EMOTIONS AND SCHOOL INSPECTION: AN EXPLORATION OF THE WAY PRIMARY AND PREPARATORY SCHOOL TEACHERS IN THE STATE AND INDEPENDENT SECTOR EXPERIENCE OFSTED AND ISI.

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Thesis submitted

for the Degree of Doctor of Education

2019

Abstract

School inspection is a complex and highly politicised topic in education, with Ofsted (Office for Standards in Education, Children's Services and Skills) being a key focus discussed by teachers and in the media (Ball, 2013; Cullingford, 1999). This thesis research explores teachers' emotional responses to school inspection, comparing the state and independent sectors. Through interviews with teachers from each sector it investigates the source of the teachers' emotional responses, whether it be the leadership of the school or the inspections.

The analysis of these responses is considered using a new, four-strand model, drawing on common threads from Fullan (2008) and Barnes (2012), to include: reassurance and support, mutual professional respect, collaborative approaches and open dialogue. These are explored across the boundaries of state and independent sector schools and their specific inspectorates, Ofsted and ISI (Independent Schools Inspectorate).

New knowledge is formed using the new, four-strand model, which looks at the leadership of the schools themselves as well as inspections. Regarding ISI and the independent sector this research has new findings about teachers' emotional response to inspection, concluding that inspection by ISI is a peer review process which reflects the practice in the schools of those interviewed. Regarding Ofsted this research concurs with previous research (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009; Perry, 2014; Hopkins et al., 2016), showing Ofsted to be a judgmental regime based on data, creating a climate of fear. This negatively affects teacher morale, collaboration and the ability to have an open dialogue with those who could provide support and advice. Finally this research recommends a model for future school inspection to promote more

positive emotional responses to inspection, building on the ideas of peer review that are present in the ISI inspection framework and introducing critical friendship, as outlined by Bassot (2013), making it a process of critique rather than of criticism.

Acknowledgements

My first thanks go to my family who have supported me through the various stages of this doctorate of education. My four sons, Sam, Joe, Benjy and Zak, along with their respective wives and partners have lived through the experience, grounding me throughout. A special thank you goes to Joe, my critical friend, always prepared to listen and challenge my ideas with insightful observations. His constant and enthusiastic support has kept me focused both academically and emotionally. I thank my parents who, through their absolute belief in me, have sustained me at the times when I doubted that I could continue, always encouraging me, trusting in my abilities and giving me the values that underpin all that I do. Without the support of my husband, Cliff, I could not have embarked on this venture. He has endured the endless "I can't, I'm working on the doctorate" with understanding, especially during the intensity of the final writing. He has also acted as proof-reader, seeing my writing through the fresh eyes that I do not have.

My heartfelt thanks go to Dr Kristy Howells, whose support, wit and ability to critique rather than criticise, have sustained me in writing up this research. She has been an exceptional supervisor. Her constant patience and countless comments, always delivered with cheerfulness and tireless humour, have enabled me to develop as a researcher and writer and sustained me during the final years of my doctoral study. I would also like to acknowledge the encouragement of Dr Robin Precey for starting me on this journey.

A final thank you goes to my EdD cohort, especially our core group, always supporting one another – you know who you are – with a special thank you to Tracey and Wayne for their proofreading and advice.

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Total Word Count: 54,921

Glossary

ATL = Association of Teachers and Lecturers

Associated independent schools = Independent schools whose head teachers are members of one of the Independent School Council's member associations

BERA = British Educational Research Organisation

CPD = Continued Professional Development

DfE = Department for Education

EdD = Doctor of Education

EU = European Union

ISC = Independent School Council

ETI = Education and Training Inspectorate

EYFS = Early Years Foundation Stage

FE = Further Education

HMCI = Her Majesty's Chief Inspector of Education

HMI = Her Majesty's Inspectorate

IAPS = Independent Association of Prep Schools

ISI = Independent Schools Inspectorate

LA = Local Authority

MAT = Multi-Academy Trust

MLD = Moderate Learning Difficulties

NAHT = National Association of Head Teachers

NATE = National Association for the Teaching of English

Non-association independent schools = Schools whose head teachers are not members of the Independent Schools Council's member associations

NPQH = National Professional Qualification for Headship

NQT – Newly Qualified Teacher

NUT = National Union of Teachers

Ofsted = Office for Standards in Education, Children's Services and Skills

QTS = Qualified Teacher Status

RI = Requires Improvements

SATs = Standardised Attainment Tests

SEBD = Social, Emotional and Behavioural Difficulties

SENCO = Special Educational Needs Coordinator

SLT = Senior Leadership Team

SWOT = Strengths, Weaknesses, Opportunities and Threats

TA = Teaching Assistant

UK = United Kingdom

UKIP = United Kingdom Independence Party

Editorial note – throughout this thesis words spoken by the participants in interviews have been presented in blue ink.

Chapter 1

Introduction

1.1 Introduction

School inspection can be emotional. In particular those of the Office for Standards in Education, Children's Services and Skills (Ofsted) have been linked in previous research to teachers' extreme and negative emotional responses. Jeffrey and Woods (1998) likened Ofsted inspection to an "emotional assault" (p.125) often leading to tears. With an emotional equivalence to the death of a mother as mentioned in two different sets of research (Jeffrey and Woods, 1998, p.126; Cullingford, 1999, p.43), the experience of Ofsted has been connected to teachers' emotions of fear and feeling de-professionalized (Perryman, 2007).

Her Majesty's Inspectorate (HMI) of Schools developed during the 19th century (Ball, 2013). Since then, school inspection has worn many guises, leading to the present system in England of Ofsted for state and non-associated independent schools and, since April 2000, the Independent Schools Inspectorate (ISI) for associated independent schools (Cooke and Woodhead, 2012). This thesis explores primary and preparatory school teachers' emotional experiences of these two inspectorates, with data collection from May 2016 to October 2016. This comparative study, undertaken and contextually based in the south east of England, explores Ofsted as the main inspectorate in England and ISI as an alternative inspectorate in order to analyse similarities and differences offered by two comparable regimes. This thesis argues that Ofsted evokes more negative emotional responses than ISI, and that negative emotional responses are not inevitable. Having identified the emotional responses to inspection in each sector, this thesis then explores how leadership styles affect these emotional responses,

doing so through a new, four-strand model (developed by the researcher) based on a common set of criteria from Fullan (2008) and Barnes (2012) (see section 2.4.3 for further details of the new model).

1.2 What are the inspectorates?

For the purpose of this research the focus is on two inspectorates: Ofsted and ISI. There are three key features of the role of school inspection, as identified by Clarke and Ozga (2011). These are: to be "directly observational of sites and practices", meaning, to observe practice within schools; to form "qualitative evaluation", that is to exercise their judgement based not only on statistical data but also on what is observed; and "embodied evaluation", necessitating being in schools as an agent of "inspectorial knowledge, judgement and authority" (Clarke and Ozga, 2011, p.4). These will be discussed further in the literature review, chapter 2.

1.2.1 What are the inspectorates? Ofsted

School inspection has had links to government since the creation of HMI, in 1839, which then related to grants for schools only being available on condition that there was an associated right to inspection (Clarke and Ozga, 2011). Ofsted was established in 1992, subcontracted by HMI as the agency for school inspection. Ofsted reports directly to Parliament, describing itself as being "independent and impartial" (Ofsted, 2017, no page number). A key shift that accompanied the introduction of Ofsted was one of public accountability, which Cullingford (1999) identified as being used as a means of "public and official exposure of any failing" (Cullingford, 1999, p.2), with failure being measured against criteria devised by Ofsted. Cullingford (1999) linked this to an emotional response of fear. Ofsted's establishment represented a privatisation of school inspection, which had hitherto

been the remit of a government body. Although still answerable to HMI, schools were required to be inspected every three to four years and could select their inspection teams (Ball, 2013). Ofsted's introduction coincided with greater accountability for schools through standardised attainment tests (SATs), and league tables, (Ball, 2013). This backdrop is significant because SATs, as summative assessment, determined a school's position in the league tables, which were, and still are, openly published. This gave rise to an annual public proclamation of the worst school in England, and a target setting, data driven paradigm for state education (Ball, 2013). The data which informs inspection has implications for teacher workload and forms part of teachers' emotional responses towards inspection.

Ofsted (2015a) has the following grade descriptors:

1 = outstanding

2 = good

3 = requires improvement

4 = inadequate (see Appendix 1 for details of grade descriptors).

Although Ofsted publications describe inspection as "independent and impartial" (Ofsted, 2017), its judgements have linked consequences of HMI intervention and potential school closure or academisation, as formalised and stipulated in the Ofsted handbook,

> "Maintained schools and pupil referral units that are judged to be causing concern will be *subject to an academy order*"
>
> "For academies that are causing concern, the Secretary of State has a power to terminate the funding agreement and the *academy may be rebrokered to another trust*" (Ofsted, 2016, p.29, Section 103,).

Aspects relating to academisation or rebrokering are emphasised (above in italics) since these potential consequences of inspection could affect teachers' emotional responses, be that positively, should teachers see academisation as a liberating process, or negatively, should academisation be perceived as a threat.

Academies are publicly funded independent schools, which are not under local authority (LA) control. They are run by academy trusts, which may have sponsorship as well as direct government funding. They are not subject to the same conditions as LA schools, such as term times and curriculum requirements (Gov UK, 2017). Schools may choose to become academies, not only because of freedoms related to curriculum, but also due to groups of academies affording small primary schools the advantages of shared resources, experience and ideas (Eyles, Machin and McNally, 2016). An academy trust, operating more than one school, is known as a multi-academy trust (MAT). The government's focus on academisation and its implications for both inspection and teachers' emotional responses is analysed in the literature review, chapter 2.

1.2.1.1 Types of inspection

While there are different types of inspection, those referred to throughout this thesis are Section 5 and Section 8 inspections, (Education Act, 2005). Section 5 inspections are the main inspections for which schools receive a grading as listed above (Ofsted, 2016). Section 8 inspections are the monitoring inspections of schools that are in a category of concern, having received a grading of *requires improvement* or *inadequate*, following a Section 5 inspection. Section 8 inspections are also used for monitoring schools following a *good* grading to ensure that schools remain within that category or above. Section 8 inspections do not

generate a grading when being used to monitor schools where there is a concern; however, they can be turned into a Section 5 inspection to then give the school a new, higher grading (Ofsted, 2018a).

Section 5 inspections are conducted by Ofsted inspectors, with an HMI or Ofsted inspector taking the lead role. Section 8 inspections are conducted by HMI inspectors, who then act as inspectors for Section 5 inspections should the Section 8 inspection lead directly to a Section 5. HMI inspectors are employed on a full-time basis and are required to have qualified teacher status (QTS) as well as a minimum of 5 years leadership experience (Ofsted, 2018b). Ofsted inspectors likewise are required to hold QTS, yet are required to have a minimum of 5 years teaching experience and a minimum of 2 years managerial experience, (Ofsted, 2017b) as opposed to leadership experience. At the time of data collection, the inspector specifications were not provided in regularly accessible formats to the teacher participants within this thesis who had regular access to the Common Inspection Framework (Ofsted, 2015a), and the inspection handbook (Ofsted, 2016). To know the inspectors' job specifications, information needs to be actively sought out and is only accessible on the Ofsted website (Ofsted, 2018b). This lack of information, even in an updated handbook (Ofsted, 2018a) and framework (Ofsted, 2019), suggests that many teachers are potentially unaware of the teaching and leadership experience requirements for being either an Ofsted or HMI inspector. The teachers' interpretation of inspection teams' leadership was beyond the focus for this thesis as it is the teachers' emotional responses to inspection that are being explored. The interpretation of leadership approaches and their effect on teachers' emotional responses is an aspect explored by the researcher as opposed to an interpretation made by the participants.

1.2.2 What are the inspectorates? ISI

Independent schools, which are associate members of the Independent School Council (ISC), are inspected by ISI as opposed to Ofsted. On its website, ISI states:

> "ISI is approved for the purpose of inspection under Section 109 of the Education and Skills Act 2008 and reports to the Department for Education on the extent to which schools meet statutory requirements*"* (ISI, 2017, no page number);

> "ISI inspections include an element of *peer review,* thus highly trained and experienced professional Reporting Inspectors are *joined on inspections by current practitioners* with day-to-day experience and understanding of leadership and management in today's schools" (ISI, 2017a, no page number,).

It further explains its role as seen at Appendix 2. There is a clear statement of the peer review nature of ISI inspections.

Inspection that prioritises a peer review approach (emphasised above in italics) can be an influencing factor for teachers' emotional responses to inspection. The emphasis on peer review and current practitioners on the ISI inspection teams is analysed at length in the findings and conclusion chapters, 4, 5 and 6, comparing this with Ofsted's approach. Whilst there are common elements of Ofsted and ISI, there are also marked differences in that ISI defines its role as actively supporting and advising schools and their staff, an aspect of role not specified by Ofsted.

> "Our inspections seek to *aid schools with self-improvement* and, as part of the inspection service, ISI *provides training for school staff,* regular guidance

and updates, consultations and briefings, and *access to support and advice year round*" (ISI, 2017a, no page number, my emphasis).

The stated supportive aspects of ISI are emphasised, since they could affect teachers' emotional responses to inspection should this research find support to be the experience of teachers interviewed.

The ISI grade descriptors are:

1 = excellent

2 = good

3 = sound

4 = unsatisfactory (ISI, 2017b).

The difference between the Ofsted and ISI descriptors is discussed in detail in the literature review, chapter 2, and again in the findings and conclusion chapters, 4, 5 and 6. These ISI grades are used for a range of aspects inspected. Ofsted also does this, in addition to giving the school an overall grade. When inspecting registered Early Years Foundation Stage (EYFS) settings, ISI is required to use Ofsted's terminology, inspecting EYFS "in accordance with the Ofsted Common Inspection Framework and associated guidance" (ISI, 2016, p.11). There is an inconsistency here, since it is only the EYFS settings in schools belonging to the Independent Association of Prep Schools (IAPS) that are required to be inspected under the Ofsted framework, albeit by ISI inspectors. However, ISI inspections are monitored by Ofsted (Cooke and Woodhead, 2012), on behalf of the Department for Education (DfE), and Ofsted prepares an annual report for ISI inspections. With EYFS inspection frameworks being the same in both sectors, emotional responses to inspection in these settings could be expected to be the same. An analysis of emotional responses from teachers within EYFS in both sectors will help

understand how they experience the same framework from within different sectors. See Appendix 3 for an example of the ISI grade descriptor details.

1.3 Curricula of state and independent schools

A new National Curriculum was introduced in 2013 (DfE, 2013) to be used in state schools in England from September 2014. This forms the basis of what is required and what is recommended for teaching in the state sector. This curriculum details statutory requirements as well as guidance and notes for non-statutory elements. Whilst the teaching approaches for this National Curriculum are not specified, there is a perception by state sector teachers that Ofsted has expectations about how to teach and how to mark. This is indicated by a set of “myth busters” published by Ofsted (Ofsted, 2015; Ofsted, 2016a), which demonstrates Ofsted’s awareness of these perceptions. The documentation aims to address and dispel such ideas.

At the time of data collection, there have been mixed, but predominantly negative, responses from teachers and educational associations regarding the National Curriculum (DfE, 2013). As a result, the state sector is becoming tied to a curriculum that is more knowledge-based, with “real subjects” and “facts”, tied into “central command and control over knowledge and values” (Ball, 2017, p.16). Ball’s (2017) language in describing this, with words such as “command and control”, along with the aforementioned teachers’ perceptions of a prescribed way of teaching, makes this another factor of inspection that could affect teachers’ emotional responses within the state sector. Looking at English as a statutory part of the National Curriculum (2013), while acknowledging its positives, The National Association for the Teaching of English (NATE, 2015) made only one positive comment in its summary regarding English in the primary sector,

> "Its requirements for comprehension in reading at Key Stages 1 and 2 are perfectly acceptable" (NATE, 2015, p.20)

They explained,

> "The new National Curriculum for English contains many ill-judged requirements, much legally binding content which runs contrary to the way in which children and young people most effectively learn English" (NATE, 2015, p.20)

State sector teachers have to deliver the curriculum, knowing that it falls under the Ofsted inspection remit. If they agree with NATE's (2015) conclusions, this could also influence their emotional responses to inspection.

By contrast, schools inspected by ISI are expected to have an individual approach and are not required to follow the National Curriculum or participate in the SATs testing; although many independent schools include aspects from these in their curricula, as illustrated by the statement on the website for IAPS,

> "With strict criteria on *teaching a broad curriculum*… Although *each of our schools* is independent, and *has its own ethos*, they are all committed to delivering an *excellent, well-rounded education* to the pupils in their care.
>
> We believe that schools should be *unfettered by government interference*… to ensure that their *educational provision is tailored to the needs of the individual children*." (IAPs, 2017, no page number,).

The emphasis (above in the italics) shows a contrast to the aforementioned language of Ball (2017), talking instead of being unfettered and describing curricula within IAPs' schools as being individualised with an emphasis on each school's

different requirements. Teachers' emotional responses towards inspection in the independent sector could be affected by the freedoms implied here.

1.4 Researcher interest

The media gives attention to Ofsted and perceptions surrounding it. These include online magazines (Education Executive, 2018), BBC news items (BBC, 2016), online daily roundups of educational articles from sites such as Schools Improvement (2018), including articles from lecturers (Pierlejewski, 2018) as well as newspaper journalists (Turner, 2017). Some of this attention has been promoted by Ofsted itself, such as its "myth-buster" campaign (Ofsted, 2015) that accompanied its documentation providing clarification for schools about Ofsted inspection and updated the following year (Ofsted, 2016a). The need for this campaign and its later update highlights the negative perceptions and misconceptions surrounding Ofsted, relating especially to teacher workload, marking and planning, associated with Ofsted school inspections.

In contrast, such media attention is hard to find regarding ISI. An online article by a blogger, writing in The Guardian (Floyd, 2016) supports anecdotal and personal experience that the regimes of Ofsted and ISI are very different; however, that was not through research conducted, simply a personal account. There is a difference in size of the two organisations; nationally, Ofsted conducts 26 times as many inspections as ISI (this is critiqued in the literature review, Chapter 2). The discrepancy in media coverage could be resultant of a difference in regime between the two bodies, which is an area explored in this thesis, regarding the way the two inspectorates and the schools that they inspect are led and the resultant teachers' emotional responses to inspection in each sector.

A discourse analysis (Cohen, 2015) comparing the Ofsted common assessment framework (Ofsted, 2015a) with that of Education Scotland (Education Scotland, 2011) found Ofsted to be a judgemental regime, with the word 'judgement' occurring 34 times in the Ofsted Framework (Ofsted, 2015a). This fits with the idea of judgementalism and the emotional responses evoked, which will be analysed both in the literature review and when discussing the data. At the same time, the findings were at odds with personal experience of ISI inspection and experiences related by teachers from the independent sector. This makes a comparison of the emotional responses to inspection in the two sectors an appropriate area for research.

1.5 The gap filled by this thesis

A review of literature on the subject of school inspection revealed a gap that this thesis aims to address. There is a plethora of research into aspects of inspection, including some comparative studies, such as: Clarke and Ozga (2011), which compares inspection structures and processes in Scotland and England; and Perry's (2013) research, which compares approaches drawing on inspection in England, Scotland, Ireland, Finland and Singapore. There is limited literature on independent schools (Harvey, 2015). The only comparison found regarding emotional responses to inspection was an article by Floyd (2016), who discusses his experience of a relaxed approach to ISI in contrast to the stress of Ofsted. Other literature comparing Ofsted and ISI inspectorates had a focus on structure and procedures, as opposed to teachers' emotional responses. Unlike previous research on inspection, this thesis researches teachers' emotional responses to Ofsted and ISI specifically contextualised within the primary and preparatory sectors in the south east of England. The data is analysed against a new, four-

strand model, based on Fullan (2008) and Barnes (2012), which has not previously been used to explore teachers' emotional responses to inspection. The rationale for selecting this model is explored in the literature review, chapter 2, explaining how leadership in accordance with this new model sets a context for analysing the interviews; comparing two different inspectorates affords the opportunity to analyse the reasons for teachers' emotional responses to inspection, which is explored in chapters 4 and 5.

1.6 Timings of school inspection

There have been and continue to be changes in frameworks for inspection in both state and independent sectors. The outline presented here relates to inspection as it was conducted at the time of gathering data for this research, being of significance since there are differences between the two sectors which could influence teachers' emotional responses surrounding inspection.

1.6.1 Timings of school inspection - Ofsted

The frequency of inspection is linked to the type of provision inspected (Ofsted, 2016b). For the purpose of this research, the schools are in the primary sector and include a mix of academies, church and local authority schools. Inspection frequency is within five years of the previous inspection, although a risk assessment is conducted in time for the start of the third year following an inspection. This involves an analysis of data and review of information about the school. The outcomes of the risk assessment determine the next steps and are, to an extent, determined by the previous judgement of the school. There is an exemption for schools rated *outstanding*, however they may still be inspected

should a concern be raised. The risk assessment process still applies to the exempt schools. A full Section 5 inspection usually lasts for two days (Ofsted, 2016b).

A school rated as *good* will be inspected every three years, with a one-day inspection, for as long as the school continues to be rated as *good*. Should a concern be raised, a full inspection may still be conducted. If rated as *requires improvement* the school may be monitored by Ofsted and will usually be re-inspected after two years. The consequences for schools judged to have *serious weaknesses* or require *special measures*, under the grade 4 category, are outlined above in Section 1.2.1. The timings for re-inspection vary depending on whether the school is already an academy, being re-brokered to another academy trust or being turned into an academy. See the Ofsted website (Ofsted 2016b) and the Ofsted handbook (Ofsted, 2016). A school may also request an inspection. Religious schools have an additional separate inspection for aspects of worship and denominational learning. Inspection can take place at any point in the academic year after the first five working days of the autumn term. Schools are notified of an inspection, by telephone, on the afternoon of the working day before the inspection (Ofsted, 2016b). All of this information is available in Ofsted's handbook, (Ofsted, 2016).

1.6.2 Timings of school inspection - ISI

Under ISI, with its new framework, all schools will be inspected within three years, whereas previously it was between three to six years, as seen on the ISI website (ISI, 2016). This research took place at a time when ISI was switching between its previous and its current inspection systems and frameworks. Four of the teachers interviewed had only been inspected under the previous regime of three and four

day inspections (ISI, 2015a), and two of those interviewed had recently undergone a regulatory compliance inspection (ISI, 2016). ISI have two types of inspection, “regulatory compliance only”, or the “inspection of educational quality with focussed compliance” (ISI, 2016, p.4). Two days’ notice had been the norm; the combined inspection now follows notice given the morning before the inspection, with the inspection starting after lunch. No notice inspection can occur at the Department for Education’s (DfE) request. A school that is not deemed to have met all of the requirements may have a monitoring visit before their next inspection. A regulatory compliance inspection lasts two days, including feedback at the end of the second day. For a combined inspection, the shorter notice period is followed by one day inspecting the regulatory requirements, and feedback is usually given at the end of that day. The educational quality inspection will then take place on day two of the inspection, with feedback at the end of the day. Details can be found in the ISI Inspection Framework (ISI, 2016).

1.7 Political landscape at the time of data collection

The political landscape at the time of data collection contextualises this research and could link to the teachers’ emotions. Any research that is related to or influenced by political climates risks being conducted in a fluctuating landscape; this research is no exception and has spanned several key political changes. At the outset, the United Kingdom (UK) had a coalition government between the Conservatives and the Liberal Democrats. This then changed to a Conservative majority government. The UK voted in a referendum to leave the European Union (EU), which was followed by a change in Prime Minister, with David Cameron resigning. The following year the new Prime Minister, Theresa May, held a general election in which she lost the Conservative majority. Thus, at the time of writing,

the UK was being governed by a Conservative minority. The data was collected at the time of change from David Cameron to Theresa May as Prime Minister and spanned the period of the UK referendum vote to leave the EU. With data collected in the south east of England, all bar one of the teachers interviewed were teaching in an area whose council had just come under the control of The United Kingdom Independence Party (UKIP). At the time of data collection, these factors might have been emotionally significant for four of the teachers in the independent sector schools, as international boarders are key to their schools' financial stability.

Specifically within education, there have been key changes in personnel. The Chief Inspector for Ofsted changed from Sir Michael Wilshaw to Amanda Spielman, as announced in June 2016, during the period of data collection, and implemented in January 2017. The Secretary of State for Education changed from Nicky Morgan to Justine Greening in July 2016, during the time of data collection and to Damian Hinds, after data collection, in January 2018. In addition to the changes in personnel, a new National Curriculum (DfE, 2013) was written in 2013 for full implementation by 2015. It was therefore still new to schools at the time of conducting this research, and while mandatory for state schools inspected under Ofsted; independent schools were still deciding which aspects to adopt. This coincided with the abolition of the use of levels for assessing children, details of which can be found in the commissioned report (McIntosh, 2015).

In addition to the wider political activity, the inspectorates were undergoing changes in their frameworks for inspection. For Ofsted, this linked school inspection to school academisation, dependant on inspection judgements. This was key to the framework introduced in June 2015, which could be a factor in

recent inspections for teachers interviewed (Ofsted, 2015a; Ofsted, 2016; Ofsted, 2016a). For ISI, change was more concerned with separating regulatory compliance from the inspection of education. This process was not finalised at the time of data collection (ISI, 2015a; ISI, 2016). Consequently, a range of official documentation is referenced throughout this research, and some of the relevant documents have been replaced or updated during the period of conducting this research.

Changes in education personnel and policy can be seen by teachers to weaken their control (Ball, 2017, p.113). Therefore, the introduction of a new National Curriculum (DfE, 2013), the abolition of assessment levels and the linking of academisation of schools to Ofsted reports make the time frame for the data collection interesting as teachers' emotions could be heightened by these factors.

1.8 Researcher background, experience with inspections and positionality

The researcher's background is of significance in order to minimise researcher bias and influences from personal experience when analysing the data (Berger, 2015). The researcher is a teacher with 33 years' experience and as such has witnessed, and been part of, a range of changes for: continued professional development (CPD); National Curricula, with the 1988 Education Reform Act (HMSO, 1988) introducing the National Curriculum, which underwent further changes (QCA/DfE, 1999; DfE 2013); and exam systems, as well as inspection regimes, with Ofsted being established in 1992. The researcher's teaching experience includes: state primary and secondary; schools for children with moderate learning difficulties (MLD); a dyslexia provision attached to a secondary foundation school; as well as distance tutoring for the Masters module required for becoming a school Special

Educational Needs Coordinator (SENCO). The researcher's current role during data collection was as a teacher, English leader, SENCO and member of senior leadership team (SLT) in an independent primary school that is a member of IAPs, and so inspected by ISI.

Table A – Researcher's Experience of Inspection

State Sector Inspections (Ofsted)	**Independent Sector Inspections (ISI)**
Secondary school – class and dyslexia specialist teacher, no direct contact with inspectors	Independent Preparatory School – SENCO, met with inspectors
MLD School - support teacher in observed lesson	Independent Preparatory School - mock inspection, SLT member, SENCO, English lead
	Independent Preparatory School – SLT member, SENCO, English lead
	Independent Preparatory School – SLT member, SENCO, English lead

The researcher has experienced inspection in both state and independent sectors in a range of her roles (see Table A). In the MLD school the researcher witnessed the head behaving differently when given notice of an inspection by calling her back to the school to support a child whose teacher was starting on the day of the Ofsted inspection. This was explained to be due to the child, previously taught by the researcher, having difficulty with strangers. Within the researcher's role as senior leader in an independent school, there has been a need to provide additional reassurance and support for teachers when experiencing their first ISI inspection. This was because they were exhibiting emotions of anxiety, stress and panic, manifested in frantic behaviour. Explaining the process and directing these teachers to those who had felt the same before their first ISI inspection reduced anxiety.

The findings of Tunç, İnandi, and Gündüz (2015) illustrate the significance of emotional responses to inspection, stating that there are “no positive expressions related to the emotional impact of inspection on teachers” (Tunç *et al*., 2015, p.554). This raised the researcher’s interest in this area since she had not felt aware of being emotionally affected by inspection under either regime. The recognition of the heightened need to reassure teachers who had recently moved from the state to independent sector alerted the researcher to the potential of there being different emotional responses to inspection in the two sectors, under Ofsted and under ISI, which links to the development of the research questions.

The researcher’s experience has enabled the development of skill sets and understanding key to this research. The role of SENCO, English leader and being a member of SLT has led to experience of inspection from a range of perspectives within the independent sector. As English Leader, participating in CPD, attended by both state and independent sector teachers, regarding changes in English with the introduction of a new National Curriculum (DfE, 2013), the researcher became aware of state and independent teachers displaying different emotional responses to government directed changes. She saw state teachers responding throughout the training with emotional responses of stress, anger and frustration. Independent sector teachers appeared more relaxed, voicing their ability to pick and choose aspects from the National Curriculum (DfE, 2013), especially teachers from schools that were not doing SATs.

As SENCO, talking with children, parents and teachers on sensitive and emotional issues has developed the researcher’s skills in listening to and analysing emotional responses, which is key to this research into teachers’ emotional responses.

Within this role but also as an English teacher, she has developed skills in questioning and in engaging others in conversation, as voicing thoughts and ideas is part of the English curriculum. Particular focus on these skills will be considered in chapter 3 as research has recognised how interpretation can be influenced by the researcher's own values and perceptions as well as by the skills the interviewer possesses (Savin-Baden and Howell Major, 2013, pp.56-59).

