to be able to review all that was written about us, I think. To be honest, I stopped even engaging with the process once I found out that you didn't have to complete them and you still got your money and there was no come back if you didn't agree.....' (AI-c)

'I don't believe the system of reviewing someone's performance works..... It doesn't work because I don't feel you can be completely honest. You should be ...I mean, if it is of value then it should help you improve... I honestly believe there is a fear.... I often don't agree with what's said...it is really like knowing the system exists but not believing in it... not done fairly but not doing anything about it.... Well, it's just what I feel because of course I have never shared this, but it's not really knowing who is who, who you can trust. I guess, it's because of the nature of the way we work... but we should definitely have a system that works ...yes, it is necessary...' (AI-b)

'Well, for a start we need to have a simple uncomplicated fairer system of measuring inspector performance. Since the inspection changes to the framework, I don't believe that this process of monitoring performance has changed. Except, if I am not mistaken, you now don't have to comment on the lead inspector although they can comment on you....in some ways giving your opinion about colleagues in a professional and courteous way should be a process that is seen to be positive for improving the inspection systems and those who work in it but instead I think it only serves to well urm... dare I say it to tick boxes... (AI-a)

The process is simple. You do the inspection, meet a bunch of people. Try to gel and make it work as a team, have an impression about the lead as he or she will about you and it is only after the inspection.....that you have to complete the assessment. I think the change as far I can see is that you are no longer required to complete the assessment for the lead..... I always completed it but never ever thought it was fair. I cannot quite remember, but I think we were told in our training I believe that you had to complete it so that the completion would trigger the release of our payment which I do think is grossly unfair. It's important. I mean you cannot imagine our world without accountability, but I think it's a bolt on at the end of an inspection...not something you think of as a valuable tool, but just something you have to do.... I think the lead only writes about you and you write about the whole process. I think that's right... but let's hope you all agree...because who do you call out to... (AI-c)

Although not particularly concerned about giving honest feedback to colleagues following an inspection, two participants in particular feel anxious about the consequences for 'telling on their colleagues'. They suggest that the process of giving written feedback after the inspections rather than speaking out during the inspection is a less contentious way although they accept that such comments might not always be truthful:

'...honesty is definitely not always the best policy (chuckles).....it can be a costly.... time consuming affair...when you tell it like it is (sigh)...doesn't mean you shouldn't be honest but it's a small club..... a small world...upsetting the ones that have the control kind of seems a catastrophic route to take.... especially as you may face them again (shudder) ...better to suck it up.....I learnt that the hard way... (AI-b)

...ooh, it's got to be done..... for me, it can only be the real way of finding out the quality of your work.....I mean, I am the new kid on the block (chuckles)...keep a low profile... I just want to keep on inspecting with the good ones..... so getting in with them and just doing what is needed is probably best.... (AI-d)

.... I think you can complain...but I wouldn't know who to ...and I don't think I would bother.....' (AI-c)

When there was perceived fairness in decisions made about AIs, there is a sense of reassurance in which they sense they are being respected. They also feel appreciated when at times they are emotionally supported by colleagues and this reflects positively in their attitude towards their inspection duties. However, for the significant amount of time whilst carrying out their inspection duties, they desire to be actively involved in making decisions to improve their working conditions. The lack of recognition for this, leaves them believing that the inspectorate does not recognise that team inspectors can make valuable contributions to the improvements in the inspection process that they recognise as being necessary. AIs need to feel that they are being supported even though there is an acknowledgement that it does not guarantee an improvement in AIs' dedication to their work or their performance. However, it partly addresses the issue of not feeling valued and in this way, provides a better sense of identity and belonging for AIs.

Theme Two: Professional Challenges in the Process of Inspecting

AIs commonly experience professional challenges during the process of inspecting maintained schools in which they provide examples of how they perceive such challenges to be a key contributory factor for limiting their professional status. This theme underpins most of the issues about the inspection system, structure or framework rather than related to any individual within the inspectorate. The participants discussed what they consider to be professional ways for carrying out their inspecting activities despite facing a range of challenges. The themes presented here

relate to the lack of professional status, diminishing individual professional autonomy and inspectors behaving badly.

Key Finding 2: Als face a range of professional challenges that at times adversely affects their performance; such that the lack of professional status since the September 2012 inspection framework changes is creating tensions amidst diminishing individual professional autonomy. Als are perturbed when they are tarnished with the same brush as inspectors who behave badly throughout the course of the inspection process.

Als consider the status of inspectors to have diminished such that they do not feel that as if they are considered as professionals undertaking professional duties:

'... I am actually sick of it....reading all the negative thingsthere are some of us who do think we do things professionally just like in our other roles in schools....we won't be recognised by everyone in that way....yes, we don't have the same status because as additionals we are thought of differently ...we are ...that's obvious...you say you are HMI and that's met with a totally different reception...I guess it has always been there, but that's not our fault if that's the way it was set up....they [HMI] do have the more rigorous training and I suppose working full time as well means you're in the thick of it day in day out so maybe their inspecting skills are sharper, who knows?....But even as HMIs they have similar struggles...I can bet they have the same as us...maybe worse and at least we can dip in and dip out...and us...we are professionals, I think, most of the time just as I suppose they would say...progression routes are definitely not the same...but the skills are...we just don't have the label yet but maybe (sighs)... sometimes it is too much to get your head round....but I am hopeful...' (AI-d)

'...well, luckily for me, it is not my main role and, luckily for me, the rest of my life is very fulfilling and rewarding so on a daily basis I would probably say it has little or no effect on me. However, when I read what people write about inspectorsit is not all true.....there are very, very valuable inspector skills and when used effectively should be highly regarded... I think we suffer from bad press that comes from all directions and the knock-on effect is that we are not really given positive recognition for the work we do ... which is why when you say you are an AI you don't feel well respected for the job you are doing. If we were highly regarded we would be recognised as true professionals going about our professional work.....' (AI-b)

'...when you say, you are an AI you can feel people squealing.... they say you have crossed over to the dark side (chuckle).... can see why but it doesn't help us in our quest to be thought of as a professional outfit.....with all that has happened, the changes, I mean.... I think we lost our status some years back...'
(AI-a)

They suggest the need to improve the profile of the inspectorate so that, along with being seen in a positive light, the process of inspecting can be regarded as a profession in which people in the field of education would happily venture into:

'...the system is fraught with problems none of which I have control over and actually it is quite embarrassing reading about a workforce in disarray... I think it dumbs it down ...it is everywhere- if you Google Ofsted and related problems it brings up so many related articles- most of which do not make for positive reading....but there are most certainly outstanding individuals who are superb...highly skilled and its more of them that is needed... the changes to the system should certainly mean it's possible to flush out the not so great ones and really flood this workforce with high calibre staff that have a well-developed track record that is marketed well....that is going to make such a difference....probably the biggest difference to schools, I think....' **(AI-a)**

The participants acknowledge that hierarchical and bureaucratic external factors have heightened the watchful eyes that had been placed upon the inspectorate:

'... have to remember they [the inspectorate] are also being watched...will certainly affect the whole process.... the whole system is being scrutinised...'
(AI-a)

Whilst they were sympathetic to the bad press that Ofsted receives, they felt the systemic pressures placed upon them had in many ways restricted their roles and consequently their status:

'...I think is unfortunate ...you know the negative press has of course impacted on the whole system ...but, for us, we just have to perform and conform...' **(AI-c)**

'...there will always be challenges for them also [the inspectorate] ...it's expected that we have to conform in many ways...in some ways that's understandable.... for me when there are less and less ways to speak out...creates a tension and for me has shown we have a lot less freedom...'
(AI-b)

In recognising that they have to rise to the challenges, AIs raise issues about the methods for reviewing and judging inspector performance:

'...if you consider that I don't like being micro-managed then it is obvious that taking on a new persona...having to change to the sound of their beat doesn't sit well with me.... (AI-a)

There are suggestions that at times they feel professionally compromised:

'...sometimes it is more about the lack of communication that leads you to think how much you are considered...you always want to do right...follow your moral compass.... but it's the scrutiny that does it.... makes your performance change.... that's certainly not behaving appropriately....it can never be good... it wouldn't work for me.... really has a negative affect.....when we go against what we believe is right it changes the whole purpose of our role.....' (AI-d)

The participants are alarmed when inspectors do not behave in accordance with what they consider to be professional behaviour because of the perceived negative impact it has on the profession; enabling school practitioners to question the validity and reliability of their judgements:

'...it is always going to be a struggle for everyone when you have the isolated bad guys and they seem to get away with things making it worse for us...so you can see why we get bad press.....its seems a crazy system that allows such misbehaviourI don't think its excusable to blame it on the system....we all have choices...changes are changes and sometimes ones we just have to accept...if they act unprofessionally in any sort of way...it obviously has an effect on us all...that's upsetting....it has to be weeded out though....seriously not only should they be dealt with accordingly, but we should know....make them an example.....' (AI-b)

The specific examples highlight the wide range of ways in which the participants experience their colleagues behaving unprofessionally:

'.... he was rude...just so rude and annoying....it is bad enough having to cope with all the demands of the work...asking me to be one of his angels has no place here.... being around his sexist views really got my back up.....didn't even communicate with him for the whole time.... I mean how disrespectful is that.....' (AI-b)

'.....I do feel very strongly about it ...it is unprofessional to belittle someone during an inspection...doesn't matter whether they agree with you or not....I have absolutely no tolerance for that sort of behaviour...when faced with it I stamp it out immediately....talking down to people or, in my case, trying to make an example of me because I am different [skin colour] is one of the worst cases of behaving unprofessionally...worst still its racist...should be punishable by being struck off...being judged wrongly in any regard is wrong....full

stop...doesn't matter...I just don't accept it under any circumstances....it's not only the right way ...it's the best way for dealing with such nonsense' (AI-c)

'.....you have no idea about their morals or standards, what they believe to be acceptable ...some people are just not emotionally literate and some like this arrogant one [lead inspector] are just so up themselves...excuse me for saying so that you have to resign yourself to just making the best out of the situation you are in...but it can be stressful for sure.....' (AI-d)

In giving examples about the occasions when they themselves had behaved unprofessionally, they accept it was deplorable, but feel that their actions are at times justifiable because they consider it important to help the schools move forward and improve:

'... I remember in my frustration almost threatening to pull the plug on an inspection... he was undermining everything I had said.... I don't know, I just saw red.... have to excuse me...not used to them coming in questioning me.... sorry, but I guess it's what he said, but also how he said it... I am sure he was splitting the rest of the teamit was definitely a stressful time but because I knew I had the edge over him.... I used it to my advantage.... not saying it's acceptable to act in this way...yes, not in the code of conduct, but is a stressful situation and at times it gets the better of us.....we got to do what is needed if only to give the impression to helping to improve the school' (AI-a)

'.... I felt backed into a corner.... I hadn't completed my EFs on day one...he knew that because I had explained.... I wasn't having him make an example of me...so trying to make an example of me only made things worse.... I was sarcastic I admit it.... I put him in his place because I had to.... funny now thinking that I embarrassed him in front of the team but he got my back up.....' (AI-c)

Maintaining the highest levels of professional conduct is a challenge for AIs especially during the inspection framework changes in September 2012 which they believe have impacted negatively upon the inspection system. There are times when they recognise they have some form of power to improve their professional status when desperately seeking to promote a positive image of the inspector workforce. However, they feel they are compromised when they make suggestions for improvements, because they believe their professional status has been irrevocably tarnished and the process for making changes is much too problematic. As such, they are of the opinion that their

inspector roles have very little occupational value because of the fragility of the existing inspection system.

Theme Three: Personal challenges

From the participants' narratives, there are experiences in which they have been personally challenged. This theme presents key findings in relation to AIs questioning whether undertaking inspection work is 'worth it' and if 'playing the game' during the process of inspecting maintained schools is something they wish to continue be involved in.

Key Finding 3: AIs experience personal challenges through their inspection process that makes them question their reasons for being AIs. They do not consider the process of inspecting as having any financial incentives and from a well-being perspective do not feel personally rewarded. In terms of their professional status, AIs have mixed views as to whether they are really making a positive difference to improving schools. They know how to 'survive' the inspection process by 'playing the game.'

AIs are largely guided by their moral compass and this influences their thoughts about 'game playing' when undertaking inspection activities. In balancing both professional and personal strands of their role when having to be the public face of Ofsted they raise many concerns:

'...well, let's be clear, you definitely do not do it for the money...' (AI-a)

'...more money would be greater recognition for what we do...I don't see the point in it [inspecting] now.... except it's good for my consultant work...schools love it...crazy to think how much they are driven by the Ofsted agenda, but they are.... so in that way it is beneficial and you can see a point in doing it.... anything else, huh? No, not at all...' (AI-c)

'...nah...definitely no point asking for more inspections...take off travel costs and hotel as well as paying for your own lunch when in the school and you can see my point....the payment system works well...like an automated system, I think, but the money is so small for what you do....not saying it's a little amount of money because it is more than I get in school, but for the amount of work you have to do and the stress that comes with it... definitely not worth it....not when you think of all the changes..' (AI-b)

'....it could seriously stress me out if I let it...well, the people really and the system...so in doing it my way...choosing which inspections to do when I can and doing less it's better, but for me now it's definitely time to hang up my boots, I think...I don't think I could face another change...apparently, there is a proposed mass shake-up.... I won't be considering working on another framework....it should carry a health warning (laugh)....' (AI-a)

'....my husband says it and he is right that the greater demands on my time have made me stress more....that's why I won't be continuing next academic year...other things as well...you know the deception thing and things like that....messes up your head and plays in your mind....well, for me anyway...when I had to fiddle with my EFs and all that, it really affected me more than I knew...guess it was probably my first time being aware that these things do happen...it played on my mind and I don't mind admitting that it made me feel awful...I even came out in a rash on my neck...so you have to be true to yourself and get your head in a good place...I have a family to consider...so, no, won't be doing it soon....' (AI-b)

'.... it's not a profession... I know we work professionally, but there is a difference....so really I don't think if you asked anyone the skills of an inspector they could tell you so easily as if you asked someone the skills of a doctor or teacher for that matter...' (AI-c)

'...the Additional Inspector title is so not helpful...seen more as an add-on, but the word inspector, I suppose does, give the impression that you have a particular status...I tend to just say I am a head teacher...much more warmly received ...although it has benefits as a head leading a school because you get the load down very quickly, you know how to prepare your own school...' (AI-b)

'.... it's certainly not a career. At one point, it probably was seen in that way.... but certainly, not now so if you are looking to gain some professional recognition I think you will be badly disappointed...' (AI-a)

There are various interpretations for 'playing the game' when inspecting and whilst fundamental reasons are provided, it presents personal challenges for AIs:

'...you have to do what you have to do....and I am sorry to say that at times it does mean losing one's temper...you might not feel good after but when you know the challenge you face; it has to be done.... I guess I would worry that I get known in that way and afterwards I do think ouch...but needs must at times....' (AI-c)

'...it should only ever be in extreme cases when you have to present things when the evidence that is not securely there...only in cases where it is make or break and really how do we know? For me I always think about consequences so you really do have to think about your words and actions...they might just come back to bite.... I guess the challenge is that you know you are being judged in so many ways, so you have to find something to alleviate the tension...I guess I am lucky that I haven't really been in that situation, but I can see why it wouldn't sit comfortably with me.... guess your hands are tied to some degree and with all that you have to do what's best.... (AI-d)

'....when you are faced with pressures....some of which you are not expecting, you have instincts that kick in that make you choose a certain pathway.....I don't think its fruitful...we have to live by our decisions...I know others change their evidence and all that...not for me...what you see is what you get...if you have to [change evidence] then you have to be clever about it...no point plagiarising only to get caught...clearly not smart enough.....but that's too much negative energy for me...I can see why it's done...especially the enormous amount of pressure the lead is under...but you have to think about the fallout...who would be there to back you..... (AI-c)

'.... we are all game playing...the moment you step in to the team you know that...you try to make good.... those are things beyond our control...you don't get a chance to be your true self...its's not the way it is...you don't say what you truly think and believe...no voice....no words.... we didn't sign up to that ...but it unfolds as you go through the process.... you have to keep your personal beliefs strong which at times can definitely be the biggest challenge....' (AI-b)

'.... how you view it is how you will act on it.....' (AI-a)

'...stand by your morals.... but know you have a limited time in it...because it will eventually take its toll...has on me...at least I am aware and thankful for that...' (AI-b)

'.... well, we know it's fabricated...but isn't that the world we live in? We shouldn't beat ourselves up...we are reflecting this society we live in...it's just that the spotlight is on us for now.....'(AI-c)

In balancing personal thoughts when having to be the public face of Ofsted:

'....as we know there are so many speculations about Ofsted but for me I can speak from an informed perspective because I have inside knowledge.... there is good and bad and when you wear your badge, you only speak of the good...that's important because you just don't know who is who these days...our circle is small' (AI-d)

'.....my sons would definitely say I was a head teacher, I think, maybe because they have been to my school.....but with Ofsted it is kind of like a faceless organisation so if you are looking to belong I suppose you won't get that.... you just do yourself proud... I know how necessary it is for me to speak well of Ofsted and I do.... most times.....' (AI-b)

'... parts of the role are fulfilling.... accomplishment goes along with that and we do have a responsibility for the work we do....so we do represent Ofsted and we have to accept that...I accept it now I believe....' (AI-a)

'.... the work is unfulfilling at times and unrewarding, but not something I would say out there.... but being fair, we do get links to training materials which I find helpful and I suppose it does show some sort of desire for Ofsted to keep us in the loop.....it has its benefits if you look at it like that...' (AI-c)

'.....I am always rewarded when we do things in the right way as a team.... sadly, this is not always the case.... but have to take the ups and downs, I guess... keep that positive face and I know it's generally a position I don't move from....' (AI-b)

These findings highlight the negative experiences that are now a frequent feature of AIs' inspecting experience. AIs feel personally compromised and see little value in being involved in maintained school inspections, partly because of the negative public image portrayed within the media, that surrounds their role. They feel that they are constantly being reminded of the catastrophic mistakes of the inspectorate and are always negotiating their personal spaces in which they struggle emotionally with negative images being portrayed about them. The self-images of AIs within the context of inspecting maintained schools has become blighted and has presented challenges for AIs in these socially constructed situations

Theme Four: Coping strategies

Participants give the impression that they have no choice but to accept their current situation and in acknowledging this, they use a range of self-devised strategies to cope through their inspection duties. The theme of coping with such significant inspection framework changes is an issue they feel they are powerless to control and is presented within the key finding below.