The three key roles of SENCO, English leader and SLT member have given the researcher a solid background in leadership. This is strongly supported by familiarity with and analysis of leadership literature, both through a Masters (MA) in Leadership and Management for Learning and Doctor of Education (EdD) research of a discourse analysis comparing the inspection frameworks of Ofsted and Education Scotland (Cohen, 2015). The discourse analysis in earlier EdD assignments focussed on exploring the different leadership models, including a collaborative leadership approach by Fullan (Fullan, 2001; Fullan, Hill and Crevola, 2006) and transactional models as discussed by Bass (1985) and Corrigan (2013). The researcher found that the Ofsted frameworks were a judgemental regime, aligned with the transactional model, while finding Education Scotland to be a supportive collaborative model. The conclusion of the discourse analysis helped to develop the research questions of this thesis, as the actual emotional experiences of the teachers within the frameworks had not been the focus; therefore, the researcher wished to investigate this within two local regimes of Ofsted and ISI.

1.9 Research aims and questions

This research aims to understand the teachers' emotional responses to inspection in both the state primary and independent preparatory sectors, as inspected by

Ofsted and ISI. In doing so, it looks for similarities and differences not only according to the inspectorates' policies, but with specific regard to the real experiences and emotions of the teachers interviewed. There is a difficulty in separating out teachers' emotional responses from the incident of inspection, as it occurs within a school context, in both sectors, with various leadership approaches. The interviews are therefore analysed against the new, four-strand model, which uses criteria common to Fullan (2008) and Barnes (2012), to understand whether the emotional responses are linked to the leadership of the schools and whether this is the same under Ofsted and ISI. In understanding these perceptions, conclusions reached indicate possible future developments for inspection policy and practice; as well as guidance for school and inspection leadership. The research questions to be addressed by comparing state and independent sectors are:

- What are the teachers' emotional responses to inspection and how do they differ according to their setting?
- How are the teachers' emotional responses to inspection influenced by the leadership approaches in the state and independent sectors?

These questions are of particular significance since both inspectorates are ultimately accountable to HMI, so changes in one regime can affect changes in the other, with each potentially learning from the practices of the other.

1.10 Research settings and processes

The research settings were state primary and independent preparatory schools. The state sector primary schools included those for children from nursery to Year 2, (infants) and those up to Year 6 (primary); while the independent preparatory

schools were for children from nursery to either Year 6 or Year 8, depending on the individual school. All participants worked within one of these settings.

The data for this research was collected through a series of dialogical interviews. Due to the potentially sensitive and emotional nature of this research, each participant was asked to choose the setting for their interview. The locations varied and included: participants' houses; schools – three participants chose to be interviewed in their own schools and three asked to come to the researcher's; and one interview was conducted in a café.

The interviews for the state sector were all conducted within the second half of the summer term, 2016, between May 15th and June 22nd; the independent sector interviews were conducted after those from the state sector had been completed, and were over a longer period of time, with four between 14th and 29th July 2016 and two on 27th October 2016. There is discussion in the limitations section in the conclusion, chapter 6, of the significance of the timings of these interviews. This includes the political climate and its potential to affect the emotions of teachers from the independent sector, due to the international make-up of the boarding community in independent schools. There is also discussion about the state sector interviews all having taken place before those of the independent sector. Each interview was agreed to be for one hour's duration, and none went above that time limit.

The sampling of participants for interview is discussed in the methodology chapter, explaining how a combination of convenience, or opportunistic sampling was used, with an element of purposive sampling (Cohen *et al*., 2011). There was an element

of word-of-mouth to the sampling in both state and independent sectors. The limitations of the sampling are set out in chapter 6.

1.11 Thesis structure

This thesis has been structured to lead the reader logically through the research. Following this introduction is chapter 2, a review of the literature surrounding:

- emotions, focusing on how teachers emotionally respond to inspection
- leadership theory, focusing on Fullan's (2008) theory of six secrets and Barnes' (2012) research into what sustains a life in education. The analysis of the common criteria from Fullan (2008) and Barnes (2012) in the development of a new, four-strand model to explore teachers' emotional responses to inspection
- inspection and the inspectorates' frameworks
- the political context and its significance to inspection.

Chapter 3 discusses the methodology and chosen methods for data collection and analysis. It addresses the interpretivist paradigm for analysis and considers the sampling and processes for the interviews. It discusses the various ethical considerations necessary for the chosen research methods. It lays out permissions sought, and assurances of anonymity given to participants.

Chapter 4 presents and analyses teachers' emotional responses to inspection exploring the question: What are the teachers' emotional responses to inspection and how do they differ according to their setting? Chapter 5 investigates the second question: How are the teachers' emotional responses to inspection influenced by the leadership approaches in the state and independent sectors? The interpretivist

approach, using dialogical interviews, suggested accompanying the presentation of the findings with the discussion in these two chapters. This is presented with reference to the aforementioned new, four-strand model, exploring each aspect from state and independent school perspectives.

Chapter 6 presents the conclusions, addressing the research questions as outlined in Section 1.9. There follows a reflection on the limitations of this thesis. There are limitations for: replication, especially since this research is interpretivist in approach; a constantly shifting political landscape; generalisations of the conclusions, due to the small-scale make-up of the data collection; subjectivity, linked again to the interpretivist approach; and the interaction between participant and researcher. Next is a presentation of the practical recommendations that the conclusions suggest. There are recommendations at three levels: policy, procedure and leadership guidance. The final thoughts of the researcher are then presented.

There are clear conclusions formed and recommendations made from this research: Ofsted is perceived by the participants as a judgemental regime, causing negative emotional responses of stress and fear, often manifested through tears; ISI is perceived as a peer review based regime, acting with aspects of critical friendship, leading to more positive emotional responses in teachers. A cycle of inspection building on the premises of peer review and critical friendship is proposed as a way forward to minimise teachers' negative emotional responses to inspection.

Chapter 2

Literature Review

2.1 Introduction

This literature review identifies and critiques the main areas related to this research. Having reviewed the literature, the researcher raises the following two questions relating to the initial research question:

- What are the teachers' emotional responses to inspection and how do they differ according to their setting?
- How are the teachers' emotional responses to inspection influenced by the leadership approaches in the state and independent sectors?

The literature review focuses first on emotional responses, moving specifically to how they relate to teachers in the context of inspection. This includes: the early research into Ofsted's effect on teachers by Jeffrey and Woods (1998) and Cullingford (1999), which occurred as the old National Curriculum (DfE, 1999) was being introduced; the work of Perryman (2007), which occurred after the old National Curriculum (DfE, 1999) was established; and Hopkins (Hopkins, Hendry, Garrod, McClare, Pettit, Smith, Burrell and Temple, 2016) researching at the same time as the introduction of both a new Ofsted framework (Ofsted, 2015a) and a new National Curriculum (DfE, 2013). There is a consensus in the literature that, throughout this time frame, there has been little change in the emotional response to school inspection and the related stress.

This review then explores literature surrounding the frameworks of the two inspectorates related to this research, Ofsted and ISI, and their accompanying

handbooks (Ofsted, 2015a; Ofsted, 2016; Ofsted, 2016b; ISI, 2015a; ISI, 2016). Literature discussed explores the academisation agenda and its implications for inspection as part of the political context of the research. In reviewing the literature surrounding inspection the researcher found that there has been limited research into teachers' emotional responses to inspection under ISI - a gap that this research fills. Since this research explores teachers' emotional responses against a model of schools' leadership approaches, this literature review critiques leadership literature, as it relates to teachers' emotional responses to inspection. This includes distributed and hierarchical leadership models, with a specific focus on the work of Fullan's (2008) theory of six secrets and Barnes (2012) research regarding what sustains a life in education. Fullan (2008) and Barnes (2012) provide common criteria for the new, four-strand model against which the data is explored in chapter 5.

2.1.1 Literature search strategy

The systemic search strategy for identifying literature to review for this thesis was conducted using two main search engines, Canterbury Christ Church University Library, Social Sciences and Education e-journals databases and Google Scholar. Literature relating to Ofsted and government policy was also reviewed, specific policy websites were also included, as seen in Table B. Specific search terms, phrases and key words were entered, with some overlap of terms for different areas of literature, since they were relevant to the overarching research themes of inspection, emotions and leadership, see Table B.

Table B - Literature Search Strategy

Research Areas	**Search**	**Key Words/Search Terms**
Inspection	Library Search and Google Scholar search	School inspection ISI inspection Ofsted inspection Emotional responses to inspection Inspection background Inspection leadership Accountability Critical friendship
	Journals: Educational Policy School Leadership and Management Educational Leadership BERJ - British Educational Research Journal	
	References from articles on inspection References from prior EdD research on inspection frameworks (Module 7, discourse analysis of Ofsted and Education Scotland frameworks)	
	Gov UK – DfE Website Ofsted website and ISI website	Frameworks Guidance Job specification
Leadership	Journals: School Leadership and Management Educational Leadership	Hierarchical Collaborative Distributive Accountability Critical friendship School headship Supportive Judgemental Punitive Rewarding
	Library Search and Google Scholar search	
	References from articles on leadership References from prior EdD research on inspection frameworks	
	References from previous research assignments	
Emotions	Library Search and Google Scholar search	Emotions in teach/ing/ers Emotions in Education Emotional responses in teach/ing/ers Emotional responses Feelings
	References from articles on emotions	

2.2 Emotional responses in teaching

Teaching has been described as “inextricably emotional” (Hargreaves, 2001, p.1057). This notion is extended by Sutton and Wheatley (2003) to suggest that emotions are “an integral part of teachers’ lives” (p.332), with Zembylas, (2003) exploring the idea that emotions are “inextricably linked with teachers’ perceptions of self-identity” (p.223). O’Conner (2008), links emotions to teacher practice, seeing this as socially constructed and “deeply embedded in emotional experience”

(p.118), reiterating the idea of emotions being integral to teaching, and is supported by Kelchtermans (2009) describing emotions as being more than “important” to teaching; indeed “a fundamental aspect of the job” (p.269). In Turkey, Tunç *et al*., (2015) also find this to be the case, seeing education as being “infused with ‘emotion’” (p.556), building on this to consider how inspection impacts on teachers’ emotions. Understanding emotions is a complex area as proposed by Sutton and Wheatley (2003), since there is no single manifestation of, or cause for, different emotions with each individual experiencing and expressing things differently. This is important to consider when researching teachers’ emotional responses to inspection, since interpreting emotional responses is further complicated by their being experienced subjectively. Hargreaves (2001) finds that the mental state of someone when entering a given situation can also affect the emotional responses evoked.

Hargreaves (2001) separates emotional responses into positive and negative, identifying “happiness” as a positive emotional response (p.1067) attributed to being shown appreciation, gratitude and support. Sutton and Wheatley (2003), also separating positive and negative emotional responses, identify “joy, satisfaction and pleasure” (p.333) as positive emotional responses attributing these to being appreciated and having supportive colleagues. Hargreaves (2001) reiterates this, as well as linking them to pupil progress and being respected professionally. Positive emotions are proposed by Hargreaves (2001) to energize teachers to be creative and try new things, eroding the stresses that accompany changes within education (p.1067).

In contrast to the positive emotions, Hargreaves (2001) also identifies that negative emotional responses are manifested in teachers as feeling angry and upset, reported by teachers when criticized not only regarding their expertise, but also their academic purpose in teaching. Sutton and Wheatley (2003, pp.333-334) extend Hargreaves' ideas, adding feelings of frustration to those of anger, linked to goal incongruence regarding pupil behavior as well as arising from factors outside of the classroom. Other negative emotions expressed by teachers, as identified by Zembylas (2003), are those of anxiety, helplessness and guilt associated again with factors that teachers feel are beyond their control. Drawing on the work of Hargreaves (2001) and Zembylas (2003), this thesis will therefore focus on both positive and negative emotions as teachers discuss the effect of inspection.

Kelchtermans (2009, p.262) proposes the idea of moral integrity, identifying this as being linked to emotional responses both positively and negatively. He suggests this to be positive when supported and negative when challenged by external factors as this is linked to feelings of vulnerability triggering intense emotions (p.266). These ideas concur with the previous findings of Zembylas (2003, p.231) and suggest a strong link between feeling connected to a moral purpose and emotional responses. Fullan (2008) explains moral purpose as "striving to develop oneself and make a meaningful contribution through one's work and life" (p.44). Likewise, Barnes (2012) argues "that a sense of purpose plays an important role in the well-being of [the] resilient teacher" (Barnes, 2012, p.300). Where this moral purpose is at odds with teachers' own values and academic purpose, this has been seen to evoke negative emotional responses. The significance that moral purpose plays when considering teachers' emotions is one that is further explored in Sutton and Wheatley's (2003) review of literature, where they discuss the initiation of the

emotional process in terms of appraisal, where the significance of the situation to the self is key. Their discussion of teachers' emotional responses links to the aforementioned academic purpose highlighted by Hargreaves (2001) and Kelchtermans' (2009) later discussion of moral purpose and teachers' emotions. Sutton and Wheatley (2003, pp.330-331) link "goal relevance" and "goal congruence" with positive emotions when present and negative emotions where there is goal disconnect. This is relevant in a climate where teachers may feel the need to 'teach to the test' or be given new curricula that they are expected to deliver. Sutton and Wheatley's (2003) discussion of "ego-involvement" as evoking emotional responses is also pertinent to teachers who have a personal investment in their lessons.

Sutton and Wheatley (2003) link positive emotions to situations that enhance self or social esteem, occurring when lessons go well. Negative emotional responses are more likely to occur when lessons go badly, as teachers may see this as a reflection on themselves. An example of a sense of self being under threat could be when teachers' lessons are observed. Sutton and Wheatley (2003) further clarify ideas of "ego involvement" explaining that teachers experience different emotions within similar or the same situations by bringing in their own personal values and perceptions. Where teachers have the freedom to deliver the curriculum in their own style of teaching, within a pedagogy with which they feel comfortable, there is likely to be a stronger sense of goal relevance and ego involvement, leading to more positive emotional responses.

The subjectivity of emotional responses leads to Zembylas' (2003, p.216) idea that emotions can be explained as being social constructs, thus being both individual

and interpersonal (p.220). O'Conner, (2008, p.118) extends this by suggesting that they are affected by cultures and external influences, experienced and expressed differently by the individual. Sutton and Wheatley (2003, pp. 330-333) argue that the expression of a given emotion and action taken in response to the particular emotion experienced will vary with each individual and may evoke a different response in others present. In this way the emotional responses of senior leaders may filter down, affecting those of classroom teachers who could pick up on stress or be reassured by an air of calm. The extent to which the expression of emotions by senior leadership teams (SLT) affects the teaching team could be dependent on a range of factors including their own emotional robustness and experiences within education. An inexperienced teaching team may be more prone to negative emotional responses to a panicked SLT than a robust, experienced teaching team. Thus, regarding inspection, the apparent emotional responses and consequent behaviours of SLT during inspection could influence the behaviour and emotional responses of the teachers.

Hargreaves (2001) warns that exploring and understanding teachers' emotional responses is a subjective process; one that is open to interpretation and consequently misinterpretation. An expression of emotion will need to be interpreted, for example laughter could be an expression of embarrassment, joy or even anger, depending on the individual and context, so processes for checking interpretations need to be in place. This includes detailed annotation of transcripts (see Appendix 4) and analysis to include behaviours, language, pauses, tone of voice and body language of the participant. Therefore, not only the words of the interview will be reported within the results but also the interpretation of the non-verbal responses.

Sutton and Wheatley's (2003) research into teachers' emotions has focussed on specific incidents or key events described as "emotional incidents that are salient enough to be recalled at some later time" (p.335). Therefore, focusing on such incidents as inspections in this thesis allows the participants to give detailed emotional responses to a specific incident. This means that discussion of teachers' emotions is not generalized to the everyday experience of teaching - although such research has been conducted using emotion diaries and experience sampling (Sutton and Wheatley, 2003, p.335). Likewise, this thesis focuses on a key event, that of inspection. An important point to consider when researching emotional responses is the effect they can have on memory. When an event evokes strong emotional responses, positive or negative, it is more likely to be remembered; however, the detail of the event may be remembered incompletely, with the focus being on the specific aspect associated with the emotions. Also, the emotions of the self at the time of recall can also affect how an event is remembered (Sutton and Wheatley, 2003, pp.336-338). These points are important to keep in mind when researching teachers' emotional responses as they are subjective and individual, even before any interpretation of the emotions is made (see Sections 3.6 and 3.8 in the methodology chapter, which critique subjective bias). Understanding how emotions can affect memory raises the importance of understanding the time frame between inspections discussed and gathering teachers' responses.

2.2.1 Teachers' emotional responses – Ofsted inspection

Teachers respond to inspection in a range of ways, including: humour (Jeffrey and Woods, 1998, pp.148-152); assertiveness (Jeffrey and Woods, 1998, pp.257-159); staging performance (Jeffrey and Woods, 1998, pp.152-157); over

or under-eating, drinking alcohol, taking calming drugs (Jeffrey and Woods, 1998, pp.96-97); and absence from work through illness (Cullingford, 1999, p.184, pp.110-112). Some of these responses, which may on the surface seem positive, such as teachers' expressions of strong self-belief like "I know I'm good at my job" are instead attributed to anger, with the same teacher saying "I was so angry" (Jeffrey and Woods, 1998, p.158). Another example is a teacher who starts by likening inspection to a performance, something at which she is confident, then ends by expressing feeling under pressure (Jeffrey and Woods, 1998, p.156) within a situation that could not be avoided. The key word that is repeated in all of the literature reviewed about teachers' responses to inspection is "stress" (Jeffrey and Woods, 1998; Cullingford, 1999; Kyriacou, 2001; Moriarty, Edmonds, Blatchford and Martin, 2001; Perryman, 2007; Perryman, 2009; Hopkins *et al*., 2016)

2.2.2 Stress as a response to inspection

Teacher stress has been defined as "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001, p.28). This relates to teachers' perceptions that work situations constitute a threat to their "self-esteem or well-being". Stress in education is not a new concept, nor is it unique to England, as attested by Cichon and Koff (1978) when researching their inventory of teacher stress in America. Whilst many causes of teacher stress vary over time, some remain constant, significantly "notification of unsatisfactory performance", ranked third in their research and various changes in the workplace, ranked first, eighth, nineteenth and thirty sixth (Cichon and Koff, 1978, pp.25-26). Occupational stress can be defined as arising, "from demands

experienced in the working environment that affect how one functions at work or outside work" (McGowan, Gardner and Fletcher, 2006, p.92). Their research explores positive as well as negative outcomes of stress, differentiating between threat and challenge, where threat is "exceeding the resources available to cope" and challenge is "when there is potential for mastery or personal growth." (McGowan *et al*., 2006, p.93). Stress can be a driver of creativity (Perryman, 2007) and this potential for stress to be seen positively is also identified by Hopkins *et al*., (2016) when discussing lesson observations by school leadership teams. They explain that,

> "generally, these [observations] were conducted in a supportive way and were linked to professional growth and the improvement of the school" (Hopkins et. al., 2016, p.59).

Barnes (2012) agrees when he discusses personal growth as a factor sustaining teachers. However, research exploring teachers' emotional responses to inspection has been focussed on Ofsted and predominantly linked to stress as a negative emotional response, with studies conducted in the 1990s (Jeffrey and Woods, 1998; Cullingford, 1999; Moriarty *et al*., 2001) up to the present day (Perryman, 2007; Perryman, 2009; Hopkins *et al*., 2016).

There have been various studies of teachers' well-being and satisfaction. Whilst findings among teachers regarding job satisfaction vary to some extent, Ofsted is a common feature. Moriarty *et al*. (2001) conducted a study in the summer of 1998 with teachers of Reception (children aged 4 - 5) and Year 1 (children aged 5 – 6). They found that Ofsted featured as the 4th response about job dissatisfaction out of the 12 different responses given, with 32% of the teachers

stating Ofsted as the reason for their dissatisfaction (Moriarty *et al*., 2001, p.36). This research explores causes of dissatisfaction arising from Ofsted, comparing this to ISI, to help ascertain reasons for responding in this way.

The three responses above Ofsted in the study (Moriarty *et al*., 2001) are: excessive paperwork; general comments regarding changes and new initiatives and time constraints. Responses that come immediately below Ofsted in the study (Moriarty *et al*., 2001) are: National Curriculum and changes therein; large class sizes and combining responsibilities. Some of the responses other than Ofsted also feature in aspects of inspection that can be linked to negative emotional responses to Ofsted itself. For example, excessive paperwork for inspections was cited as a reason for responding to inspection with negative stress, “The paperwork involved in the inspection also brought feelings of worthlessness” (Jeffrey and Woods, 1998, p.119). Whilst some teachers see the paperwork aspect as helping to keep them “sharp” (Cullingford, 1999, p.75), a majority are resentful of the paperwork as being for the benefit of the inspection and not the pupils (Cullingford, 1999, p.75).

A study conducted in 2004 (Rhodes, Nevill and Allan, 2004) used a survey where answers are given using a 5-point scale to show satisfaction or dissatisfaction with the ideas presented. Here Ofsted features lower in the areas causing dissatisfaction – with the “intrusion by Ofsted” ranking 18th out of the 40 facets mentioned in the report and “the workload” being the prime area of dissatisfaction (Rhodes *et al*., 2004). The aspect of workload is in accordance with Moriarty *et al*. (2001). More recently (Marsh, 2015) in a survey of newly qualified and trainee teachers, by The Association of Teachers and Lecturers (ATL) union, exploring

reasons why teachers both joined and left the profession, 63% cited Ofsted as what they dislike about their job. As there were no questions relating specifically to Ofsted, this makes teachers mentioning it more noteworthy as it is without prompting. Heavy workloads again feature as the prime area of stress at work, linked to feelings of dissatisfaction.

There is a plethora of comment on teachers feeling stress related to inspection in the press and social media. Newspaper articles, social media and blogs discuss: teacher stress; Ofsted being a driver of increased workload for teachers; Ofsted demands destroying teacher autonomy, examples of which can be found on the Schools Improvement website (see references). Whilst lacking the academic rigour of scholarly articles, these still reflect the perceptions of teachers and are therefore valid in informing understanding of teachers' emotional responses to inspection and worthy of inclusion when reviewing the literature. As an example, Ball (2013, p.137) uses media references as part of his literature on educational debate. The emotional effect of inspection on teachers is no longer a new area to explore; the emotional response of feeling dissatisfied and stressed has been building over time. This growth does however appear to be after the inception of Ofsted, as the following quotes from teachers demonstrate, with emotional responses of panic, feeling pressured, fear and declining morale:

> "I don't have the job satisfaction now I once had working with young kids…it's multiplied by the fact that Ofsted is coming in because you get in a panic that you won't be able to justify yourself when they finally arrive." (Jeffrey and Woods, 1998, p.118);

> “Teachers have cited excessive workload, the pressures of inspection and the relentless pace of change as reasons for quitting.” (Morrison, 2015, no page number);
>
> “It was more about the culture that is promoted by the fear of Ofsted. We’re told we should do something because Ofsted might like it.” (Sloggett in Morrison, 2015, no page number).

And more recently, in a survey by the National Union of Teachers (NUT),

> “Two thirds of the 1,020 primary and secondary school teachers questioned felt morale in the profession had declined over the past five years” (School Improvement, 5/10/2015, no page number).

This sample of articles all tell of the same trend, with 76% of teachers interviewed in the NUT survey linking the declining teacher morale to the academisation agenda, which is directly linked to Ofsted judgements. There is academic research to support these emotional responses to inspection, (Hargreaves and Evans, 1997, p5; Macbeath, 1999, p.86); however, a media article citing the change in leadership as a key factor in the decline of teacher morale in the face of an impending Ofsted inspection (Secret Teacher, 19/09/2015) raises the question this research explores: How are teachers’ emotional responses to inspection influenced by the leadership approaches in the state and independent sectors? The name of the writer of the article is not given as it is part of a series called “The Secret Teacher”, which invites teachers to present their thoughts with anonymity. The anonymity allows teachers to express their views without concerns for repercussions. This could result in exaggerated events or opinions, being a platform on which to air grievances; or a need for anonymity could reflect fear felt by teachers. Where the opinions relate to

inspection, this research explores whether the idea of teachers being fearful of airing their views is found to concur with the emotional responses to inspection.

Jeffrey and Woods (1998) link negative emotional responses to Ofsted with feeling deprofessionalized. They find several examples of this. The most extreme is likening a response to Ofsted to that of the death of a parent. This is explained in different ways. One participant described inspection taking over her life, as had the death of her father (Jeffrey and Woods, 1998, p.116). Another describes inspection as equivalent to the pressure of her mother's death (Jeffrey and Woods, 1998, p.126). These ideas are found in other research from the same time, with inspection being described as one of the worst experiences for a teacher, alongside the death of that teacher's mother (Cullingford, 1999, p.43). Jeffrey and Woods (1998) and Cullingford (1999) write at length of a range of negative emotional responses to inspection that they identify as teacher stress. These are accompanied by coping strategies and include emotional responses of anger, confusion, anxiety, loss of self, loss of and disconnection from values and a sense of professional inadequacy. This thesis explores whether, two decades on, with a new National Curriculum (DfE, 2013) and new inspection framework (Ofsted, 2015a), teachers still have negative emotional responses to inspection. This will not only include teachers who experienced inspection at the time of the aforementioned research, but also those who were at school themselves at the time and have since become teachers.

Perryman (2007) explores both positive and negative stress, finding that stress plays a part in the creativity, motivation and performance at work. However, she concludes that inspection is a negative regime with profound negative emotional consequences such as weariness, anger and cynicism due to Ofsted's relentless

gaze (Perryman, 2007, p.174). Linking Ofsted to Foucault's (1991) ideas on panopticism, Perryman (2007) sees the emotional responses to inspection as extending beyond the inspection itself, impacting on all the work of teachers. Perryman (2009) later expands on this idea, finding,

> "the self-evaluation document combined with the constant threat of no-notice inspection creates the perfect state of panoptic performativity." (Perryman, 2009, p.628).

This is not a new understanding of the effect of Ofsted, since it has been described as "meticulous surveillance" with its "gaze" to be avoided, (Ball, 1997. p.332), and Cullingford (1999) found that "the very threat of its presence is supposed to make a difference" (Cullingford, 1999, p.4). Foucault's (1991) ideas on panopticism have been repeated as a theme, with Clapham (2014) seeing schools becoming 'inspection facing' in a panoptic regime.

Foucault's (1991) ideas on panopticism are consistently linked to negative emotional responses, such as fear and threat. However, this thesis seeks to explore all of the emotional responses to inspection from teachers situated in two different regimes. Therefore, the researcher has decided to reject Foucault's (1991) lens to allow the research to be investigated through a different lens that addresses both positive and negative emotional responses.

As with the earlier research of Jeffrey and Woods (1998) and Cullingford (1999), Perryman (2007) finds that teachers felt deprofessionalized and disengaged, with teachers talking of emotional responses of fear, panic and helplessness, which extended to their personal lives. Another finding in common with the earlier research of Jeffrey and Woods (1998) and Cullingford (1999) is one of greater

absenteeism, especially after inspection. Perryman (2007) also finds that, whilst teachers expressed relief when inspection was over, teachers were exhausted, and greater numbers left the profession. She cites 20 teachers leaving, although does not say how many teachers the school employed; it was a school of 865 pupils. Perryman's (2009) later research finds that teachers respond to Ofsted with fabrication and resentment, with teachers 'performing' for inspection as Jeffrey and Woods (1998) had found in their earlier research.

As with her own earlier research (Perryman, 2007), Perryman (2009) again finds that teachers experienced a sense of disconnection, as they felt they were working towards an externally dictated agenda (Perryman, 2009, p.628). Her studies focus on Ofsted and were written while earlier frameworks were in place than those during this research. Perryman's findings about the effect of Ofsted inspections are supported by the more recent research of Hopkins *et al*. (2016), which finds Ofsted inspections to be "damaging emotionally and professionally" (Hopkins *et al*., 2016, p.59). They find that teachers respond to inspection by feeling demoralised and disempowered, affecting their physical well-being in much the same way as found by Jeffrey and Woods (1998), affecting their sleeping and eating. Also, in line with previous research (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009) are feelings of distrust, both by and in the system, and a disconnection of values. Other research supporting the idea that Ofsted is a regime that promotes negative emotional responses in teachers includes Robert-Holmes (2015) who found inspection to be pushing towards data driven pedagogy, and Drake (2014) who found teacher stress throughout Ofsted inspection to be associated with job ambiguity and dissatisfaction, talking of heavy workload and conflict at work.

Negative emotional responses to inspection have included studies outside of Ofsted, such as Tunç, *et al*. (2015) who interviewed primary school teachers in Turkey, where the structures of school inspection could be different from those in England. Tunç's (Tunç, *et al*., 2015) study explored teachers' responses before, during and after inspection, concluding that teachers have negative perceptions regarding inspection. Whilst the negative stressful response to Ofsted has been researched over time, this thesis adds to prior research by using ISI as a comparative regime, showing an alternative approach to inspection and exploring the emotional responses expressed by teachers under each regime.

2.3 Inspection literature

> "Conducting research into contemporary governance processes and practices is always a high-risk activity, since these objects of inquiry are neither solid nor stable." (Clarke and Ozga, 2011, p.21).