Key Finding 4: AIs develop coping strategies when having to conform to Ofsted inspection regimes. They recognise this as a survival mechanism for coping with unknown expectations, meeting the demands by way of keeping abreast of the constant changes and making the best out of each inspecting experience

In recognising the pressures felt because of the Ofsted inspection framework changes, the participants find strategies to manage their situations. They cope with expectations of the new system for inspecting:

'I always look for and find the solution..... not always easy, I am acutely aware of that but if you have your eyes wide open and are fully aware of what is expected of you...it's easier because you accept it [negative comments] might not like it, but you know you will have to gather more evidence, you know the quality of your work will be checked somewhat more stringently.... you just do it as perfectly as you can.... each time finding a corner to cut...but never making it obvious...that way when you present the evidence which is what counts. Who can say anything then... who can say you are not inspecting well...and if they do anyway at least you can stick two fingers up to them knowing you have done your best.....' (AI-c)

'.... I think of the few years that I have inspected for, and each time I have survived...give thanks for that.... I might have been lucky, but I guess I have found the formula that helps me to get on with things...maybe just seeing it as another way of inspecting rather than all the political stuff I think that is why I don't get bogged down with it all...' (AI-d)

In coping with expectations from their team colleagues, their narratives indicate that there are calculated ways to manage difficult team situations:

'...it works when you know that after the team meeting at 8 o'clock you only ever briefly see them...so it is actually ok...when it's lunchtime you can always go on your phone and that passes the time away...stops you having to engage in small talk with them...' (AI-c)

'.....I remember when it felt so awkward.....you could cut the atmosphere.... but it's so easy to pretend that you have to go somewhere else to gather more evidence takes the heat off...stops all of us being in that difficult situation...' (AI-d)

'.....oh, anything to avoid conflict.....that's me.....really makes me uncomfortable.....I keep my head down to look like I am engrossed with my EFs.....limited eye contact I often think diffuses things.....' (AI-b)

When coping with public perceptions about how they are expected to perform, given the high stakes for schools there are mixed feelings that are contradictory:

'.....I think we will always be judged harshly...well, I think so, anyway, because it [the inspectorate] is always being talked about in all forms of media.....so accepting what is.....definitely the best way.....recognising that it's not your main job and really believing you do your best under the circumstances.....I mean just brushing it off.....I never think it applies to me...think it is the best way to cope with those pressures.....things you often hear and read and things you know can easily get you upset.....' (AI-c)

'.... because I work in school as well it is often hard for me..... I don't always manage it...I get defensive at times because I feel it's a personal attack. I know it's not really, but when you are in the staffroom and so many are critical about something to do with inspections.... anything really.... you just feel you have to defend the very profession you are working in...it's harder when you know they have actually got a valid point...but in trying to deal with it at the time, I tend to get all defensive...usually it works....' (AI-d)

'... well, any chance I get to highlight our strengths I do...coming out fighting is the best way...yes, it can be tiresome and when there are few in your corner you can get weary, but that's the only way.....' (AI-a)

'...I don't find this game playing easy.....actually tired of it.....that's why I am out from next year.....' (AI-b)

Coping strategies are used when addressing the concerns about the demands for the workload (and particularly, the quality of the work); suggesting that the participants have strategies to work through difficulties they face:

'...there is no way you can go in without your summary EFs.....you have to fudge it...I don't mean make it up, but if you haven't got all you need then serious amounts of professional judgement come into play...anything else would be catastrophic' (AI-b)

'...if you want quality, the amount of evidence you have to gather is fine but the recording and the time to do it is ridiculous...I do what I can on the day...anything else is in the hotel room...but with more stringent checks on the evidence base, you cannot get away with substandard EFs and nor should you have to...the best way is often to leave it until the evening when you are away.....that's how I manage, which minimises my stress....' (AI-a)

There are frustrations at times when dealing with the lack of feedback about the participants' performance following an inspection:

'...I tend to forget about it.... I am being paid and that's it...really as one finishes I just blank [the inspection] out and move on.....' (AI-c)

'...I really used to worry about it...actually psych myself up to go on the portal to have a look at the feedback.....not now.... not when it's not taken seriously.... got past that because I know the system doesn't work.... so, I don't give it much consideration anymore.... don't really care now what people think...I used to ...but now, just think if no one has contacted me, then my work must be fine....' (AI-b)

AIs comment on the extent to which they are constantly juggling many aspects of their lives to keep on top of their inspecting duties; keeping abreast of all policy changes including their new relationship with schools:

'One thing I do remember was the flood of emails and all the online training and keeping up with that.... you just have to make it work...find a way so it doesn't overwhelm you.....the best way it to set aside the night before and always be sure to read the joining instructions.... I tend to do all my school work first...sort the kids and then read the instructions the night before.....' (AI-b)

'... it is so hard trying to find slots in the day to do everything.....that's why it frustrates me when we get them [joining instructions] late... I need them early because of my other work... with family, too, it is often a challenge...I take it within my stride....my household don't understand the demands of the inspection...that's fine as long as I have looked at the school's website, skimmed their Raise online document and know what I am expected to do from the joining instructions, oh, and get the kids ready for school, then I can manage....' (AI-c)

'....my OCD helps me separate what is urgent and important first. When writing up the reports I can shut myself in my own little world...my sanctuary is in our loft space and then I can organise my work into piles...I don't do much else than this [inspecting].....so it's meeting all the report deadlines (AI-b)

Some inspection team situations are difficult for AIs and in providing specific examples of how to balance all aspects of their inspection work, they are of the belief that for the majority of the time they maintain their professionalism even in difficult circumstances:

'.... it's just impossible...at the start you decide quality or quantity... so that I didn't fall behind, I asked the lead to take off some of my observations. I was doing safeguarding AND behaviour which as we all know is a poison chalice....so I asked him to do some of mine.... not received well, but I didn't care....it really meant though that I could keep a proper running EF and could provide him with regular up-to-date info as day one unfolded...it's keeping the running EF that keeps it all together' (AI-c)

'... from the get go you just cannot fall behind...you will never catch up, so I try to make the team use the very first team meeting slot productively and plan their activities. I used to review their work plans but with all the changes I don't have the time....' (AI-a)

One of the significant concerns that AIs face is in relation to the demands for completing the required documentation at the same time as conducting meetings with school leaders in order that they can develop a strong evidence base that is seen to be reliable:

'...in no way can you make them [school leaders] feel you are rushing them and you don't want to seem disingenuous.... you want to listen to what they have to say and capture that as evidence.... it's easier said than done, and I don't really have a strategy for this.... I just make bullet points and try to find time to write up the EF...but one thing really, you must make notes in the meeting slot...you will never have time to go back.....' (AI-d)

'.....if you are really going to do things well, then keeping up with all activities on day one just isn't possible...day two you might have catch-up time...but by then my EFs are illegible, so I just say to the middle leaders that I have to write and listen... (AI-c)

'... it's trying to keep up with the EF at the same time I am listening to them...couldn't bear to do it after the meeting...after you leave there is always something else to do anyway... (AI-b)

Keeping on top of their emotions presents a further challenge when they are faced with stressful situations. There are numerous references to this, in that inspectors are acutely aware of their emotions and find ways to manage them:

'... you can feel it makes your blood boil so I go...just leaving and calming down... (AI-a)

'...I get so emotionally charged...they frustrate me when you can see it doesn't make sense...its remaining professional.... have to, but, mmm.... I try....' (AI-a)

'...ooh, it makes me squeal ...you have to say the same thing repeatedly only to find they have recorded it [the inspection] on the portal incorrectly.... the poor schedulers don't seem to have a clue.... you cannot patronise them which seems the easiest way to release the tension.... you have to explain slowly and show some compassion, but really you want to scream... (AI-b)

'...my palms...that's how I can tell...probably my breathing, but not so aware of that at the time...just clenching hands tightly seems to do it for me.... probably not feeling better, but keeps things under control... (AI-d)

There is also reference to coping with the demands in their personal lives, so that it does get in the way of inspection preparations although they are sceptical about trying to juggle all aspects at the same time:

'.....when you stop to think about all that needs to be done it can make you anxious...I always find sorting the household stuff first, then addressing the inspection stuff works.... hasn't always because life kicks in, but it's a process I use to survive!' (AI-c)

'...you do have to gently remind loved ones that this is a busy time.... it's all in my charm to get left alone...' (AI-a)

Clearly the issues that AIs face, impacts on the ways in which they organise their inspection activities. In recognising this, they continually seek ways to discover the 'good' out of their situations and believe that there are many positive aspects of their inspecting experience from which they can celebrate.

'.... being head hunted sort of.... quite thrilled with that....someone has taken note....' (AI-c)

'.... if I was to do this full time it would send me into overdrive.....but you do get to meet old colleagues and share a laugh particularly during the face to face days....' (AI-a)

'...part of a construction team...that's how I see it.... together you build up your evidence, feedback and you can sense they are learning from your words. I am not inspiring but I feel a sense of achievement...I guess the feeling you've done it together and there were no hiccups....' (AI-d)

'...it wouldn't matter one way or the other, the expectations cannot change, but how you approach it can...just doing the bit you can in the best possible way makes me feel good...not the recognition from others it's something deep within myself.... guess I am patting myself on the back and saying, yeah I did it...' (AI-c)

'.... when I get home, look back and know that I made the right decisions, I can sleep easy...helps if the lead recognises that too and actually, to be fair, a lot of them have, in my experience, so above it all there are positives, but sometimes you have to be away from it to appreciate it...' (AI-b)

'.....if you imagine that before you step into the school you have your own things going on and you have to deal with them, when you leave the school having successfully completed all that was expected, I can say that in itself is an achievement...it's even better when it's done seamlessly together...I haven't stopped to think of it in that way...but there's something good to say about that...' (AI-d)

Als develop an understanding of the perceived benefits of becoming involved in inspecting maintained schools as they believe they are personally making a positive difference to improving schools in some way:

'.....ha, ha ...wouldn't go so far to say it gives you some status, but there is a strong feeling of being identified as one of the chosen ones(chuckles)...makes people look and take note, even if it is not always in a positive way...' (A1-a)

'....in my community, I am a rare breed, so highly regarded....so just putting us on the map is so, so satisfying...just cannot explain that feeling....' (A1-c)

The participants conclude that in the absence of the inspectorate recognising their achievements they must find these for themselves:

'.... not that we are expecting the Oscars or even the teaching awards, but some recognition...not too much to ask...but you do get that from colleagues...you find it in them...even just from a genuine thank you.... you think something is working...'(A1-b)

'.... I appreciate the challenges we face as well as the pressure Ofsted is under...it's pretty obvious that changes will happen and in that way, I look at it positively ...goodbye to those that cannot cut it...that's what will make it better...' (A1-a)

'....it will only get better when we accept some of the hidden elements that don't work so well...I don't mean process... I mean people.....a tolerance for others...I guess the inspecting world is representative of the world we live in.... still got some way to go.... maybe I will be more representative in the future changes...that's my hope...got to have faith.....' (A1-c)

During their inspecting experience, coping strategies are considered the best approach in which Als take some form of control of their circumstances and believe it is the vehicle to making their circumstances better. In line with Foucauldian principles, power is recognised positively because it does not seek to oppress but finds a means for generating positive strategies that can impact positively on Als.

4.3.2. Summary: Phase Two of the Study

The data obtained from the phase two of the study did not use a prescriptive process for analysing the data. Instead, a systematic process based on thematic analysis was the most favoured method in keeping in line with IPA principles. The researcher's approach to this analysis was open-minded in nature and focused on attempting to understand AIs' experiences based on their own realities. To generate the themes, analysis was conducted across each of the participants' accounts. The differences and similarities were noted and from this and connection between the themes were made to develop that deeper meaning about the data (Smith et.al, 2009).

A phenomenological reading of these extracts suggest that the emotions are deep seated and borne out of irritation about issues widely connected to the process of inspecting maintained schools. Whilst the feelings relate specifically to inspecting duties, frustration is also felt when the participants do not feel valued. These deep-seated thoughts about what others think of them weighs heavily on AIs' minds and interpretations of the extracts indicate an on-going struggle that the participants have within themselves in trying to determine what the inspection process means for them as AIs. On one hand, they try to make sense of the reasons as to why they have a negative public image that affects them, whilst struggling to remain professional in all circumstances. There are suggestions that participants are involved in a conscious cognitive process so that they can make sense of the challenging situations they face. The data that has emerged from phase two of the study embedded in reifications in which AIs' emotions are a way of making something concrete and easier to understand. This means that the findings from this data have the potential to develop inspection policy as the data pinpoints AIs' increased awareness of the impact of their

attitudes and actions within the Ofsted inspection process because AIs can evaluate their inspection experience.

The data from phase two has been used to explore any connections between AIs' living experiences and the highly complex impact it has on them collectively as an inspection workforce. There are many examples in which the data has its roots in social constructionism such that it may be placed within the context of shared perceptions. In this way, it provides some explanation of constructed interpretations of AIs' living realities of inspecting maintained schools.

AIs are vociferous when being provided with the platform to voice their concerns and in revealing their perceptions they are numerous ways for managing difficult challenging situations. They are acutely aware of the pressures they face and develop strategies for dealing with this although they do not truly believe they 'hold the key' to decisions that can be made to improve their inspecting experience. AIs are constantly engaged in the process of reflection and whilst they have misgivings about their living experiences, they have ideas for eradicating a system in which inspection processes are being characterised by acts of inaccuracies in which there is too much power embedded within it that is being thoughtlessly used (Fielding, 2001).

We are reminded by Perryman (2010) that 'game playing' is all too apparent in the inspecting process within schools. The key findings here have revealed this to be the case for AIs who are involved in fabricated situations that influence inspection judgments. It is not known the extent to which 'game playing' affects AIs' work, although feelings of anxiety, frustration and despair are some indicators of the impact it has on them. If this is the knowledge about inspecting that AIs hold to be true, then it could be a powerful route for fundamental reforms that are needed for the Ofsted

inspection process. This is considered in more depth in chapter 6 in which to recognise power as a positive contributory factor if used appropriately.

4.4. Section 3- Triangulating the Data (from both Phases of the Study)

The integration of both data sets makes connections to the overarching theme of power. In the review of literature in chapter 2, we are provided with this central theme as an aspect that is also integral in varying ways to Ofsted inspection policy. There are complexities because of the significant changes to the inspection framework in September 2012 as it is ultimately recognised as another form of regulation and a new wave of control. Both sets of data have provided the avenues that represent Als' voices and acknowledge that their perceptions might serve as a mechanism for addressing the concerns.

Cohen et al. (2011) suggests that by making use of both data sets, the researcher is involved in the important process of triangulation. The researcher recognised this to be an important part of understanding and explaining the complexities of human behaviour (Cohen et. al., 2011). The mixed-method approach is valuable as a process for limiting biases that may otherwise create distortions when interpreting Als' narratives because of the confidence provided from both methods of data collection. The themes from the questionnaire survey corresponded with those of the in-depth interviews as both methods were in the pursuit of one objective in which understanding Als' living experiences through the process of inspecting.

Assumptions can be made of multiple data sources in that one may be more superior to the other and so the use of both sets of data was an attempt to limit the bias or increase the validity within the study. In making use of both data sets, the analysis was guided by an open-minded attitude in which there was a willingness on behalf of the

researcher to be absorbed in the data. In this way, the process that used the explanatory design method encouraged a single interpretation from both sets of data.

4.5. Single Analysis- Linking the Findings of Both Phases of the Study

There are inextricable connections between survey questionnaire data obtained and those from in-depth interviews. Knowing from the survey questionnaire that there were concerns about AIs not feeling listened to and valued, the researcher moved onto the interviews to explore in more depth the extent to which this phenomenon was felt by AIs. From the questionnaire survey data, it was clear that inspectors had very strong opinions about team selection, recruitment, and quality assurance and monitoring although it was not evident *why* AIs thought the way they did and *how* their experiences shaped their perceptions.

Both sets of data revealed concerns for the ways in which they work, with 68.3% having concerns for the organisation and management of inspector recruitment to inspections, they echo the views that the AIs are emotionally affected by this:

'but it can be so frustrating when you tell them, you are not to be put on the list and they bombard you with emails about inspections that they cannot fill either because of late cancellations or just no one available.....just shows they don't listen '(A1-a).

AIs are concerned about systems and processes over which they have no control and in being able to survive the inspection process, there are things that AIs do or consider doing to make their inspecting experience less negative. With 27.8% indicating that there are no consequences for withdrawing from an inspection, and 46% not knowing if there are consequences, suggest that AIs feel unsupported (*'I wouldn't actually know who to tell to be honest', 'I mean it's being kept in the dark...that's the uncertainty' A1-*

c). With 53.6% having concerns about being perceived negatively confirms the effect it has on their professional and personal lives (*'you know it's my neck on the line...you cannot blame them for thinking that about us'* **A1-b**). The questionnaire responses indicate that 48.8% do not agree that they are given a choice about which inspections to be involved with and this raises concerns for the recruitment process (*'it's annoying when you are contacted about an inspection that you have no interest in or cannot do...just shows they do not listen'* **A1-a**). There are issues about the workload that emotionally challenges AIs (*'you haven't enough evidence because you haven't enough time.... it's so frustrating and at times you get anxious'* **A1-c**) which supports 68.3% of respondents believing that they are not given sufficient time to review all of the inspection evidence. 41.5% have had experience of the initial contact with team members that quickly makes them feel part of the team although for the majority of AIs they feel isolated during their inspecting experience (*'I am on my own...I can see that', 'I guess I probably feel insignificant'* **A1-c**). 63.4% suggest that they do not have their voices heard because they are not instrumental in the decisions made about their inspection experience (*'you cannot be heard if there is no-one to listen'* **A1-d**) and so to make the best out of their inspection experience 56.1% indicate that knowing someone beforehand makes a positive difference to them (*'part of a construction team...together you build up your evidence.... the feeling you've done it together'* **A1-b**). The emphasis placed upon teamwork is apparent, with 80.5% believing that the teams they have worked in are efficient and effective, which might imply that they look for the positives from the situations they are faced with (*'it's even better when done seamlessly together...that in itself is an achievement'* **A1-b**). Regarding managing performance, whilst 80.5% of respondents indicated that they were aware of the policy and procedures for managing inspector performance, 63.4% disagreed with the

judgements made about them. This builds up emotions which might question the validity of the process (*'I think the system is a purely lip service way of QAing', 'I often don't agree with what's said.... it's really like knowing the system exists but not believing in it'* **A1-a**). Whilst 75.6% suggested that they were happy to discuss their feedback judgements, 93.3% reported that there were no opportunities to do so and the system of playing games is only too apparent in order to survive the inspection experience (*you don't get a chance to be your true self...it's not the way it is', 'no voice...no words', 'we all know its fabricated'* **A1-b**).

From Als' perceptions, there are aspects of diminishing self-worth, a lack of belief in the inspectorate, its inspection policies and processes because the motivations for inspecting maintained schools are blurred by contradictory mechanisms of control. It is not really known to what extent the values and morals that Als have buried deep within them have become tainted but their narratives tell a significant story and suggest that Foucault's theory of power is adversely affecting them as they establish a system for managing their anxieties and frustrations. The discontent that Als feel is problematised even deeper because their professional identity and status has been tainted and in doing so the demands of performativity have what Lyotard (1984) recognises as the *law of contradiction* become an integral part of their inspection experience. The enhanced monitoring systems and collection of performance data is subjective and therefore open to many forms of interpretation and as an inauthentic process for managing Als, is recognised as a meaningless mechanism by which to control the workforce. Whilst this reform has the potential to continue to change practice, Ball (2003) argues that excellence and improvement continues to be a force that keeps things moving as does excellence. "Fabrications conceal as much as they reveal" (Ball, 2003: 225). If we are to recognise Als' perceptions, then inspecting

maintained schools post September 2012 has now become more of a fabricated performative culture that is not benefitting AIs or the inspectorate who are charged with the responsibility of ensuring a robust and reliable system exists for inspecting maintained schools in England.

4.6. Summary

AIs' narratives have provided an understanding of their inspection experience which serves to deepen our knowledge about Ofsted inspection practice in maintained schools in England. Both sets of data have contributed to the themes generated from which the key findings confirm the ways in which AIs believe they are controlled by the inspectorate. This is having a detrimental effect on their personal and professional lives because they feel trapped in powerless positions as part of their inspection experience.

As part of the main finding from this study, AIs feel the forces of power and a conformity regime as part of their experience when inspecting maintained schools post September 2012 and as Foucault (1980) suggests, power makes us what we are and that the idea that power exists in many forms and can be embodied in different discourses such that it becomes a true reflection of the regime. For this study, it might mean that we consider this concept of power as a social disciplinary mechanism for conforming as AIs attempt to make connections between the external forces for which they have no control over as well as their own personal internal forces in which there are conflicts.

The information from the data sets would support the construction of themes that converge towards Foucauldian principles of power as an explanatory lens to answer the research questions. Generation of the key themes has enabled consideration to

be given to the notion of power and the subtle ways in which it is deployed to manipulate people (Foucault, 1980). This is framed within Foucauldian principles that assert that power should not necessarily be viewed as the suppression of the people who feel they do not have power because of the force of the powerful. If it is recognised as coextensive with resistance, then it can be considered productive, giving rise to positive effects (Kelly, 2009). In this way:

“Power must be analysed as something which circulates, or as something which only functions in the form of a chain power is employed and exercised through a netlike organization.... individuals are the vehicles of power, not its points of application” (Foucault,1980:98).

In the context of this study, it is necessary to consider how it exists in daily interactions that involve AIs and Ofsted inspectorate as an institution. In this way, power is more likely to be regarded as operating and impacting in a certain way and by seeing it more as an approach than a possession, it might relate well to resistance (Kelly, 2009) as a coping mechanism that AIs use. The notions of power are central here to thinking about relationships across inspection teams, as well as relationships between AIs and the inspectorate. Power is not necessarily viewed here as a form oppression, but in the form of measures that cause new behaviours to emerge which alongside the social constructionist view of reality, is considered as part of the discussion in the next chapter.

CHAPTER FIVE: DISCUSSION

5.0. Introduction

This chapter builds upon the findings in chapter 4 and discusses the impact of AIs' interpretations through a social constructionist lens, in which Foucault's theory of power is widely considered. The research has highlighted seven key findings which are pulled together in this chapter. The convergence between the quantitative and qualitative methods has enabled rich accounts of the experiences of AIs to be presented to extend the findings from previous research studies that has focused predominantly on school practitioners' inspection experience. This study contributes to the existing literature and provides a well-founded perspective on maintained school inspections when considering Ofsted inspection policy and practice for AIs in the future.

Whilst the outcomes of previous research studies about school inspections has provided a solid framework of knowledge upon which to build, the mixed method approaches in this study have deepened our understanding and to some extent generated a new understanding about AIs' inspection experience. However, they resonate with other studies in which the key focus on accountability (Hoyle and Wallace, 2007, Bell and Stevenson, 2006); systems of normalisation (Perryman, 2009) as well as performativity (Anderson, and Gallegos, 2005, Exley, 2011) predominate in the literature. In addition to these themes, previous research studies have also considered the process of inspecting schools in relation to professional identity (Baldwin, 2008; Banks, 2010; Baxter, 2011a, Baxter, 2011b) and professionalism (Thomas and Davies, 2005; Anning, 2006; Whitchurch, 2008; Macfarlane, 2011). Other explicit elements in the literature relate to inspecting experiences in terms of the

impact on schools because of Ofsted policy changes (Banks, 2010, Stevens, 2011); resistance and cynicism of the inspection process (Plowright, 2007; Perryman, 2010); validity (Murphy,2013) and reliability (MET, 2013) in the inspection process. Identification of recurrent themes and findings from this research, resonates with previous studies and as an under-researched area contributes to knowledge as it reveals AIs' shared experiences. In this way, the study is nomothetic in nature, although the findings prioritise claims from individuals and so provides rich contextualised accounts that paves the way for other studies that may flesh out general claims in much the same way.

5.1. Research Questions

The research questions are answered by identifying themes from AIs' perceptions of maintained school inspections:

RQ: What are the perceptions of Additional Inspectors involved in maintained school inspections (post September 2012)?

SRQ1: How do contracted inspectors experience the process of working together as an inspection team?

SRQ2: How do contracted inspectors experience the evaluation of their performance as part of a team following a maintained inspection?

Embedded throughout the study are fundamental principles of social constructionism that shares tangential points with Foucault's theory of power and connects with hermeneutics as the guiding route through which this study has been undertaken. The work of Berger and Luckman (1967) was an inspiration for gaining phenomenological insights and in using the social constructionist lens, acknowledges AIs' socially constructed views of their inspection experience such that the study:

“ call into question the existence of a purely rational, objective knowledge, arguing instead that knowledge arises from processes more related to ideology, interests, or power” (Alvesson and Willmott, 2004:25).

Through Berger and Luckman, other sociological principles of Durkheim and Weber were also considered such that they lay the foundations for this study. Durkheim contests that social facts should be those things that are tangible (Alvesson and Willmott, 2004). In contrast, Weber challenges this and proposes that subjective accounts of social experiences are most relevant to social constructionism. This study gives recognition for the way in which the two polarised views of Durkheim and Weber are interwoven by Berger and Luckman (1967) such that:

“common-sense ‘knowledge’ rather than ‘ideas’ must be the central focus for the sociology of knowledge. It is precisely this ‘knowledge’ that constitutes the fabric of meanings without which no society could exist. The sociology of knowledge, therefore, must concern itself with the social construction of reality” (Berger and Luckman 1967: 27).

In analysing the data for clues, there are obvious signs of subjective views of reality that assume negative meanings and reveal the struggles and coping strategies that Als share about their personal and professional lives. When interpreting the data, the line-by-line coding process provides the subjective interpretations and establishes how Als attempt to balance self-identity issues against identities produced by other school stakeholders that conflict with each other. From the data sets, the conceptual themes from both phases linked with each other and became the building blocks upon which it was possible to determine the shared phenomena in which Als’ perceive themselves to be powerless. This overlapped with their Als inability to negotiate their views about Ofsted inspection policy and consequently accept the dominant forces of the inspectorate. Within this, Foucault’s theory about power is seen in all forms of relationships in which Als at times resist aspects of the inspectorate’s policy and

therefore their inspection experience is “power of mind over mind” (Foucault, 1977: 206). This could be productive for AIs if they were to recognise this as a vehicle to produce their own ‘rituals of truth’ (Foucault, 1977: 194). AIs feel the need to be instrumental in building a better inspectorate so that their roles can be much more positively defined in which to rationalise their shared assumptions of reality.

Figure 5.1 below brings together the theoretical underpinnings of the study and makes links to the findings from the quantitative and qualitative parts of the study in the context of the main finding that is embedded in Foucault’s theory of power (Foucault,1980). In this way, it provides further depth as to how AIs make meaning of their living experiences and how they construct, share and reify such meanings through their narratives.

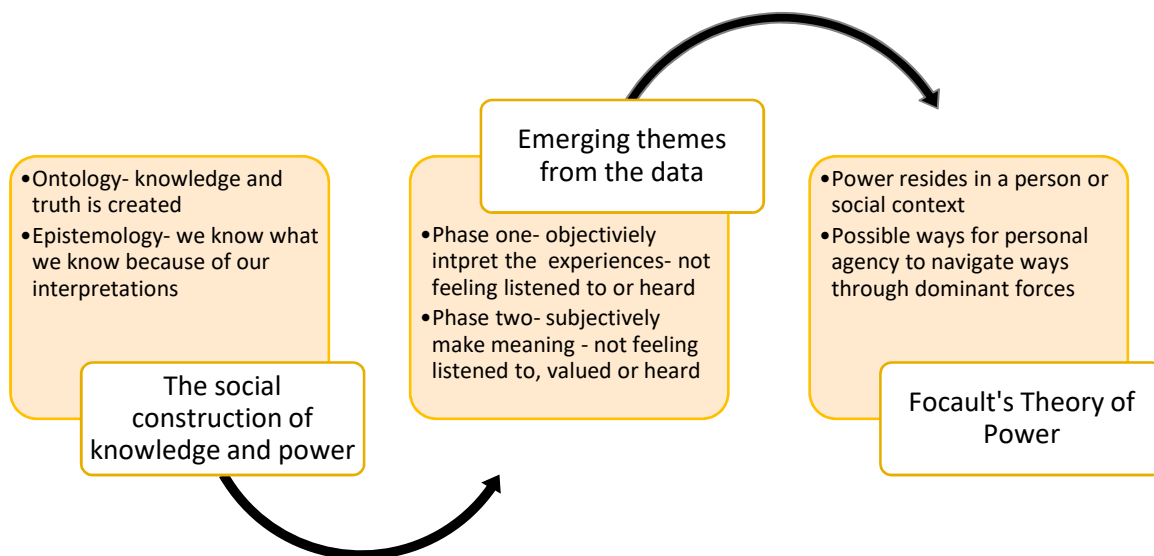


Figure 5.1 The Theoretical Underpinnings of the Research Study

The present study has utilised an explanatory method in which the emphasis has been about knowledge creation based on AIs’ perception of reality that has been

subjectively interpreted in order that the research problem can be understood. Both data sets were broadly collected for different purposes; quantitative data for generalisations as opposed to qualitative data for in-depth interpretation. The study was designed so that both sets of data addressed the same phenomenon to better facilitate the merging of data so that the research questions could be answered. The discussion that follows, describes the significance of the findings and explains new insights into the issues, considering what has been uncovered about inspecting maintained schools post September 2012.

5.1.1. Main RQ: What are the Perceptions of Additional Inspectors Involved in Maintained School Inspections (post September 2012)?'

In relation to the main research question, the findings provide an insight into the dominance of accountability measures, surveillance and monitoring systems as well as a performative culture, all of which are destructive for AIs. An inconsistent application of Ofsted inspection policy creates contrived working conditions, adversely impacting Ofsted inspection practice. Whilst AIs' understanding of reality is socially constructed, their perceptions of power and control are internalised such that there is collective agreement of its adverse influence on their inspection experience. In this way, the preoccupation with the impact of an imposed Ofsted inspection framework in September 2012 has recognised that knowledge that has been socially distributed (Berger and Luckman, 1967). This is embedded in AIs thoughts and affects their identity and actions.

5.1.1.1. Professional Identity

A code of ethics that has been established by the profession (Banks, 2001; CSCC, 2011; HEA, 2006; Macfarlane, 2004) is instrumental in the Ofsted inspection

framework and as part of the Ofsted inspection reforms is influential in shaping AIs' professional identity. Whilst AIs show no concern for the code itself, the issue is in the way in which their professional identities are under threat because of the implementation of the new inspection policy such that it undermines AIs' own values, beliefs and motives (Ibarra, 1999). As the inspector workforce has continued to be stigmatised by the school workforce and teacher unions, the way in which AIs see themselves is based on their interpretations within the context of their inspection experience. For AIs' they "are often accorded little prestige and/or privilege because their identities are tainted" (Slay and Smith, 2011:85). The continuous re-shaping of their identity is because of the personal, professional and Ofsted policy dimensions as well as the team situations in which AIs work. As these dimensions are forever changing according to the inspections they are involved in, varying identities develop through the interactions of all the dimensions. AIs perceptions have enriched our understanding of the complex nature by which professional identity is re-shaped because of the standards that are being redefined (Nicol & Harrison, 2003; Sikes, et.al 1985). There are potential issues with this because it gives rise to the continuous reshaping of AIs' identity that may be shared thus creating unwanted tensions that are altering professional dispositions.

5.1.1.2. Professionalism

AIs understand that they have certain professional responsibilities as defined by the inspectorate, such that inspector skills, knowledge, values and attitudes must come within certain parameters and be of the highest standards. They are aware of the expected competencies and skills required to fulfil their duties although tensions arise when AIs suggest that some colleagues are incompetent because they do not perform to the required standard. They perceive such colleagues to act without integrity,

demonstrating a lack of respect for the inspectorate and all those who work within it. Their concerns are further compounded in that negative public perception has meant that AIs consider themselves as semi-professionals in their inspecting roles because by performing specific roles under the direction of the inspectorate their individualism is diminished and they do not have the power to make decisions that affect their work. They attribute this to the increased surveillance such that the increased pressure placed upon them has created mistrust because of the inconsistencies in measuring standards of AIs' performance. AIs are concerned about this because they believe that it not only diminishes their own personal autonomy, but it challenges them emotionally, creating uncertainty and different subjective patterns of behaviour may surface (Ball 2003). This has steered AIs in such a way that it has made them question their sense of purpose and if this is not recognised by the inspectorate and well managed, unprofessional 'type' behaviour and unprofessional practice can take roots as a powerful force (Daniels et al., 2007; King and Ross, 2004).

5.1.1.3. Validity and Reliability within the process s of inspecting maintained schools

AIs are acutely aware that inspection teams interpret the Ofsted inspection framework in various ways. To some extent, AIs acknowledge that the team that is made available on the inspection day may provide a different judgement about the school to another team carrying out the same inspection on another day. The biggest issue is one of validity in which AIs perceive evaluative judgements made by inspectors to have a degree of bias at times which conflicts with their own views. It is for this reason why they have concerns about the recruitment of inspectors to an inspection team suggesting that greater consideration should be given to team construction processes because of the far-reaching consequences for teams if they do not provide the correct

inspection judgement. This has made AIs question the reliability of the inspection process due to their perceived notion of the inconsistencies in the process of measuring outcomes and making judgments. Given their own performance through the process of inspecting, AIs are only too aware of the 'game playing' that does not reflect the use of the inspection framework in a reliable way. To diminish public concerns, there is a call from AIs to comprehensively refine the systems to potentially increase the process of triangulating evidence thus developing a more robust framework.

5.1.1.4. Ofsted Policy Changes

The revised changes to the September 2012 Ofsted inspection framework have not only had an impact on the process for inspecting maintained schools but adversely been used as a mechanism for controlling AIs. This is because the inspection policy change that has resulted in an increase in monitoring AIs' performance has created the discontent that is having a detrimental impact on the system. AIs refer to this by suggesting that the inspection policy changes have yet to give rise to an improved training programme that demonstrably enhances AIs inspector skills. The perception is that the most fundamental impact of numerous iterations to Ofsted inspection policy changes are creating increased levels of stress as AIs grapple with changing professional identities. Developing coping strategies are all part of AIs' reported mechanisms for 'playing the game' to accommodate the inspection policy changes. These findings suggest a volatile system in which the continuous inspection policy changes are being 'stage-managed' by AIs because the inspectorate has orchestrated newly revised performance expectations for AIs as the fundamental mechanism of control.