This applies when exploring the emotional effect of inspection, since the literature covered necessarily includes government documentation and frameworks that are under constant review and change. An example of this is the potentially influential factor on teachers' emotional responses to inspection following the success of Nicky Morgan's (Secretary of State for Education, July 2014 – July 2016) attempts to turn local authority-controlled schools into academies based on the findings of Ofsted inspections. Morgan's plans passed the challenge from the House of Lords by 14 votes (Coughlan, 2015) five months prior to the commencement of data collection for this research. This is relevant since there followed a direct link between Ofsted judgements and forced academisation for schools, which is discussed in Section 2.3.1. Also, the white paper, "Educational Excellence

Everywhere" (DfE, 2016) published a number of changes two months prior to the commencement of data collection, as discussed in Section 2.3.1. The data collection occurred between May 2016 and October 2016 within this political climate. Therefore, with the aforementioned changes, political agendas cannot be ignored regarding school leadership and the high stakes accountability through systems of inspection (Hammersley-Fletcher and Strain, 2011, p.873). This is evident throughout much of the literature regarding leadership in education, especially that relating to Ofsted; consequently, this must be considered when examining the literature that abounds on this subject.

Regarding policy documents, the researcher selected inspection literature based on regimes in South East England, as this is linked to the settings (Ofsted and ISI) and geographical location of the participants. It is acknowledged that there is literature referring to other inspection regimes such as in Turkey (Tunç *et al*., 2015), Education Scotland (Cohen, 2015; Perry, 2013) and Republic of Ireland, Scotland, Singapore and Finland (Perry, 2013). However, the focus of this thesis is the south east of England. It is the context of England that is important to appreciate for this research.

2.3.1 Background to inspection

The introduction of Ofsted, linking greater accountability and an emphasis on data to inspections by Ofsted, is presented in the introduction, Section 1.2.1. This has implications for teachers' emotional responses to inspection, since a data driven pedagogy has been found to evoke negative emotional responses in teachers, especially that of value conflict (Roberts-Holmes, 2015), and the greater accountability has left teachers feeling that they are constantly under Ofsted's gaze

(Ball, 1997).

There have been studies comparing Ofsted with other systems, such as: Clarke and Ozga (2011), who compare Ofsted with Scotland (Education Scotland); Gray and Gardner (1999) who explore Northern Ireland, Education and Training Inspectorate (ETI); and Perry (2013) who compares inspection in England, Scotland, Republic of Ireland, Singapore and Finland. These studies focussed on procedural concerns as opposed to the emotional impact on teachers. A discourse analysis, comparing the Ofsted framework of inspection to that of Education Scotland, (Cohen, 2015) found considerable differences between the frameworks, concluding that Ofsted appeared a more judgemental regime and Education Scotland appeared supportive. These themes could contribute to teachers' understanding of the emotional effect inspection can have on aspects of their professional, and sometimes personal, lives. The very word 'inspection' can have overtones of judgement, with negative connotations. For example, Cullingford (1999, p.1) introduces the idea of inspection with the words "power and control". Ofsted describes the principles of inspection as,

> "independent external evaluation that includes a diagnosis of what should improve" (Ofsted, 2015a, p.5).

Similarly, ISI states,

> "Inspection also provides objective and reliable reports on the quality of schools" (ISI, 2016, p.2).

Ofsted explains its purpose as providing assurance to the public and government and providing,

> "important information to parents, carers, learners and employers about the quality of education, training and care being provided" (Ofsted, 2015a, p.5).

Likewise, ISI explains who inspection is for, making,

> "the information available to parents, government, Associations and the wider community." (ISI, 2016, p.2).

Just as Ofsted mentions a "diagnosis of what should improve" ISI states that it acts "for the benefit of the pupils in the schools and seeks to improve the quality and effectiveness of their education and of their care and welfare." (ISI, 2016, p.1)
It adds,

> "In this way, it *helps* schools, their staff and governors/proprietors to recognise and build on their strengths and to *identify and remedy any deficiencies*." (ISI, 2016, p.2).

The emphasis (above in italics) highlights that ISI furthers Ofsted's talk of 'diagnosis' by talking of remedying deficiencies, which could also affect emotional responses, since "diagnosis" without "help" to "remedy" could be one explanation of why teachers have been found to respond to Ofsted as a constant threat (Perryman, 2009). The idea of "help" from ISI could link inspection to the more positive stress that has been identified as challenge by McGowan *et al*. (2006) when they researched both positive and negative outcomes of stress in the workplace.

ISI is responsible for inspecting 1,200 schools in addition to private FE (Further Education) colleges and English language schools - figures for the same dates as Ofsted, available by contacting ISI (ISI, no date). Ofsted's inspection responsibility is far greater, with 31,208 inspections conducted in the academic year 2014/2015 alone, (Wilshaw, 2015, pp.6-7). 280 non-associated independent schools are

included in the figures quoted for Ofsted inspections in that period since these inspections are Ofsted's responsibility.

Data from Ofsted's (2015b) post inspection survey, published at the time of this thesis' data collection, suggests that the majority of the survey's respondents felt that the benefits of inspection outweighed the negative aspects (82%) (Ofsted, 2015b, p.3). The report acknowledges that the response rate from schools judged as inadequate was lower and reflected more negative views. It claims that, even here, 55% of respondents replied positively to this question of benefits outweighing negative aspects of inspection (Ofsted 2015, p.3); however, this is only a small majority of respondents. The statement was worded, "The benefits of the inspection outweigh the negative aspects" and positive responses were from "Strongly agree" and "Agree". Other options for response were: "Don't know", "Disagree" and "Strongly disagree". This survey was conducted by Ofsted so cannot be seen as neutral and the response was from school leaders; it is possible that class teachers' responses may not have been the same. Participants in this research include class teachers as well as senior leaders, and they include teachers inspected under ISI, affording them the opportunity to express their views on whether the positives of inspection outweigh the negatives.

Ofsted's annual report shows the upward trend towards primary schools being closed to become academies, following an unsatisfactory or requires improvement inspection outcome, from 2% in August 2013 to 8% in August 2015 (Wilshaw, 2015, p.32). Even so, prior to data collection, the overall outcomes for primary schools were positive, with 85% of those inspected being categorised

as “good” or “outstanding” (Wilshaw, 2015, p.27). These figures, along with those in the previous paragraph, form a backdrop to the research for this thesis.

The grades given for inspection (see Table C) are important to this research as the grade received may affect teachers’ emotional responses to inspection. The 3rd grading, now termed “requires improvement” was introduced in the 2012 framework (Ofsted, 2012) to replace the term “satisfactory”, leading to schools that had previously been considered adequate no longer being so. The term was introduced as part of the emphasis Ofsted was placing on the idea of school improvement and has been described as part of a “combative approach to schools and teachers” (Clarke and Baxter, 2014, p.493). Clarke and Baxter (2014) link the change of nomenclature to Ofsted having, “an abrasive relationship to schools and teachers” (Clarke and Baxter, 2014), with the grading being described as “insulting” (Coughlan, 2012). Whilst the wording “requires improvement” places an emphasis on improvement, it appears to have judgemental connotations, as suggested by the word “combative” as used above and phrases like,

> “no longer accepts the ‘Satisfactory’ grade…All schools must be *judged* ‘Good’ or *suffer* the consequences, in other words *forced* academisation.” (Doherty, 2013, p.97. Emphasis shown through italics).

This change in nomenclature is an area that could affect teachers’ emotional responses to inspection; however, the argument given by Sir Michael Wilshaw, Her Majesty’s Chief Inspector of Education (HMCI) at the time of this change, was that schools coasting over time was not good enough and so would be given a *requires improvement* grade, as reported by BBC news (Coughlan, 2012).

Table C – Inspection Grades Used by Ofsted and ISI

Ofsted Grades (Ofsted 2015a)	ISI Grades (ISIa, no date)
Grade 1: Outstanding	Excellent
Grade 2: Good	Good
Grade 3: Requires Improvement	Sound
Grade 4: Inadequate.	Unsatisfactory
	"In the context of pupils' achievement, the grade **Exceptional** may also be used"

ISI have kept the nomenclature for their grades. The language of these grade descriptors could affect the teachers' emotional responses to inspection, since with Ofsted, there is an even split of the descriptors with and without negative connotations, whereas with ISI, the majority are neutral or positive The option of the additional grade of *exceptional* under ISI, could create or alleviate pressure in IAPs schools; by having the possibility of being graded *exceptional* there could be a perception that *good* and *excellent* are not good enough. However, this could be counter-balanced by the idea that there is only one grading that is expressly unacceptable, that of *unsatisfactory*. However, schools within IAPS are answerable to fee paying parents, which could exact a different pressure on teachers and school leaders. This could prove to be another factor in teachers' responses to inspection when analysing the responses from those within the independent sector.

ISI inspectors are required to use the Ofsted framework, including its grading, for inspecting any EYFS provision in schools. This will be considered when exploring teachers' emotional responses to inspection since there is a point of

cross-over for Ofsted and ISI within EYFS, which could highlight whether the responses are due to school leadership approaches or the actual inspections.

The academies programme is highly political, with the accompanying removal of control and funding from local authorities, (Ball, 2013). Academies are schools which are publicly funded independent schools, outside of the control of LAs, with the freedom to determine their own pay and conditions as well as curriculum, which may differ from LA controlled schools (Ball, 2013, p.207). Academies are becoming associated with inspections, now that anything below a *good* outcome can lead to school closure to be turned into an academy. Inspection is not a static landscape; it is one with frequent changes in policy and frameworks. The current academisation programme, linked ever more closely to Ofsted outcomes (Clarke and Baxter, 2014) will therefore be another aspect to explore regarding teachers' emotional responses to inspection.

It is important to be mindful of the current thoughts and possible changes here. The white paper, current at the time of data collection, "Educational Excellence Everywhere" (DfE, 2016) talks of all schools being academies, or in the process of being made into academies by the end of 2020; with no schools under local authority control by the end of 2022 (DfE, 2016, p.55). Were this to happen, the link between academisation and Ofsted would be short-term; however, there is significant opposition to this process within the teaching profession as seen in a survey by Schoolzone (2016). This survey sought views on the White Paper (DfE, 2016) on a range of issues, and had over 600 responses overnight. Schoolzone (2016, p.1) found that teachers clearly did not want schools to be turned into academies. 74.42% of teachers surveyed strongly disagreed with

academisation, with a further 12.54% ‘somewhat’ disagreeing with the academisation. Only 7% agreed to any extent, with 4.95% being neutral on this issue.

Whilst the overview claims to have unbiased views, Schoolzone (2016) selected the 20 areas that they considered to be the biggest proposals, and no selection will be completely without bias. This response on the issue of academisation is also reflected elsewhere, including within the general public (Stone, 2016; Adams, 2016), so it is not yet possible to fully predict the success of the recommendations of the white paper. This is another instance of the shifting landscape against which this research is being conducted. Furthermore only 7% of teachers surveyed (Schoolzone, 2016, p.1) were in favour of academisation, which could affect teachers’ emotional responses to inspection, since Ofsted judgements could force the issue at the time of conducting this research.

The academy agenda is an important aspect to consider in this research, as the reason a school becomes an academy could affect the attitudes that teachers within the school have towards the changes. This links to both: Fullan’s (2008) leadership model, where he talks of valuing employees and connecting peers to purpose; and to the emphasis Barnes’ (2012) places on teachers having opportunities “to share and develop values, beliefs and principles” (Barnes, 2012, p.337). When a school becomes an academy through informed and discussed choice, attitudes and emotional responses of staff may well differ from those at schools where becoming an academy has been imposed, as discussed in Keddie’s (2016) research showing head teachers wanting control in the academisation process.

Both Ofsted and ISI use similar language regarding the inspectors' conduct. Ofsted aims to "evaluate objectively, be impartial and inspect without fear or favour" (Ofsted, 2015a, p.8). ISI state that they should, "evaluate the work of the school objectively and impartially" and "report fairly and without favour." (ISI, 2016, p.4). However, in stating the principles of inspection, ISI states that its inspections "incorporate the principle of peer review" (ISI, 2016, p.3). This is an area that Ofsted lists as a priority, stating that from May 2016, it aims to "use more good and outstanding sector professionals as part of inspection teams" (Ofsted, 2017). This would sit well with Fullan's (2008) 4th secret, of learning being the work, and Barnes' (2012) idea of needing regular values conversations to support staff development, as it suggests the idea of inspection as a critical friend. This research will determine whether this principle appears to be borne out in practice and what effect, if any, that has on teachers' emotional responses.

2.4 School leadership and inspection

School leadership can influence teachers' responses to inspection. A recent report about recruitment of head teachers suggests a relationship between Ofsted and a reluctance to take on leadership of challenging schools,

> "Taking up a headship in a challenging school with a poor Ofsted judgment is seen as a career risk because failure to improve the school quickly may be seen as failure and lead to being replaced" (The Future Leaders Trust, 2016, p4)

The report also highlights the impact that the academisation strategy will have in creating more headship positions that could prove difficult to fill if teachers are unwilling to strive for senior leadership roles. It recognises a need for head teachers to be valued and supported to prevent a shortage of head teachers. This suggests

that Fullan's (2008) ideas of loving your employees and the importance Barnes (2012) places on positive relationships also relate to school leaders themselves needing to feel valued. This issue has been recognised and to some extent addressed in a recent White Paper, with the proposed introduction of,

> "'improvement periods': where a school is judged to require improvement and a new headteacher steps forward to lead that improvement, the school will not face re-inspection until around 30 months after the previous inspection, unless the headteacher chooses to request an earlier visit." (DfE, 2016, p.47)

A similar system is proposed for new schools or ones whose leadership has been changed due to poor performance, whereby inspections will usually be postponed until the 3rd year after the change (DfE, 2016). This proposal suggests that the aforementioned findings of the Future Leaders Trust (2016) are widespread throughout England. Schoolzone's (2016, p.1) survey, following the White Paper, Educational excellence everywhere (DfE, 2016), indicates that there is strong support by teachers for this proposal, with 65% of those who responded being either strongly or somewhat in agreement, and only 22% disagreeing. The White Paper (DfE, 2016) also outlines changes to the leadership pathway, a further acknowledgement of the leadership concerns within education. The response to this proposal was mainly positive from those who expressed an interest, with 45% being in favour and 32% against, (Schoolzone, 2016, p.7).

Given the frequency of change within the education landscape, education literature often discusses leadership models for change. Changes include state sector primary schools increasingly converting to or becoming associated with

academy schools, either by choice or as a result of Ofsted inspection judgements (see Section 2.3.1). These changes can affect the size and make-up of senior leadership teams (SLT), with research by Earley (2013) indicating that primary schools were more likely to have a distributed leadership style, although those linked to MATs were more hierarchical in style (Earley, 2013). These two key models of leadership, hierarchical and distributed, are not mutually exclusive.

2.4.1 School leadership and inspection – hierarchical model

The hierarchical model, as its name implies, is a top-down system. The development of MATs has introduced executive head teachers, who are not always on site since they lead several schools. They can be seen as key to leading change within their associated schools (Chapman, 2013). This affects the hierarchy of staff within the associated schools, as head teachers of associated schools can feel less autonomous and even powerless within their own school, being answerable to an executive or federation head (Chapman, 2013). There is also the potential for a more collaborative approach within the system of MATs, since they form a larger community. This affords opportunities for sharing knowledge and resources, with teachers learning from each other across the schools within the MAT. This could also include opportunities for staff development and promotion, so teaching within MATs could lead to positive emotional responses to inspection.

Usually hierarchical leadership sits within the transactional theories, following given goals and directions, where rewards can be offered and withheld. This is often seen as a more judgemental regime and one that does not address the emotional needs of workers (Bottery, 2004). Precey (2015) finds that this

transactional style does not sit well with today's environment yet is becoming increasingly widespread in societies that focus on targets and delivery. Corrigan (2013) finds collaborative styles to be unrealistic within larger structures, such as the education system, as the,

> "organising principle is accountability through hierarchical power, and the appeal and hopeful language of distributed leadership does not change that reality" (Corrigan, 2013, p.68).

Bush and Middlewood (2005) add that a single leader is more powerful than the collective leadership of teams. Furthermore, research by Rast, Hogg and Giessner (2013) has shown that in times of change and uncertainty, there are those who, "prefer directive leadership that clarifies and structures the task for them" (Rast *et al*., 2013, p.645); although this is linked closely to trust and the same research concludes that the usual preference is for non-autocratic leadership (Rast *et al*., 2013).

Another aspect of "top-down bureaucracy" (Hargreaves, 2016) described as problematic is "reducing the opportunities for educators to interact and improve by working together" (Hargreaves, 2016, p.123). However hierarchical regimes, even those where judgements are formed, can still include degrees of collaboration and can work alongside more transformational, distributive leadership models (Bottery, 2004). An example of this can be seen in research by Keddie (2016) who interviewed six primary school head teachers in England. Whilst fearful of a loss of autonomy, the head teachers nevertheless saw academisation as inevitable, thus they wanted to control the timing of the process, converting together to avoid any imposed academisation (Keddie, 2016). As the schools in this study had worked

collaboratively, five of the six opted to convert together and agreed to keep their autonomy, while having opportunities for collaboration and shared resources. One chose to join with a secondary school to reduce competition for student places with the other schools (Keddie, 2016). This demonstrates how collaboration and hierarchical leadership regimes are not mutually exclusive. Trust between the heads is seen to be a key factor in working collaboratively.

2.4.2 School leadership and inspection – collaborative models

With collaborative leadership styles, there is frequently an emphasis on a shared moral purpose. These collaborative styles are identified in various models. The transformational model "focuses primarily on the process by which leaders seek to influence school outcomes" (Bush and Glover, 2014, p.558). Bush and Glover (2014) raised a concern that this model is often used to ensure that schools conform to imposed values, such as governmental agenda, which means it can fall into a hierarchical or autocratic style as well as a collaborative one. A distributive style of leadership addresses some of the concerns raised over the aforementioned executive head that has developed with the increase of MATs. Chapman (2013) finds that individual associated school heads may have felt a lessening of their authority with school improvement being linked to one charismatic leader. However, Keddie (2016) finds that working within a MAT affords opportunities for shared resources as well as responsibilities, which can support small primary schools.

A distributed approach affords the head teacher of a school the opportunities to delegate and distribute tasks to those with appropriate areas of expertise (Earley, 2013). In drawing on people's expertise, distributed leadership allows for collaboration, whilst enabling people with given responsibilities to make individual

decisions, should the need arise. To this end, distributed leadership is predicated on trust and a sense of shared moral purpose (Hargreaves and Shirley, 2009), factors that are also highlighted in the aforementioned research with primary school head teachers. Keddie (2016) found that by taking control of their schools' academisation, and choosing their partnerships based on trust, shared moral purpose and collaboration, head teachers were able to have positive outcomes in a situation they had initially perceived as a threat. The leadership of the MAT is important, since it can result in values-driven, collaborative approaches. Conversely it can also result in senior leaders having more responsibility yet less control, causing greater pressure (Chapman, 2013).

Maslow's (1943) theory of human motivation, whilst dating back to 1943, still remains relevant with links made between feeling secure and valued and the outcomes of self-actualisation. The self-efficacy and collaboration associated with distributed leadership styles (Bangs and Frost, 2016) are reliant on teachers feeling secure emotionally, with sufficiently high levels of "self-esteem", "self-respect" and the "esteem of others" (Maslow, 1943, p.381). This clearly links to the first and second of Fullan's secrets, "love your employees" and "connect peers with purpose" (Fullan, 2008, p.11) and to Barnes' (2012) ideas discussed in the following sections (2.4.2.1, 2.4.2.2 and 2.43). It may be that the traditional pyramid, hierarchical organisation of needs is no longer seen as applicable, (Bush and Middlewood, 2005, p.77). Yet the underlying principle of how feeling secure and valued may lead to greater motivation and self-efficacy still resonate with current literature, which could help to inform the analysis of data for this research.

The aforementioned Future Leaders Trust report (2016) referenced some of the research into Ofsted frameworks that looked specifically at head teachers' response to the Ofsted framework (Ofsted, 2012). Courtney's (2013, p.17) research commented that of the six head teachers in the survey who were later used at the interview stage, one is no longer a head teacher, two planned to retire and one intended to continue, although felt disillusioned. It is not made clear in the article whether the decisions to relinquish headship were purely due to concerns about inspection and leadership or were more closely linked to the age of the participating head teachers. However, it is research that further reflects the leadership concerns outlined above. It also recommended that head teachers, "re-engage with the moral purposes of educational leadership" (Courtney 2013, p.17). This would link in directly to Fullan's (2008) theory, addressing his second secret of connecting "peers with purpose" (Fullan, 2008, p.11) and to Barnes' (2012) emphasis on the importance of values conversations. It also relates to the idea that teachers respond to inspection with negative feelings of value disconnection (Jeffrey and Woods, 1998; Cullingford, 1999, Perryman, 2009). A further recommendation to "actively foster contextual solutions through structural flexibility." (Courtney, 2013, p.17) relates to Fullan's (2008) sixth secret about systems learning and those of Barnes (2012) about environmental harmony. The rationale behind any changes led in schools can also affect teachers' emotional responses both to inspections and to change within the school. If the change is for the sake of inspection, as opposed to primarily for pupil development, the pressures may still exist. But if they are for pupil development, they could be seen as something more positive, with time to embed the changes, without continuously checking what the next inspection criteria might be (Boutlon, 2016). With this in mind, leadership becomes particularly relevant to the perceived emotional effect of inspection felt by teachers.

2.4.2.1 Fullan's (2008) six secrets model

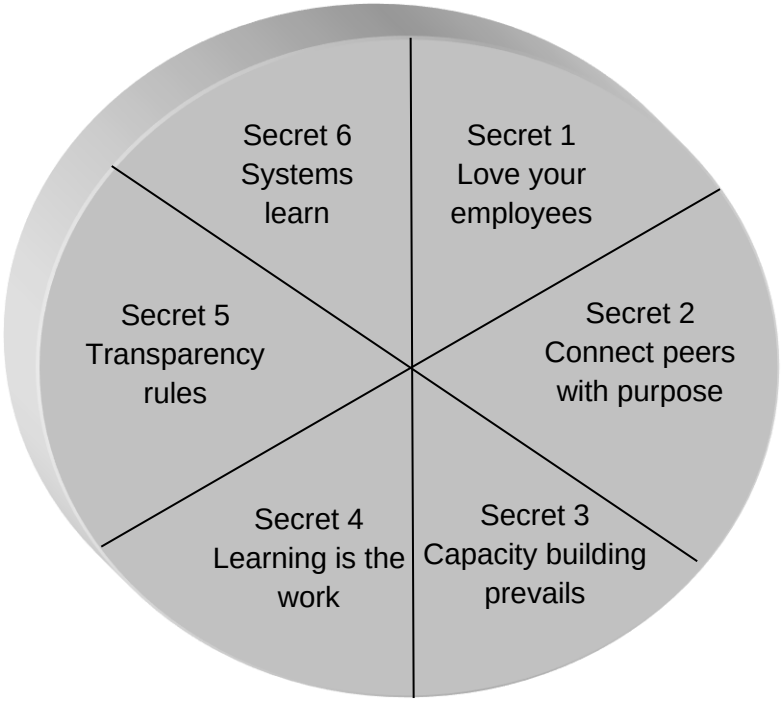


Figure 1- Fullan's Six Secrets (Fullan, 2008, p.11)

Fullan's (2008) six secrets leadership model is presented as a pie chart, illustrated in Figure 1. Trust and moral purpose are two key themes emerging from the hierarchical and distributive models discussed in sections 2.4.1 and 2.4.2. An interesting aspect of Fullan's theory is his idea of blending top-down and bottom-up leadership strategies (Fullan, 2008), which links in with the literature on both hierarchical and distributed leadership. An acknowledgement of the changes in education reflects the significance of a leadership model that is based on schools changing and developing. Since this thesis explores teachers' emotional responses to inspection, Fullan's (2008) six secrets is an appropriate model to consider, as it addresses emotional aspects of the need for employees to feel valued, as well as the importance of trust, moral purpose and systems learning, enabling them to respond to change. In addition, this model recognises the need for accountability, which is appropriate when exploring emotions in the context of inspection.

The idea of loving one's employees being placed before moral purpose may be significant when exploring teachers' emotional responses to inspection, since the emotional response of feeling dehumanized by inspection has been expressed (Jeffrey and Woods, 1998). In his introduction, and throughout the text, Fullan (2008) talks of the complexities of our time, claiming that there can be no certainties in times of complexity, including in his own theory. However, he talks of his theory travelling well, and gives concrete examples of its application in a range of settings, both educational and business. This suggests that elements of his theory may combine well with ideas from others to create a new model against which teachers' emotional responses to inspection could be analysed.

The idea of leadership that values people and not just outcomes is a common thread in collaborative leadership literature (Davies, Ellison and Bowring-Carr, 2005; Harris, 2007; Precey, 2015). This resonates with Fullan's (2008) first secret about valuing employees as much as customers; in a school context that is valuing the teachers as much as the pupils and parents (Fullan, 2008). Emotional response to inspection of feeling extreme fatigue was mentioned throughout the research of Jeffrey and Woods (1998). By contrast, when local policy combined a focus on results with respect for the teachers, the improvement in results proved more sustainable and fewer teachers left the profession (Fullan, 2008). This links to the positive emotional response of stress as a challenge, as opposed to threat (McGowan *et al*., 2006). Both areas resonate with the inspection climate that this thesis explores, indicating that the effect of leadership on the emotional response to inspection is appropriate for this research. This is a new approach since specific links between leadership and teachers' emotional responses to inspection were not explored in the literature reviewed at time of writing.

The idea of a shared moral purpose is the focus of Fullan's (2008) second secret, common to other collaborative leadership styles, where there is a shared moral purpose, including transformational, distributive and invitational leadership theories (Stoll and Fink, 1997; Fullan, 2001; Gunter, 2001; Fullan *et al*., 2006; Hargreaves and Shirley, 2009; Earley, 2013). In contrast there are transactional theories, outlined in Section 2.4.1. Through incentives that can be offered or removed, transactional leadership could be linked with the emotions connected to fear expressed in response to inspection (Jeffrey and Woods, 1998; Cullingford, 1999; Ball, 2003; Perryman, 2007; Perryman, 2009) as discussed in Section 2.2.1. Hargreaves (2016) takes the idea of shared moral purpose further to talk of a "collective accountability" and "collective responsibility" discussing the positives from the Finnish system, where "administrators are constantly in schools, approaching everything with a problem-solving mentality" (Hargreaves, 2016, pp.129-131). This follows other research which suggests that areas of inspection, which may initially seem threatening, can appear less threatening when the leadership style emphasises shared values (Macbeath, 1999, p.85). Trust is associated with a shared vision and moral purpose, with a sense of distrust being linked to low teacher morale and negative emotions (Bottery, 2004; Bush and Middlewood, 2005; Davies *et al*., 2005; Harris, 2007; Fullan, 2008); so strong trust affords judgements to be seen in a more positive light. Low teacher morale has been described as one of teachers' negative emotional responses to inspection (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009).

Fullan's (2008) third secret makes a clear distinction between making a judgement and what he calls, "judgementalism" (Fullan, 2008, p.58), a punitive culture with attached stigma that can stifle growth and change with accompanying demoralising consequences (Fullan, 2008). A concern that Fullan (2008) highlights is that there

are examples of a judgemental system leading to covering up real data and practices, for fear of repercussions and stigmatisation, which Perryman's later findings support (2009). Hobson and McIntyre's (2013) research on teacher fabrication also links it to high levels of scrutiny, consequent anxiety and the emotions linked to stress, which in turn leads to a sense of mistrust and less collaborative practice (Hobson and McIntyre, 2013). With shorter notice for inspections, the opportunity to fabricate required data is lessening (Clapham, 2014). Other research suggests that Ofsted is a judgmental regime, when it talks of "naming and shaming" (Perry, 2013).

The idea of capacity building is that teachers and organisations need to be aware of concerns in order to learn from them and grow, leading to Fullan's (2008) fourth secret of learning being the work. Again, there are obvious links to the inspection process, with Ofsted stating as a priority to "put in place our strategic plan to continue to raise standards and improve lives" (Ofsted, 2017). Having a supportive capacity building regime can add to teachers' confidence, which would be, according to research by Norman and Hyland (2003) a positive emotional response, linked to feeling "comfortable", "happy" and "self-assured" (p.266). According to Nolan and Molla (2017), this professional confidence comes from having a working environment built on trust, with shared expertise.

ISI's claim is that,

> "Our inspections seek to aid schools with self-improvement and, as part of the inspection service, ISI provides training for school staff, regular guidance and updates, consultations and briefings, and access to support and advice year round" (ISI, 2017a).

Both inspectorates are stating aims of school improvement, although ISI takes this further with talk of training and guidance, consultations and briefings, almost a problem-solving approach. This could be seen as promoting a positive emotional response, being a positive challenge as described earlier (McGowan *et al.*, 2006). This idea is explored with the data yielded in this research. A further consideration is the academisation process linked to Ofsted judgements, discussed in Section 2.3.1. Judgementalism is explored with the data, since teachers' emotional response of negative stress has been linked to fear of consequences in the research discussed in Section 2.2.1. This thesis explores whether this sense of judgementalism exists in the inspection regimes, Ofsted and ISI, and how this affects teachers' emotional responses to inspection.

This learning at work leads into the value of transparency, as outlined in secret five. As highlighted in the discussion of building capacity, this theory sees transparency as needing to be in a non-judgemental context. Thus Fullan (2008) does not advocate League Tables as they are used in England, seeing them as competitive in a negative sense, but prefers to use test scores for schools to make comparison against like schools and national averages, in order to self-improve (Fullan, 2008, pp.97-98). This use of test scores reflects the approach described in the Finnish system (Sahlberg, 2011). Transparency in a culture where teachers are trusted and valued is seen as an important positive, as it helps to drive up standards. It is the judgemental nature of transparency in some cultures that Fullan sees as damaging emotionally and stifling growth, an idea reflected in other literature on the subject (Precey, 2015; Evers and Kneyber, 2016).