5.1.1.5. Negotiating Professional Identities

Increased levels of accountability that are used in a bureaucratic way are creating undesirable tensions as AIs find ways to negotiate their professional identities as they attempt to understand their inspection experience and the evolution of their roles over time. There are unresolved issues as AIs see very little value for inspecting maintained schools because their perceived notion is that little regard is given to their professional status. There are intense pressures that AIs believe have developed as AIs face considerable professional challenges because of the upsurge of fabricated inspection processes that encourage 'game playing'. This continues to destabilise the workforce and causes turbulence as AIs have to navigate their way through negative public perceptions and maintain certain levels of professionalism. Such turmoil is increased when inspection policy reforms have diminished personal autonomy such that AIs feel displaced even though the revised inspection policy declares that it has been revised to enhance their practice. AIs' narratives highlight the ambiguous nature of the systems within which they work and through continuous struggles for their voices to be heard, they continue to feel disillusioned about their inspection experience. It is for this reason why AIs feel they are powerless to change the system if only at the micro level within which they operate.

AIs do not recognise any form of power they may hold and are yet to consider how they may take control and use it to reconstruct their professional identities thereby promoting a positive image of the workforce by breaking down historical negative perceptions. The issues are deep-seated as AIs are often reminded of the way in which they must adapt to new forms of professional identities as changes to the inspection framework are imposed upon them. This contrasts with AIs' ideology of a shared collective approach to improving inspection practice such that they are free from

political and governmental policy that remains obsessed with performance targets and an accountability agenda that is detrimental to AIs. If AIs were to recognise the power they hold as influential building blocks for change they may develop ways in which they can be a part of a self-improving system that will not only diminish the existing dominance of the inspectorate which may give rise to a new professionalism that is positively recognised in the public domain.

5.1.2. Subsidiary Questions: SRQ 1- How do contracted inspectors experience the process of working together as an inspection team? SRQ 2- How do contracted inspectors experience the evaluation of their performance as part of a team, following a maintained inspection?

In addressing the subsidiary questions, the findings indicate a close relationship between changes of Ofsted Inspection policy and the changes to an inspection regime that affects the attitudes and working practices of AIs. Detailed below are the explanations which highlight the mechanistic ways in which AIs make the transition from the previous Ofsted inspection framework to working within the post September 2012 inspection framework. This is part of what AIs recognise as a contrived process because the construction of inspection teams is dependent on what can only be described as a chaotic process in which AIs with varied skills and experiences are 'thrown' together. This creates a challenge for effective team collaboration when conflict and competition creates tensions that at times leaves AIs feeling undervalued and others desiring greater support within their teams.

5.1.2.1. Normalisation

The significantly revised inspection framework in September 2012, provides the structure for normalising systems and standards of AIs performance but have also

developed devastating consequences in which AIs feel systematically devalued. The development of the Ofsted inspection policy is one that is structured in such a way that whilst it professes to be a 'better system for all' is consciously or unconsciously rendering AIs powerless. The dynamics of such an act is to embed covert messages about the power of the inspectorate and place AIs in the system in which they can be controlled through standardising all processes. Combining these effects, inhibits the development of competent individuals who are guided by normalising ideologies which ultimately weakens AIs' skill development. This is because the normative culture that has been socially constructed has created too much prescription that negates individualism and develops ventriloquism within inspection practice. The numerous occasions when AIs have been involved in the modification of their actions has caused a shift in AIs' inspection focus as they must adapt to the demands of working in a contrived way if only to ensure they come within socially acceptable standards when their performance is being judged by the inspectorate and the public.

5.1.2.2. Performativity

Inspecting maintained schools impacts on AIs' professional and personal lives because the depersonalised processes that exist within the inspection process provide the mechanisms in which AIs rehearse and model specific practices to maintain a culture of performance. The type of performance is important here given that there is accountability, monitoring and quality assurance systems that creates performative routines which as perceived by AIs has profound, adverse effects upon them. This is because the performative culture that pervades the inspection process has disciplinary mechanisms within it, which are used as judgements and comparisons of performance; leading AIs to question the efficacy of the Ofsted inspection framework.

5.1.2.3. Accountability

There are obvious interrelationships between AIs and Ofsted inspectorate for whom the models of accountability have been constructed (Richards, 2012). AIs recognise the importance of Ofsted's performance measuring tools and understand its purpose and value, although they do not think in its current state it is an effective method of measurement. Like Leithwood (2001), AIs argue that this notion is difficult to translate in practice, but suggest that it is the set of policies, procedures and strategies that represent many different forms of interpretations. AIs are now more than ever subject to an accountability regime that evokes a range of emotions because they believe that the process that is imposed upon them is toxic and creates a lack of trust. In this way, the instruments for judging inspector performance are subjective and do not reconcile with AIs beliefs. This is an unattractive way to engage AIs who suggest that Ofsted operates as quasi- government agency and therefore the redesign of the Ofsted inspection policy is shaped by political decisions that influence the process. In valuing AIs' perceptions, there needs to be a radical change to limit the damage caused by the accountability agenda that has become a dominant feature in the process of inspecting maintained schools in England. As such, trustful relationships can be developed where two-way open and honest dialogue about accountability measures can serve to improve inspection practice and diminish 'game playing' through the process. This would serve to engage all school stakeholders appropriately and develop a more reliable system for holding people to account.

5.1.2.4. Resistance and Cynicism

In the same respect as school practitioners', AIs develop ways to resist the expectations of the inspection process and in putting on an act, they continue to be

embroiled in 'game playing'. There is an underlying rippling effect in which the inspectorate is oblivious to the ways in which AIs choose to resist the inspectorate reforms that can potentially give rise to new Ofsted inspection policy. There is an assumption that organisational change and policy amendments will address any such resistance but it is evident from AIs' narratives that when AIs change their practice, at times they do so reluctantly and are selective as to how they engage in Ofsted inspection reforms. AIs believe that other colleagues are less trustworthy than themselves and at times have developed a self-fulfilling prophecy that supports their reasons for being cynical about carrying out Ofsted maintained school inspections. For AIs who cannot refuse to be part of the inspection, they can resist the system and perform in a 'stage-managed' way. It is the discontent felt by AIs that has given rise to this in such a way that it has profoundly impacted upon them, such that "these acts of fabrication and the fabrications themselves" (Ball 2001:217) are the part of the dissatisfaction sensed.

5.2. A Panoptic View of Additional Inspectors Inspecting Experience

In using Bentham's model of Panopticon, we might better understand Foucault's (1977) suggestions in which Perryman (2006) provides a view about disciplinary mechanisms that operate through varied organisational discourses. This is an interesting notion that is applicable to all aspects of the inspection process, mostly because of the intangibility of such a disciplinary mechanism. Panoptic pressures may seem extreme but it is felt in many ways as AIs believe they are always under scrutiny at every point in the inspection process.

AIs always represent Ofsted even when they are not contracted to maintained school inspections. They must reflect Ofsted's mantra in that inspectors must always maintain

the highest level of professionalism (Ofsted, 2014). "To use the panoptic metaphor, 'the dark central tower' of Ofsted was always invisibly watching" (Perryman 2006: 11). Als' narratives provide us with examples of how this metaphor operates as Als are never quite aware of how they are being monitored and as Perryman (2006) reminds us, there is constant inspection, and continued pressures that are relentless.

It is unknown if Als have really thought of themselves as the subjects of power in which there are always very complex negotiations and arrangements through their inspection experience. Foucault's Theory provides opportunities for considering oppositions to the power of the inspectorate because there are constant struggles between Als and the inspectorate that are not necessarily restricted to any particular economic or government policy. The concern is about 'uncontrolled power' (Foucault 1982) that is recognised as a constraining aspect of Ofsted inspection policy that Als struggle against. Power is presented in varying ways through the inspection process such that forms of domination are prevalent and the modes of communication that give rise to obligatory connections between the inspectorate and inspectors are not positive experiences for Als.

Power relationships can however be fruitful if there are equal measures distributed so even when Als engage with the inspectorate, it does not have to be exhibited in a hierarchical way. Instead, in acknowledging Als as the subjects, there can be a collaborative approach that recognises universal agreements that would seek to perpetuate positive power relationships. In doing so, it would mean that such relationships do not have the same meaning but consist of the similar elements which does not presume dominant forces from any one group or organisation. This ideology might just serve as the strategy for developing power relationships where Als recognise that they too can be powerful subjects within the Ofsted inspection process.

5.3. Power, Conformity and Implications for Additional Inspectors

Als' narratives highlight the complexities that arise when involved in the process of inspecting maintained schools. The data analysis from both phases of the data has highlighted interpretations, beliefs, assumptions and experiences that fundamentally plays a significant role in Als' inspection practice. To a large extent, this is shaped by "regimes of truth" (Hall and Noyes 2008: 3) that lie within Foucault's interpretations of power and conformity. For Als, Ofsted inspectorate assume a particular truth; they assume a particular form of power. There are times when Als recognise that power could be taken or given, but they do not recognise this as a positive strategy. However, they feel powerless when they are not listened to and in this regard, they consider their role as a performance, resulting from the practise of surveillance and performativity (Ball, 2001; Perryman, 2009; Piro, 2008).

The Ofsted system is highly reformatory because of the changes to the Ofsted framework in September 2012, in which there are increased systems of measurement and accountability. As such, the presence of power, guides Als to a place where they engage in a performance and 'act out' in ways to '*survive*' the inspection process and in this sense, therefore, it is not Ofsted asserting the power, it is Als who are deciding the route to take when undertaking their duties. In this context, Als may not consider the effects of power negatively and there may be grounds to consider how power might not necessarily be used oppressively, but how it can provide new emerging ways for new forms of inspection practice.

In line with Foucault's underlying principle, power here is not something that is owned by the inspectorate, the school practitioners, the school, the public or indeed the inspectors. It is a force that acts in a certain way and manifests in particular ways that

has a marked effect. This can be interpreted in two ways. Firstly, the power engulfs all who are involved in the inspection process and is an intrinsic part of the system. Secondly, the individuals are subjects of power. Power is strategic in its own way in that it encroaches on relationships between individuals, has a purposeful dynamic of its own and is not concentrated in any one area.

The argument that power co-exists alongside resistance is something to strongly consider from the outcomes of this study. In this way, it has caused Als to find alternative ways to engage in the inspection process, recognising that for every human interaction there is some form of power. Whilst Als at times believe they are the powerless ones, power is subject to negotiation and, in many examples within the findings of this study, Als have their place in the hierarchy that is ever changing given the context of their roles. There is no assumption here that Als are powerless. It is their perceptions of their situations that restrict their thinking. Because power relationships are unstable, they can be contested. In this way, the survival of Als through their experiences may be because of the ways in which power relationships are continually reaffirmed and renewed (Mills, 2003).

5.4. Side Effects of the Inspection Experience

Als must live with public accountability measures, surveillance, scrutiny and the watchful glare of the inspectorate that continues to measure performance in an inconsistent way. The effects of 'game playing', fabrication and power and control can never be exactly quantified or measured. This is because these are complex and ambiguous mechanisms that exist in varying ways and at different times. In recognising this, it may provide the inspectorate a much-needed introspective view of their policies and processes to counteract any negative side effects. Considering the

narratives in which AIs perceptions are the subjects of power, the side effects should be taken seriously. This is so that their strategies do not lead to unintended activities that place the inspectorate in compromising situations because for AIs, the side effects are far ranging and are the negative consequences of a system that does not give regard for AIs perceptions and include:

- increased blame culture in which AIs play their part too
- dissonance between the inspectorate and AIs
- greater focus on performance that leads to fabricated aspects of the inspecting process
- 'game playing'

There has not been the scope in this study to explore any casual links to side effects and to what extent there are consequences for the process of carrying out maintained school inspections. This is mainly because these side effects are fluid and in taking a social constructionist stance are an ever-changing notion based on how people make meaning of their situations based on their own perceptions of reality. There are negative attitudes towards Ofsted (Perryman, 2006; 2009; 2010; Willis, 2010). Studies by Ehren & Visscher (2008) and Deering & Muller (2011) provide us with evidence of the effects of school inspections on school personnel. Whilst these studies do not specifically relate to AIs, they provide us with a plausible line of argument in which to augment our awareness of a possible connection to AIs' experiences. What has been shown here is that there still appears limited evidence for studies that have researched the regulation of the inspectorate. There needs to be a call for much more evidence based research that recognises the impact of the changes to Ofsted inspection policy, frameworks and system in which 'game playing' is a common feature. This is essential

so that a deeper understanding of how negative side effects (whether intended or unintended) can be eradicated from the process of inspecting maintained schools in England.

5.5. Summary

If AIs cease to recognise power in negative terms, and see the ways in which power and conformity can produce different views of reality, then it might make their inspecting experience different. It may enable AIs to accept that through everyday inspecting procedures, they themselves are generating realities and models of truth and whilst having to conform, they too exert power that shapes the process of maintained school inspections. It is noted that contentious models of quality assurance and scrutiny contradict this and to some degree mould AIs' professional identity. Therefore, we know that perceptions of AIs who are generating realities, re-contextualising and re-shaping new pedagogic knowledge through their inspecting experience find the most suitable ways to create meaningful ways to become integrated into the new inspecting system. It is accepted that this requires courage to accept that some of the most intrinsic personal practices may be lost. And if not to change, then to become involved in the process of 'detoxifying' and eradicating destructive processes so as to serve as a truly emancipatory experience. It may be that if AIs recognise power and conformity as a strategy rather than a possession, then they may recognise the positive effects and understand it as a self-making mechanism that depends on them for re-shaping interactions between AIs, school and Ofsted inspectorate.

CHAPTER 6: FINAL CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH

6.0. Introduction

This chapter draws upon the findings and discussions presented in the chapters 4 and 5 alongside the literature presented in chapter 2. It reflects on the contribution that can be made to maintained school inspection policy and practice within the broader concepts of accountability, power and control based on the findings from this study. This chapter emphasises the implications of the findings from which the unique contribution to knowledge is detailed as well as recommendations for further research.

6.1. Conclusions

The findings from the data have unveiled key the themes which highlight the complexities of maintained school inspections since September 2012. The study concludes that Als' inspecting experience is an ordeal that has devalued the humanistic aspects of the inspection process. This is because of intensified monitoring and surveillance regimes that have compromised Als' professional status and affected them personally. Als' emotional responses suggest the changes to working conditions have diminished morale and created unintended side effects that illuminates the underlying issues of control and power of the inspectorate. Exploring Als' narratives has provided consideration for the impact of intense control and by Foucault's theory that uses the panopticon metaphor intensifies issues as the purpose of the Ofsted inspection framework is discussed. However, the study recognises the ways in which Als 'stage-manage' their inspection experience and in this regard, may use Foucault's theory of power as a strategy to deal with opposition, as a way of recognising power productively.

This study has investigated the phenomenon about inspecting in maintained school inspections from Als' perspectives. It is important to remember that the data obtained from both phases of the study are from one type of Ofsted inspector, namely, Als involved in maintained school inspections, whose experiences may vastly differ from HMIs, Early Year Inspectors or Independent School Inspectors. There are some authors who have made links between the inspecting experience and the views of school stakeholders, (Fielding, 2001; Richards, 2012; Baxter and Clarke, 2013) indicating the complex nature of the experience from varied perspectives. Specifically, for this study, professional isolation permeates the narratives as Als raise concerns about seemingly unprofessional inspection practice (Macbeath et al., 2005). The hierarchy that contributes to the devaluing of a collaborative approach to the inspection process as judgments being made about performance (Perryman, 2006) confirm the need for a continuous exploration of strategies for re-defining professional identities.

Within the existing literature, there are suggestions that school practitioners 'fear' the Ofsted inspection process. Whilst this is not suggested to be true of Als, there is a recognised sense of anxiety. Als articulate the frustrations of conforming through Ofsted modes of power (Brundett and Rhodes, 2011) and such is the conflict, that Als recognise it as a significant barrier between themselves and the inspectorate. De Wolfe and Janssens (2007) and Perryman (2009) remind us about 'game playing' with Macbeath et al. (2005) suggesting that this feeling can lead to dissent and in the long run present challenges for the inspectorate. This is in the same way that Hall and Noyes (2009) identify internal performativity, as Als are not given the opportunities to display their perceptions of truth about inspecting in maintained schools, to improve Ofsted inspection policy and process. Als become adept at being able to disguise problems when they deem it necessary as they are only too acutely aware that, the

performance culture makes the system less efficient (Alexander et al., 2005). AIs harshly criticise the increased surveillance agenda (Ball, 2001; Piro, 2008; Perryman, 2009), but recognise the high stakes for an inspection and value a transparent process for eradicating poor AIs' practice to 'clean up' the system and instil greater confidence in the Ofsted inspection process.

It is only by managing their own personal workload that AIs feel they have some form of autonomy, which they value. This means they shape the way they pull together their own evidence for the inspections they are involved in. In this regard, they feel the ability to make decisions, albeit limited although they question whether the process of inspecting maintained schools is actually worthwhile. They agree with having to maintain high standards of performance, but acknowledge tensions and constraining factors through the process. In recognising a shift in the way in which the marketisation of education places greater power in the hands of parents and school leaders (Green, 2011), AIs perceive inspecting in maintained schools to be a challenging and exhausting process that has self-identity and performative issues for them to deal with. The social performances that AIs engage in clearly have dramatic effects on their professional and personal lives. AIs are acutely aware of the systems in which they work and operate through this fragmented system where increased levels of accountability, inconsistent application of Ofsted inspection policy alongside increased forces of control means that AIs must struggle for survival. As a result of this, AIs are constantly negotiating their surroundings and shift meanings to suit their socially constructed situations.