The final secret (Fullan, 2008) is about how systems learn, a stated ideal of both Ofsted and ISI. With the right type of leadership, inspections could feed into this learning process. However, in a climate of academisation and school closures linked to inspection results, this could build on a judgementalism culture, as opposed to one of support and trust. This could link to the negative emotional response of stress, with teachers potentially responding to inspection with fear. This research explores the extent to which this occurs in both Ofsted and ISI. This, once more, suggests that a new set of criteria, one which incorporates aspects of Fullan's (2008) six secrets theory, is appropriate for exploring how teachers emotionally experience inspections; uncovering how leadership approaches influence schools and inspections in each sector.

2.4.2.2 Barnes' (2012) research

The components of collaborative leadership models, such as trust, working collegially, shared vision and, as Fullan (2008) adds, feeling valued, could affect teachers' emotional responses to inspection. This fits well with research into what sustains a life in education by Barnes (2012). He finds that when these are present teachers are more able to cope positively with the demands of their job. See Figure 2 for a summary of Barnes' (2012) findings. Whilst not explicitly and solely researching the emotional effect of different inspectorates on teachers, ideas are introduced that are worth exploring further in relation to this specific area.

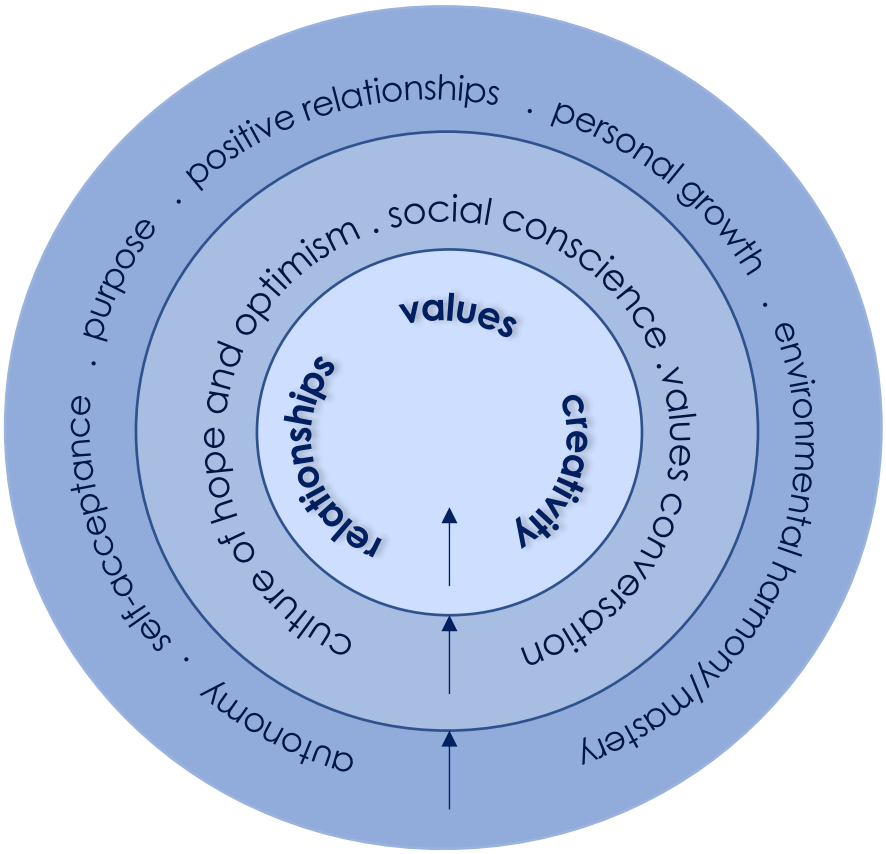


Figure 2 – What Sustains a Life in Education (Barnes, 2012)

Barnes (2012) takes, adapts and expands on components of well-being as identified by Ryff (1989, p.1072) namely: “Self-acceptance”, “Positive relationships”, “Autonomy”, “Environmental Mastery”, “Purpose in life” and “Personal growth”. Barnes adapts “Environmental mastery” to include “Environmental harmony” adding “Working towards the absence of suffering in others.” (Barnes, 2012, p.328). These all form the outer ring in Figure 2. These additions are pertinent to the ideas behind collaborative leadership, as Barnes uses them to emphasise the importance of developing a “culture of hope and optimism”, developing a “social conscience” and having a “values conversation” (Barnes, 2012, p.328). These aspects that relate to personal well-being, which can be linked to positive emotional responses, can be seen as the middle ring in Figure 2. While

Barnes (2012) links these to ideas for personal and professional development, much is relevant to this research. Values conversation', ties in with 'moral purpose' and 'shared vision' that are the foundation stones of collaborative leadership models and key aspects of Fullan's (2008) model. The difficulty when discussing shared vision and values is that it then raises the question of whether the success of an inspection could be determined by whether the values of the inspection teams match those of the school being inspected, (Cullingford, 1999).

Barnes (2012) places strong emphasis on the importance of positive relationships, finding "values, relationships and creativity" (p.298) to be the key elements upon which he builds ideas for what sustains teachers. These form the core in Figure 2. He emphasises the need for relationships to be both warm and productive, predicated on trust. It is through these positive relationships that staff can develop, since "when staff development is seen as *personal* and professional, meaningful, engaged activity increases." (Barnes, 2012, p.300). This is intertwined with regular and frequent values conversations. Barnes (2012) sees these ideas as being fundamental to teacher well-being. As with Fullan's (2008) earlier focus on loving one's employees and connecting peers to purpose in order for there to be capacity building and teachers to develop, Barnes' (2012) research adds to the development of a new model against which teachers' emotional responses to inspection can be explored.

2.4.3 Combining Fullan's (2008) leadership model and Barnes' (2012) research to form a new, four-strand model of common criteria for exploring teachers' emotional responses to inspection

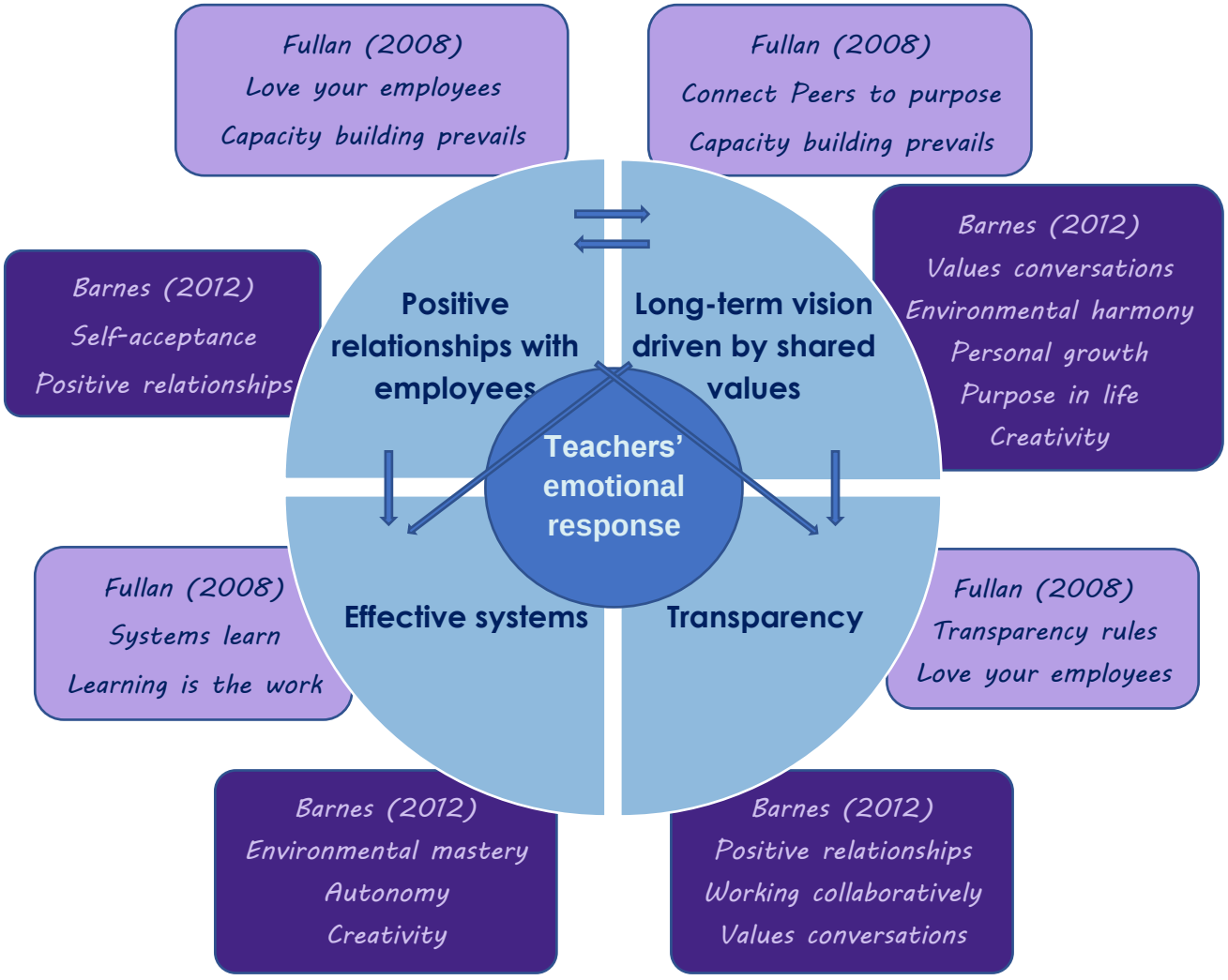


Figure 3 – New, Four-strand Model for Exploring Teachers' Emotional Response to Inspection to Be Used within the Data Analysis

A new, four-strand model (Figure 3) for exploring teachers' emotional responses to inspection will be used within this thesis to interpret the data. Common criteria interlink Fullan's (2008) six secrets leadership model (see section 2.4.2.1) and Barnes' (2012) components of well-being research on what sustains a teacher within the collaborative leadership model (see section 2.4.2.2). This new, four-strand model is one that is applicable to a distributed, collaborative approach,

valuing people and shared moral purpose, since these could be contributing factors for teachers' emotional responses to inspection.

The first strand in this new model is about building positive relationships with employees. Fullan's (2008) emphasis of the need to love your employees and capacity building, and Barnes' (2012) emphasis on self-acceptance, positive relationships and creativity would address a lack in the literature explored regarding specific links between leadership and teachers' emotional responses to inspection. There is discussion in literature: of inspection affecting the focus of school leadership, such as preparing for inspection and post inspection complacency (Stoll and Fink, 1997; Dunford, Fawcett and Bennett, 2000); of how Ofsted can inhibit creativity in schools (Stoll and Fink, 1997; Gustafsson, Ehren, Conyngham, McNamara, Altrichter and O'Hara, 2015); and of the emphasis that Ofsted places on school leadership, including governance (Earley, 2013). There is also mention of the vulnerability, and the emotions linked to vulnerability, that school leaders feel in a climate of inspection (Earley, 2013). These previous literature and research examples lack the analysis of the teachers' emotional responses to inspections.

This research is novel as it analyses how leadership affects the teachers' emotional responses to inspections and compares this within state and independent sectors. There is also mention (Wrigley, 2005, p.46) of how inspection, even when it has gone well, leaves teachers feeling "burdened and exhausted" with a sense of lack of trust causing teachers to "feel badly about themselves". Wrigley (2005) explains how this then negatively affects their teaching, but this is not explored specifically against a leadership model. This thesis therefore identifies a gap in the field, with

the data analysis focusing on the leadership approaches as these are context specific, as well as the emotional responses to inspection. Both Fullan (2008) and Barnes (2012) see the importance of positive relationships for capacity building which supports teacher well-being, so this will be an important aspect to explore when analysing what leadership factors contribute to teachers' emotional response to inspection. This thesis links the two together within the data analysis.

The second strand of the new model is having a long-term vision, driven by shared values. Fullan's (2008) idea of a shared moral purpose and shared values is common to other collaborative leadership models. Hargreaves and Shirley describe how this "steers a system, binds it together, and draws the best people to work in it" (Hargreaves and Shirley, 2009, p.76). Likewise, the importance of values conversations is at the centre of Barnes' (2012) research, with Barnes (2012) seeing shared values and discussion of one's moral purpose as being essential for finding and fulfilling aims. This shows a connection between Fullan's (2008) thoughts on shared moral purpose and capacity building. Were inspections to support opportunities for peer observation with an inspector acting as critical friend, schools could see for themselves where they are working well and the areas for development. Similarly, Barnes (2012) makes a distinct connection between building positive relationships and having values conversations, which he sees as resulting in personal growth and environmental harmony. These help teachers to have a sense of purpose in their professional lives, affording them to be creative in their approaches to teaching. Barnes (2012) sees these as aspects which sustain teachers. The extent to which this happens, if at all, forms an important part of this research; since whether observations are perceived by teachers as opportunities or threats could make a difference to their emotional responses, with the

accompanying stress being a positive challenge or a negative threat (McGowan *et al*., 2006).

The third strand in this new model is that of transparency. Drawing on ideas from both Fullan (2008) and Barnes (2012), it follows from the other strands. In systems where teachers are expected to work closely with colleagues, and have specific time allocated to collegial planning and development, such as in Finland (Sahlberg, 2011), transparency could be potentially easy to achieve, and be closely linked to ongoing learning. For this to happen there would need to be positive relationships, with a sense of openly discussed shared values and collaborative working. In this way there would be less likelihood of people feeling judged and criticised, and so less likelihood of cover-ups. With open discussion and collaborative practices, transparency would naturally follow.

The final strand of the new model focuses on effective systems being in place or created. Fullan's (2008) ideas on learning being part of the day-to-day work of a teacher and how this then influences systems learning feed into this strand. When there are effective systems, then teachers are able to have greater autonomy within their role, which Barnes (2012) sees as sustaining teachers. When this is the case, it is easier for teachers to explore ideas creatively, leading to a sense of environmental mastery, which further helps to sustain teachers within their work. With all of these in place, the likelihood of positive emotional responses to inspection could be greater as teachers would have a confidence in what they were doing.

2.4.3.1 Linking the new, four-strand model to indicators of employee engagement

Whilst there are various scales of stress indicators, the scale devised by Holmes and Rahe (1967) although potentially dated, is still referenced in today's literature (Shilling, 2015; Herman and Reike, 2014; Slavich, 2016). It has been adapted in the work of Miller and Rahe (1997), who re-rank some of the descriptors. Factors concerning work remain high in both the original and revised scales. Death of a close relative is a highly ranked factor (ranked fifth in the original and third in the revised scale) as is divorce (ranked second both times) which is relevant since Cullingford (1999) and Jeffrey and Woods (1998) mention teachers equating the emotional responses and stress of Ofsted inspection with stress experienced in both their own divorces and the death of a parent. Recent research (Skaalvik and Skaalvik, 2016) focuses on the following factors as key to emotional exhaustion in teachers: time-pressure, lack of supervisory support, value conflicts, student diversity, discipline problems, self-efficacy, emotional stress and motivation to quit.

There is also a Gallop Q12 index (Harter, Schmidt, Killham and Asplund, 2006) which consists of twelve statements as a survey of employee engagement. These statements link in with the new, four-strand model discussed in section 2.4.3, and could also be indicators of work-related stress. They are presented alongside the relevant strands of the new model in Table D. Harter *et al*. (2006) analysed the Q12 index concluding that where there are positive responses to these statements from employees this leads to more employee involvement and enthusiasm, which supports the business development (Harter *et al*., 2006). When the statements of the Q12 index can be answered positively and the new, four-strand model is in place the emotional effect would be one of positive stress, in line with the work of

Hopkins *et al*. (2016). The aforementioned causes of stress and motivation will need to be considered when exploring teachers' emotional responses to inspection.

Table D – The Relationship between the Gallop 12 Index Statements and the New, Four-strand Model

New, Four-strand Model	Gallop Q12 Index Statements
Positive relationships with employees	Q04. In the last seven days, I have received recognition or praise for doing good work. Q05. My supervisor, or someone at work, seems to care about me as a person. Q06. There is someone at work who encourages my development Q07. At work, my opinions seem to count. Q10. I have a best friend at work.
Long-term vision driven by shared values	Q01. I know what is expected of me at work. Q03. At work, I have the opportunity to do what I do best, every day. Q06. There is someone at work who encourages my development Q07. At work, my opinions seem to count. Q08. The mission or purpose of my company makes me feel my job is important.
Transparency	Q09. My associates or fellow employees are committed to doing quality work. Q11. In the last six months, someone at work has talked to me about my progress. Q12. This last year, I have had opportunities at work to learn and grow.
Effective systems	Q02. I have the materials and equipment I need to do my work right. Q06. There is someone at work who encourages my development. Q09. My associates or fellow employees are committed to doing quality work. Q12. This last year, I have had opportunities at work to learn and grow.
Gallop statements (Harter *et al*., 2006, pp.10-11)	

2.5 Critical friendship

Critical friendship is a means of reflecting on one's practice and helping,

> "to improve your practice all the time, reflecting on what you are doing and engaging in continuing professional development" (Bassot, 2013, p.34).

Bassot (2013), whose work is representative of others in the field, explains that critical friendship requires:

- “Someone who you know and can trust
- Someone who puts you at ease
- A good listener
- Someone who asks good questions that challenge your thinking
- Someone who acts with integrity
- Someone who is positive, constructive and encouraging
- Someone who is willing to point out the negatives as well as positives.

The core qualities of critical friendship are:

- Respect each other
- Trust
- Openness
- Honesty
- A good rapport.” (Bassot, 2013, p.46).

These characteristics of a critical friend can be seen elsewhere. Costa and Kallick (1993) make the clear distinction between critiquing and criticising, emphasising the importance of trust and feedback from a different perspective. Farrell (2001) described critical friendship as a collaborative practice that supports reflection on one’s work, in a constructively critical way.

This sits well with the new, four-strand model and could foster positive emotional responses in teachers towards inspection, if seen in a non-judgemental light. Bassot’s (2013) ideas link to the new, four-strand model: *trust*, being *positive, constructive and encouraging*, and *respect* are aspects of building positive relationships with employees; *integrity* and asking questions that *challenge your thinking* align with having a shared, long-term vision; for systems to be effective, and for there to be transparency there needs to be *someone who is willing to point out the negatives as well as positive*, who can be trusted without invoking fear. Key

here is the idea of not invoking fear, since fear as an emotional response has been consistently linked to inspection through the literature (Jeffrey and Woods, 1998; Cullingford, 1999; Ball, 2003; Perryman, 2007; Perryman, 2009). Involvement of critical friends would help systems to be effective, as part of a supportive process. With all these aspects of critical friendship, including “openness”, which provides transparency, systems would then learn. The idea of critical friendship is to have someone who can offer an objective view, asking key and sometimes provocative questions, critiquing the school and those within it, as part of a partnership (Stoll and Fink, 1997). This also fits with the Finnish education system, which builds time into the structure of the school day to work closely with colleagues and reflect, (Sahlberg, 2011).

2.6 Conclusion

The literature explored suggests a gap in a key area of inspection research: there appears to have been no comparative enquiry into the emotional effect on teachers of the two inspectorates, Ofsted and ISI, within the south east of England. Comparing the two different inspection regimes affords the opportunity to explore whether teachers’ responses are the same in each sector, and if they are not, then differences in the sectors can be used to find reasons for teachers’ emotional responses. The key questions for research that follow from this literature review are:

- What are the teachers’ emotional responses to inspection and how do they differ according to their setting?
- How are the teachers’ emotional responses to inspection influenced by the leadership approaches in the state and independent sectors?

The literature review developed these questions because they indicated that emotional responses to inspection need not be negative, although literature from the late 1990s (Ball, 1997; Jeffrey and Woods, 1998; Cullingford, 1999) through Perryman's research (2007; 2009) up to literature current at the time of research (Hopkins, 2016) focussed on negative emotional responses to inspection, such as stress and fear (see Sections 2.2.1 and 2.2.2). Fullan's (2008) ideas on leadership and Barnes (2012) research on what sustains a life in education suggest that emotional responses could be positive. This is supported by the Gallop statements (Harter *et al*., 2006) and ideas on critical friendship (Bassot, 2013). It is therefore important to look through a lens that enables exploration of both positive and negative emotional responses, so this research will use the new, four-strand model based on ideas by Fullan (2008) and Barnes (2012). By including the independent sector inspections, the first question aims to compare emotional responses across two different settings. This is within a defined geographical area, allowing for and anticipating differences between the state and independent sectors. Having reviewed literature on different leadership styles, the second question explores how schools' leadership approaches influence teachers' emotional responses, with particular focus on the effects of the presence or absence of the different strands within the new, four-strand model.

Chapter 3

Methodology

3.1 Introduction

This chapter discusses the chosen approach for data collection and interpretation, explaining the methods used and reasons for other methods being rejected. The adopted method is primarily conversational interviews, which is appropriate for this qualitative research that investigates people's understanding of their own experiences and the effect these experiences have on them (Savin-Baden and Howell Major, 2013). The sampling and rationale for this, involving teachers from both the state and independent sectors, are discussed in detail, with some explanation as to why a comparative study approach, using people from the researcher's own teaching context within the independent sector and another similar state sector school was rejected in favour of a different sampling, while maintaining a comparative study. In looking at where the researcher is positioned in relation to the research, the ethical considerations are also explored as is the outline of how triangulation has been assured.

When considering research methodology, the truths and knowledge being sought need to be qualified. This chapter explains why this research is underpinned by an interpretivist paradigm, since the chosen methodology explores, "perspectives and shared meanings… to develop insights into situations" (Wellington, 2015, p.26). In this research the "perspectives" are those of the teachers and the "situations" are their emotional responses to inspection, since the focus of this thesis is, "emotions and school inspection: an exploration of the way primary and preparatory school teachers in the state and independent sector experience Ofsted and ISI". In this

thesis, the ontology, the nature of reality – regarding the teachers' emotional responses to inspection - sees knowledge as something subjective, created by individuals and groups, resultant from experiences and shared through language. Wood and Smith (2016) explain this as being a "shifting" reality, that is "socially constructed" (Wood and Smith, 2016, p.60), in contrast to a more objective and independent reality. Ritchie *et al*. (Ritchie, Lewis, McNaughton Nicholls and Ormston, 2013) describe this ontological position as "idealism" (Ritchie *et al.,* 2013, p.5) being constructed and shared by different people according to contexts. The epistemology, how this reality is known, is again subjective, acknowledging that the knowledge claims are subject to contextual shifts (Wood and Smith, 2016) so relate to the time, place and contexts of the data collection. This can be seen as a weaker stance, since there will be a variance in understanding to the knowledge claims should there be changes in the contexts in which the knowledge was amassed (Wood and Smith, 2016). Therefore, the knowledge sought in this research is "provisional" (Thomas, 2013, p.123) since the emotional responses of the participating teachers could be different had the research been undertaken at a different time. The understanding of knowledge from the emotional response data amassed is constructed by interpreting the data against the new, four-strand model outlined in section 2.4.3.

3.2 Methodological approach

The methodological approach to this research is qualitative, being interpretive in nature, because of the need for understanding and interpretation of individuals' perspectives, including:

- "information based on emotions, feelings, experiences
- information based on sensitive issues

- information based on insider experience, privileged insights and experiences.” (Wisker, 2008, p.192).

Although this information could be obtained through questionnaire and structured interviews, enabling a quantitative methodology, this research sought to answer questions about teachers’ emotional responses to inspection, and gain insights about the extent to which this was due to: the school or inspection leaderships; the personnel involved; or the frameworks for inspection. Therefore, a fluid approach was sought that would afford participants the opportunity to tell their own stories more fully. In this way, a richer, thicker description could be obtained through narrative (Savin-Balden and Howell Major, 2013). This research is suited to an interpretivist approach since it looks to: explore different people’s perspectives of their realities; make use of open interview techniques for data gathering; explore teachers’ feelings, thoughts and ideas; and have some flexibility. It also has the researcher situated within the wider research context and interacting with the participants (Thomas, 2013).

A quantitative approach, with measurable and arguably more objective data, producing easily replicable methods and findings (Wellington, 2015), could have been selected. A positivist approach has many advantages: aiming for greater objectivity with the researcher situated outside of that which is being researched; often having a clear, easily replicable structure; and exploring that which can be quantified and more generalisable (Wellington, 2015). There is a scientific method that can be associated with this approach, which entails forming a hypothesis to be tested and clear conclusions to then be formed (Cohen, Manion and Morrison, 2011). Whilst there are advantages to such an approach it was rejected in favour

of qualitative methodology, looking instead at the narrative the participants afforded.

Researching emotions is complex, raising challenges beyond the ethical considerations (discussed in Section 3.5). Zembylas (2007) acknowledges the elusive nature of emotions, explaining that research has either focussed on emotions as an individual experience, including both physical and psychological elements, or else as being socio-cultural. He argues that chosen methodologies for research have depended on how emotions are perceived. Zembylas (2007) finds that there is now the view that these stances on emotions can be combined as interactionist. Implications for methodology mean that understanding of emotional responses goes beyond words used to describe emotions, to include the manner in which they are said and any physical responses; focusing “not only on explicit statements but also on the ways people perform their emotions within situated contexts and relationships” (Kuby, 2014, p.1286), seeing the dynamic and relational aspects of emotions. Therefore, transcripts of interviews need to include more than the words spoken in order to fully analyse and interpret the emotions being considered, something which Kuby (2014) acknowledges can present a challenge. It is important to consider the relationship between the researcher and participants and the emotions of the actual researcher, since these could affect any interpretation of data. Zembylas (2007) sees the way forward for researching as using multiple methods and a range of materials to afford better informed interpretation of data, also advocating an evocative style of writing. Added to this is the idea that the researcher needs to both understand and modify her own emotional responses to best understand and present those of the research participants.

Considering the challenges of researching emotions, having participants from both the state and independent sector in this research allows for emotions to be considered within two distinct contexts, whilst remaining in the wider context of primary and preparatory education. Interview transcripts record responses beyond words, such as tone of voice, physical responses such as laughter and pauses. All of these are subject to interpretation, since there could be various reasons for the recorded non-verbal responses. Furthermore, the emotional responses of the participants were examined through the new, four-strand model, outlined in section 2.4.3.

3.2.1 Interpretivist paradigm

As stated in the introduction, this research is rooted in an interpretative paradigm, due to the nature of the knowledge being sought. Whilst interpretation is subjective, it is based on the realities as expressed by the participants (Khan, 2014). When exploring teachers' emotional responses to inspection it is important to see the participants' perspectives, making this an appropriate approach. Since making meaning in the interpretivist paradigm necessarily draws on the researcher's own frames of reference (Scott, 2017) the introduction of a model against which to consider the participants' contributions provides an external framework to facilitate the data analysis systematically, hence a new, four-strand model being created and used for interpretation and analysis.

Calling this knowledge subjective does not detract from its importance to the field of social science. In qualitative research, especially when exploring emotional responses, the realities are personal and affected by the participants' and researcher's values and perceptions (Savin-Baden and Howell Major, 2013).

Therefore, this research does not claim a single, universal truth, since there is a recognition that every person placed in a similar situation will bring their own experiences and personality, as does the researcher. This will affect one's reactions to and interpretations of the situation, creating meanings specific to the participants, context and researcher (Thomas, 2013). Even were the researcher not rooted in the field of education, the researcher's perspective adds an important and contextual lens to the research, and the researcher needs to be continually mindful of this (McNiff, Lomax and Whitehead, 2003; Holliday, 2007).

Since this research is qualitative and situated within an interpretative paradigm, it is important to remain mindful of the possibilities of other conclusions being reached and of the researcher's role within the data collection and interpretation. This therefore affects the possible truths and knowledge claims of this research. When introducing his leadership model, Fullan (2008) cautions against accepting any theory with absolute certainty, even his own. In the same way he states that a single correlation cannot be drawn when looking at findings and statistics – citing the case of Finland's education system and correlations being made between the successes in literacy and the lack of national testing. Other factors exist, and the same practices in different contexts do not necessarily yield the same results (Fullan, 2008).

With the new, four-strand model being deeply concerned with human relationships, collaboration and shared ideals, it looks at changes within organisations that affect individual relationships. This sits well, not only with exploring the way organisational inspections affect individuals' emotional responses to inspection, but also with the underpinning idea in this methodological approach, that truth and

knowledge are social and personal constructs, with meaning being created through social interactions (Bosley, Arnold and Cohen, 2009).

3.2.2 Comparative study

Being a comparative study of state and independent sectors of Primary education, the similarities and differences of the two cultures will need to be understood. Professionally the researcher has experience of both cultures, which will affect conclusions and interpretations (Holliday 2007). Whilst there are advantages to having a good understanding of the contexts being researched, having the "insider knowledge" of both settings can lead to "biased conclusions" (McNiff *et al*., 2003, p.24).

Clarity of what aspects are being compared is needed to avoid being distracted from the research question by all the possible dimensions that could be explored (Flick, 2014). However, a comparative study affords the opportunity for new insights about a given situation, and an awareness of other possibilities (Thomas, 2013). Situations cannot be too diverse, or comparisons made will have no value (Thomas, 2013). As a comparative study, it is possible to draw out similarities and differences of the emotional effect of inspection in two different contexts, affording the possibility of better understanding of each (Wyness, 2010). Comparative research is often used to compare ideas in different countries, here the comparison is between two distinct types of educational settings – state and independent – and their two distinct inspectorates. However, some of the same similarities and differences still apply, such as "customs, traditions, value systems, life-styles", while others may be less relevant such as, "language" (Bryman, 2016, p.65) since all the schools are based in the south east of England. However, as stated in the

literature review, the language of the two inspectorate frameworks has similarities and differences, which could be significant.