6.2. Contribution of the Thesis to Knowledge-Were the Research Questions answered?

The main RQ: **What are the perceptions of Additional Inspectors involved in maintained school inspections (post September 2012)?** alongside SRQ1: **How do contracted inspectors experience the process of working together as an inspection team?** SRQ2: **How do contracted inspectors experience the evaluation of their performance as part of a team following a maintained inspection** were addressed effectively using the research design that was underpinned by the social constructionist ideology as the concept for developing the mixed-methods approach for the study. The methods enabled, the use of the quantitative tool that captured the levels of interest and the use of descriptive analysis to assess the differences between responses and to look for general patterns. The numbers from the questionnaire were too small to determine any statistically significant responses. However, they were used to look at early trends and patterns and to determine the issues that required greater exploration through the qualitative process. The quantitative approach provided a contextual analysis which in a sense was the vital starting point for this mixed-method approach. From the quantitative data, the patterns indicated that AIs are affected by the process of working in a team and the performance monitoring systems that exist during the process of inspecting maintained schools. The evidence base in the literature review, whilst predominantly focused on the school practitioner perceptions makes a convincing case for exploring AIs' living experiences in much more detail because of the connections to many of the themes within the existing literature. This provides a useful social constructionist framework for better understanding how patterns of inspection related actions. Also, it

can provide the insight into the underlying reasons as to how these factors affect the inspection work that is carried out.

This study provides a unique contribution to knowledge as it gets to the heart of understanding AIs' perceptions about their inspection experiences. It does this by locating the study within the social constructionist paradigm and uncovering rich information about Ofsted inspection practice post September 2012 that has the potential to reshape Ofsted inspection policy. The methodology develops ideas about Ofsted inspection practice and by using suitable methods in which to innovatively analyse the data, gather insights about AIs' attitudes, beliefs and values. A gap is filled as the study compliments the existing literature and enables the reader to re-evaluate the phenomenon in question by contributing to the knowledge about practice-led research.

6.3. Contributions of Social Constructionist Methodology to the study

Ofsted policy makers need to give more regard for the way in which AIs see themselves in their roles. In this way, any changes to Ofsted inspection policy or future Ofsted inspection framework might consider social constructionism methodology to highlight a multiplicity of interpretations that provide important meanings to human experiences. The inspectorate might need to consider more strongly the social constructionist approach that firstly explores and understands the social world of AIs so that there is a 'safe' space for AIs' meanings and interpretations to be considered in that policy makers have "explanatory or motivational understanding" (Ritchie, et.al, 2013:13) for appreciating AIs' subjective, yet meaningful experiences. There is still some way to go for ensuring that a robust and reliable Ofsted inspection system appropriately places emphasis on the important contributions that AIs' socially

constructed experiences can make in developing Ofsted inspection practice in maintained schools in England. In this way, the system can develop a constructionist mind set for acknowledging Als' narratives thus embracing Als' 'truths' which are the products of their values and beliefs.

6.4. Implications for Ofsted Inspection Research

The key contributions made to this study have provided the vehicle to explore the Ofsted inspection process from Als' perspectives; through their own words and nuances. The research findings suggest some implications for future studies from a social constructionist perspective:

1. An in-depth longitudinal research project examining the long-term effect on Ofsted Inspectors because of changes to the September 2015 Ofsted Inspection framework (see appendix 2);
2. An exploratory study to determine the value of changes to the Ofsted framework for different types of Ofsted Inspectors such as HMIs and Early Years' Inspectors in relation to their professional practice;
3. An investigation to determine other factors that influence Ofsted Inspector performance.

In recognising the potential for improving Ofsted inspection policy and process, the inspectorate must accept that "the more the relationship is characterised by trust, the greater the probability that the inspectorate considers the aspects of educational quality that really matter for schools (instead of only those of a political, administrative or procedural nature)" (Ehren and Visscher, 2006: 54). Further research studies should look at ways in which to prevent or limit negative side effects or consequences of the Ofsted inspection process. One key aspect to better understand is how to

sensitively refine the systems for measuring inspector performance so that it is no longer recognised as a mechanism of control but as a tool for improvement. In this way, a culture of collaboration may diminish 'game playing' and may engender better trusting relationships between AIs and the inspectorate. There must be a commitment to this, such that school stakeholders within the school community as well as external agents have a part to play in ensuring that change happens (Ehren and Visscher, 2006). For this cultural change, Ehren and Visscher (2006) remind us that there are many authors (Fullan, 1991; Huberman and Miles, 1984; Stringfield, 2002) who suggest that for schools to improve they need to go through a four-stage process for their improvement: (1) diagnosing, (2) initiating, mobilising and adopting, (3) implementing and using, and (4) continuing, incorporating and institutionalising. This model can very easily be applied to the inspectorate so that fundamental changes can take place through a shared agreement through which reformatory steps are developed and implemented to support the much-needed improvements. For this to be beneficial to all school stakeholders, requires commitment from AIs and the inspectorate in which there is reorganisation of control and greater power sharing that would recognise Ofsted as a reflective, transparent agency seeking to improve conditions for AIs. If the inspectorate continues to 'bury its head in the sand' or remain blinkered to AIs' realities, then there can be no surprise if there is deliberate manipulation of the current system that renders it ineffective.

6.5. Further Research: Using Foucault's Theory of Power as a Positive Strategy

There is further scope for this study that seeks to determine whether AIs recognise Foucault's Theory of Power positively such that they understand how the concept of power can be the vehicle for recognising it as a positive force for change. To extend

this study, the researcher considers a deeper look at drawing inspiration about the theory of power and the ways in which AIs can take control of their lives during their inspecting experience. It would be an interesting aspect to determine the lengths to which AIs who are disempowered feel they can go to in recognising 'knowledge of power' as an enabling factor that can enhance their inspection experience. It would be first necessary to determine their beliefs about organisational power, their role within it and the bureaucracy surrounding it that threatens the human spirit if viewed negatively. Foucault's theory can be used as the basis for researching empowerment through analytically recognising AIs as change agents. Foucault is concerned with the freedom of people and how it "reaches into the very grain of individuals, touches their bodies and inserts itself into their actions and attitudes, their discourses, learning processes and everyday lives" (Foucault 1980:30). Extending the research can provide an exploratory look at how power can be produced such that:

knowledge linked to power, not only assumes the authority of 'the truth' but has the power to make itself true. All knowledge, once applied in the real world, has effects, and in that sense at least, 'becomes true.' Knowledge, once used to regulate the conduct of others, entails constraint, regulation and the disciplining of practice. Thus, 'there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time, power relations (Foucault 1977:27).

So, in using Foucault's ideas (1977), that power exists in all places and in different ways, AIs might recognise this positively by accepting that "it produces domains of objects and rituals of truth" (Foucault 1977:194). However, further research might reveal what we already know about the power systems within the inspectorate that currently exists that are so deeply embedded that it proves too problematic for AIs to counteract.

6.6. Summary

The climate of accountability, poor public perception of AIs, significant changes to Ofsted policy by way of diminished inspector autonomy is currently the fabric of the inspectorate and embedded within Ofsted policy and processes. The slur on the professional identity of AIs and issues of reliability of the inspection process, suggests that policy makers need to reflect on this current operating model and urgently determine the strategy for improvement. To provide answers to the research questions, we know that AIs' inspection experiences are at times problematic, but they appear to find coping strategies. There is still some way to go for ensuring that an effective Ofsted Inspection system is developed and gives some regard for the thoughts and ideas of AIs who ultimately shape many parts of the inspection process.

6.7. Final remarks: Reviewing the Objectives of the Study

The main aim of this research was to better understand the living experiences of AIs as heard through their narratives and in doing so, acknowledging the value of their perceptions and insights. The data reveals that AIs have much to say about their experience and can contribute positively to the changes in Ofsted inspection policy that are required.

Chapter 5 and 6 have summarised the findings of the study and highlighted the contributions to knowledge that have been made. In considering AIs perceptions, the study has provided specific areas of inspection practice that can be researched and developed. Although some possible limitations were acknowledged, the research process enabled the implications for the research to be made explicit following the analysis of the data.

This study adds value to the existing studies about Ofsted inspection practice because it provides the platform for AIs' voices to be valued, listened to and heard; something that is not usually the case. From this study, a better understanding can be gained about the benefits AIs' insights can offer through the social constructionist lens. It is a poignant time to recognise the dissatisfaction felt by AIs given that further changes to the inspection framework are currently being discussed. The probability that revised inspection policy will consider all that has been revealed in this study may at best be a naïve yet optimistic view. The study provides the vehicle for transformation and that is positive. Finally, the researcher holds the belief that this study has been worthwhile in enhancing our understanding of inspection practice and the complexities that are embedded within it.

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Appendix 1- Changes to the September 2012 revised Ofsted inspection framework

The September 2012 inspection framework and associated handbook make significant changes to the way school's performance is to be judged and the consequences of under-performance.

The significant changes are summarised below:

1. Schools must have outstanding teaching to be judged outstanding. This means that over time teaching enables almost all pupils to make rapid and sustained progress.
2. An acceptable standard of education will be defined as good or outstanding. (There will no longer be a satisfactory category) A school can be good where pupils' attainment is below average as long as they are making good progress.
3. The satisfactory judgement is to be replaced with 'requires improvement' to define schools which are not inadequate but not providing a good standard of education. These schools will be monitored within a year (probably) and re-inspected within 2 years. These schools can only be deemed to require improvement on two consecutive inspections, at the third they would be deemed to require 'special measures' or be judged 'good'.
4. The current 'notice to improve' category is to be replaced with 'serious weaknesses'.

This would apply where a school requires significant improvement but the capacity shown by leadership and management is not inadequate. If leadership and management is graded 4 because of their lack of capacity (and therefore 'overall effectiveness' would be grade 4) the school would be placed in special measures.

5. Schools will only receive notification of an inspection during the afternoon of the working day prior to the start of the inspection.
6. Schools will need to provide anonymised information of the outcomes of the most recent performance management of teachers to consider whether there is a correlation between the quality of and the salary progression of the teachers.

Appendix 2- Changes to the Ofsted Inspection Framework from September 2015 (Government publications, 2015)

Common inspection framework: education, skills and early years from September 2015- this detail the way in which Ofsted inspects a vast range of settings

Summary of changes (Creative Education,2015)- following consultation with key stakeholders

A new Common Inspection Framework Ofsted-changes-2015

A completely new common inspection framework will be will be in place by September 2015

It will focus on gathering evidence so that the following judgments can be made

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

For 'Good' Providers there are short inspections

Shorter inspections although with increased frequency will be introduced.

Inspections of non-independent schools

Using the revised independent schools' framework, non-independent schools will be inspected within a three-year timeframe.

There will be a greater focus on safeguarding

This is a limiting judgment in that safeguarding is either effective or not effective. Where it is not effective, the school will automatically be placed in special measures

A greater focus on how the curriculum meets the needs of all pupils

This is incorporated into the leadership judgement and in time there will be a greater emphasis of the effectiveness of the curriculum

Greater focus for life and work in Britain today (British Values)

Judgements will be made about welfare, personal development alongside behaviour of pupils as well as a new focus on preparation for life and work in Britain

Specifically reporting about the provision for pupils with special needs and those who have disabilities

No specific judgement will be given but there will be a greater focus on the provision for the pupils and if it suitably matches their needs

Implications for Ofsted inspectors from September 2015

From September 2015, AIs will be known as Ofsted Inspectors. All inspectors will be employed directly by the Ofsted. Following every inspection, inspector performance will be graded and if fallen below the expected on three occasions they will no longer be able to inspect until they have sufficiently developed their skills.

Appendix 3: Methodological considerations.

When using the **positivist** paradigm, it would be necessary to apply a scientific methodology to understand the social phenomena. This paradigm was rejected because of its “ heavy reliance on the use of experimental methods to verify hypotheses” (Creswell, 2009:6).

The **post-positivist** approach keeps the main traditions of positivism, but with more of a degree of flexibility. Although the ontological position within this paradigm is realism, it is much more reflective and questions the absoluteness of positivism. The epistemological position here is that findings from the data could only probably be true. This paradigm was considered because the methodology did not seek to verify the hypotheses. It was, however, rejected because it was still empirical in nature and did not support multiple experiences of truth.

Considerations were given to **critical theory** that ontologically supports the view that reality is shaped over time with a focus on knowledge claims (Leanardo,2004). As a paradigm and methodology, critical reality seeks to uncover those deep-seated meanings to make some positive change through the development of a theory. There was recognition that this paradigm encompassed social, ethnic, gender, economic, political factors. This was rejected as it did not meet the studies objectives.

In opposition to the realist ontology of positivism, interpretivism and most specifically, social constructionism uses relativist ontology (Marsh and Furlong, 2002). This differs from positivism because the realities are located within a framework that has been constructed by the researcher and due to the socially constructed inspecting experiences of AIs, this approach was favoured.

Appendix 4: Deciding on the Methodology for Phase Two of the Study (An adaptation of the Starks and Brown-Trinidad model, 2007:1373)

	Phenomenology	Discourse Analysis	Grounded Theory
History	Philosophy	Semiotics	Sociology
Philosophy	Reality is in existence	Developing knowledge through discourses	Concepts being examined
Aim	Meanings of a lived phenomenon	Use of language for identity formation	Using an explanatory theory
Methodology Devising the question	What is the living and lived experiences of AIs who are involved in maintained school inspection post September 2012?	What discourses shape the identities, activities of AIs who are involved in maintained school inspections post September 2012?	How does the basic social process of being involved as an Additional Inspector happen in the context of inspecting in maintained school inspections post September 2012?
Sampling	The AIs who have experienced the phenomenon	Interested in AIs discourse	AIs who have knowledge of the phenomenon
Collecting data	Interviews - narratives	Conversations and observations	Observations
Interviewing	In-depth narratives	Discourses and intertextual meanings	Description of experiences
Analysing techniques	Themes and sub themes	Understanding of words and language	Coding selectively
Analysts opinion	Bracket out views	Examination of own place within the discourse	Bracket out views
Audience	Personnel who understand policy and the phenomenon	Personnel who understand policy and discourses	Explanatory models
Outcome	Thematic descriptions	Language descriptions	Theory is generated

Appendix 5: Consideration for Alternative Methods

Case Study Methods.

As a single study or multiple one, the case study is designed to explore, describe or explain. Case study methods have some advantages in that they focus on peoples' experiences. Data generated is often from people's perceptions and close to their own experiences. The contracted AIs who are involved in maintained school inspections are a disparate group of individuals, who often have other full time professions and are contracted to work as AIs on a needs basis. In this regard, they do not constitute a single case study. Also, one of the disadvantages of the case study is the reliance on observation that can give rise to observer bias. Indeed, the analysis of the data generated may prove difficult because of the complexity of multiple case studies in particular. Case studies are not open to cross-checking.

Ethnographic Methods

The key focus of this method however is on participant observation in being able to develop detailed descriptions of the living experiences of the participants. It is a method that details what humans do rather than what they report they do. This is all in the context of series of activities that contextualises their setting. The researcher will need to become familiar with the participant prior to the inspection which for this study was not be practical hence the reasons why this method was not considered. It is accepted that ethnographic studies can produce rich qualitative data but the data generated from the observations and then analysed can be very time intensive. There are deep ethical issues to consider particularly in the use of data obtained from observations. Consideration was also given to auto-ethnography as an option that analyses the researcher's personal experience in a systematic way to better understand the social meanings of AIs inspecting experience. However, for the same reasons as for ethnography, it was not of choice because the emphasis in this study is on AIs own living and lived inspecting experience.

Action Research Methods

The on-going feedback of findings is all part of the process for action research in that it influences the changes in practice. As such, action research integrates the development of research knowledge and practice. In this regard, it may be considered as a vehicle for improving the effectiveness of the process of inspecting maintained

schools. However, an assumption will have to be made first that there is a problem to solve. This form of technical action research aims to understand the factors that are situated within a wider context. If emancipatory action research is to be considered it would be aiming to challenge the inequalities. "In education, action research projects have been undertaken in areas as varied as teaching methods, learning strategies, continuous assessment, pupils' attitudes and values, the professional development of teachers and improving administration" (Cohen et al., 2007:297). Greater ethical considerations may need to be given, particularly when undertaking emancipatory action research which is more about inquiry rather than any one type of method. It attempts to relate theory development with action and change through a participatory process and was not considered a suitable method for obtaining participant perspectives of their experiences.

Appendix 6- Timeline for the study

Period of time	Activity	Milestones
July-Aug 2013 Nov 2013	Presentation of documentation for UREC and FRDC Amendment of thesis title	Approval for continuation to the thesis stage
July 2013- Jan 2014	Reviewing the existing literature. Write the literature review.	First draft - literature review written
December 2013- Jan 2014	Develop the research design and survey questionnaire instrument	Completion of the questionnaire and research design structured
Jan 2014	Administer the questionnaire	Refinement of the questionnaire Questionnaire completed
Jan 2014- Feb 2014	Analyse the questionnaire data and identify the interview participants	Questionnaire administered and responses analysed
March 2014	Design and refine the interview schedule	Refinement of the interview schedule
March 2014	Conduct the interviews	Interviews taken place
March 2014	Analyse the interview data	Analyse the interview data
April 2014- June 2014	Analyse the interview data twice more	Analyse the interview data
June 2014	Analyse the questionnaire and interview data	Begin analysis of both sets of data
August 2014	Review the relevant literature in response to the data analysis	First draft of Findings chapter
October 2014	Write up the Findings chapter	Complete Findings chapter
January 2015- August 2015	Redraft the Methodology and Theoretical Framework chapters and Findings chapter Write the Introduction Complete the Discussion and conclusion chapters	Begin the constructing all of the thesis chapters
Sept 2015- May 2016	Refine the whole thesis Complete the thesis Reflect on the thesis	All chapters written Thesis complete

Appendix 7- Consent Form and Participation Guidelines



Participation Guidelines

I am currently developing a research study as part of a Professional Doctorate in Education (EdD). I am an additional Ofsted inspector interested in exploring the perceptions of other Additional Inspectors involved in the new Post 2012 arrangements.

My research has two phases:

Phase one is a questionnaire conducted via google docs. This is to ensure your anonymity. Within my researcher role, I will not be able to identify you. The questionnaire should take approximately 25 minutes to complete.