3.3 Use of the new, four-strand model for data analysis

A new, four-strand model was devised for analysing the data of teachers' emotional responses. The ideas that form the common criteria for this new model are based on literature and research by Fullan (2008) and Barnes (2012) (see Section 2.4.3). The four-strands for this new model are:

- positive relationships with employees
- long-term vision, driven by shared values
- transparency
- effective systems.

This leadership model has been chosen because the presence or absence of the leadership approaches it advocates could have a bearing on teachers' emotional responses to inspection.

The first of these strands, positive relationships, can be seen in other research which talks of: the importance of "positive relationships with colleagues and others" (Hargreaves and Shirley, 2009, p.73); and the idea that, "leadership that values people matters." (Precey, 2015, p.18). This is a key theme in collaborative leadership (Davies *et al*., 2005; Harris, 2007). Fullan (2008) sees a link between teachers being valued and them retiring later, linking positive relationships at work to better feelings of well-being in those who feel valued (Fullan, 2008). Likewise, Barnes (2012) sees positive relationships as being an essential aspect of what sustains a life in education. This is an appropriate strand of the new model against

which to analyse the research data, since the presence of positive relationships could lead to feelings of contentment and security - positive emotional responses. Conversely, the absence of positive relationships could lead to the negative emotional response of stress, which Perryman (2007) found to be a reason for teachers leaving the profession.

The second strand, having a long-term vision driven by shared values, is based on an idea often central in leadership theory, referred to as a shared moral purpose. There is talk of “inspiration, dreams and visions” to be communicated, (Bennett, 2000, p.30); the need to, “build and act on a shared and evolving vision” (Stoll and Fink, 1997, p.109) and “develop the change vision and strategy” then “communicate for understanding and buy in” (Kotter and Rathgeber, 2006, p.130). Hargreaves and Shirley (2009, p.76) discuss the idea that, “a compelling and inclusive moral purpose steers the system, binds it together, and draws the best people to work in it”. Fullan discusses his ideas of “moral purpose” (Fullan, 2001, pp.13-29; Fullan *et al*., 2006, p.91). Having values conversations is also central to Barnes’ (2012) research, as part of what sustains teachers in their work. Therefore, having a values-driven vision within schools may be significant when analysing teachers’ emotional responses to inspection, since feeling a disconnection from purpose has been given as reasons for teacher stress (Perryman, 2007; Perryman 2009; Drake 2014), as previously stated.

With positive relationships in place and values-driven vision in schools, transparency and effective systems are more likely to occur. Fullan (2008) makes a distinction between making judgements on which to build and what he frequently refers to as judgementalism (Fullan, 2008). Where there is a punitive connection

between judgements made and consequences thereof, this could adversely affect teachers' emotional responses to inspection. Conversely, where there is support given in relation to judgements made, within an environment that has built positive relationships and has a shared vision, this could positively affect teachers' emotional responses.

Fullan (2008) sees a clear distinction between critiquing and reflecting on practice, seen as positive; and being criticised and judged, seen as a negative approach. In a similar way, Barnes (2012) sees that having positive relationships that include values conversations, enables more transparency, since there is ongoing dialogue, where concerns can be raised without fear of consequences. These ideas from the new, four-strand model link in with the idea of critical friendship, discussed in Section 2.5. Farrell (2001) sees this aspect of critical friendship as a part of collaborative practice and its presence or absence could help understand teachers' emotional responses to inspection.

The way transparency, the third strand in this new model, is viewed, whether to learn from successes and failures or to be judged by them with punitive consequences, could also be relevant when analysing the data, as could the idea of the final strand, effective systems. Whether systems are learning from or feeling hindered by the inspection process could affect teachers' emotional responses to inspection, reducing or adding to any associated stress.

The balance of how the strands of this new model are used is dependent on what analysis of the interviews reveals, in keeping with the inductive element of this qualitative research; the findings are gradually revealed as opposed to being

immediately present (Silverman, 2010). Bryman (2016) explains that inferences are drawn out from the observations, or as in this research, interviews. The approach is not wholly inductive as, in addition to themes considered relevant to the new, four-strand model, themes selected will be influenced to some extent by the researcher's knowledge and experience of the field, since the research is contextualised within the researcher's profession. An awareness of being an insider researcher means that the researcher needs to remain mindful of selecting categories in the analysis based on what the interviewees have said, rather than personal assumptions (Silverman, 2010). It is important to balance exploring themes considered through personal experience and the literature read, while acknowledging and pursuing any key new themes that arise from the interviews themselves (Rapley, 2011). The exploration of these themes will be supported by the use of NVivo, a computer research tool for analysing qualitative data. The themes will be examined comparing the findings from the state and independent sectors, looking for similarities and differences of emotional responses.

3.4 Methods for data collection

3.4.1 Pilot study

As part of the design plan of this research, in order to focus the research questions and limit preconceived ideas of the researcher, a pilot study was undertaken. For this, an open-ended form for consideration of the strengths, weaknesses, opportunities and threats of inspection (SWOT) was distributed to teachers within the researcher's setting - an independent primary school - and teachers from a local state primary school. In addition, the SWOT form was given to five teachers known to those already participating, using snowball sampling (Bryman, 2016). This convenience sampling was used for the practical reasons of easy accessibility and

willingness to participate (Etikan, Musa and Alkassim, 2015). The blank SWOT can be found at Appendix 5. At this early stage the research questions were still reforming and refocusing, so the pilot using the SWOT analysis had a role in this refining process. Appendix 6 shows the collated responses from the pilot SWOT and Appendix 7 shows the pilot SWOT analysis.

It is important to know what the research is asking, while keeping an open mind to what unexpected ideas may emerge, so that the research can evolve accordingly (Creswell, 2015, p.29). The pilot SWOT allowed for this at an early stage in the research design. In saying this, Creswell (2015) is advocating open-ended questions in qualitative research, as the researcher adapts the research according to ideas raised by the participants. Although this relates to mixed methods research, it still proved useful in framing the approach to interviews in this qualitative research. The SWOT, while being an open-ended means of gathering data, has obvious limitations, such as the “brevity, breadth and depth of responses” (Uhrenfeldt, Lakanmaa, Flinkman, Basto and Attree, 2012, p.491) and that “responses are participants’ self-reported perceptions that are not supported by evidence” (Uhrenfeldt *et al*., 2012, p.491). In identifying issues for further examination, while a pilot study using a SWOT helps to frame a starting place, it does not draw the necessary links between ideas and often the lines between strengths, weaknesses, opportunities and threats can themselves be somewhat blurred, (Popescu and Scarlat, 2015). The SWOT therefore serves well in the pilot study for shaping the research but does not provide in depth data on its own. Whilst choosing to start with the SWOT to ensure that the interviews were not restricted to the researcher’s preconceived ideas, one misuse of the SWOT can be to use

the findings simply to support them, disregarding the information that fails to provide that support (Chermack and Kasshanna, 2007).

Having collated and analysed the SWOT forms, the pilot study suggested that an open style of interview would be appropriate for getting rich and thick data regarding teachers' emotional responses to inspection. The pilot SWOT also demonstrated that teachers had strong views regarding the emotional effect of inspection with there being more negative responses from the state sector. They also revealed that the independent sector teachers had experience of the state sector, whereas state sector teachers gave no indication of having independent sector experience. The research questions, as identified by the literature review, remained appropriate and the responses on the SWOT forms suggested this would be an emotive topic for participants to discuss. The questions relating to this research are:

- What are the teachers' emotional responses to inspection and how do they differ according to their setting?
- How are the teachers' emotional responses to inspection influenced by the leadership approaches in the state and independent sectors?

The SWOT forms for the pilot study were completed with anonymity. However, interviewing teachers from the school in which the researcher is a member of Senior Leadership Team (SLT) would raise ethical issues, as discussed later in this chapter, and would also raise matters concerning power relations that would need to be discussed in detail. The pilot study suggested that interviewing teachers from both state and independent primary schools would afford the opportunity for teachers to discuss their feelings in detail. This would provide thick data, enabling an exploration of deeper meanings, seeing the stories behind the ideas expressed

on the SWOT forms. In looking for the deeper meanings, as outlined by the aforementioned interpretivist stance, the openness of the conversational interview seemed appropriate since it affords the opportunity for participants' own views to be explored on a deeper level. The timing of the interviews would also be significant since they were immediately before, during and after the Brexit referendum and the change in Prime Minister from David Cameron to Theresa May. Emotions were high, especially in the area where the interviews were mainly to be conducted, as UKIP had just gained control of the council in that area (see Section 1.7).

3.4.2 Sampling for the main research

As stated in Section 3.4.1, participants were selected from outside the researcher's own teaching setting in order to avoid conflicts of interest and having to address any power relations. Parameters for the data collection had already been set, in that the research question is confined to primary and preparatory schools from both the state and independent sector, with the state schools being inspected by Ofsted and the independent schools by ISI. A further decision was made to restrict it to a specific area, Kent, as that would enable the researcher to utilise professional contacts and established links with schools and teachers (Wellington, 2015, p.117). In order to attempt parity in numbers of participants from each sector one participant was from the neighbouring county of Essex. This meant that there was an element of convenience sampling with emails sent to local state primary schools, including one with which the researcher already had a strong professional relationship. The same email, with an addition to the introduction, was distributed to students on a master's module course on which the researcher had previously been a tutor, utilising professional contacts as outlined above. Sufficient time had elapsed between tutoring on the course and this research to ensure that none of the

teachers contacted in this way would have known the researcher as a tutor, avoiding the necessity to consider power relations. In addition, teachers known to the researcher spoke to other teachers they knew, explaining the nature of the research. In this way there was some snowball sampling (Bryman, 2016) although not by design, whereby specific people are invited to identify further participants (Cohen *et al*., 2011). In this research, particular participants self-referred to the researcher, following their colleagues talking about the research. Therefore, the method was non-probability sampling, which suited the small-scale nature of this research since it meant that the participants were easily contactable and could be relied on for their participation (Cohen *et al.,* 2011). There is however a caution to acknowledge when using this approach, which is that of generalisability (Cohen *et al*., 2011).

Similar sampling was used in the independent sector. An email was sent to a wide range of independent schools, drawing on the email distribution of a national training organisation which works specifically with independent schools. This email was also sent to all independent preparatory and primary schools within a 40-mile radius whose association uses ISI for inspection. When contacting the schools through the IAPS contacts, the researcher's head teacher insisted on sending the email from him, as opposed to giving the list of names to the researcher. This gaining access through head teachers as a gatekeeper is consistent with what other researchers have found when doing research within the independent sector (Walford, 2001).

As teachers responded to the invitation to participate, their roles in school were noted to ensure inclusion of a range of roles within schools and from both sectors.

For example, once one head teacher from the independent sector had agreed to participate the researcher let her own head teacher know to inform the other head teachers that he had contacted that they were no longer required for the research. The size of the sample was largely determined by time constraints and this research acknowledges that a larger sample could yield findings that would allow for wider generalisation of any knowledge gained (Silverman, 2010).

There was a difference in the response rate from the two sectors. There was an immediate response from the state sector, and consideration needs to be given as to why teachers might choose to participate in research. This varies and an awareness of the tacit, or at times stated, reasons for this is important as it can impact on the truth and knowledge claims of the research. Reasons vary between altruistically wishing to support research to more personal reasons, such as wanting a stage to air experiences (Tuettemann, 2003).

From the state sector seven participants were selected from four different schools. They represented a range of positions held in the schools including: class teachers, two of whom had also worked as teaching assistants (TAs); members of SLTs; and a head teacher. Those from the independent sector took longer to respond. Six were selected from four different schools. They included: a head teacher who had been inspected as a class teacher in the past as well as in his current position; a class teacher who had previously been an ISI inspector and a Head of Department; a class teacher who had previously been on SLT; and class teachers. Of those who responded there were some who had not understood that the chosen method was interview, who then stated that they would have been prepared to complete questionnaires but did not want to be interviewed. There were also several teachers

who volunteered to participate but who all held the same position in their schools - heads of English and SENCOs. This was because these are the teachers within the wider independent schools' community with whom the researcher has an established professional relationship. It would have made the data less balanced had all of the participants from the independent sector held the same role in school since this research was looking for views that offered a wider representation of preparatory and primary independent schools, although still within the context of small-scale research. Those holding positions of head of English and SENCO may have had a different inspection experience from class teachers being interviewed specifically due to their role. In selecting participants, one needs to be mindful of how representative they are of the community being researched (Savin-Baden and Howell Major, 2013). The roles of the participants can be seen in Table E below.

Two of the state sector participants were known to the researcher prior to this research; one professionally, although not having taught in the same schools, and one personally. There were no known conflicts of interest or power relation issues in selecting these two participants. One of them was chosen as she had always spoken positively about education, so the researcher thought she would add balance to the data. This does reflect the researcher's own bias and expectations that there would be some negativity from state sector teachers when discussing Ofsted inspection, an idea that the pilot SWOT had also indicated. Bias can be present when using sampling methods that include participants known to the researcher (Cohen *et al*., 2011) and this needs to be acknowledged.

Table E - Details of those Interviewed, in Chronological Order.

Interviewee	Date of interview	Role in school
State Sector		
ST1	15/05/2016	Member of SLT in primary school
ST2	15/05/2016	Member of SLT in primary school
ST3	18/05/2016	Class teacher in primary school and union representative (revealed during interview)
ST4	20/05/2016	Teacher with previous Teacher Assistant (TA) experience. Infant based. In second year of teaching
ST5	02/06/2016	Class teacher in infant school. Known to the researcher
ST6	06/06/2016	Head teacher of primary school that also has an executive head teacher
ST7	22/06/2016	Class teacher, inspected the day prior to interview, as revealed at start of interview
Independent Sector		
IT1	14/07/2016	Head teacher of preparatory school
IT2	21/07/2016	English teacher at independent junior school, previously Head of Department and ISI inspector
IT3	25/07/2016	Primary school teacher, mainly infant based
IT4	29/07/2016	Preparatory school teacher, boarding responsibilities
IT5	27/10/2016	Preparatory school teacher, EYFS
IT6	27/10/2016	Preparatory school teacher, previously a deputy head. Recently worked in both state and independent sectors

As with the state sector, there were participants from the independent sector who were previously known to the researcher. In each case this was through having worked together prior to this research being conducted, which influenced their willingness to participate. Again, there were no known conflicts of interest or power relation issues in selecting these three participants. Table E details the participants selected for this research, in chronological order of interviews conducted.

3.4.3 Interviews

As this thesis researches teachers' emotional responses to inspection, the interview design needed to afford opportunities for the participants' voice to be fully heard and valued as part of a dialogue. To this end the interview approach built on Bakhtin's (1993) ideas of dialogism. Bakhtin (1993) talks of everything one does and how people relate to one another as having an "emotional-volitional tone" (p.33). Vitanova (2010) expands this to explain how emotions are "a fundamental part of everyday personal experiences" (p.65), so a dialogical approach to interviewing is intended to help to reveal the emotional responses that form part of these experiences. Bakhtin emphasised the role of the listener as well as that of the speaker, with the listener playing a key role in how the speaker is able to reveal himself (Bakhtin, 1984). Harvey (2015) sees dialogism in the interview as co-creating meaning through the words of both interviewer and participant. As part of the process the researcher checked for clarification during the interview and then post interview shared the transcript with the participant to check for: meaning, content, tone and interpretation of non-verbal communication.

Russell and Kelly (2002) expand on ideas on dialogism by referring to several aspects of utterance. They explain that words spoken are situated in a given moment of time, influenced by what has happened and what is happening currently. They also explain how words within a conversation co-exist, in that they are in response to what has been said and in turn anticipate a response. Russell and Kelly (2002) acknowledge that words spoken create different meanings dependent on who else is a party to those utterances. Building on dialogism, the interviews were conversational in style, seeking participants' personal reflections regarding their emotional responses to inspection with the intention, as explained

by Ennis and Chen (2012, p.7), to “go with the flow of the conversation, asking follow-up questions on topics as they arise in the conversation”. This is slightly different from how Ennis and Chen (2012, p.7) explain the “dialogic” interview, in that the dialogic is fully spontaneous, with no “pre-planned probes” with the researcher already placed within the context being studied.

For this thesis the interviews were pre-arranged by email and deliberately staged, although conducted in the style of a conversation. They were also characteristic of the ‘episodic’ interview (Flick, 2014), chosen as being narrative, with limited structure, to allow the participants greater freedom in telling their experiences and minimising the researcher’s influence. In these conversational interviews listening carefully to the participant is essential, keeping the research question uppermost in the researcher’s mind, in order to guide the conversation to cover that which is being researched. Bakhtin’s (1986) previous idea is that the construction of knowledge is influenced by the dialogue that surrounds it and that the meaning of the dialogue changes according to its context, which is itself changeable. This therefore suits the interpretative methodological approach as the interview provides data that is rich with more than the words spoken. As identified by Zembylas (2007), the way in which words are said, the pauses, the pace, calmness or excitability in voice, changes in tone and timbre, if listened to in the recordings and written in the transcript provide opportunities for interpretation, which is important when exploring emotional responses.

It is necessary to be mindful of these aspects of utterances when conducting research interviews, as explained:

> “no dialogue in a research interview is conducted only on the basis of our own exclusively subjective words or just one general language. A research interview will inevitably be polyphonic—replete with the use of many voices, words, and discourses that structure the conversation.” (Tanggaard, 2009, p.1499).

Therefore, as stated above, there is the need to record the nuances as well as the words with each interview being different, since they would each bring different voices to the conversation. Not only would they differ from each other, but they could also differ from what they would be, had they taken place at a different time. When people are recounting past events there are several factors that could influence their recall of the situation and their interpretation of what is remembered. These include: the significance of the event itself; how long ago the event took place; changes that have happened since, which affect the opinions; even the mood of the person at the time of recall.

3.4.3.1 Establishing rapport

Establishing a rapport between interviewer and interviewee has been described as “vital” (Wellington, 2015, p.145), requiring a balance, between the social involvement to ease the interaction and adherence to its purpose, to gain data for the research. The participant needs to be put at ease, so an understanding of the cultural context is important (Cohen *et al*., 2011). The researcher’s experience and understanding of the state and independent sectors eased the process for this research. Understanding the context and an appreciation of the social, interactional nature of the interview, are also important for posing appropriate questions and then interpreting responses (Forsey, 2012).

The establishment of rapport between interviewee and researcher was initiated in advance of the actual interviews, through the email exchanges. As explained earlier, the initial contact was made through email. The degree of formality in the language of subsequent emails from the researcher was modified to match the formality, or otherwise, of the emails from each possible participant. It was made clear each time that the interview would take place at the participant's convenience of date, time and location, as it was important for the participant to feel at ease throughout the interview process. The setting needs to be one conducive to talking; Forsey (2012) talks of a social club that is quiet, comfortable and affords the interviewer the opportunity to offer refreshment to the participant (Forsey, 2012).

Establishing the rapport through email supported contacting people to request an interview when time had elapsed and potential participants may have felt that they were no longer required. This helped to secure interviews with people formerly unknown to the researcher when it was realised that more interviews were required from the independent sector, as people had changed their minds once they realised the length of time the interviews would take. Another factor in establishing the rapport was that the researcher took home-baked cookies each time, an idea recommended to facilitate discussion in focus groups (Denzin and Lincoln, 1998). This reflected the idea mentioned above of the researcher offering the participant refreshments (Forsey, 2012). Another important aspect of sharing food and drink is that "taste, entangled with smell, is a sense that can provide alternative routes to knowing*"*(Harris and Guillemin, 2012, p.695). Since the sharing of food and drink is important for evoking the senses, the rationale went beyond making participants feel at ease, seeking to make them more likely to talk in greater depth. With the topic under discussion being one that can be sensitive, with teachers having strong

views on inspection, it was likely that discussion could develop onto more personal issues, as people's work-life impacts upon their home-life. Therefore, it was especially important to find methods for interview that put participants at ease beyond simply establishing a rapport. This was in order to generate a wider range and greater depth of responses. Equally, the setting for the interviews was important, so was selected by the participants each time.

There were four settings for the interviews: the main setting was in participants' homes, which helped them to feel at ease (three from each sector); three took place at the participant's school, again on the participant's territory (one independent sector and two state); three were in the researcher's school (two independent sector and one state); and one was in a café (state sector). The one in the café was the hardest to transcribe, as there was much background noise. However, it was an easy environment in which to talk. Key to all aspects of the interview setting is that a safe space be created in which participants feel at ease; going beyond establishing rapport, the space itself needs to be enabling for the discussion (Walford 2001), hence it being of the participants' choosing. The manner in which the interviewer conducts herself also matters: listening with sensitivity; avoiding any indications of annoyance or frustration; ensuring that the participant leaves the interview feeling at ease (Cohen *et al*., 2011). This is all part of a safe space being created.

3.4.3.2 Structuring the interviews

Before starting each interview, each participant was offered a blank SWOT form to complete (see Appendix 8). Unlike its use in the pilot study, in the interviews the SWOT form was to give the participants a sense of control over the dialogical

process. This acted as a support and prompt for the participants' thinking on their emotional experience of inspections, since it can be useful for there to be an 'aide-mémoire' (Bryman, 2016) to ensure a full range of topics are covered. Usually this refers to prompts for the interviewer, however as these interviews were dialogical and participant led, the use of a prompt was adapted to the situation so that those interviewed had the SWOT as an aide-mémoire. This was also an attempt to ensure that the participants' contributions were balanced allowing them to look at the positives (strengths and opportunities) as well as the negatives (weaknesses and threats) of the inspection process.

The SWOT form is designed to ensure that both positives and negatives of a situation are explored, in terms of reviewing one's professional development (Campbell, McNamara and Gilroy, 2004). It was adapted here to be used as a prompt since there is a risk in unstructured interviews that not all relevant areas are covered (Bryman, 2016), so the use of the SWOT helped minimise this risk and prompt more balanced responses. The participants were offered coloured pens to complete the forms, allowing their notes to be in verbal or non-verbal format. These SWOTs were left with the participants, intended only to serve the purposes stated above and not to form part of the actual data accrued for analysis. Knowing this afforded the participants freedom to make notes purely for themselves, so that they had control over what they wanted to share throughout the interview. All of the participants chose to make use of this, except one who expressed that they did not need the prompt to support their discussion and could remember both positive and negative experiences of inspections. Participants were given up to five minutes in which to complete these forms, which were kept on the table to acts as prompts for the participants throughout the interview. The researcher closed each interview by

asking the participants if they had anything else that they wished to say, indicating the SWOT form as a prompt while asking. This afforded each participant the opportunity to raise anything they may otherwise have forgotten to say during the course of the interview. The teacher who chose not to complete the SWOT form before the interview was simply asked at the end of the interview whether there was anything else that they wished to add.

The dialogic, conversational style of the interviews conducted was selected to enable the voices of the participants to be stronger than they would be in a more structured interview, where the words of the participants would be in direct response to predetermined questions. This was to minimise the researcher's influence on what the participants wished to say (Bryman, 2016) regarding inspection and thus allow for a wider range of responses (Flick, 2014). The style of interviewing developed from exploring a range of interview types. It had elements of the narrative interview, in that the interviewees each had experience of that which was being researched – namely undergoing inspection – and were broadly asked to talk about that time, or those times, in their lives. Following initial questions that clarified the participant's teaching context and role within school, the interviews each started with an open question, "What would you like to tell me about your experiences of inspection?" This follows Flick's discussion that a narrative interview starts with a question to "stimulate the interviewee's main narrative" (Flick, 2014, p.266). It is an unstructured approach in which,

> "Sometimes only a first, topic-introducing question is asked and the remainder of the interview proceeds as a follow-up and expansion on the interviewee's answer to the first questions" (Kvale, 1996, p.127, quoted in Knox and Burkard, 2009).

Whilst this has the advantage of being guided by the participant, thus revealing ideas that the researcher may not have foreseen (Stuckey, 2013), it can also complicate the comparison of findings across the range of interviews conducted, since the participants will not all have been posed the same questions (Knox and Burkard, 2009).

The narratives in the interviews were also of an episodic nature, in that for several of the participants they had undergone more than one inspection and spoke of them all, drawing commonalities and differences as they spoke. In this way,

> "special attention is paid in the interview to situations or episodes in which the interviewee has had experiences that seem to be relevant to the question of the study" (Flick, 2014, p.274).

There also developed some aspect of the semi-structured interview as, building from previous interviews, specific ideas emerged that the researcher wished to explore. A need either to ask specific questions, or probe further into aspects of what the interviewee raised, arose as more people were interviewed (Newby, 2010; Flick, 2014; Bryman, 2016). Regarding the timescale of the interviews, all of the state sector interviews had been conducted prior to those in the independent sector (see Table E, Section 3.4.2). Thus, questions could be formed for those from the independent sector regarding points raised by those interviewed from the state sector, but not the other way round. This is discussed in the limitations section of this thesis in chapter 6.

3.4.3.3 Question types used in the interviews

As with all interviews, a range of question types were used, although none were prepared in advance apart from the aforementioned opening invitation to speak about inspection. The interview type was selected to afford opportunities for participants to speak freely of their own experiences, but naturally, as with any prolonged conversation, questions were used to elicit further detail, explanation or clarification as well as, on occasion, to ascertain views on specific themes raised by previous participants. Simplified, it could be said that there are only two types of question, open and closed (Kumar, 2014), with the addition of confrontational questions to explore ideas raised by participants (Flick, 2014). Brinkman and Kvale (2015) detail nine types of questions, as seen in Table F below.

All of the question types that Brinkman and Kvale (2015) explain were used during the interviews. Some were planned in advance, such as “A”, the “introducing question” that was used to begin each interview. This was an open question to encourage the participants to speak on any aspect of inspection. Likewise, the “structuring question” “G” was used in a planned way in each interview to indicate that the interview was coming to an end, and afford the participant the opportunity to introduce any ideas from their completed SWOT form, accompanied by a clear indication to the SWOT form. The other question types were used as appropriate throughout the interviews, but not in a planned way since they were used in response to the participant. One question type, “E. direct question” was used more as the interviewing process progressed, since there were issues raised by previous interviewees that the researcher wanted to explore from other people’s perspectives.

Table F - Question Types Based on Brinkman and Kvale (2015, pp.160-162)

Question Type	**Explanation and Example**
“A. Introducing Questions”,	Used to open each interview by asking participants, after ascertaining their role in school, what they would like to tell about their experience of inspection.
“B. Follow-Up Questions”	Either asking for elaboration or simply an encouraging nod or ‘hmm’ or a pause to encourage the interviewee to continue. This technique was used throughout all of the interviews conducted, often using the word, ‘right’ or ‘ok’.
“C. Probing questions”	Questions asking for more detail or information without directing the interviewee towards a specific answer. E.g. “H: So what should an inspector be inspecting?” (Interview ST7), “H: So how would you do it differently?” (Interview ST5) or “H: So is there anything you would do to change it, the way it is done?” (Interview IT1).
“D. Specifying Questions”	Asking for more specific further information, following on from something said by the interviewee. E.g. “H: So how were the teachers who were ‘got rid of’ identified?” (Interview ST1), “H: So the teachers didn’t feel, that’s a bad mark against my name if I asked for advice?” (Interview IT2)
“E. Direct Questions”	The interviewer introduces an area for discussion, usually later in the interview after the participant has given their own initial thoughts. E.g. “H: So, what sort of leadership style would you say you've got, the school has now? And how would that compare to what it was like under your ‘requires improvement’ system?” (Interview ST4)
“F. Indirect Questions”	Questions that ask what the interviewee thinks others’ opinions may be, before finding out if the interviewee shares those thoughts. E.g. “H: Do you think the executive head knows all of you? Does she know her staff?” (Interview ST3) and “H: So how does that impact on staff?” (Interview IT6).
“G. Structuring Questions”	An important tool for an interviewer to move the interview to the next stage. E.g. from all the interviews to draw the interview to a close, “Is there anything else you wanted to say about inspection?”

“H. Silence”	Used instead of the “Follow-Up Question”, as the silence can encourage the interviewee to speak, after a pause for reflection.
“I. Interpreting Questions”, or “Clarifying Questions”,	Used to check meaning or for the interviewer to check that understanding concurs with that of the interviewee. E.g. “ST6: But we had some weakness in teaching which was, was ***not strong enough to say that the whole school was ‘good’***. H: Okay. ***So there were ‘good’ areas***?” (Interview ST6, my emphasis to show what was being clarified here)

The “structuring questions” required sensitive use, as the topics under discussion can be emotive, and the rapport between interviewer and interviewee can be fragile, disturbed or broken by moving the interviewee on too abruptly. The use of “H. silence” can be important to afford the participants time to gather thoughts and not feel interrogated by too many actual questions. This silence was usually accompanied by body language such as encouraging nods. “I. interpreting questions” or “clarifying questions” were used throughout all of the interviews to ensure that the researcher had fully understood what had been said. This is an important area of questioning, as when analysing the data through playback or transcript, inferred understanding may have changed over time.

3.4.3.4 Pilot interview

Before starting the interviews, it is important to have rehearsed and reflected upon the process (McGrath and Coles, 2013, p.138). The importance of piloting an interview before embarking on the actual interviews with selected participants is emphasised as a means of “Eliminating ambiguous, confusing or insensitive questions” (Wellington, 2015, p.145). This ensures that the actual interviews are conducted with confidence, reliable recording equipment and in a manner that will

be most fruitful in the data gathered. To this end a trusted colleague was selected to be interviewed, who would act as a critical friend in the process. See Section 2.5 for more on critical friendship. This highlighted the following: the need to schedule interviews at a convenient time and location for the participant; the recording equipment proved too complex as using the pause option deleted some of the words recorded, so a basic digital voice recorder was used for the actual interviews.

Given that this was the first time the researcher had used interviews to gather data, transcribing the recording was useful as it highlighted the need to be able to clearly hear what was being said, as well as indicating the length of time needed to transcribe each interview. A guide of three hours to transcribe a 30-minute interview (McGrath and Coles, 2013) proved fairly accurate. Following this rehearsal process, a time limit of one hour was given to each interview to ensure: the aforementioned importance of building rapport, which would take up some of the time allocated; sufficient time for the participant to share potentially sensitive experiences; the participant could talk around the research topic and still be brought back to focus should the discussion be widening too much; sufficient time to transcribe all of the interviews. Although there is some suggestion that “energy levels usually begin to flag” at about 40 minutes (Forsey, 2012, p.373) ideas of optimum interview length vary, with Irvine (2011) finding that longer interviews of up to 90 minutes can yield richer data, and Brinkman and Kvale (2015) detailing interviews of one hour’s duration. The rehearsed interview also demonstrated that this was a research tool that suited the researcher’s style, as the colleague found that she said more than she had anticipated in response to how the process was led.

3.5 Ethics

An application was made to and approved by the ethics committee and these can be found at Appendix 9 and Appendix 10. Ethical consideration is important to ensure that all those involved in the research are protected. In accordance with the British Educational Research Organisation (BERA) this means that in order to protect the people involved in research and the integrity of the research itself all research requires,

"an ethic of respect for:

• The Person

• Knowledge

• Democratic Values

• The Quality of Educational Research

• Academic Freedom" (BERA, 2011, p.4).

This can apply to the researcher as well as participants. Considerations such as actual physical harm may not be relevant, but in exploring sensitive issues, there is the possibility of emotional harm (Thomas, 2013). It is also possible, if acting without considering the ethical implications, respect and trust, that the researcher's own reputation is at risk as well as reducing the likelihood that participants who have been treated without due consideration would participate in any future research undertaken by others (Newby, 2010). The researcher was assured that any changes in the research were covered by the ethics application made.

The ethics of this research required informed consent, confidentiality and anonymity (Cohen *et al*., 2011) in addition to the right to withdraw from the research, either completely or in part, at any point. The invitation to participate assured anonymity (Wellington, 2015). This was repeated in a consent form given

to each participant immediately prior to the interview; see Appendix 11. This conforms to the requirement for “voluntary informed consent” (BERA 2011, p.5) whereby the participants have a right to understand the nature and purpose of the research in which they are involved as well as how and why their contribution will be used. As the participants in this research were all professional adults, not working with or related to the researcher, they were all considered to be those who were “competent to choose freely” (Brooks, te Riele and Maguire, 2014, p.80). There were no considerations of professional power relations to complicate the ethics in this research (Brooks *et al*., 2014).

The consent form also gave assurance regarding the safe-keeping of the data – both transcript and digital recording of the interview - and sought recording and transcribing permission. Assurances were given that the transcripts would be used solely for the purpose of this research, and only be available to the researcher, and if necessary the research supervisor. The destruction of any notes, recordings and transcripts, should the participants wish to withdraw from the research, was also assured. The consent form also presented participants with a brief outline of the research aims (see Appendix 11). Before each interview, participants were informed that they would receive, by email, a complete transcript of the interview and have the opportunity to comment on or retract anything therein. Participants were reminded in the final paragraph of the consent form (see Appendix 11) that they could choose to withdraw from the research at any time and could have anything that they said in the interview withdrawn from the research should they so choose (BERA, 2011). The forms received signatures from both researcher and participant and each party kept a copy with both signatures.

The discomfort of participants is another important ethical consideration in research (Flick, 2014; Thomas, 2013). The aforementioned participant choice of venue was part of this ethical consideration, both minimising discomfort for the participants and ensuring that the venue was one where the participant felt able to talk without restriction. Furthermore, due to the potentially emotional nature of the research topic, tissues were made available on the table.

3.6 Researcher

Whilst it is important to examine data objectively, interviewing people about emotional experiences can affect the researcher, especially when working in the same field as the participants. This can then affect and form part of the data (Flick, 2013). Having had some SWOT analysis completed prior to this stage of the research, there was already an awareness of the extent to which the interviews could be emotional experiences. Being a SENCO, the researcher is experienced in responding professionally when people are emotional. At the time of conducting the interviews, the usual professional face could be worn, being empathetic, and enabling the participants to speak freely. However, transcribing the interviews had a more profound effect on the researcher. Each interview was approximately an hour in length, so the transcribing process was time consuming. After transcribing the more emotional interviews, in which the participants cried on several occasions, the researcher needed to ensure an appropriate distance from the data to maintain a critical eye.

When initially considering the ethical effects of the research on the researcher, consideration had been given to distancing oneself by researching outside of any immediate context, using participants from other schools. Insider bias, conflicts of

interest and being placed in a dual role were key concerns. The more direct emotional effect on the researcher had not been foreseen. Sensitivities on the part of the participants (Cohen *et al*., 2011) was considered when completing the ethics application. Here the consideration is of the sensitivities of the researcher and any ensuing bias. Bias could lead to "selective or interpreted recording of data/transcripts" (Cohen *et al*., 2011, p.205). The interviews were transcribed verbatim to minimise this. The data analysis needed a tight structure to further minimise any researcher bias.

3.7 Processes in data analysis

3.7.1 Interviews into transcript data analysis

Interview data analysis took several stages (see Table G). The researcher first transcribed the interviews by listening to them herself on the day of conducting the interview. Listening to the voices of the participants and transcribing the interviews reawakened the emotional and social aspects of the interview in the researcher, as suggested by Brinkman and Kvale (2015, p.207). This extra layer of analysis is important, since emotional responses are apparent not only through the words that are uttered, but through the way in which they are spoken and non-verbal communication. If this analysis layer had not been included the emotional aspect of the responses could have been missed. These were: physical aspects of interviews, including actions, facial expressions and body language (see Table G); and unspoken aspects such as tone of voice, hesitations and stresses on particular words (Howells and Gregory, 2016). All of these aspects were important for interpreting the data.

Table G – Processes of Transcription and Annotation of Interviews

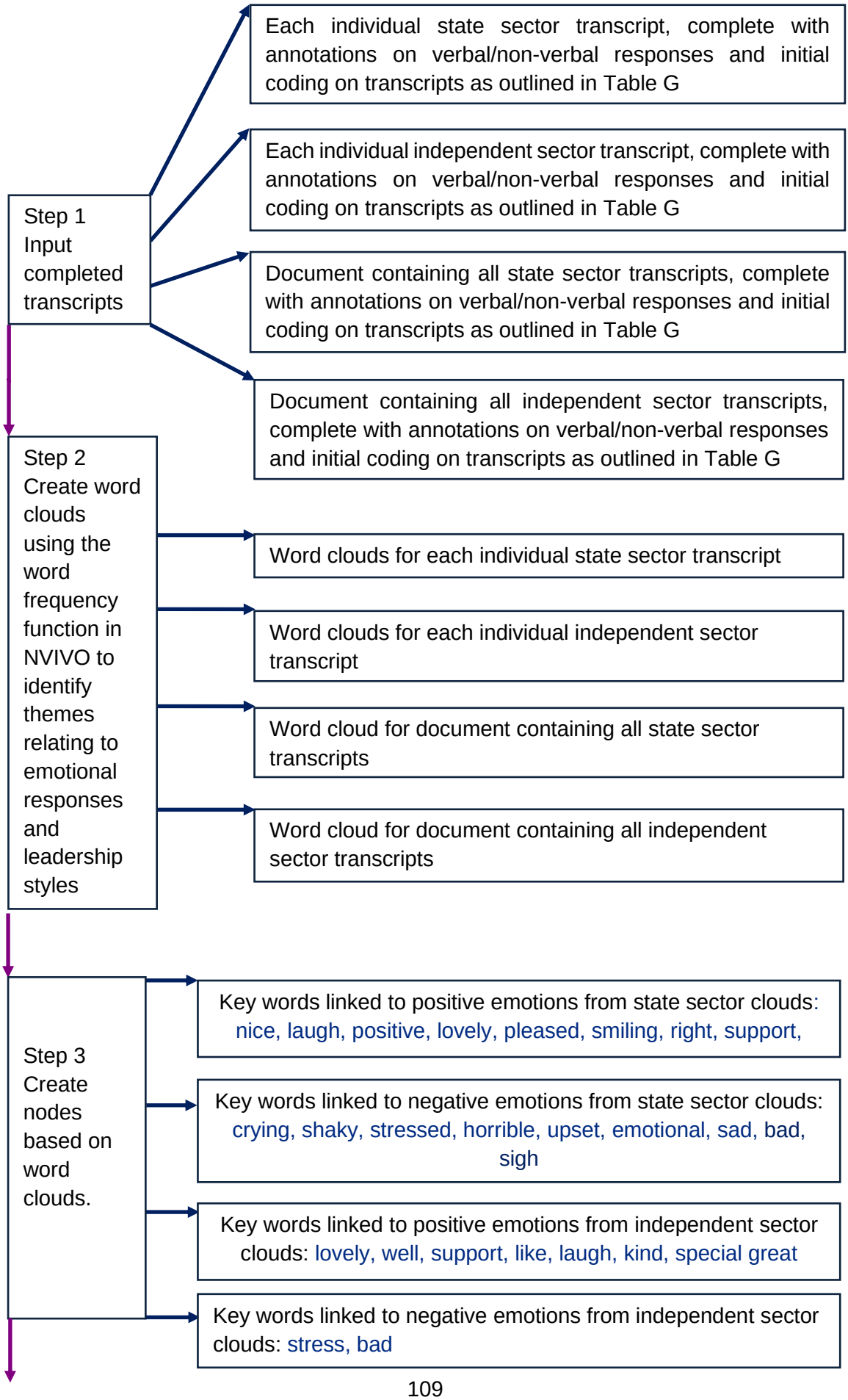
Interview Analysis Stage	**Details**
Stage 1: Transcribing	Listen and transcribe interview on same day as interview conducted.
Stage 2: Non-verbal responses	Listen again; add in non-verbal responses within interview – including: facial expressions, such as smiles, raised eyebrows; body language, such as folding arms, shrugs; movements like wiping eyes; looking at or away from interviewer; changing position; taking a drink.
Stage 3: Verbal responses	Listen again; add in heard nuances tone and timbre of voice, pace, pauses, clear emotional expression such as laughter and crying etc.
Send transcript to participant for comment and approval	
Stage 4: Coding emotions +ve	Identify within the transcript and code positive emotional responses.
Stage 5: Coding emotions ve	Identify within the transcript and code negative emotional responses.
Stage 6: Bias	Identify moments and responses of interviewer bias.
Stage 7: Coding – new, four-strand model	Identify and code responses linked to the new, four-strand model
Stage 8: Coding leadership types	Identify and code leadership types discussed by interviewee.
Repeat process for all interviews	

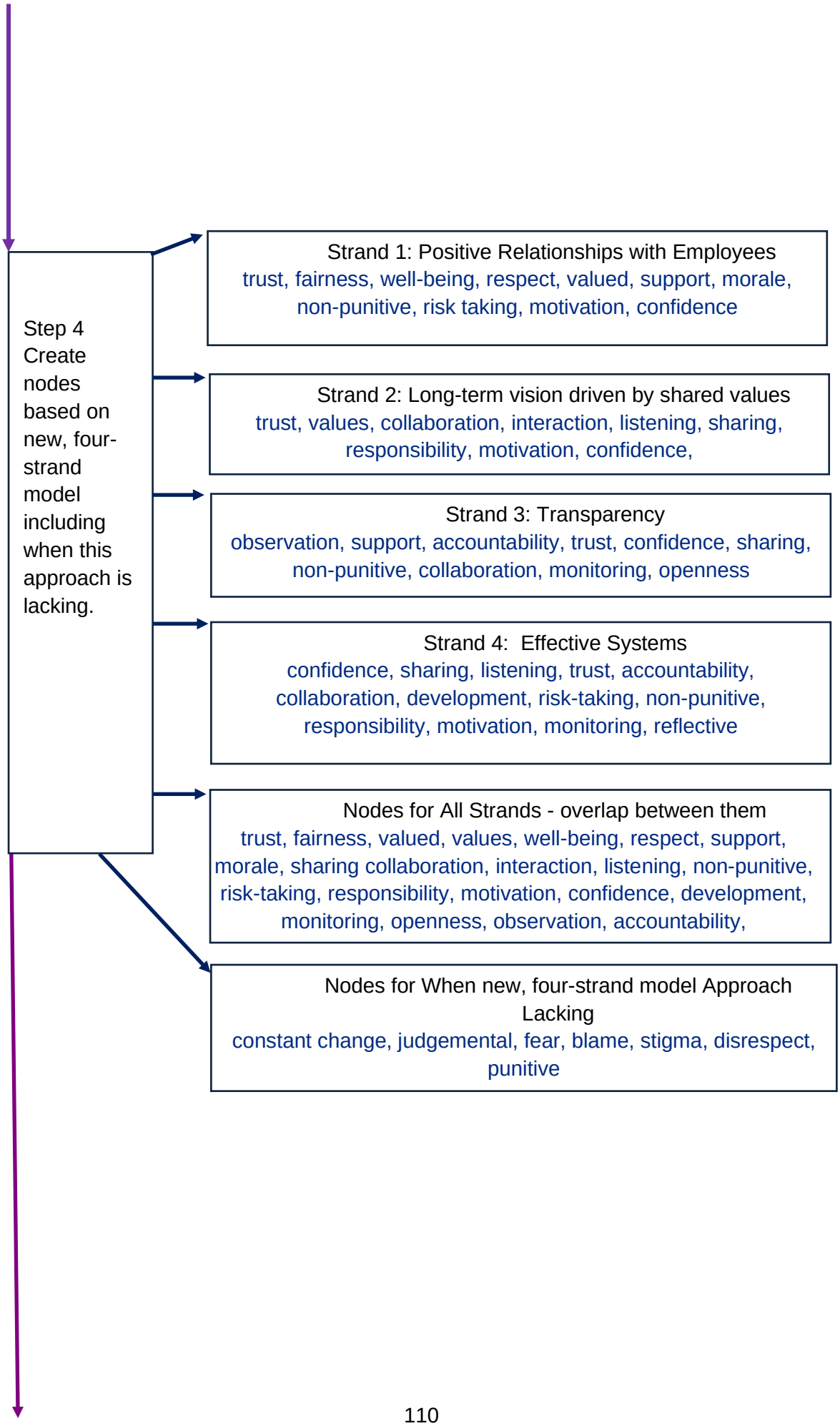
The time scale of the process was important especially for addition of the non-verbal annotations, as these needed to be fresh in the researcher's mind to be accurately included. Listening to and transcribing just the words, as well as adding the non-verbal elements shortly after the interview, helped prevent any aspects of the interview from being forgotten and ensured detailed recollection of the holistic interview process (Table G). This idea is emphasised by Gillham (2005), who describes even simple description as part of the interpretive process, making accurate annotations of non-verbal and heard nuances even more important. For each transcript, stages 1 and 2 were completed by the end of the day following the interview, with stage 3 being added within a week so that transcripts could be sent

to the corresponding participant for comment and approval while still fresh in the participants' minds, thus adding some form of "communicative validation" (Flick, 2014) to the non-verbal and verbal responses as well as the words spoken in interview.

Stages 4 and 5 focussed on coding the emotions. The researcher annotated the transcripts, adding interpretation and analysis to them. The researcher started the coding process by listening to and reading the transcripts, identifying first positive and then negative emotional responses in order to answer the first of the research questions. At stage 6 the researcher checked the transcripts to identify moments, including her own responses that indicated any researcher bias, since it is now recognised that interviewers are "active participants in interactions with respondents" (Fontana and Frey, 2003, p.90). In unstructured interviews, the extent to which the interviewer is a participant is seen not through pre-determined questions asked, but by the way in which she maintains the flow of the conversation, reacts to the participant and the questions asked arising from what the participant has raised. Further listening to the audio and reviewing the transcript at stage 7, enabled the researcher to identify how the emotional responses related to the new, four-strand model, and code these parts of the transcript accordingly. On a further analysis, any instances of the participant discussing leadership styles were coded (stage 8). Listening to each of the interviews at every stage of the transcribing and annotating processes enabled the researcher to identify similarities and differences across the interviews, seeing recurring themes (Howells and Gregory, 2016). Appendix 4 is an example of a full, annotated transcript.

3.7.2 Transcripts into NVIVO analysis




Step 4
Create nodes based on new, four-strand model including when this approach is lacking.
Strand 1: Positive Relationships with Employees
trust, fairness, well-being, respect, valued, support, morale, non-punitive, risk taking, motivation, confidence
Strand 2: Long-term vision driven by shared values
trust, values, collaboration, interaction, listening, sharing, responsibility, motivation, confidence,
Strand 3: Transparency
observation, support, accountability, trust, confidence, sharing, non-punitive, collaboration, monitoring, openness
Strand 4: Effective Systems
confidence, sharing, listening, trust, accountability, collaboration, development, risk-taking, non-punitive, responsibility, motivation, monitoring, reflective
Nodes for All Strands - overlap between them
trust, fairness, valued, values, well-being, respect, support, morale, sharing collaboration, interaction, listening, non-punitive, risk-taking, responsibility, motivation, confidence, development, monitoring, openness, observation, accountability,
Nodes for When new, four-strand model Approach Lacking
constant change, judgemental, fear, blame, stigma, disrespect, punitive

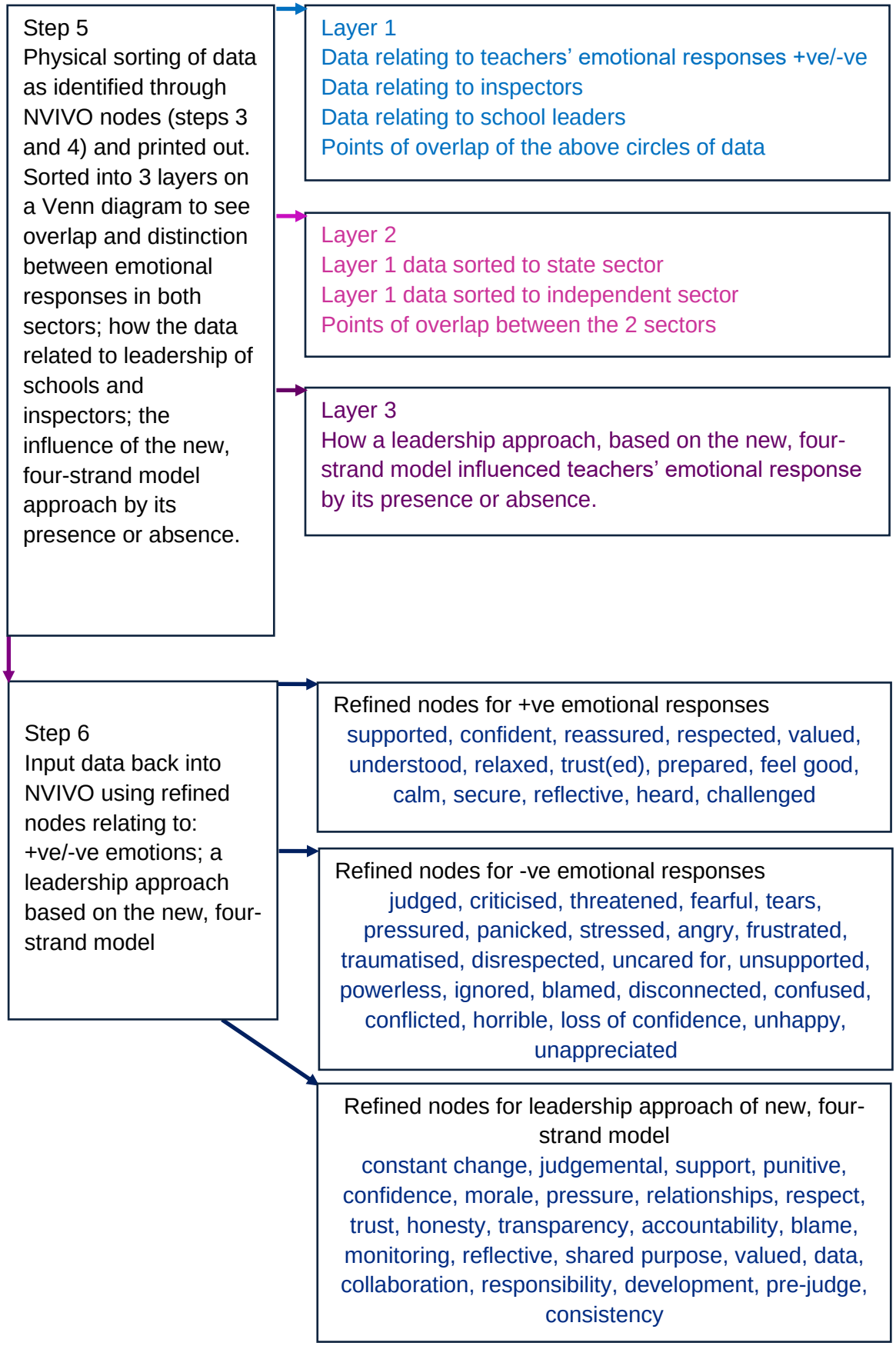


Figure 4 – Illustration of Data Analysis of the Transcripts into NVIVO

In Figure 4, the data analysis of the transcripts into NVIVO is illustrated. The full transcripts were entered into NVIVO as individual participants, as one document for the state sector document and as one independent sector document. These transcripts were entered complete with all of the annotations as detailed in Table G.

Using the NVIVO word frequency function, word clouds were used to create a visual representation of the most frequently occurring words in the all the transcripts. This style of representation has previously been used by Meehan and Howells (2018) who recommended discounting most common English words for example, and, the, but (p.6); the researcher also discounted the phrases ‘yeah and ok’. Below are illustrations of some of the word clouds. The change of style indicates the sector, with Figures 5 and 6 representing state sector and then, in a different style, Figures 7 and 8 representing independent sector.

Using the word clouds, NVIVO nodes were created for both positive and negative emotional responses of teachers, see step 3 of Figure 4. At this early stage it was interesting to note that fewer words could be seen in the word clouds relating to negative emotions from the independent sector than the state sector, thus creating the word clouds was a useful step in the process of analysis. See Figures 5, 6, 7 and 8.

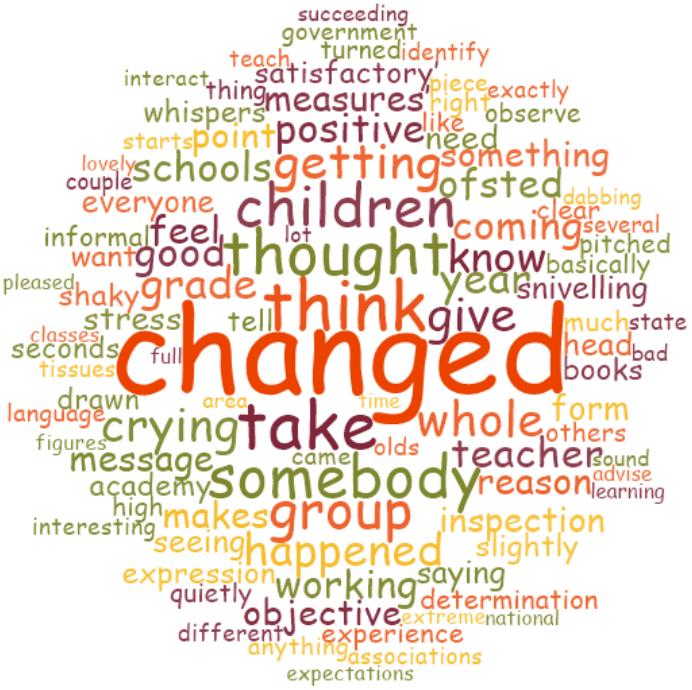


Figure 5 - Word Cloud of Individual Participant ST7

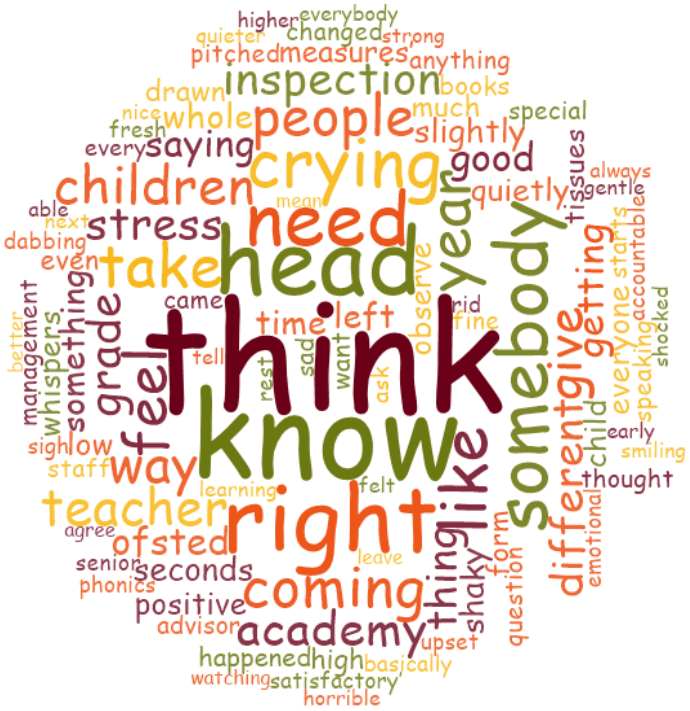


Figure 6 - Word Cloud of the State Sector Transcripts as One Document

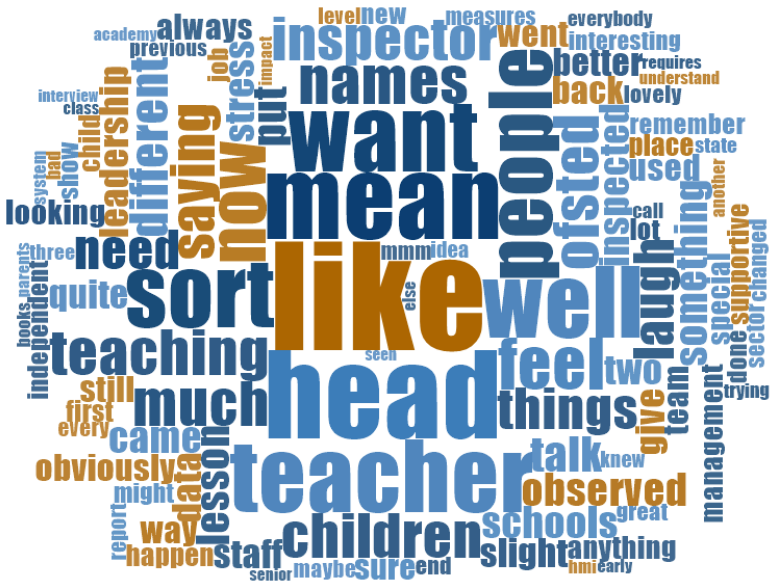


Figure 7 - Word Cloud of Individual Participant IT1

Figure 8 - Word Cloud of the Independent Sector Transcripts as One Document

Before selecting nodes based on the new, four-strand model of leadership, the literature of Fullan (2001) and Barnes (2012), forming the common criteria underpinning the new model, was revisited. The nodes selected can be seen in step 4 of Figure 4. These were entered into NVIVO for each individual strand of the new model, and then as one section for all of the strands combined, since there is some overlap between the different strands with certain nodes occurring more than once such as trust, support, and collaboration. A separate entry was made for key ideas that could be significant for when this new, four-strand model of leadership approach is lacking.

When searching the data for each node the search was not simply for an exact match of words but for words that related to the keyword, searches 'with generalisations', in order to ensure that no significant aspects of the data were overlooked. For example, for the keyword 'stressed', the generalisations were 'stress', 'stressing', 'stressful'. Before adding each piece to the node, the context of the word was considered since a word in isolation may give a false idea. For example, words such as happy and laugh were often used in sentences that indicated that the person was not happy, or that the laughter was one of frustration. For this reason, words were entered under the various nodes along with the context in which they were found.

In step 5 the nodes were refined through physically printing out the NVIVO analysis and placing within a Venn diagram. This enabled the researcher to analyse the data through three layers and the commonalities and differences of the emotional responses between the sectors were revealed, linking back to the research questions. This step in the analysis worked to the researcher's own preferred

learning style (Howells and Gregory, 2016). The layers within the Venn diagram included the following:

- layer 1 held data relating to the emotional responses of teachers, data relating to the inspectors and data relating to the schools themselves
- layer 2 separated these into independent and state school contexts
- layer 3 reviewed these against the new, four-strand model, and how the presence or absence of this leadership approach influenced teachers' emotional responses.

Finally, each piece of data was sorted back into NVIVO, using refined nodes for each of four-strands, as detailed in step six of Figure 4. The physical sorting of the data made it clear to see where the emotional responses were positive or negative; it also clarified the significance of using the new, four-strand model. This was all done according to where they had been placed on the original Venn diagram so that it was clear whether the data related specifically to the emotional responses of teachers, inspectors, schools, or any combination of these. This multi-layered approach, referring back to the research questions, also ensured that data was gradually discarded if it were not directly related to the research focus (Howells and Gregory, 2016).