Phase two is an interview. If you are interested in taking part in a follow up interview you are requested to forward a copy of your contact details (details contained within the initial section of the questionnaire) together with a copy of your completed questionnaire to my email address oo062@gre.ac.uk by **05/12/2013**. The 1: 1 interview will take place in a central location in London in December 2013. This will last for approximately 45 minutes. The interview will be digitally tape recorded to ensure accuracy.

Title of the research project

'What are the perceptions of Additional Inspectors involved in maintained school inspections (post September 2012)?'

What is the aim of the study?

The purpose of the study is to examine the perceptions of Additional Inspectors involved in the Ofsted team arrangements for maintained school inspections to identify factors which contribute to performance and functionality. This study has been approved by Greenwich University's Research Degrees Committee. The study (which will involve the use of questionnaires and interview) requires you to answer a few questions about Ofsted team arrangements (post September 2012). It is hoped that information obtained will provide the basis for gaining an insight into inspectors' perspectives of inspections as an important base for further research studies in this area. The results of the research could be used for assisting contracted inspectors when reflecting on inspecting maintained schools in the post September 2012 framework.

Why am I being asked to participate?

You have been invited to participate if you are an Additional Inspector currently inspecting maintained schools under the post September 2012 inspection framework.

Do I have to take part?

You have the choice as to whether you wish to participate. Before deciding, you will be given information first and if satisfied you will be asked to give your consent. You can withdraw at any time and do not need to give a reason for you to withdrawal. It is understood that if you volunteer you can easily withdraw at any time.

What is going to happen if I get involved?

If you decide to become involved, you may be asked to be part of a one to one interview that will be face to face. All information obtained from either the questionnaire or interview will remain confidential. It is anticipated that the interview will take approximately 45 minutes. There is no compensation offered for participants. So, that the identity of the participants is always protected, only aggregated scores will be reported. The data obtained from the study will always be securely locked away when not being used.

What are the possible benefits of taking part?

By taking part in this research study, you will be contributing to the research about Additional Inspectors living and lived experiences of maintained school inspections which benefit the wider inspection community.

Confidentiality

Personal information will always be securely stored. Only the researcher and relevant personnel of the Greenwich University Research Degrees Committee will have access to the data obtained from the study. All responses will be kept confidential and will only be shared with me and my supervisors. Each participant involved in completing the questionnaire via Google Docs will be anonymised and identified only by a code. The data gathered will only ever be used for this research study.

Further information can be obtained from the researcher (Ogugua Okolo-Angus email: oo062@gre.ac.uk or my faculty supervisors (Francina Kinchington f.kinchington@greenwich.ac.uk 0208 331 8058 or Jennifer Patterson j.j.patterson@gre.ac.uk 0208 331 8344).

What happens to the results of the study?

Results of the study will be used for my EdD Doctoral studies (Doctorate in Education). The results will be reported in a thesis; parts of which may be submitted to a journal for possible publication or presented at a conference and/or to other researchers. Copies of the published research will be made available to you on request.

How is the funding organised for the research study?

I am conducting the research study as a student at The University of Greenwich, London in the Education Department under the supervision of Mrs Franca Kinchington and Dr Jennifer Patterson.

In what ways has this study been reviewed?

The research study has been approved by my supervisors and the University of Greenwich Research Degrees Committee.

Contact for further information

Ogugua Okolo-Angus (Mrs)

Email: oo062@gre.ac.uk

Thank you for the time you have spent reading the information provided.

20/09/13

Dear Participant

Research Questionnaire

I am currently developing a research study as part of a Professional Doctorate in Education (EdD). I am an additional Ofsted inspector interested in exploring the perceptions of other Additional Inspectors involved in the new Post 2012 arrangements.

My research has two phases:

Phase one is a questionnaire conducted via google docs. This is to ensure your anonymity. Within my researcher role, I will not be able to identify you. The questionnaire should take approximately 25 minutes to complete.

Phase two is an interview. If you are interested in taking part in a follow up interview you are requested to forward a copy of your contact details (details contained within the initial section of the questionnaire) together with a copy of your completed questionnaire to my email address oo062@gre.ac.uk by **05/12/2013**. The 1: 1 interview will take place in a central location in London in December 2013. This will last for approximately 45 minutes. The interview will be digitally tape recorded to ensure accuracy.

The title of my research is **‘What are the perceptions of Additional Inspectors who are involved in maintained school inspections (post September 2012)?’**

I am particularly interested in the Ofsted team arrangements (post September 2012). It is anticipated that information obtained will be about contracted inspectors’ inspecting experience that may impact on inspection practice.

Before you complete the enclosed questionnaire, I wish to confirm that:

- The Research Degrees Committee has allowed this research to be carried out
- You will remain anonymous through the study.
- You can withdraw at any time and you do not need to provide a reason
- A copy of the completed research can be made upon request
- You can contact me on oo062@gre.ac.uk if you have any queries

Thank you for considering helping me with this research study

Yours sincerely,
Ogugua Okolo-Angus
Ogugua Okolo-Angus (researcher)

Consent Form for Interview (phase 2 of the study)

Title of research project: 'What are the perceptions of Additional Inspectors who are involved in maintained school inspections (post September 2012)?'

Name of Researcher: Ogugua Okolo-Angus

Participant Identification Number for this project:

Please initial box to indicate agreement

1.	I have read and understand the information and letter dated 20/09/13 for the research study. I confirm that I have been able to consider the information, and where necessary this have been answered to my satisfaction.	
2.	I am aware that my participation is voluntary and I can withdraw without giving a reason at any time	
3.	I am aware that I will not be identified in any part of the study	
4.	I am aware that the interview will be recorded and I agree to this	
5.	I give my consent to be part of the study	
6.	Please indicate if you would like the results of the study to be sent YES/NO	

Name of Participant	
Signature of participant	Date:
Name of researcher	
Signature of researcher	Date:

THANK YOU

Appendix 8: In-depth Interview Schedule

The interview instrument
General Introductory information How many years have you worked for as an inspector? What is the number of maintained school inspections that you been involved in since September 2012? How many Inspection providers (ISPs) do you inspect through?
Main Question Can you share anything about your inspecting experience since September 2012 when the then new framework was introduced? Generally, what has been your experience as a team member or lead inspector when you have been involved in maintained school inspections?
Subsidiary Questions – used as prompts What are your views regarding the way in which judgements are made about your performance during or after a maintained school inspection? Can you share your experience when being recruited to join a team for a maintained school inspection?
Any further comments you wish to make comments you wish to make?

Appendix 9 Survey Instrument: Questionnaire (Google docs, 2015)

(<https://docs.google.com/spreadsheets/d/1dmMJDBFwwmejfdtEcO32zCXkTzmWkJfTEfN124NqwV8/edit#gid=0>).

-----Original Message-----

From: OGUGUA OKOLO-ANGUS <oo062@greenwich.ac.uk>

To: undisclosed-recipients:

Sent: Fri, 15 Nov 2013 14:54

Subject: Fwd: 'What are the perceptions of Additional Inspector involved in maintained school inspections (post September 2012)?'

My name is Ogugua Okolo-Angus and one aspect of my work is as an Additional Ofsted Inspector. I am currently embarking upon a research study as part of a Professional Doctorate in Education (EDd). As an Additional Ofsted Inspector interested in exploring the perceptions of other Additional Inspectors involved in the new Post 2012 arrangements. I wondered if you would be interested in partaking in my survey by completing the questionnaire below. If possible, I may want to interview you, when it is most convenient for you. The questionnaire should take approximately 25 minutes to complete. If invited to interview it should take no longer than 60 minutes.

Before considering whether to take part in my research, please find attached some information sheets that will give you with the details about the research study.

Title of the research project

'What are the perceptions of Additional Inspectors who are involved in maintained school inspections (post September 2012)?'

What is the aim of the study?

The study is aiming to examine the perceptions of Additional Inspectors involved in the Ofsted team arrangements for maintained school inspections to identify factors which contribute to performance and functionality. This study has been approved by Greenwich University's Research Degrees Committee. The study (which will involve the use of questionnaires and interview) is developing in such a way to involve asking you some questions regarding the Ofsted team arrangements (post September 2012). It is hoped that information obtained will provide a perspective of contracted inspectors' inspecting experiences as an important aspect for basing future research in this area; in which, the results of the research could be used to assist participating contracted inspectors when reflecting on inspecting maintained schools in the post September 2012 framework.

By agreeing to be interviewed, I can confirm that:

- the interview will be recorded but only with your consent
- interview transcripts can be made available to you upon request
- it is easy for you to withdraw from the interview whenever you wish. Your transcript can also be withdrawn
- I will write to you on completion of the research and a copy of any papers will be made available to you upon request

I hope that I have provided you with enough detail so that you can consider helping me with my research. If you can, I would be happy for you to forward this email correspondence to anyone who you think may be interested. Please do not hesitate to contact me if you wish to find out more or have any queries. Please email me at oo062@gre.ac.uk.

Alternatively, you can contact me during office hours on 07956 844 068.

I would like to thank you in advance for considering my request.

If you cannot properly view or submit this form, you can fill it out online:
https://docs.google.com/forms/d/1COeXpTVprfMxa8CD3_1xI8es1exV0UvOorVfbLnSOqc/viewform

What are the perceptions of Additional Inspectors (post September 2012).'

QUESTIONNAIRE

Please send a copy of the questionnaire to the following email address:

oo062@gre.ac.uk should you wish to take part in the interview.

Should you need any additional information about this research study, please email me at oo062@gre.ac.uk.

Please return the questionnaire by **MONDAY 9th DECEMBER 2013**. Thank you

SECTION A- DEMOGRAPHICS (obtaining information about inspecting patterns- 10 questions)

SECTION B- RECRUITMENT AND SELECTION (to a maintained school inspection- 13 questions)

SECTION C- TEAM ARRANGEMENTS (before and during a maintained school inspection)

SECTION D- Quality Assurance and Monitoring (after a maintained school inspection)

SECTION A- DEMOGRAPHICS

In this section I wish to find out about your inspecting patterns

1. Are you male or female? *

choose one from the list

2. How long have you been inspecting maintained schools for? *

3. On average how many maintained school inspections are you involved in per academic term? *

choose one from the list

4. Are you currently inspecting?

choose one from the list

5. How many maintained school inspections have you been involved in since September 2012? *

choose one from the list

6. Are you a team inspector only? *

choose one from the list

7. Are you are lead inspector? *

choose one from the list

8. Do you currently lead maintained school inspections? *

choose one from the list

9. Tick the phases of education that you inspect mainly inspect *

choose as many responses that apply to you

10. Are you currently involved in the training of inspectors for maintained school inspections? *

choose one from the list

SECTION B- RECRUITMENT AND SELECTION

In this section I wish to gather your views about the process of recruitment and selection to a maintained inspection

11. The inspection provider (s) whom I work through, does all that it can to ensure I have all of the information I need prior to a maintained school inspection *

choose one from the list

12. The system for recruiting inspectors is well organised and managed *

choose one from the list

13. I have been provided with information so that I understand the policy and procedures for recruiting inspectors to a maintained school inspection. *

choose one from the list

14. There is a consistent application of policy when I am being recruited as part of a maintained school inspection team. *

choose one from the list

15. I am involved in choosing which inspection teams to work in and can make suggestions as to which lead inspector I would like to work with. *

choose one from the list

16. There are no consequences for me as an inspector, if I have to withdraw from an inspection that I have been assigned to. *

choose one from the list

17. I am given sufficient advance notice of my inspection dates. *

choose one from the list

18. Generally, I have no concerns about the inspections that I am assigned to. *

choose one from the list

19. The lead inspector is involved in how the inspection team is constructed. *

choose one from the list

20. The lead inspector should be involved in how the inspection team is constructed. *

choose one from the list

21. I am given some choice as to the inspections I wish to be involved in. *

choose one from the list

22. I have confidence in the recruitment and selection process of inspectors to a maintained school inspection. *

choose one from the list

23. I feel proud to be selected as part of a maintained school inspection team. *

choose one from the list

SECTION C- TEAM ARRANGEMENTS

In this section I wish to gather your views about working as part of a maintained school inspection team

24. As a team inspector I am provided with sufficient time to review the inspection documentation prior to the start of the inspection. *

choose one from the list

25. The initial contact that I make with other team members enables me to quickly feel part of the team. *

choose one from the list

26. The full inspection team should be involved in disseminating the work amongst the team prior to the inspection. *

choose one from the list

27. Before the start of the inspection, I have some input into some aspects of the work I will undertake during the inspection. *

choose one from the list

28. During inspections, I am adequately able to get my points across. *

choose one from the list

29. I regularly work with team and lead inspectors whom I am familiar with. *

choose one from the list

30. Knowing someone in the team beforehand makes a positive difference to me during the inspection. *

choose one from the list

31. Disagreements occur amongst the team and are quickly resolved. *

choose one from the list

32. I worry about the consequences if I disagree with other team members. *

choose one from the list

33. The teams constructed are the best ones I have worked in to provide the best possible outcomes for the establishment. *

choose one from the list

34. The inspection teams that I been involved with, have worked efficiently and effectively. *

choose one from the list

35. The inspection team efficiency and effectiveness is largely due to the training that is received. *

choose one from the list

36. The efficiency and effectiveness of the inspection team is largely due to the lead inspector in the team. *

choose one from the list

37. I feel proud to be part of a maintained school inspection team. *

choose one from the list

SECTION D- QUALITY ASSURANCE AND MONITORING

In this section I wish to gather your views about the procedures for monitoring performance following a maintained school inspection

38. I am aware of the policy and procedures that are used for measuring my performance as an Additional Inspector. *

choose one from the list

39. The person who makes judgements about my performance following a maintained school inspection is the most appropriate person to do this. *

choose from the list

40. I understand the criteria used to make the judgments about my performance following a maintained school inspection. *

choose one from the list

41. The criteria used to make judgements about my performance following a maintained school inspection is accurate and fair. *

choose one from the list

42. The judgements I receive about my performance in a maintained school inspection helps me to improve my practice. *

choose one from the list

43. I am encouraged when I receive the judgements about my performance following a maintained school inspection. *

choose one from the list

44. I always agree with the judgements I receive about my performance following my work as a team inspector. *

choose one from the list

45. There are opportunities for me to discuss the judgements that have been made about me if I so desired. *

choose one from the list

46. I am happy to discuss the judgements made about my performance following a maintained school inspection if I do not agree with them. *

choose one from the list

47. I make judgements about the performance of the lead inspector following a maintained school inspection that I have been involved in. *

choose one from the list

49. It is easier to make judgements about the performance of another inspector when they are well known to you. *

choose one from the list

48. I am happy to make judgements about other inspectors' performance following a maintained inspection that I have been involved in. *

choose one from the list

50. The judgements I make about the performance of other inspectors are always fair and accurate *

choose one from the list

51. There are opportunities for me to discuss the judgements I make about the performance of other inspectors. *

choose from the list below

52. I would be happy to discuss the judgements I make about the other inspectors' performance if someone were to disagree. *

choose one from the list

Appendix 10: Data Analysis from Phase Two: An Overview of the Analysis Process (An adaptation of the Smith et al., 2010 model)

Step 1- Transcribe	Transcripts of content (semantics)
Step 2 – Read and Re-read	Immerse in the data, looking for theme and subthemes
Step 3 – make initial notes	Note taking- descriptions, contextual. Interpretive, descriptive
Step 4 -Develop the themes that are emerging	The data is reduced to themes and subthemes that are developing
Step 5 – Search for the themes that are emerging	Mapping and making connections with the themes
Step 6 – move to the next case systematically	Remembering not to make any assumptions form what has already been revealed
Step 7 – spot the patterns/connections	Develop the ideas about shared meanings

Appendix 11: Review of Submission of Thesis Title



Ogugua Okolo-Angus
School of Education
University of Greenwich
Avery Hill Campus
Bexley Road
Eltham
SE92PQ

Dear Ogugua,

University Research Ethics Committee _ Application ref. 12.5.5.22

Title of Research: 'What are the perception of Additional Inspectors who are involved in maintained school inspections (post September 2012)?'

I am pleased to confirm that the above application has been **approved** by the Committee and that you have permission to proceed.

I am advised by the Committee to remind you of the following points:

- You must notify the Committee immediately of any information received by you, or of which you become aware, which would cast doubt upon, or alter, any information contained in the original application, or a later amendment, submitted to the Committee and/or which would raise questions about the safety and/or continued conduct of the research;
- You must comply with the Data Protection Act 1998;
- You must refer proposed amendments to the protocol to the Committee for further review and obtain the Committee's approval thereto prior to implementation (except only in cases of emergency when the welfare of the subject is paramount).
- You are authorised to present this University of Greenwich Research Ethics Committee letter of approval to outside bodies in support of any application for further research clearance.

On behalf of the Committee may I wish you success in your project.

Yours Sincerely

~~

John Wallace
Secretary, University Research Ethics Committee

cc: Francia Kingchington, Jennifer Patterson

University of Greenwich
Greenwich Campus
Old Royal Navy Campus
Park Row
London SE10 9LS
Telephone: +44 (0)20 8331 8000

**1) Email sent to Secretary, University Research Ethic Committee
(21/11/2013)**

Dear xxxxx

I have had a discussion with Francia (following your meeting with her yesterday). I would like to request that UREC review my submission (12.5.5.22) where I have addressed concerns re: conflict of interest. I am a freelance school inspector researching the perceptions of freelance school inspector colleagues. The review of the UREC submission is intended to ensure that there is no intentional damage of conflict of interest

I would like to request the following amendments to the previously accepted UREC submission (12.5.5.22) as follows:

1. Change of title of project
2. Revisions within appendices (research questionnaire and participant information sheet)
3. UREC form (changes highlighted in yellow)
4. Email to be sent to participants who have already received an invitation for participation

Please be assured that confidentiality in terms of the questionnaire responses was addressed in the initial submission but not made clear enough. I hope this has been appropriately addressed in the sections in the research questionnaire and participant information sheets

Thank you very much

With best wishes

Ogugua

1) Email 2- Subsequent follow up email sent to participants

I would like to thank everyone who has so far responded to my questionnaire. I am myself an additional Ofsted inspector undertaking a professional Doctorate and your contribution to my research is very much appreciated.