3.8 Triangulation

Triangulation is important to add corroboration to the interpretation of findings, ensuring a richer, more complete knowledge (Flick, 2014; Thomas, 2013). In qualitative research triangulation is not always easy to achieve and the following areas are commonly suggested, including: data sources, using different people and different times; different researchers, so that more than one person is analysing

the data; using different theoretical viewpoints for analysing the data; and using different methods for data collection (Bryman, 2016; Denzin and Lincoln, 1998; Flick, 2014). Data source triangulation was achieved by ensuring that several participants were involved from different schools and from two different wider contexts - the state and the independent sectors. Participants from both sectors were from a range of roles in schools, so that there was less likelihood of bias from class teacher or managerial perspectives. The interviews took place over a four-month period and had participants from different locations. The state sector interviews took place between 15th May and 22nd June 2016; the independent sector interviews took place between 14th July and 27th October 2016 (see Table E, Section 3.4.2). Although this research was conducted by one researcher, use of a critical friend to discuss the research provided some degree of triangulation through different researcher perspectives. This was done through the critical friend questioning the researcher's interpretations, so that she had to justify her interpretations or reject them if unable to do so (see Section 2.5 for literature on critical friendship). The new, four-strand model was a specific model against which the data was analysed, drawing on common criteria found in research by Fullan (2008) and Barnes (2012). Analysing the data against a specific theory enables the researcher to see the data through a theoretical framework, aiding reliability and validity.

Sending each participant a copy of their interview transcript allowed them the opportunity to explain anything, should they feel that interpretation or context needed adding. As the transcripts included comments that had been noted about the behaviour of participants, mainly laughter and tears, this too could be vetted by the participants. Finally, in order to limit researcher bias, throughout the interviews

clarification was sought from the interviewees for anything said that could obviously be open to different interpretations. This had its limitations as it relied on the interviewer being aware of the point made being open to alternate interpretations; however, requests for clarification were made several times in each interview.

Chapter 4

Data Analysis and Discussion

What are the teachers' emotional responses to inspection and how do they differ according to their setting?

4.1 Introduction

This chapter discusses the findings from the interviews in relation to the first research question:

- What are the teachers' emotional responses to inspection and how do they differ according to their setting?

The discussion is presented systematically, answering research question one, referring to the literature on teachers' emotional response to inspection.

As the approach is interpretive (Wellington, 2015), discussion of the findings is presented alongside the data. The extracts are taken from transcripts of the interviews (see Appendix 4 for an example of a full transcript), with participants represented by abbreviations such as ST1 for State Teacher 1, i.e. the first teacher interviewed from the state sector; IT1 for Independent Teacher 1, i.e. the first teacher interviewed from the independent sector. See Chapter 3, Table E for details of the participants interviewed. The key words from the interview extracts, as identified by the researcher during the coding process, are presented in italics throughout this chapter.

4.2 Positive emotional responses to inspection

Table H – Words to Describe Teachers' Positive Emotions and Feelings towards Inspections in State and Independent Sectors

Teachers' positive emotional responses - state sector (Ofsted and HMI)	Teachers' positive emotional responses - independent sector (ISI)
Supported	Supported
Confident	Confident
Reassured	Reassured
Challenged	Challenged
Respected	Respected
Valued	Valued
Heard	Heard
	Trust(ed)
	Prepared
	Calm
	Secure
	Reflective
	Relaxed
	Understood
	Value Consonance

There were positive emotional responses to inspection that were shared across both sectors; the extent of these was clearly greater in the independent sector, see Table H, and was in direct response to ISI. In contrast, in the state sector not only were the positive emotional responses fewer, but they were mainly linked to HMI inspectors with only minimal link to Ofsted. Positive emotional responses, which can lead to positive stress resulting in challenge, occur "when there is potential for mastery or personal growth." (McGowan *et al*., 2006, p.93). The shared positive emotions, seen in Table H, as expressed by the teachers interviewed, included some that Barnes (2012) sees as components of well-being, sustaining teachers, such as "positive relationships", "environmental harmony" and relationships that enable "values conversation" (Barnes, 2012, p.328). These include emotional responses such as feeling supported, respected, valued and reassured. When

teachers are feeling supported and reassured, these can lead to feeling emotionally more secure, which can build confidence and could make teachers less likely to leave the profession (Skaalvik and Skaalvik, 2016). When support and reassurance are present, morale is higher, creating conditions for success (Fullan, 2008).

4.2.1 State sector - positive emotional responses

4.2.1.1 Feelings of support, reassurance and confidence (Ofsted)

Teachers in the state sector indicated that at times they felt supported, reassured and confident during Ofsted inspections (see Table H). This new finding is contrary to that of the literature reviewed, which found Ofsted to be a cause of emotional stress, including Drake (2014) and Hopkins *et al*. (2016, p.59) who found Ofsted to be "damaging emotionally". The head teacher interviewed found conducting joint observations to be a supportive process, as the inspectors agreed with her judgement which fed into the overall grading. The following illustration and the words in italics indicate the support felt through the inspectors matching her judgements and the discussion about the observations,

> "they were *matching judgements* … then they check your *judgements* by doing a joint observation … discussing what you're watching at the same time." (ST6).

The supportive joint observations helped ST6 to feel reassured building the confidence teachers had in her as she was seen to be judging correctly, and Ofsted were happy. The emotional phrases she expressed to show her confidence were,

> "they watch you *judge that correctly*" "they are *happy* with that" and "our teaching's good and therefore they *believe* it." (ST6).

This new finding contradicts Hopkins *et al*. (2016) who found teachers felt demoralised and disempowered by Ofsted.

The other examples of Ofsted leading to an emotional response of feeling supported were mentioned by the head teacher and a class teacher. They felt that when the data had led Ofsted to believe that the school is good, they looked for the good and ignored anything not reflecting this. These interview extracts link to Roberts-Holmes' (2015) findings that inspection is promoting a data driven pedagogy. The head teacher (ST6) felt supported by Ofsted when her school's data was good explicitly stating that,

> "They *look for things to prove*.".

The feeling of support could be seen by the way ST6 described being led by the inspector asking,

> "You do this, don't you?".

This helped her to feel supported as seen by the way she described being able to respond correctly, said with a smile, sitting back in her seat, miming a tick in a relaxed manner.

> " "Yes". Tick a box." (ST6).

This idea was also discussed by the class teacher (ST4) explaining how inspectors looked for evidence to support what the data had already told them, again explicitly saying,

> "they were *clearly looking for a 'good'.".*

ST4 described the way the inspectors chose to ignore the behaviour of children during an activity that she felt would have received negative feedback had the inspectors been looking to fail the school. She recounted the incident with smiles

and giggles, with the inspector's comment about it not being fair for him to see the behaviour indicating her feeling supported by the inspector who deliberately ignored this incident. She explained,

> "The Ofsted inspector said, "It's very windy out here. Children do become excitable in the wind*. I don't think it's fair for me to see this. I'll come back when you're in the classroom."* And she turned around and left and didn't carry on watching." (ST4).

This is clearly linking the feeling of being supported by Ofsted to what the school's data had suggested to the inspectors before entering the school.

4.2.1.2 Feelings of support, reassurance and confidence (HMI)

State sector teachers who were on school leadership teams (SLT) felt supported by the HMI inspectors, stating this explicitly, making it clear that this was a positive emotional response, as seen by the word "lovely" and related with smiles, as illustrated from the following interviews,

> "But the *HMI* inspectors were so *lovely*, they were *supportive* …" (ST1)
>
> "But they're *supportive*. They are very *supportive*." (ST2).

While ST1 and ST2 are specifically referring to the current HMI, ST5 discusses the system prior to Ofsted, since as a class teacher she now has little contact with HMI, whereas the other two teachers are on SLT and so have worked directly with HMI. As with the school leaders, ST5 discusses HMI with smiles, using the word "nice" to describe them as well as explicitly stating that they were supportive. In addition, ST5 describes HMI as being a "critical friend", an idea associated with positive emotional responses and support, see literature review Section 2.5.

> "…the old HMI, where you would come in and be a *critical friend* and be *supportive* and *nice* like that" (ST5).

As well as being linked to support, HMI inspectors were always discussed positively as illustrated by ST1 saying,

> "Nobody's got anything negative to say about HMI.".

This identifies that HMI contribution to inspection was linked to a positive emotional response in line with the view that feelings of support can lead to professional growth as outlined by Hopkins *et al*. (2016).

4.2.1.3 Other examples of feelings of support, reassurance and confidence

Head teachers were also mentioned by a teacher in terms of support. A pep talk is described by class teacher ST7, where her head teacher told her,

> "you're going to be *brilliant*" (ST7).

The teacher was able to describe the feeling of being reassured as she had such support and confidence expressed to her by the headteacher. Feeling confident has been found to have a positive impact on well-being (Norman and Hyland, 2003) and this being a positive emotional response was emphasised by the way she described it, as she was smiling while making the explicit statement that it made her,

> *"feel*, you know, *good" (ST7).*

Confidence was also illustrated through the responses of the head teacher to a 'good' inspection outcome. Norman and Hyland (2003) linked positive feedback to increasing confidence, feeling more relaxed and being supported. ST6 was sitting back in her chair, smiling and relaxed as she explained that,

> "When it goes well, you *feel really positive about yourself*. So you've got somebody really important telling you you're doing a good job. So for me, for my career, and for my *self-esteem*… went through an Ofsted and got *a*

'good' judgement, when the school's never had one before. And that's *fabulous accreditation."* (ST6).

The talk of feeling really positive about herself and the boost to her self-esteem are expressions of this positive emotional response to inspection.

A further illustration of positive inspection feedback boosting self-confidence was expressed by the head teacher when discussing one of her members of staff. ST6 predicted that her teacher would have a positive emotional response to inspection when she explained,

"…she's going to feel, I know *she feels fabulous* about it, because it's *affirmation*." (ST6).

This phrase about feeling "fabulous" was analysed to be specifically focussed on feeling positive due to reassurance and increased self-confidence, directly related to an Ofsted inspection, since she saw it as "affirmation". The head teacher was smiling and animated when saying this, speaking enthusiastically, adding to the analysis of this being a positive emotional response, since the researcher felt that ST6 both looked and sounded proud of her teacher. The use of the word "affirmation" links to literature by Nolan and Molla (2017) who see confidence improving when you know that you can complete tasks successfully.

Teachers from the state sector highlighted parents as being supportive of the staff and school, regardless of inspection outcomes,

"…then the *parents were very supportive* of the staff." (ST2).

They made it clear that they gained reassurance from this support, since they felt that parents were non-judgemental and the reassurance this afforded the teachers reduced the negative effects of the inspectors themselves.

4.2.1.4 Other positive emotional responses

Another positive emotional response was that of feeling challenged following an observation in a way that afforded opportunities for professional development. This was expressed by one teacher who specifically asked for feedback from the inspectors as she explained that her attitude was,

> "I'm here to learn, I'm here to be the best teacher I can be" (ST4).

This was said sitting back in her chair with arms spread wide, which was interpreted to show her openness and confidence as she went on to explain that she asked for feedback since she otherwise would have received none. Her response to the suggestion offered by the inspector, recalled with a laugh and a smile, again interpreted as a positive response to being challenged to improve in her work, was,

> "So now I've made my inputs shorter" (ST4).

This is in line with Rhodes *et al*. (2004) who explain that staff become motivated through challenge as well as support.

The sense of being heard by HMI inspectors is an indicator of a positive emotional effect, as Harter *et al*. (2006) explain when discussing the Gallup Q12 statements regarding opinions counting and speaking about one's work. This sense of being heard was expressed in terms of a positive emotional response leading to feeling valued and respected. ST2 expressed through her enthusiastic tone of voice how excited she was to be able to engage in a valuable conversation with HMI inspectors. When relating HMI telling her,

> "…look, if you don't agree with me, *argue*." (ST2).

ST2 felt that she had a voice and her opinions were valued and respected by HMI. In analysing this, the researcher interpreted the passion and enthusiasm in ST2's voice as being a positive and lasting emotional response to HMI, since the incident

had occurred over three years prior to the interview. ST1 also felt respected, valued and listened to by HMI as she explained, smiling and with enthusiasm, that the HMI inspector had taken care not to disturb her lunch, as illustrated by the following comment,

> "the HMI inspector, … they were *lovely*, … came in and said, "*Ooh, I won't interfere with your lunch*" "(ST1).

The additional remark about HMI being "lovely" reinforced that this was a positive emotional response. Likewise, this sense of feeling respected could be seen when ST1 described HMI as,

> *"human,* it was just *basic humanity* there." (ST1).

This led into feeling valued as ST1 happily recounts being told by an HMI inspector,

> "Oh, I wish my grandson could be in your class" (ST1).

Since these comments are regarding incidents that occurred three years prior to the interview, they had made a positive and lasting impression on this teacher. These are new findings, contrary to those of Perryman (2007), who only discusses a loss of sense of self when talking of the negative emotional response to inspection. These new findings show regaining that sense of self as a more positive emotional response.

4.2.2 Independent sector positive emotional responses

All of the positive emotional responses (see Table I) from the independent sector were expressed in relation to both ISI and school leaders, outnumbering any negative responses. These are new findings, contrary to the literature on Ofsted, which consistently linked inspection to teacher stress, as Jeffrey and Woods (1998) found two decades ago, with Perryman (2007 and 2009) making the same connection and Hopkins *et al*. (2016) further supporting this view.

Table I - Words to Describe Teachers' Positive Emotions and Feelings towards Inspections in the Independent Sector

Teachers' Positive Emotional Responses - Independent Sector (ISI)
Supported
Confident
Reassured
Challenged
Respected
Valued
Heard
Trust(ed)
Prepared
Calm
Secure
Reflective
Relaxed
Understood
Value Consonance

4.2.2.1 Feelings of support, reassurance and confidence

Hargreaves (2001) explains that feelings of support, reassurance and confidence produce positive emotional responses, as discussed in Section 2.2. All of the independent sector teachers interviewed spoke positively of support and reassurance, adding to their confidence during inspection. They recalled this as occurring in many formats including, text messages, remarks during lessons and conversations after observed lessons. Reassurance was raised in relation to the inspectors themselves, as well as senior staff in school. One teacher discussed how the inspectors introduced themselves to the teachers. IT4 was relaxed when describing this, sipping her coffee and smiling, which the researcher interpreted as a positive emotional response to this experience, she explained that the inspection team,

> "introduced themselves to us" (IT4).

She went on to state,

> "it was very well managed" (IT4).

During this introduction, she described feeling reassured by an inspector explicitly telling them,

> "don't worry" (IT4).

IT4 recalled that the reassurance was further emphasised by the inspectors each detailing their own experience as teachers. This feeling of reassurance and support that IT4 expressed in relation to inspectors being teachers could be seen again when she talked about being interviewed by inspectors as being,

> "collegial" and "it was very much a chat" (IT4).

While discussing this, IT4 was smiling and relaxed, leaning across the table where she was sipping her drink; body language that reinforced this as a positive emotional response to inspection.

Feeling reassured, again due to inspectors being teachers, was also discussed by IT2, drawing on her own previous experience as an inspector, when she would tell teachers about her own classroom experience. She explained that she anticipated this making teachers' feel,

> "…*greatly reassured* by the fact that they knew that once the inspection was over, *I was actually going back into a classroom*" (IT2).

This sense of support and reassurance was also felt during lesson observation. IT4 explicitly says that it was "*nice"*, repeating a simple, overt statement from an inspector about smiling about the lesson,

> ""Now, I'm not allowed to say anything, but" she said, erm, "*I'm smiling*."" (IT4).

This was something that the teacher found,

> "really *nice*…really *encouraging*" (IT4).

IT4, when recalling this incident in the interview, was laughing and giggling. She also held her hands in a wide shrug in imitation of the inspector, and this has been interpreted as a positive emotional response, linked to the ideas of reassurance and confidence, and a sense of collegiality.

Support and reassurance were also felt from the school leaders. IT3 explains this through remembering a text exchange with her head teacher in which, after she had texted that she felt overwhelmed, he was reassuring her by saying,

> "don't worry I've got a plan." (IT3).

IT3's light and bubbly tone and her accompanying laughter have been interpreted as describing a positive and supportive relationship between this teacher and her head teacher. McGowan *et al*. would have explained the initial emotional response of being overwhelmed as a perceived threat, "exceeding the resources available to cope" (McGowan *et al*., 2006, p.93). However, this was overturned by the supportive and reassuring response of,

> "don't worry".

This can also be seen by the clear sense of working collegially through the comment related by IT3,

> "I've got a plan".

Support was stated as coming from senior members of staff in the independent schools. IT5 recalls being asked,

> "Are you all right? Do you need any help? Is everything going fine?" (IT5).

This she explained with a smile, showing that her positive emotional response to this support.

4.2.2.2 Feelings of trust and confidence, leading to other positive emotional responses

A new finding in this research was a strong sense of trust across the independent sector; leading to confidence and feeling positive about ISI inspection. Feelings of trust are linked to professional confidence (Nolan and Molla, 2017), with trust being a key element of accepting feedback from a critical friend (Costa and Kallick, 1993; Bassot, 2013). IT3, when interviewed, was relaxed when talking about trust. She was smiling and sitting back in her chair, reflecting positive feelings about inspection. There is a clear indication of trust through her comment,

> "I know that they will be *honest*" (IT3).

Following this, there is an explicit statement about a lack of pressure as part of that trust, told in the same relaxed manner, giving a positive emotional response of confidence,

> "*no one* has ever *pressured me* to double-check on anything that I've done." (IT3).

Another aspect of trust raised by the independent school teachers related to current or recent teachers in the inspection teams, since the teachers felt they could trust the judgements being made. They felt that being a current or recent teacher,

> "makes their opinion a lot *more valid*." (IT4).

This not only led to teachers feeling respected themselves, but enabled them to, in turn, respect the inspectors, leading to an emotional response of greater confidence in the system. Relaxed discussion about inspectors being teachers formed part of every interview in the independent sector. This reduction in anxiety is a new finding, contrary to previous inspection research on Ofsted (Jeffrey and Woods, 1998; Perryman, 2009; Hopkins *et al*., 2016).

An extension of this is the confidence that could be seen by teachers having open discussions with inspectors, using inspections to promote their school and as an opportunity to learn about how things were done differently in the inspectors' own schools. IT1 calmly, with a smile, recalls teachers asking of inspectors,

> "How do you do this in your school?" (IT1).

This confidence could also be seen by teachers using inspection to promote the school and as an opportunity to learn, such as IT3 smiling while explaining that she would highlight elements for the inspectors to actually see,

> "I would have said, "Have you seen this?" or "Have you been to look at that?" to try and *promote a school* in some way." (IT3).

This open dialogue, recalled with lightness in tone of voice, is another indication of calm and positive feelings towards inspection.

4.2.2.3 Value consonance - feelings of being respected and valued

The open discussion between inspectors and teachers was explained as being,

> "…one of the *strengths of ISI*. You know it's *peer review"* (IT1).

Teachers felt inspectors were prepared to listen, making them feel heard, which created positive emotions of calmness, feeling valued, respected and reassured. This is in line with literature on critical friendship (Costa and Kallick, 1993; Bassot, 2013). The positive emotions of feeling respected and valued were shared by all of the teachers from the independent sector, as they felt that they.

> *"…*were treated as *professionals,* knew what we were doing. And that's the *way you should be treated*." (IT3).

This feeling of being valued was linked to support, with IT6 stressing the word "valued" when he said,

> "…this is good but, you know, have you ever thought about this? Or, perhaps you'd like… you know, and, and it's giving people *support*, erm*, and a framework of support* where they *feel valued*; *and when people feel valued,* you get a lot more out of them." (IT6).

IT6 continued by explaining the importance of ISI being a peer review process, leading to greater feelings of respect. When talking of this, although still relaxed, IT6 leant forward, looking directly at the interviewer, in addition to clear emphasis of the words recorded above in italics. This was interpreted to show how significant peer review, being treated as professionals and being valued were to IT6. This links back to the literature about positive challenge (McGowan *et al*., 2006), the importance of creating conditions in which teachers can achieve (Fullan, 2008) and the importance that Barnes (2012) places on positive relationships and having values conversations.

The peer review element added a sense of value consonance as teachers explained that inspectors were,

> *"*not just inspecting on, on the kind of educational aspects, but it's for me, more, it's more important about the *social and emotional* as well." (IT5).

IT5 was nodding her head as she explained this, interpreted as being an important aspect of ISI inspection for her. This finding of shared values runs contrary to the state sector interviews and also to inspection literature on Ofsted which specifically mentions feelings of job ambiguity (Drake, 2014) and feeling disconnected from values (Perryman, 2009). The data showed that these independent sector teachers felt valued by inspectors who understood them and shared their values, identifying new findings to the field of inspection.

4.2.2.4 Other positive emotional responses

Harter *et al*. (2006) highlight the importance of knowing what is expected at work and having what is necessary to do the job. This links into teachers who talked of feeling prepared for inspection with IT5 highlighting,

> "we have a *number of people who are ISI inspectors*, so we had a lot of *good preparation*." (IT5).

Because of their experience, they were able to be relaxed when discussing this, they smiled when explaining this because they had the confidence that,

> *"We knew what to expect*. They guided as well." (IT5).

Teachers also felt personally prepared, not just as a school, because they themselves went, as IT5 enthusiastically explained,

> "…on a course, on a 'preparing for inspection' course, … run by ISI." (IT5).

This feeling of preparedness was described by teachers as reducing any stress they may otherwise have felt, giving them a confidence about inspections. This is in line with the Gallop statements (Harter *et al*., 2006) about factors that evoke positive emotional responses in the work place.

Another positive emotional response is that of feeling motivated through supportive challenge (Rhodes *et al*., 2004). All of the independent sector teachers discussed this linked to observations that occurred routinely, making those by ISI less daunting. Observation was described as,

> "common practice" (IT1).

IT1 explained how teachers,

> "buddy up" (IT1).

This was said in a light tone of voice, seeing these observations as positively challenging experiences. IT2 enthusiastically explained that observations meant that,

> *"*You'd pooled your ideas and you'd come up with something much, much better*."* (IT2).

The enthusiasm with which this was told clearly indicated that this was a positive emotional experience. There were similar experiences related by all of the independent sector teachers, always recounted in relaxed tones and with smiles, reiterating that these observations were positive emotional experiences.

Linked to the idea of positive challenge was talk of opportunities for self-reflection. Paterson and Grantham (2016) found that providing a nurturing context in which to rationalise and reflect supported teachers' happiness and wellbeing. In the ISI context teachers had the positive emotional response of feeling secure, with no fear for their jobs through the monitoring process. They felt part of a peer review process and calmly discussed inspection being,

> "*positive* as it makes teachers reflect on what they do" (IT2).

4.3 Negative emotional responses to inspection

Whilst there were some negative emotional responses to inspection shared across both sectors, there were considerably more negative emotional responses from the state sector than from the independent sector (see Table J). There were no indications of negative emotional responses to the HMI inspectors.

Table J – Words to Describe Teachers' Negative Emotions and Feelings towards Inspections in State and Independent Sectors

Teachers' negative emotional responses - state sector (Ofsted)	Teachers' negative emotional responses - independent sector (ISI)
Fearful	Fearful
Panicked	Panicked
Pressured	Pressured
Distress	Overwhelmed
Stressed	Anxious
Angry	Frustration
Traumatised	
Judged	
Disrespected	
Unsupported	
Voiceless	
Disconnected	
Cynical	
Lacking confidence	
Horrible	

4.3.1 State sector – negative emotional responses

Several of the negative emotional responses to inspection fit Kyriacou's (2001) ideas of teacher stress as,

> "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001, p.28).

In this research tears were the strongest expression of a range of negative emotional responses to inspection from the state sector. They were present in all interviews with state sector teachers by mention of themselves or colleagues crying during inspection and four participants cried during interview. The extent of these negative emotional responses was seen in the first interview conducted as ST1 looked for tissues (already on the table) as she was making her notes before the interview commenced, saying,

> “Shall I get the tissues if we're going to start talking about Ofsted? It always sets me off.” (ST1).

Then within the first minute of the interview, having just giggled about how passionate she was about teaching while introducing herself and her setting, ST1 suddenly changed from a loud, vibrant tone of voice to crying and very quietly, speaking of Ofsted coming in, saying,

> “they were just shitty” (ST1).

This was a lasting negative emotional response, since the interview took place three years after the inspection to which ST1 was referring. ST7 also cried throughout most of the interview, having been inspected the day before, and she spoke of various colleagues crying. Other participants who cried did so to a much lesser extent. It was not always clear whether the crying during interview and crying referenced by the participants related to specific inspectors or inspections, inspection outcomes, or as a general response to the pressures of inspection.

4.3.1.1 Fearful, pressured and panicked

The idea of inspection evoking emotional responses in teachers of fear, feeling pressured and panic is present in much of the literature surrounding inspection, as discussed in the literature review (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Sloggett, in Morrison, 2015). Panic and pressure related to Ofsted inspection have been linked to a lowering of morale in teachers (Jeffrey and Woods, 1998) with the pressures being cited as reasons to leave the profession (Morrison, 2015). These emotional responses, discussed in research soon after Ofsted’s inception (Jeffrey and Woods, 1998; Cullingford, 1999) were also present in all of the interviews conducted with state sector teachers in this research nearly two decades later.

These emotions were expressed as being a response to a climate of inspection, even when the school was not actually undergoing a specific inspection. ST7's voice became higher in pitch as she talked of a newly qualified teacher (NQT),

> *"*she's just *crying* and *crying,* and *crying, I can't do this, I can't do this*, (ST7).

This negative emotional response, seen through the NQT crying, was interpreted to be linked to pressure and panic since the NQT was reported as having been saying,

> "I can't do this, I can't do this" (ST7).

Furthermore, ST7 explicitly talks of the knock-on negative emotional effect that has,

> "because you pick up on *everyone else's tension* don't you and the feeling and *the anxiety* of everybody." (ST7).

These feelings of fear, pressure and panic were expressed by all of the teachers. ST7 explained,

> "you are *on your toes the whole time* as you're thinking, oh, someone might walk in" (ST7).

She emphasised the word "whole", showing that the emotional response of pressure had become a constant for her, as this was not discussing a time when inspectors were in the school, but an ongoing climate of inspection, as with the NQT described above, much like Perryman's (2007) idea of the panoptical gaze of Ofsted. This idea can also be seen when ST3 talked about the wait for an inspection. He described it, with strained laughter as being,

> "like turkeys waiting for Christmas." (ST3).

This simile was interpreted as another example of the negative emotional response of fear and pressure, even when the inspection was not actually happening. This

was seen as part of general moderation in school, in anticipation of future inspection, by ST5 saying, in an angry, tight sounding voice,

> "convinced me that when we get moderated *I'm* going to cause the school to *fail*." (ST5).

Speaking earlier about her love of teaching, ST5's voice had been light and relaxed, however when talking of internal moderation, not only had there been a change in her voice, but she stressed the words "*I'm*" and "*fail*" which was interpreted as an expression of the fear and pressure felt as an emotional response to inspection.

Another teacher who spoke in a laughing and light tone when describing her passion for teaching had a change in her voice when discussing her fear in response to inspection. Her voice became quiet and sad as she explained.

> "Because I'm quite a strong dominant person and I just went all…" (ST1).

Her mime as she said this was of shaking like a jelly. In interview, she came across as the strong person she described herself to be, when talking of her role in school as a senior leader and her strength of feeling about matters educational. By contrast she showed through tone of voice and tears, the fear and, as she later describes it, trauma (see Section 4.3.1.2) when discussing Ofsted. Analysing her changes in manner, tone of voice and tears showed the extent of the negative emotional responses she had to inspection.

There was explicit talk of fear in relation to teachers' jobs. ST2 described how, after her school had been put into special measures, there was,

> "this *climate of fear*" (ST2).

She went on to explain,

> "people feel, people think, well *who's next*? *Who's next* out the door? *Who's next* going to be going down the *capability*?" (ST2).

While explaining this, she was shaking her head and looking down, speaking in a quiet voice, with an emphasis on the repeated phrase "who's next". This emphasis was interpreted as a reinforcement of the emotional response of fear and panic about the consequences of the inspection. Likewise, ST7 spoke of everyone's,

> *"stress, worries, fear* of job loss." (ST7).

The quiet, matter-of-fact tone in which this was said was analysed to mean that the emotional response of fear, causing stress and worry, was a normal state of being in this teacher's school. This sense of fear echoes the findings of Perryman (2007 and 2009).

4.3.1.2 Distress, stress and anger

Varying degrees of stress, distress and anger were expressed. The extent of one teacher's distress was seen by her crying as she explained,

> "This is how *awful* it is. It's an *awful* thing, but when my mum went, I actually said *Ofsted was more traumatic*" (ST1).

This teacher saying that the emotional trauma of Ofsted was more than that of her mother's death echoes the earlier findings of Jeffrey and Woods (1998) and Cullingford (1999), whose research discusses teachers making such comparisons. The use of the words "*awful*" and "*traumatic*" in addition to the teacher crying and to the comparison being made, added to the interpretation of how extreme the negative emotional response of distress was. It is also noteworthy that the inspection to which this response is being linked took place over three years prior to the interview, which was analysed as showing not only the extent of the emotional response but the endurance of it. On Holmes and Rahe's (1967) scales

of stress, death of a close relative was ranked fifth of forty-three in the original scale and third of forty-three in a revised scale (Miller and Rahe, 1997). Thus, comparing Ofsted inspection to her mother's death shows the extent of this emotional response of 'trauma'.

Distress and anger were expressed as emotional responses to inspection by all of the teachers to varying degrees, echoing the earlier research by Jeffrey and Woods (1998) and Cullingford (1999). Speaking of inspectors, the words used as well as the way in which they were spoken showed the extent of the negative emotional responses evoked. One teacher angrily explained through her tears,

"they were *horrific*" (ST1).

She went on to add to the strong language of "horrific" the word "annihilated", spoken loudly and angrily,

"they just absolutely *annihilated* us, in a very *unprofessional* way." (ST1).

Another teacher, using similarly combative language said that inspection was,

"a complete *massacre*." (ST2).