I would like to reassure anyone who is thinking about completing the questionnaire of complete anonymity. I chose to use Google Docs (as a third party) so that I can access your response but am unable to identify individual responses. Only the replies to the questions are passed on, and not your contact details, which is why, if you willing take part in the interview, I would like to ask you to send me your contact details and a copy of your completed questionnaire via oo062@gre.ac.uk.

Thanking you again for supporting my research study.
Best wishes, Ogugua Okolo-Angus

Appendix 12 The Most Significant Reflections of the Research

Drawing upon excerpts from my reflective journals provide the insights into some of the decisions I made, my reasons for the decisions and the evolution of my understandings; finally getting to my 'light bulb' moment. In my journals, I documented the tensions I felt when undermined by a representative from one of the ISPs who aggressively bullied me over the phone when overtly telling me that the research I was undertaking must cease. He said there was a danger that I was misrepresenting Ofsted; that people would believe that I was carrying out the work on behalf of Ofsted. In no uncertain terms, he told me that if I continued with my research, I was at risk of jeopardising my work as an Additional Inspector and that he would personally see to it that I was struck off. After the initial shock that led to tears of frustration, with the help of my supervisors, I dusted myself off, believed in my right to carry out this study, reviewed all the steps taken so far that had led to my research proposal meeting the required standards of the research degrees' committee.

In my reflective journals, I document how I felt about having to make the changes. At all times, I developed a system in my mind for always making the connections between theory and practice. More than anything, I really appreciated the process of reflective writing in helping me to value the role of a reflective researcher and how vitally important it was for my research study. Some of the excerpts have been included within chapter 3 as they relate specifically to my reflections about the methodological approaches used in the study.

My Research Purpose

From the outset, I was very clear about what I wanted to uncover. Being very passionate about equality, and feeling that AIs might have much to say about the

inspecting process, was the aspect of the research that I felt excited to learn more about. I did have many dilemmas about how to go about this process. It was simply because I approached it wrongly in the first instance. I thought that I would consider the methods in the first instance. I was quickly awakened to the fact that my philosophical and methodological approach served to shape the direction of the study and, in turn, give rise to the methods most suited to the phenomenon under study. I made use of my journal in capturing the steps I had to take to better understand the processes of research at this level. I decided that I would ask myself four simple questions: 'what is my research purpose'? 'Who am I as a researcher'? 'Why study this'? 'How might I go about it'? I thought these questions were essential because they included personal and practical reasons as well as research reasons. Given my own personal involvement in the Ofsted inspection process, the first reflexive exercise was to ask myself why I wanted to research the topic I had chosen. I made connections with my current role as a Principal Education Adviser as well as my teaching and senior leadership in schools to my experience of Ofsted inspections as an Additional Inspector:

'I really think that there is definitely something to explore from the anecdotal stories. There is definitely a tension I think. I just hope people will honestly say what's in their head because I want to understand the inspection process from their points of view. Better to start thinking about it now' **(Journal entry, January 2013)**

By writing my thoughts down on paper, I soon became aware that I wanted to know and understand the ways in which AIs experience the process of inspecting. It was because my experience was, on the surface, so varied in that I could work so effectively with a team in which there was so much collaboration and, in contrast, work alongside inspector colleagues in a team that would barely make any attempt to pronounce my name, let alone speak to me. I was fascinated in what appeared to be

power struggles in the team meetings and I wanted to know if this was my own special unique experience or whether there was much more in the world of inspecting maintained schools that I could explore and uncover. I gained confidence and believed in what I was doing and to clarify my own research purpose.

After being satisfied that I had very secure reasons for my research purposes, further questions began to emerge in which I would ask myself how much more information was I going to gain from the study given that I was experiencing it. It made me think much more deeply about why I wanted to study this phenomenon:

'I mean being honest I know what I think I will find. I guess I am fascinated as to whether some of other Als' experiences are the same as mine and, importantly, how, or if, it affects them. Maybe there are so many different stories but with one thing connecting them together. Perhaps I could be the beacon of light that shines down and makes Ofsted see things differently!' **(Journal entry, May 2013)**

I considered myself as an armchair theorist wanting to make my mark in the world, but (a) in the comfort of the world I was used to and (b) without upsetting too many people along the way.

Writing the Narrative

I lacked confidence in the process of writing. I was most concerned because I did not routinely write in a scholarly way, that any limitations would be evident. In recognising this I felt it was the best starting point. I recognised what I considered to be my inadequacies and went on a self-help mission to bridge the gaps. By reading scholarly articles, books and journals I was quickly becoming more familiar not only with the context of the writings but the organisation of the studies and the linguistic skills of the writers. I chose to read as many articles that were reviewed and less of the grey literature. It helped me immensely but I became so interested in reading the materials

that it delayed me starting my own writing. I was happy that the memories of the interviews had still remained, but I was becoming increasingly concerned that my memories of the questionnaire data were beginning to fade. This is captured in one journal entry:

'I know I have to start Mich keeps telling me and she is right. It is the injection I need. I have lists, plans, strategies and ideas all written down but nothing is actually coherent. Must start. Just need to do it NOW!' (Journal entry, September 2014)

I recognised time constraints and other restricting factors:

'I just thank God that I am organised. I feel like I am being pulled in so many ways. I don't have any time. I am always grabbing snippets of time. Home, work, the business, this study that I haven't started, my mum, my dad. I don't think it's do-able but I MUST NOT GIVE UP!' (Journal entry, September 2014)

I kept kicking myself for not doing more writing in the earlier stages, but I kept reminding myself that I was much more skilful and knew much more now than I did at the data collection stage.

Personal Issues

I tried to balance and juggle my life as parent, a daughter trying to support elderly parents, the expectations within a marriage, making money and completing my studies. At times, I questioned my reasons for putting myself through such immense stress that to this day makes me quiver thinking about it. It was strange because even though I had documented my thoughts about several issues that had emerged throughout the process of the study, when it came to dealing with my personal issues I really could not bring myself to write them in my journal. I cannot really describe this as I would like to, but now that I am reflecting, I really think that I believed that by writing the issues in the journal it was like an open admission that I could not cope;

even though I couldn't. I realised that I prided myself in being resilient and tenacious which made me believe that documenting the evidence was a sign of weakness. So, I soldiered on. It was only when my father became critically ill that I took stock of reality. His illness made me realise my vulnerability and my weakness. His illness made me accept that I was human. I still found it difficult to write my thoughts in my journal so instead I took out several pieces of square bits of paper. I wrote down every single issue I had personally. I remember staying up for a very long time one evening but it was really worth it. After writing every personal issue I could think of, I read each one out loud and internalised a solution. I did this for every issue. It did not mean that my issues had disappeared but it paved the way for my writing to flourish. It gave me confidence to see challenges as only obstacles to get over. The moment I began seriously writing, in October 2014, paved the way for the development of my thesis. Sadly, my father became very ill and passed away in December 2014. It upset my equilibrium and my supervisors, being wise to the impact of such a loss, interrupted my studies from December 2014 until the end of January 2015. It must be my 'completer-finisher can-do' mantra and my dad's lasting memory that put me right back on track and begin to enjoy the challenge of writing my thesis

Participant Issues

I was aware that there were several limitations in accessing a group of AIs. Firstly, they are not all located in one area. Secondly, all AIs are contracted to the workforce and are not easily contactable and, thirdly, I considered that some might be concerned about taking part in a study that might potentially spill the beans on their contractor which might affect their work. For that reason, I used the snowballing method to successfully attract inspectors to the questionnaire.

Looking at the questionnaire responses I was sure that they would all be able to provide me with rich stories because of their wealth of their experience. What I did not know until the interview was that one of the participants had made a mistake on his questionnaire, suggesting that he had had much more inspecting experience than he had. I didn't expect this so had to skilfully adapt my approach to the interview.

My biggest concern was whether I was approaching the research in the right way, believing that the participants would be making judgements about me through the process. I also worried about whether I might know them or whether I had previously inspected with them, or had an awful experience and now we were both sitting in the hot seat together- face to face. I suddenly felt watched and started to feel a bit uneasy thinking about gathering data from interviews when previously I had the comfort of the questionnaire to hide behind:

'ok I must get this right. There is a lot at stake. I just hope I don't know them and I certainly hope I have never inspected with them. I mean what happens if they tell me something about someone I know.... feeling like I need to think this through carefully because it is too late to change tact now so have to approach it strategically' **(Journal entry, January 2014)**

I made many more journal entries as the days drew closer to the scheduled interview dates. Two weeks before the interviews I wrote:

'Gosh I hope everything goes to plan. I know me. Everything has a system' **(Journal entry, February 2014)**

'I hope they say some interesting stuff but not too contentious I mean I don't want too much excitement but suppose will just get down everything that was said' **(Journal entry, February 2014)**

'I guess it's just about capturing what I find. God will do the rest' **(Journal entry, March 2014)**

One of the other issues I encountered was that before arriving for the interviews all of the participants had agreed to be audio taped. It was, therefore, a complete shock

when I set up the room ready for this process only to be told by one of the participants that she did not want to audio taped. I captured my immediate reflections after her interview:

'simple lesson in life, never make assumptions. I will learn for the other two remaining interviews. Before I take them into the room I will ask them if they are happy for me to audio tape them. Feeling a bit silly that I had to pack it all away in front of her! But at least I did it smoothly. I don't feel flustered but a bit silly. I guess not everything in this research will go according to plan.... ahhhhh!'
(Journal entry, March 2014)

This seriously made me consider the responsibilities I had to the participants. I was very clear that I did not want to create conditions that would make them feel uneasy. I knew that my relationships with the participants also had some impact on the study. I felt very aware of the ethics involved in the process of interviewing was glad that I was now much more aware of its significance:

'must do all I can to check back so that all my procedures are in place. I must prepare for the fact that they might want me to turn the audio recording off mid-way through the interview' **(Journal entry, March 2014)**

I was also very aware that I was not skilled in interviewing in this way when I felt that Als would lay themselves bare; trusting me with their inner most thoughts. This was a scary thought to imagine and in one journal entry I wrote:

'well I am definitely going to be professional, must listen, must listen. I definitely have to prepare for this properly. I really want it to go smoothly. I think I am ready for anything they tell me. I just have to consider them too. I must make sure that they are absolutely ok through the process. Watch for any signs'
(Journal entry, March 2014)

I recognised the value of a research designed that had been well-developed. The writing of my journal was instrumental in keeping me on track and in the right way.

Reflections on the Interviews

The first interview was overwhelming. It felt like I was the one being interviewed. I was naïve in thinking that all participants would be compliant. The first part of the interview saw the participant asking me personal questions about my reasons to study at Greenwich University rather than another university. I was totally unprepared for his questions and felt that he was in the driving seat from the start of the interview. I was conscious that he made me feel uneasy and aware that he was quite condescending. To that end I could feel myself going into inspector mode and my reflections are captured in this journal entry:

'was definitely not expecting it to go like that. I think in the end it worked itself out. How am I feeling? Exhausted. I am glad I could bring him round still making him think he was steering the ship' (Journal entry, March 2014)

The interviews with the two females were very different. It was not verbally communicated, but there was an unspoken understanding- cannot quite describe it in words. The female who was of the same ethnic origin made me feel very proud of myself and if, I am honest, me of her. We didn't mention any of this but it was in the way we spoke with each other that made me think we were 'singing from the same hymn sheet'. The other female participant who did not want to be audio taped was so very grateful that I had given her a platform to air her thoughts. I really believed they felt both felt their stories were safe with me and that they trusted me to shine the light on their experiences. I captured these thoughts in this journal entry:

'I am so pleased with myself today. Two back to back interviews. Bit rocky at the beginning with the tape but I have learnt from it. This afternoon was so much better. Glad I reflected. I think it went so well. My goodness they have such rich stories. I have to highlight their words. I really felt that connection. It was as if they were reading my thoughts and my thoughts were coming out of their mouths...very weird but feeling it in a good way' (Journal entry, March 2014)

The final interview was very different in one sense. It was the shortest of all of them and in the beginning of the interview it was revealed that this participant had made a mistake by indicating that he had much more inspecting experience than was the case. I did not appear phased by this and skilfully obtained as much information as possible, but I had two main lines of thought which I captured in my journal entry:

'I felt this interview didn't really get to the heart of what he was trying to say. I just don't feel that his answers were always genuine. I don't know but it was like he was answering like he was being interviewed for a job. I think it's because he felt embarrassed because of the mistake on the questionnaire. I don't know why I feel like I didn't get much from this interview. I think I am comparing it to my last two. But will definitely use what is on his tape. Maybe my body language changed when I found out that some of his questionnaire information was not right. Maybe my expression did because to be honest I was a bit shocked when I found out. Maybe he could read my thoughts or my facial expressions' (Journal entry, March 2014).

'I really believe that I have accurately captured the words. I hope the expressions are there too. I think I have tried to really capture everything from their perspective and actually I think I have bracketed out my thoughts. I do trust what I have recorded is accurate' (Journal entry March 2014).

Reflections about an unpredicted and frustrating experience

I believed that all other Ofsted inspector colleagues in the field would be keen to developing an understanding of the experiences of AIs following the changes to the framework in September 2012. It was only when the I received a phone call in November 2013 from the most Senior Managing Director of one of the ISPs that it became abundantly clear that not everyone wanted AIs' 'voices to be heard'. I was told in no uncertain terms that I was jeopardising my work as an Additional Inspector if this research continued. In capturing my feelings and emotions in my reflective journal made me conscious of what I was really experiencing. Some excerpts are presented below.

'I have spent most of my adult life having to prove myself. I am tired of it. My goodness why me why is everything in my life such a battle. Doesn't make sense anymore. Why am I struggling, what is the point.....might as well throw in the towel' (Journal entry, December,2013)

'she is right how absolutely, flipping cheek. I call it bullying, nothing short of bullying and even more so because he didn't even have the guts to properly identify himself. I have no time for people like that God isn't sleeping Wiping out my negative thoughts about him...he is taking up too much headspace.....lol.... well must must soldier on...I owe it to those silent voices (Journal entry, December 2013)

At this point I was experiencing a roller coaster of emotions; being acutely aware that this most Senior Managing Director within the ISP held the power from which he could determine whether I would inspect again through the ISP. I interpreted his stance to be one of arrogance as he informed me that my research studies may have placed my inspection work in jeopardy; leaving me feeling intimidated. However, through all this, I felt the greatest urge to continue my involvement in this under-researched area. The guidance and encouragement received by my supervisors enabled me to carry on and to address this through the UREC at University of Greenwich (see appendix 4). For me this real-life experience meant it is was not just simply a case in which the researcher as the individual was powerless and Ofsted inspectorate as the institution were powerful. In this case I believe that power runs throughout the inspection society, sometimes (as in my example) adversely affecting individuals. From the researcher's experience, power exuded by one of the most senior members within the inspectorate was recognised as an explosive aspect of the inspecting world that unpredictably sought to control me because of the forces of power that lie consciously and unconsciously throughout the inspectorate.

As a fellow AI, there was the inevitable access to a wide range of inspection teams' past and present histories and these experiences could have led to an over-reliance

on what the researcher believed was already known. Therefore, there was recognition from the outset that the taking of shortcuts was not pertinent to this study. The strength of insider research was this 'pre-understanding' (Brannick and Coghlan, 2007) of rich and complex knowledge and experiences in which sensitivity was needed.

Some Lessons Learned

I have learnt so much on my journey through my doctoral studies. I have had highs and lows and faced many challenges. I have found things difficult on many occasions, but never impossible. The process of continually reflecting throughout the process has for me been so instrumental in shaping my thinking, my ideas and ultimately my actions. I have learnt so much more about myself. I feel so blessed to have been given the opportunity to gain a greater insight into other inspector's lives. I have learnt to appreciate knowing and learning who I am as a researcher by way of my philosophical positioning and my methodological stance. I have learnt the importance of having a well- thought out plan for the research study and I have learnt not to make assumptions through the research process. I am still learning and as this thesis finally draws to a close there has been a shift in the Ofsted Inspection framework again. From September 2015, the most significant and radical changes of any inspection framework will unfold. I have provided some information about this in appendix 12 which might be the basis for another research study.

The EdD has helped me to realise the value of academic writing, research and development that has not only shaped my professional practice but has helped me to become much more of a critical thinker, thus shaping me as a person.

Appendix 13- Summary of Survey Questionnaire Responses

Demographic data

After the first question that identified 61% of the 41 respondents as female and 39% as males, the second question asked how long the respondents have been inspecting maintained schools for. 73% of the 41 respondents have been inspecting for more than two years of which 16 are male and 14 are female. 27% have less than two years inspecting experience which is shown in table 3.

Table 3-Respondents' years of inspecting maintained schools

More than two years' experience inspecting maintained schools	Less than two years' experience inspecting maintained schools
73% (14f, 16m)	27% (11f)

(Note for each table in the demographic data: number of respondents are in brackets-f=female, m=male)

The questionnaire asked the respondents to suggest on average how many maintained school inspections they are involved in per academic term. This question sought to ascertain the frequency by which the inspectors carried out their work. 37% carried out more than 6 maintained school inspections per term, 34% carried out between 4 and 6 inspections whilst 29% of the respondents were involved in between 1 and 3 maintained school inspections per term.

Table 4-The average number of maintained school inspections that respondents involved in per academic term

More than 6	Between 4-6	Between 1-3	None
37% (9f, 6m)	34% (6f, 8m)	29% (10f,2m)	0

Table 5 summarises the responses to the next question enquired about the respondent's role as a current practising inspector and this showed that the significant majority of respondents were current practitioners.

Table 5- Respondents currently inspecting

Currently inspecting	Not currently inspecting	Left blank
83% (20f, 14m)	10% (2f,2m)	7% (3f)

Table 6 shows the response to the question inquired about the number of maintained school inspections the respondents been involved in since September 2012. This was to establish the level of experience of inspecting in the new Ofsted framework since the change occurred in September 2012.

Table 6- The number of inspections that participants are involved in since the changes to the Ofsted inspection framework in September 2012

More than 10 since September 2012	Less than 10 since September 2012
66% (15f,12m)	34% (10f,4m)

Respondents were asked to identify themselves as team inspectors and/or lead inspectors and 93% were involved as a team inspector, compared with 12% as a team and lead inspector in table 7.

Table 7- Team or Lead Inspector identification

Team inspector only	Lead inspector only	Team and Lead inspector
93% (24f, 14m)	7% (1f, 2m)	12% (1f,4m)

Table 8 shows the responses to the question about their current experience in leading maintained school inspections; from which 12% indicated that they currently lead inspections

Table 8- Information about inspectors currently leading maintained school inspections

Currently leading inspections	12% (1f,4m)
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Respondents were required to state the main phase of education they usually inspected and responses are shown in table 9.

Table 9- Main phase of maintained school that inspectors usually inspect

Primary	Secondary	Tertiary	Special School	Other
37% (11f,4m)	52% (9f, 12m)	2% (1f)	7% (3f)	2% (1f)

The last question in the demographics section asked respondents to indicate if they are currently involved in the training of inspectors for maintained school inspections. The responses are shown in table 10.

Table 10- Inspectors currently involved in the training of inspectors

Involvement in the training of inspectors for maintained school inspections	No involvement in the training of inspectors for maintained school inspections
10% (4m)	90% (25f,12m)

Summary- 41 Questionnaire responses

SECTION A- DEMOGRAPHICS

1. Are you male or female?	No.	%		
Male	16	39%		
Female	25	61%		
Total	41			
2. How long have you been inspecting maintained schools for?	No.	%		
more than two years	30	73.20%		
less than two years	11	26.80%		
Total	41			
3. On average how many maintained school inspections are you involved in per academic term?	No.	%		
None	0	0%		
1-3 inspections	13	31.70%		
4-6 inspections	15	36.60%		
more than 6 inspections	13	31.70%		
Total	41			
4. Are you currently inspecting?	No.	%		
Yes	40	97.40%		
No	1	2.60%		
Total	41			
5. How many maintained school inspections have you been involved in since September 2012?	No.	%		
None	0	0%		

less than 10 inspections	14	34.10%		
more than 10 inspections	27	65.90%		
Total	41			
6. Are you a team inspector only?	No.	%		
Yes	37	90.20%		
No	4	9.80%		
Total	41			
7. Are you are lead inspector?	No.	%		
Yes	9	22%		
No	32	78%		
Total	41			
8. Do you currently lead maintained school inspections?	No.	%		
Yes	9	22%		
No	32	78%		
Total	41			
9. Tick the phases of education that you inspect mainly inspect.	No.	%		
children's centres	0	0%		
special schools	3	7.30%		
Pupil Referral Unit	0	0%		
primary schools	15	36.60%		
secondary schools	21	51.20%		
Academies	0	0%		
sixth form centres	1	2.40%		
Other	1	2.40%		
Total	41			
10. Are you currently involved in the training of inspectors for maintained school inspections?	No.	%		
Yes	4	9.80%		
No	37	90.20%		
Total	41			
SECTION B- RECRUITMENT AND SELECTION				
11. The inspection provider (s) whom I work through, does all that it can to ensure I have all of the information I need prior to a maintained school inspection.	No.	%		
strongly agree	2	4.90%		
Agree	25	61%		
Neutral	0	0%		
Disagree	8	19.50%		
strongly disagree	5	12.20%		

don't know	1	2.40%		
Total	41			
12. The system for recruiting inspectors is well organised and managed.	No.	%		
strongly agree	1	2.40%		
Agree	9	22%		
Neutral	2	4.90%		
Disagree	19	46.30%		
strongly disagree	9	22%		
don't know	1	2.40%		
Total	41			
13. I have been provided with information so that I understand the policy and procedures for recruiting inspectors to a maintained school inspection.	No.	%		
strongly agree	2	4.90%		
Agree	21	51.20%		
Neutral	2	4.90%		
Disagree	13	31.70%		
strongly disagree	3	7.30%		
don't know	0	0%		
Total	41			
14. There is a consistent application of policy when I am being recruited as part of a maintained school inspection team.				
strongly agree	1	2.40%		
Agree	7	17.10%		
Neutral	4	9.80%		
Disagree	12	29.30%		
strongly disagree	11	26.80%		
don't know	6	14.60%		
Total	41			
15. I am involved in choosing which inspection teams to work in and can make suggestions as to which lead inspector I would like to work with.	No.	%		
strongly agree	3	7.30%		
Agree	9	22%		
Neutral	0	0%		
Disagree	21	51.20%		
strongly disagree	8	19.50%		
don't know	0	0%		
Total	41			

16. There are no consequences for me as an inspector, if I have to withdraw from an inspection that I have been assigned to.				
strongly agree	1	2.40%		
Agree	10	24.40%		
Neutral	0	0%		
Disagree	5	12.20%		
strongly disagree	6	14.60%		
don't know	19	46.30%		
Total	41			
17. I am given sufficient advance notice of my inspection dates.	No.	%		
strongly agree	3	7.30%		
Agree	24	58.50%		
Neutral	0	0%		
Disagree	9	22%		
strongly disagree	5	12.20%		
don't know	0	0%		
Total	41			
18. Generally, I have no concerns about the inspections that I am assigned to.	No.	%		
strongly agree	1	2.40%		
Agree	16	39%		
Neutral	2	4.90%		
Disagree	14	34.10%		
strongly disagree	8	19.50%		
don't know	0	0%		
Total	41			
19. The lead inspector is involved in how the inspection team is constructed.	No.	%		
strongly agree	1	2.40%		
Agree	32	78%		
Neutral	0	0%		
Disagree	5	12.20%		
strongly disagree	0	0%		
don't know	3	7.30%		
Total	41			
20. The lead inspector should be involved in how the inspection team is constructed.	No.	%		
strongly agree	6	14.60%		
Agree	20	48.80%		
Neutral	2	4.90%		
Disagree	11	26.80%		
strongly disagree	2	4.90%		

don't know	0	0%		
Total	41			
21. I am given some choice as to the inspections I wish to be involved in.				
	No.	%		
strongly agree	1	2.40%		
Agree	20	48.80%		
Neutral	0	0%		
Disagree	15	36.60%		
strongly disagree	5	12.20%		
don't know	0	0%		
Total	41			
22. I have confidence in the recruitment and selection process of inspectors to a maintained school inspection.				
	No.	%		
strongly agree	1	2.40%		
Agree	9	22%		
Neutral	7	17.10%		
Disagree	14	34.10%		
strongly disagree	6	14.60%		
don't know	4	9.80%		
Total	41			
23. I feel proud to be selected as part of a maintained school inspection team.				
	No.	%		
strongly agree	3	7.30%		
Agree	12	29.30%		
Neutral	10	24.40%		
Disagree	9	22%		
strongly disagree	6	14.60%		
don't know	1	2.40%		
Total	41			
SECTION C- TEAM ARRANGEMENTS				
24. As a team inspector I am provided with sufficient time to review the inspection documentation prior to the start of the inspection.				
	No.	%		
strongly agree	4	9.80%		
Agree	9	22%		
Neutral	0	0%		
Disagree	9	22%		
strongly disagree	19	46.30%		
don't know	0	0%		
Total	41			

25. The initial contact that I make with other team members enables me to quickly feel part of the team.	No.	%		
strongly agree	4	9.80%		
Agree	13	31.70%		
Neutral	5	12.20%		
Disagree	12	29.30%		
strongly disagree	7	17.10%		
don't know	0	0%		
Total	41			
26. The full inspection team should be involved in disseminating the work amongst the team prior to the inspection.	No.	%		
strongly agree	3	7.30%		
Agree	13	31.70%		
Neutral	2	4.90%		
Disagree	19	46.30%		
strongly disagree	4	9.80%		
Neutral	2	4.90%		
Total	41			
27. Before the start of the inspection, I have some input into some aspects of the work I will undertake during the inspection.	No.	%		
strongly disagree	6	14.60%		
Agree	15	36.60%		
Neutral	0	0%		
Disagree	20	48.80%		
strongly disagree	6	14.60%		
don't know	0	0%		
Total	41			
28. During inspections, I am adequately able to get my points across.	No.	%		
strongly agree	11	26.80%		
Agree	24	58.50%		
Neutral	1	2.40%		
Disagree	5	12.20%		
strongly disagree	0	0%		
don't know	0	0%		
Total	41			

29. I regularly work with team and lead inspectors whom I am familiar with.	No.	%		
strongly agree	0	0%		
Agree	5	12.20%		
Neutral	0	0%		
Disagree	28	68.30%		
strongly disagree	8	19.50%		
don't know	0	0%		
Total	41			
30. Knowing someone in the team beforehand makes a positive difference to me during the inspection.	No.	%		
strongly agree	4	9.80%		
Agree	19	46.30%		
Neutral	6	14.60%		
Disagree	11	26.80%		
strongly disagree	1	2.40%		
don't know	0	0%		
Total	41			
31. Disagreements occur amongst the team and are quickly resolved.	No.	%		
strongly agree	10	24.40%		
Agree	21	51.20%		
Neutral	4	9.80%		
Disagree	5	12.20%		
strongly disagree	1	2.40%		
don't know	0	0%		
Total	41			
32. I worry about the consequences if I disagree with other team members.	No.	%		
strongly agree	0	0%		
Agree	5	12.20%		
Neutral	1	2.40%		
Disagree	21	51.20%		
strongly disagree	12	29.30%		
don't know	2	4.90%		
Total	41			
33. The teams constructed are the best ones I have worked in to provide the best possible outcomes for the establishment.	No.	%		
strongly agree	4	9.80%		
Agree	14	34.10%		
Neutral	4	9.80%		
Disagree	11	26.80%		
strongly disagree	6	14.60%		

don't know	2	4.90%		
Total	41			
34. The inspection teams that I been involved with, have worked efficiently and effectively.				
	No.	%		
strongly agree	4	9.80%		
Agree	19	46.30%		
Neutral	3	7.30%		
Disagree	10	24.40%		
strongly disagree	5	12.20%		
don't know	0	0%		
Total	41			
35. The inspection team efficiency and effectiveness is largely due to the training that is received.				
	No.	%		
strongly agree	3	7.30%		
Agree	10	24.40%		
Neutral	2	4.90%		
Disagree	14	34.10%		
strongly disagree	10	24.40%		
don't know	2	4.90%		
Total	41			
36. The efficiency and effectiveness of the inspection team is largely due to the lead inspector in the team.				
	No.	%		
strongly agree	4	9.80%		
Agree	13	31.70%		
Neutral	1	2.40%		
Disagree	13	31.70%		
strongly disagree	8	19.50%		
don't know	2	4.90%		
Total	41			
37. I feel proud to be part of a maintained school inspection team.				
	No.	%		
strongly agree	5	12.20%		
Agree	15	36.60%		
Neutral	11	26.80%		
Disagree	5	12.20%		
strongly disagree	3	7.30%		
don't know	2	4.90%		
Total	41			

SECTION D- QUALITY ASSURANCE AND MONITORING

38. I am aware of the policy and procedures that are used for measuring my performance as an Additional Inspector.	No.	%		
strongly agree	6	14.60%		
Agree	27	65.90%		
Neutral	2	4.90%		
Disagree	5	12.20%		
strongly disagree	1	2.40%		
don't know	0	0%		
Total	41			
39. The person who makes judgements about my performance following a maintained school inspection is the most appropriate person to do this.	No.	%		
strongly agree	5	12.20%		
Agree	19	46.30%		
Neutral	3	7.30%		
Disagree	10	24.40%		
strongly disagree	3	7.30%		
don't know	1	2.40%		
Total	41			
40. I understand the criteria used to make the judgments about my performance following a maintained school inspection.	No.	%		
strongly agree	9	22%		
Agree	25	61%		
Neutral	3	7.30%		
Disagree	2	4.90%		
strongly disagree	1	2.40%		
don't know	1	2.40%		
Total	41			
41. The criteria used to make judgements about my performance following a maintained school inspection is accurate and fair.	No.	%		
strongly agree	3	7.30%		
Agree	17	41.50%		
Neutral	4	9.80%		
Disagree	12	29.30%		

strongly disagree	3	7.30%		
don't know	2	4.90%		
Total	41			
42. The judgements I receive about my performance in a maintained school inspection helps me to improve my practice.				
	No.	%		
strongly agree	3	7.30%		
Agree	8	19.50%		
Neutral	1	2.40%		
Disagree	19	46.30%		1
strongly disagree	10	24.40%		
don't know	0	0%		
Total	41			
43. I am encouraged when I receive the judgements about my performance following a maintained school inspection.				
	No.	%		
strongly agree	3	7.30%		
Agree	12	29.30%		
Neutral	12	29.30%		
Disagree	8	19.50%		
strongly disagree	6	14.60%		
don't know	0	0%		
Total	41			
44. I always agree with the judgements I receive about my performance following my work as a team inspector.				
	No.	%		
strongly agree	2	4.90%		
Agree	13	31.70%		
Neutral	5	12.20%		
Disagree	19	46.30%		
strongly disagree	2	4.90%		
don't know	0	0%		
Total	41			
45. There are opportunities for me to discuss the judgements that have been made about me if I so desired.				
	No.	%		
strongly agree	1	2.40%		
Agree	3	7.30%		
Neutral	0	0%		
Disagree	16	39%		
strongly disagree	21	51.20%		
Total	41			

46. I am happy to discuss the judgements made about my performance following a maintained school inspection if I do not agree with them.	No.	%		
strongly agree	6	14.60%		
Agree	25	61%		
Neutral	2	4.90%		
Disagree	4	9.80%		
strongly disagree	3	7.30%		
don't know	1	2.40%		
Total	41			
47. I make judgements about the performance of the lead inspector following a maintained school inspection that I have been involved in.	No.	%		
strongly agree	11	26.80%		
Agree	30	73.20%		
Neutral	0	0%		
Disagree	0	0%		
strongly disagree	0	0%		
don't know	0	0%		
Total	41			
49. It is easier to make judgements about the performance of another inspector when they are well known to you.	No.	%		
strongly agree	0	0%		
Agree	9	22%		
Neutral	3	7.30%		
Disagree	25	61%		
strongly disagree	4	9.80%		
don't know	0	0%		
Total	41			
48. I am happy to make judgements about other inspectors' performance following a maintained inspection that I have been involved in.	No.	%		
strongly agree	6	14.60%		
Agree	21	51.20%		
Neutral	4	9.80%		

Disagree	7	17.10%		
strongly disagree	2	4.90%		
don't know	1	2.40%		
Total	41			
50. The judgements I make about the performance of other inspectors are always fair and accurate				
	No.	%		
strongly agree	4	9.80%		
Agree	18	43.90%		
Neutral	4	9.80%		
Disagree	12	29.30%		
strongly disagree	3	7.30%		
don't know	0	0%		
Total	41			
51. There are opportunities for me to discuss the judgements I make about the performance of other inspectors.				
strongly agree	1	2.40%		
Agree	1	2.40%		
Neutral	1	2.40%		
Disagree	17	41.50%		
strongly disagree	20	48.80%		
don't know	1	2.40%		
Total	41			
52. I would be happy to discuss the judgements I make about the other inspectors' performance if someone were to disagree.				
strongly agree	9	22%		
Agree	21	51.20%		
Neutral	0	0%		
Disagree	7	17.10%		
strongly disagree	3	7.30%		
don't know	1	2.40%		
Total	41			

Appendix 14: Interview Qualitative Data Analysis Themes and Sub-Themes

Key:		
• Sub-Themes	Theme	Key Finding
<p>Not feeling listened to or heard; evoking a range of emotions and feelings</p> <p><i>AIs do not feel they have a voice and have strong feelings about the inspection regime that adversely weighs heavily on their minds; such that there are:</i></p> <ul style="list-style-type: none"> • Feelings about not being listened to by the inspectorate • Feelings about not being supported by team colleagues • Feelings about who to turn to with your concern • Feelings about the expectations placed upon the participants' • Feeling isolated within the team • Feelings about the changes to the inspection framework • Feelings about the workload • Feelings about the public perceptions of Ofsted • Feelings about the training received • Feelings about being recruited to a team • Feelings about the monitoring of performance 	<p>Professional Challenges in the Process of Inspecting</p> <p><i>AIs face a range of professional challenges that at times adversely affects their performance; such that they believe there is:</i></p> <ul style="list-style-type: none"> • Lack of professional status since the changes to the inspection framework • Diminishing individual professional autonomy since the changes to the inspection framework • Inspectors behaving badly 	
<p>Personal challenges</p> <p><i>AIs experience personal challenges through their inspection experience that makes them question their reasons for being AIs; such that they viewed inspecting:</i></p> <ul style="list-style-type: none"> • From a well-being perspective and whether changes to Ofsted policy had concerns for them personally • From a professional status perspective, the participants had mixed views as to whether it was worth it and whether they were really making a positive difference to schools by engaging differently with the schools • Other reasons were suggested in relation to whether inspecting was worth it • Playing the game: Different personalities, attitudes and the participants' moral compass had an influence on their beliefs about what they considered 'playing the game' during the inspection processes 	<p>Coping strategies</p> <p><i>Conforming to the Ofsted inspection regime was developed as a coping strategy for AIs through their inspection experience; such that they were able to find ways for:</i></p> <ul style="list-style-type: none"> • Coping with the expectations • Keeping on top of things • Making the best out of each situation 	