She emphasised the word "massacre", noted as being angrily spat out, again interpreted as illustrating the emotional response of anger. Another angry response came from ST3. He spoke with anger throughout most of this interview, and leant back in his chair as he explained,

"you all get told you're *shit*." (ST3).

Another word that was mentioned in six out of the seven state sector interviews was "rubbish", with participants explaining that,

"we're all *rubbish*" (ST3).

Here it was said with a shaking of the head, hands going up and an angry tone. At other times the word was angrily spat out, emphasised and repeated,

> “the books were *rubbish*, the lessons were *rubbish*, the teachers were *rubbish*, the safeguarding was *rubbish*. Everything was *rubbish*.” (ST2).

These examples, along with various others, were all analysed to show the emotional response of anger and distress that was expressed by the participants towards Ofsted.

Some of the emotional response to inspection related directly to the outcomes. When explaining the response to being put in special measures, ST6’s voice became tighter, sounding strained while saying,

> *“*I remember being *very, very upset* about it, and going to the meeting and being party to that information before anybody else, and *crying,* away from everybody” (ST6).

The school of which she is now the head teacher is no longer in special measures having a rating of good. ST6’s change in tone of voice when discussing being “upset” and “crying” showed that the negative emotional distress described in response to the outcome of an earlier inspection had a lasting effect on her.

There was also a response to inspection of stress that was totally unrelated to the outcome. ST7 discussed it being,

> “just so *stressful*” (ST7).

Here she was speaking having received positive feedback about an inspection on the previous day, yet she spoke very quietly, with the word “stressful” being almost whispered. When she spoke of the positive feedback, she acknowledged that she,

> “*should* be pleased” (ST7).

However, this too was said with tears, dabbing at her eyes, all interpreted as signs that her described stress was due to inspection regardless of outcome.

4.3.1.3 Other negative emotional responses

Opinions counting at work is seen as an indicator of positive emotional responses in the work place (Harter *et al*., 2006). In contrast to the positive emotional responses of being heard and supported, as described in Sections 4.2.1.1 and 4.2.1.2, there was much talk of feeling voiceless and unsupported, with inspectors focussed on data and not seeing the children as individuals. ST7 spoke of discussing how pleased she was with her children's data on phonics, seeing the improvement made over the year. What made her cross was the response of the inspector, who made her feel unheard when the inspector said,

> "well that's nothing to be proud of." (ST7).

ST7 recalls thinking,

> "Ok, I misread you. I know where you're coming from now" (ST7).

Her voice changed while saying this. She punctuated the words of the inspector and sounded slightly cross when she commented on how she had misread the inspector. As she went on to speak of the low abilities of her pupils, this was interpreted as feelings of anger and voicelessness, with the realities of the pupils, although raised, being ignored. This was spoken of by other teachers. ST3 explicitly and angrily said of inspectors,

> "It's like they're *not listening*." (ST3).

He sounded frustrated and angry when he went on to explain that inspectors don't listen to the needs of the children because only the data matters. He felt that what mattered to him as a teacher did not matter to the inspectors.

> "*Doesn't matter* if you're ready or not; *don't matter* if you're being abused as a child; it *doesn't matter* if you've got no food; it *doesn't matter*, *none of that matters*." (ST3).

This was said with passion and anger, punctuating the words about it not mattering. This was interpreted to be more than an emotional response of anger, but one of being voiceless, unheard, since what clearly mattered to ST3 as a teacher did not, in his opinion, matter to the inspectors.

Other teachers felt that they did not have an opportunity to be heard and were left feeling frustrated that Ofsted inspectors only saw a small part of a lesson and,

> "didn't think to say, what did I do after?" (ST5).

This was said in a frustrated tone, as the teacher had wanted to contextualise what the inspector had seen and felt voiceless, feeling that she would be judged without the opportunity to explain how the lesson progressed after the moments observed.

One of the senior leaders interviewed sounded both angry and frustrated as she explained,

> "When I tried to show the Ofsted inspector that as evidence, she *wouldn't even look* at them." (ST2).

This teacher was talking of a judgement that was at odds with one that had been made two weeks previously by a moderator. ST2 repeated that,

> "She *wouldn't look* at them at all." (ST2).

The fact that, as a senior leader, she had not been allowed to explain her data to the inspector was something to which ST2 returned several times during the interview, always with anger in her voice and on occasion with tears. The extent to which this was discussed, along with the tone of voice and sometimes tears was interpreted to show how frustrated and voiceless this teacher had felt in response to inspection.

Teachers also expressed strong feelings of being judged. This was often linked to feeling disconnected from their purpose in teaching and feeling fearful of the consequences of being judged. The head teacher interviewed spoke in an exasperated tone when explaining,

> "I think if you knew that the *consequences* weren't going to be quite so *devastating* if it went wrong, and that actually you could say honestly that we're having real trouble with..." (ST6).

She showed frustration at not feeling able to be totally open with the inspector, for fear of the consequences. She went on to explain that a focus on data meant that,

> "*Everybody's* very *nervous*" (ST6).

This was said, again with an exasperated tone, continuing by saying that the school ending up,

> "pulling the wool over the eyes of the people that could have helped." (ST6).

This head teacher spoke with cynicism about Ofsted judgements explaining that the timing of inspection, with judgements being dependent on data, meant that with a different cohort the judgement would be different, even though,

> "*Nothing* would look different anywhere else, but the *data's poor*." (ST6).

Her emphasis here was on the word "nothing". Whilst generally throughout the interview this head teacher was relaxed, speaking in a very chatty way, here she sounded cross and exasperated. This sense of cynicism and distrust echoes findings by Jeffrey and Woods (1998) that teachers felt Ofsted judgements were "worthless and valueless".

A disconnection from goal has been associated with teachers' negative emotional responses at work (Sutton and Wheatley, 2003). A disconnection from purpose

was discussed by teachers feeling constrained to teach in a prescribed way in order to get a good Ofsted outcome. One teacher explained,

> "we don't have the freedom." (ST7).

Having spoken of the different backgrounds and abilities of the children in her class she continued,

> "You see *every* child has to achieve the same, no matter *where* they come from." (ST7).

She sounded upset saying this, emphasising the words "every" and "where". This was said regarding the prescribed way in which she had to teach in order to get the required data for Ofsted, with no allowances made for the individuality of the children. The tone of voice and emphasis were interpreted to show her frustration and how disconnected she felt from her purpose in education.

There was a strong emotional response of feeling unsupported. This was often spoken of with anger and a feeling of being blamed, linking to the idea of being judged, as discussed earlier in this section. ST5 discussed a need to feel supported, saying,

> "we had so little support" (ST5).

She went on to explain,

> "You need to be supported into correcting that fault, not just *criticised*" (ST5).

These comments were made in an angry tone, with the teacher brushing her eyes, interpreted to show that this was a negative emotional response of feeling unsupported, with support being something desirable.

Other teachers also explicitly spoke of a lack of support,

> "*In no way was it supportive …I mean they just went, "Ugh".*" (ST1).

This was spoken through tears and head shaking, interpreted to show that this feeling of lack of support was a negative emotional response. Likewise, when ST7 spoke of there being no support, her tone of voice was angry and her volume raised,

> "There *isn't* any *support* … don't have any personal investment in you. They *don't care about you*." (ST7).

The emphasis she placed on the words "don't care about you" in addition to the anger and volume in her voice, were interpreted to show how negative the emotional response was to a sense of lack of support. The added "about you" indicating that she took this personally.

One teacher, who generally spoke in positive terms about inspection, explained that inspectors,

> *"found fault in absolutely everything*, even if there wasn't actually any fault." (ST4).

Her angry tone was more notable since she had been very relaxed and laughing during much of the interview. Showing her anger at the sense of this criticising approach showed the negative effect of this. She continued,

> "The school was really *depressed*" (ST4).

The word "depressed" was a clear indication of a negative emotional response to the inspection, here implied to be felt by the whole school.

These negative emotional responses from teachers towards Ofsted inspection were in line with the literature as outlined in the literature review, Sections 2.2 – 2.2.2.

4.3.2 Independent sector – negative emotional responses

Table K – Words to Describe Teachers' Negative Emotions and Feelings towards Inspections in the Independent Sector

Teachers' negative emotional responses of independent sector (ISI)
Fearful
Panicked
Pressured
Overwhelmed
Anxious
Frustration

Whilst there were fewer negative emotional responses to inspection from the independent sector, they were still present. Although it could initially appear that they echo some of those found in the state sector, they were less extreme, with no teachers crying in interview and no mention of colleagues crying.

4.3.2.1 Anxious, panicked and fearful

The main negative emotional response discussed by independent sector teachers was anxiety. This was different from the state sector, where teachers talked of being fearful for their jobs and for inspection outcomes, see Section 4.3.1.1. In the independent sector teachers' anxiety was regarding letting the school down or falling short of standards set by people teachers respected. IT3 sat back, relaxed in her chair and laughed as she recalled,

> "…but I was *incredibly anxious* … because I knew and respected her teaching and knew how good she was. I'd seen her teach…And I thought, 'Oh gosh, would I be able to live up to those standards?'" (IT3).

Although she is stating that she was "*incredibly anxious*", the anxiety was interpreted to be different from that expressed by the state sector teachers, since

it was recounted in a light and relaxed tone, with no indication of any residual anxiety. This type of anxiety is seen as one that promotes positive stress that allows for growth, as outlined by McGowan *et al*. (2006, p.93).

The independent sector head teacher interviewed recognised that inspections,

> "generate a degree of *anxiety*" (IT1).

However, as with other teachers in the independent sector, he felt that it was,

> "because people want to do things well" (IT1).

He saw inspection as being,

> "potentially *stressful*" (IT1).

This was all discussed in a relaxed manner, sitting back in his chair smiling. The use of the word "potentially" was interpreted as showing that any anxiety or stress was not assumed and could be negated. He spoke of how "keeping people informed" helped to minimise this.

Talking of her time as an inspector, IT2 laughed as she recalled one occasion when every time the teacher who she was observing asked a question all of the children raised their hands. It transpired that raising their right hand meant that they knew the answer and raising their left hand meant that they did not. The teacher only asked children with their right hand raised. IT2 explained,

> "if a teacher is resorting to that sort of thing, they're *panicking* like hell, aren't they?" (IT2).

This is however her assumption about the teacher panicking. IT2 also, again in her role of inspector, spoke of reassuring teachers, who she said,

> "look *terrified* of you" (IT2).

She explained that she found it,

> "very disconcerting and I would always smile and say: It's okay, don't worry" (IT2).

Throughout all of her interview, IT2 was relaxed and smiling, and she laughed while recounting the above, interpreted to show that any fear, anxiety or panic that she saw as an inspector were not strong negative emotional responses.

4.3.2.2 Pressured, overwhelmed

Feeling pressured and overwhelmed were negative emotional responses discussed by two teachers. IT3, when hearing that they were to be inspected, texted her head teacher,

> "Ooh, crikey*, I feel a bit overwhelmed*" (IT3).

However, as discussed in Section 4.2.2.1, this negative emotional response was overturned by her head teacher's response of,

> "*don't worry* I've got a plan." (IT3).

This incident was recalled with laughter, again interpreted as negating the initial negative emotional response of feeling "overwhelmed".

One teacher who had been relaxed and chatty throughout the interview changed her tone of voice when discussing feeling pressured about fabricating data. Before relating the incident, she sought reassurance of anonymity. IT5 explained,

> "I was *very torn between* my own integrity and, you know, kind of dropping other people…but you know, but in the end, I wasn't prepared to, you know, to fabricate." (IT5).

When she first related this IT5 sounded serious. However, she went on to say,

> "I remember coming home and saying, "well, you know, if they going to sack me then, you know, I know I'm in the right."" (IT5).

This was recounted with a shrug and a laugh. She went on to explain that she spoke openly with the inspector about having been in role for a short time and reflecting that ISI were,

> "supporting and celebrating what they see" (IT5).

This again was said in a light tone of voice, minimising any negative emotional response caused by the head teacher's request that she fabricate the data.

The pressure, as discussed by independent school teachers, related to self-imposed pressure, which links to the aforementioned "positive pressure to accomplish goals" (Fullan, 2008, p.63). All the independent school teachers talked of the pressure of not wanting "to let the side down", as IT6 phrased it. While this mainly applied to ISI inspection, there was also a general sense of pressure to do well in the way Fullan described it, positive pressure built on purposeful peer interaction, (Fullan, 2008, p.63).

4.3.2.3 Other negative emotional responses

Frustration was another negative emotional response to inspection, raised by two teachers from the independent sector. IT4 talked of teachers who only planned lessons and marked books properly when due an inspection. She recalled her colleague saying,

> "I wish the ISI would come in then I could stop marking properly".

showing his frustration at the wait for an inspection; however, his comment made her frustrated, as seen in her reply,

> "you're head of History for the whole of the senior school and you should be marking properly." (IT4).

This was said shaking her head, her voice becoming sterner, losing its relaxed tone. This was interpreted as her having the emotional response of frustration. However, the frustration is directed towards her colleague's attitude to marking rather than ISI. This frustration was shared by IT3, who talked of,

> "some teachers who never marked books until they knew an inspection's coming." (IT3).

This was recounted in a frustrated tone of voice that was not present throughout the rest of the interview, as her tone was generally relaxed and cheerful. Again, the frustration was directed towards the colleagues as opposed to ISI.

One teacher talked of, following a positive inspection, there being,

> "no thank you" (IT4).

She was clearly disgruntled while saying this and it had made her feel unappreciated. Her talk of the inspection itself was positive, and this was a post inspection negative emotional response directed to the chair of governors as opposed to ISI.

4.4 Summary of teachers' emotional responses

Adding to and contrasting with other research (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Hopkins, 2016) this thesis shows that experiences of inspection in schools are not always negative. In this research, the balance of positive and negative emotional responses from each sector was clearly different, with the state sector responses reflecting previous and current research such as: the early work of Jeffrey and Woods (1998) and Cullingford (1999) finding Ofsted inspection to be highly stressful for teachers; Perryman (2007), finding Ofsted to be a negative regime, giving rise to profoundly negative emotional

responses; and research that overlaps with this data collection, by Hopkins *et al*. (2016, p.59), finding the impact of Ofsted inspections to be “damaging emotionally and professionally”. In relation specifically to Ofsted inspectors, this research supports these findings with treatment by Ofsted inspectors talked of as being made to feel “shitty” (ST1) and “rubbish” (ST7); however, new findings of this research, in contrast to other research regarding inspection in the state sector (Cullingford, 1999; Perryman, 2007; Skaalvik and Skaalvik, 2016), are that there are some positives in the state sector, in particular regarding HMI inspectors supporting schools after a negative inspection judgement. HMI inspectors were consistently and explicitly talked of as being “supportive” (ST1, ST2, ST5, ST6).

Developments from this research, counter to previous research on the effect of Ofsted inspection (Cullingford, 1999; Perryman, 2007; Perryman, 2009; Hopkins *et al*., 2016; Skaalvik and Skaalvik, 2016), show that in the independent sector there were several positive responses to inspection, including the inspecting body ISI. That there are positive stresses in the workplace has been identified by McGowan *et al*. (2006), who found stress could be a positive challenge “when there is potential for mastery or personal growth.” (McGowan *et al*., 2006, p.93). Collegial relationships are seen as a reason for positive emotional responses in teachers (Barnes, 2012), as is a sense of value consonance (Hargreaves and Shirley, 2009; Barnes, 2012; Skaalvik and Skaalvik, 2016). The importance of shared values in relation to inspection teams and schools was highlighted by Cullingford (1999), who saw this as instrumental to the success of an inspection.

Whilst there is some overlap between teachers’ emotional responses in both sectors, the extreme negative responses were only present in the state sector, often

seen through tears – both actual and discussed. There was a range of these negative responses from the state sector, including feelings of fear, threat and voicelessness, emanating primarily from Ofsted, but also from specific SLT members. In the independent sector, the negative emotional responses were less extreme, mainly those of anxiety, with some frustrations expressed, an instance of feeling unappreciated and one of feeling both pressured and conflicted.

Chapter 5

Data Analysis and Discussion

How are the teachers' emotional responses to inspection influenced by the leadership approaches in the state and independent sectors?

5.1 Introduction

This chapter discusses the findings from the interviews in relation to the second research question:

- How are the teachers' emotional responses to inspection influenced by the leadership approaches in the state and independent sectors?

In exploring this question, the emotional responses are analysed against models of leadership, with a specific focus the new, four-strand model discussed in section 2.4.3. This exploration of leadership approaches will be analysed against each strand from the model, taking examples from each sector and discussing whether they are in line with or contrary to the ideas from it. From this discussion, suggestions of how inspection could produce more positive emotional responses are made.

5.2 Strand 1 – Positive relationships with employees

The new, four-strand model for analysing teachers' emotional response builds on common criteria from both Fullan (2008) and Barnes (2012). The first strand, positive relationships between employers and employees, is given high priority for positivity in the workplace. Fullan (2008) explains how this enables employees to feel respected, heard, trusted and valued - ideas that are linked to successful leadership (Davies *et al*., 2005; Harris, 2007; Precey, 2015). Positive emotional responses of feeling respected, valued and heard can lead to increased self-worth

as aspects of well-being that sustain a teacher, since they form part of positive relationships and enable 'values conversations' Barnes (2012), building on Ryff's work (1989). In the Gallop Index (Harter *et al*., 2006, p.10) Q07 is about opinions counting at work, highlighting the importance for well-being of the emotional response of feeling heard, respected and valued. Nagy (2017) in her recent study of teachers' emotional well-being in a school with an outstanding Ofsted rating, found "utilising supportive team relationships and fostering positive connections with senior leaders" (Nagy, 2017, p.156) to be essential elements of ensuring well-being. Models of distributed leadership emphasise the importance of working collaboratively (Bangs and Frost, 2016) in an environment which would sustain Maslow's ideas of feeling emotionally secure, with sufficiently high levels of "self-esteem", "self-respect" and the "esteem of others" (Maslow, 1943, p.381).

5.2.1 Strand 1 – Positive relationships with employees. State sector

Ofsted sets out its principles for inspection and guidelines for how inspections are conducted in its common inspection framework (Ofsted, 2015a). This was current at the time of conducting this research, although there have been subsequent updates (Ofsted, 2018) and a new framework released in 2019 (Ofsted, 2019), which reflect the same principles. The framework sets out guidance that fits with strand one of the new, four-strand model; it not only states that inspectors will treat "all those they meet with courtesy, respect and sensitivity" (Ofsted, 2015a, p.8), but that they will "take all reasonable steps to prevent undue anxiety and minimise stress" (Ofsted, 2015a, p.8). This echoes the principles underpinning this strand, such as: Fullan's idea of loving your employees, which focuses on building positive relationships, respect and "creating the conditions for them [*employees*] to succeed" (Fullan, 2008, p.25, researcher's emphasis); Barnes' (2012) emphasis on

having positive relationships at work since he sees that, “positive relationships provide important *support* to sustain teachers through times of change, challenge and criticism” (Barnes, 2012, p.59).

Examples of positive relationships with employees could be seen in the state sector when teachers were discussing HMI. Teachers responded positively, as seen by ST1 smiling when explaining that HMI,

> “was basic humanity” and “so supportive” (ST1).

An example of how this made ST1 feel valued was when she explained how an inspector had told her,

> “Oh, I wish my grandson could be in your class” (ST1).

However, from the participants interviewed, Ofsted’s (2015a) guiding principles of conduct are not perceived to be present in the Ofsted inspections; instead the reverse is reported, with teachers describing their emotions as feeling “humiliated and embarrassed” (ST2) and describing inspection using terms such as “massacre” (ST2), “scarred”, “shitty”, “traumatic” and “horrific” (ST1), “told you’re shit” (ST3) and “everybody was rubbish” (ST7). One senior school leader, said of an Ofsted inspector,

> “She was very, *incredibly rude*. And erm, she was, um, you know she was, and just *wouldn't listen* to anyone and look at anything.” (ST2).

Since the inspection framework requires that inspectors conduct themselves with courtesy (Ofsted 2015a), this shows that it can be the leadership approach of individual inspectors that leads to negative emotional responses, since this particular inspector, “didn’t treat people very well” (ST2). Explicitly talking about Ofsted inspectors, ST7 explained,

> "There isn't any support, because they're not your friend. They don't have any personal investment in you. They don't care about you." (ST7).

This clear statement showed that ST7 felt that Ofsted did not lead their inspection in a way that reflected having positive relationships with employees. ST1 compared Ofsted inspectors to "Dementors[1]…they sucked out my whole ability to function" (ST1). This indicates how a leadership approach that does not show care for the teachers can have a negative effect on the teachers' emotional response and their ability to function. It is clear that the perception of Ofsted was not that of a leadership model building positive relationships with its employees, despite the statements of the framework.

The lack of a leadership approach which stresses having positive relationships with employees could also be seen in the leadership of schools in the state sector. Fullan states that when employers say that "there is no room for the faint-hearted", employees should consider leaving since it is a sign of the absence of these positive relationships (Fullan, 2008, p.24). This was clearly seen in the interview with ST5, who explained that her head teacher kept telling staff,

> "If you don't like the journey, *get off the bus*" (ST5)

When recounting this, angrily, ST5 explained that she and several of her colleagues were looking to leave the profession because of this explicit lack of support and care from her head teacher. Similarly, indicating a lack of a positive relationship, ST2 talks of being told by her head teacher "you need to work harder". She was deputy head to a new head teacher and this was her only initial feedback following an inspection that had an unsatisfactory grade.

[1] "Dementors' refers to creatures in J.K Rowling's Harry Potter books, which suck out people's souls.

One teacher talked of being part of a MAT, explaining that with an executive head, head of infants and head of juniors, the school leaders "don't know their staff" (ST3) and the school is "all falling apart again". This was interpreted to show that a lack of positive relationships with employees was leading to confusion within the school.

There was mention of individual head teachers being supportive. ST7 explained, "

> "Our head teacher was absolutely *lovely*. He was like, really, really *positive*. You're going to be *brilliant*" (ST7).

The comment "You're going to be *brilliant*" is a clear indication of a leadership approach of having positive relationships with employees, offering encouragement at a time of inspection, helping his staff to feel supported. This is clearly in line with what Barnes (2012) finds about how "positive relationships provide important *support* to sustain teachers through times of change, challenge and criticism" (Barnes, 2012, p.59). Inspection could be seen as one such time.

5.2.2 Strand 1 – Positive relationships with employees. Independent sector

ISI, like Ofsted, sets out its principles for inspection in its integrated handbook framework (ISI, 2016), explaining that inspectors should conduct themselves with "professionalism, integrity and courtesy." (ISI, 2016, p.4). However, it goes further than the Ofsted framework since it makes specific mention of providing support (ISI, 2016, p.3). The leadership approach suggested by the ISI framework is aligned to the experiences reported by participants from the independent sector, fitting in with the new, four-strand model. This is to a large extent due to the principle of peer review both stated in the framework (ISI, 2016) and perceived by the teachers interviewed, which is discussed in Section 5.3.1.

The new findings in this research show that in looking at ISI against the new, four-strand model there are clear elements of positive relationships with employees, with ISI making references within its framework to how it seeks to help schools (ISI, 2016). This intent is also made clear on ISI's website where it talks of providing, "training for school staff, regular guidance and updates, consultations and briefings, and access to support and advice year round" (ISI, 2017a, no page number).

Unlike with Ofsted, the experiences of teachers when discussing inspection in the independent sector reflect the framework's mention of acting courteously, with professionalism and integrity as well as communicating sensitively.

A leadership approach that includes positive relationships with employees was evident through the way teachers spoke of inspectors. One teacher spoke of how, when she was in her inspector role, she would tell teachers, "it's ok, don't worry" (IT2) as a way of ensuring they were relaxed about the inspection. She talked of having an open relationship with the staff in schools inspected, saying that she would "just talk to them". Likewise, as a teacher being inspected, she described being "so grateful to the inspectors" (IT2) as she was new to her head of department role and had been able to "talk frankly" with them, asking for advice. Openly talking with inspectors was discussed by other independent sector teachers. IT4 described the conversation with inspectors as being a "two-way conversation" and being "very much a chat" (IT4). This reflects the leadership style of having positive relationships with employees, with the inspectors putting the teachers at ease. This sense of ease was also seen by teachers explaining how they would ask inspectors, "Have you been to see that?" (IT5) happily trying to "promote a school in some way" (IT5). This open dialogue with inspectors was

mentioned by all the independent sector teachers, and is in line with Barnes' (2012) ideas regarding building positive relationships through which anything can be discussed.

Inspectors were also seen to encourage teachers, another sign of a leadership approach which includes positive relationships with employees. One inspector, when observing a lesson, is described as looking,

> "so excited, it was like she wanted to join in with it." (IT5).

Likewise, IT4 spoke of an inspector, following a lesson observation,

> ""Now, I'm not allowed to say anything," but she said, erm, "I'm smiling." (IT4).

This was reassuring for the teacher, who laughed while relating this, showing the positive emotional response to this leadership approach.

There was considerable talk of supportive senior leadership, an example of which can be seen in the text conversation detailed between IT3 and her head teacher,

> "… And I, I remember texting my Head and just saying you know, "Ooh, crikey, I feel a bit overwhelmed." And he said, "I knew you would," he said, "*don't worry* I've got a plan." I said, "Well I hope it's a cunning one." He said, "Yes, it is."." (IT3).

Several aspects of this reflect the easy relationship between the teacher and her Head, showing that the leadership approach of having positive relationships with employees was in place: the familiar texting, including words "Ooh, crikey"; the reassuring "don't worry"; the joking "I hope it's a cunning one"; and laughter while recounting the story. That this was recounted with giggles shows the positive emotional response resulting from this leadership approach.

The head teacher from the independent sector spoke of ways in which he helped his staff to feel relaxed, another example of positive relationships. He explained his approach,

> "Just *talk to people* … ask why, ***ask if they're alright***, … find out what we can do*, reassure them* about the process. Sometimes people will bring things to you and say, "Look, I'm a bit worried about this." And that's good, and you encourage people to do that. You know, *if you have any anxieties, come and talk through*. … I think it's about *good communication.* And then, post inspection, you know, making sure people *know that they've done a good job* and having a bit of a *party*." (IT1).

The head teacher's discussion about talking to his teachers, reassuring them and ensuring that they feel comfortable sharing any concerns shows his consideration of his staff, as does the mention of "having a bit of a *party*." afterwards. He spoke of his teachers being generally relaxed about inspection showing that a leadership approach of fostering positive relationships with employees has a positive effect on their emotional responses.

Whilst all the teachers spoke positively about their relationships with their own senior leaders, IT2 explained that, as an inspector, she had encountered head teachers who "were very quick to blame staff". She also explained that, "if the head's in a panic the staff are in a panic." which supports the idea that the leadership approach will affect teachers' emotional responses. That this included the leadership of the inspectors themselves was seen by her explaining,

> "The emotional impact on staff depended very much on the way the inspectors behaved." (IT2).

This was interpreted to show that the leadership approach of individuals is important.

5.3 Strand 2 - Long-term vision driven by shared values. State sector

The second strand of the new, four-strand model is having a long-term vision driven by shared values. As seen in Figure 3, section 2.4.3, this strand is closely connected to the first strand of having positive relationships with employees. The Ofsted framework (Ofsted, 2015a) includes in its principles: making comparative judgements; providing "assurance to the public and to government that minimum standards of education, skills and childcare are being met"; ensuring that public money is well spent (Ofsted, 2015a, p.5); and judging "how well it *[provider]* helps all children and learners to make progress and fulfil their potential" (Ofsted, 2015a, p.6). Since all of the participants talked of the need for schools and teachers to be accountable, this would at first reading appear to be relatable values for teachers; however, the framework states,

"Inspection provides important information to parents, carers, learners and employers about the quality of education, training and care being provided" (Ofsted, 2015a, p.5).

There is no mention here of teachers. The state sector teachers interviewed felt disconnected from the purpose of inspection, considering it to be a data driven judgemental regime. This is in line with research that compared the Ofsted framework to that of Education Scotland (Cohen, 2015) finding, from a discourse analysis of the two frameworks, that Ofsted was judgemental. There are 34 mentions of the word 'judgement' in the Ofsted common inspection framework (Ofsted, 2015a) and only one short paragraph that talks of how inspection seeks to promote improvement (Ofsted, 2015a, p.5). Within that paragraph, there is no

mention of Ofsted working with teachers towards improvement. Indeed, it is clear from the framework that Ofsted's purpose is to make judgements and report on them.

The idea of shared moral purpose, and a values-driven vision is central to collaborative leadership models (Stoll and Fink, 1997; Gunter, 2001; Fullan, 2001; Fullan *et al*., 2006; Fullan, 2008; Hargreaves and Shirley, 2009; Earley, 2013) as discussed in Sections 2.4.2 and 2.4.3.2. Such leadership theory sees working collaboratively as nurturing a positive pressure, leading to productivity, as opposed to a more punitive pressure linked to judgemental regimes (Fullan, 2008; Hargreaves, 2016; Precey, 2015; Evers and Kneyber, 2016). Barnes (2012) not only values building positive relationships, but also sees a close connection between shared values and one's own well-being and resilience. This contrasts with more punitive, judgemental regimes, since Barnes (2012) links these positive relationships to having open, values conversations, without fear of consequences. It is Barnes' ideas (2012) and collaborative leadership models such as Fullan (2008) which underpin the first two strands of the new, four-strand model. With Ofsted's framework focusing on the judgements it forms using school data as the starting point for those judgements, and there being direct consequences relating to the judgements of *requires improvement* and *inadequate*, this could lead to the negative emotional responses highlighted in chapter 4 of panic and anxiety, despite Ofsted stating its wish to minimise this.

As with Barnes (2012), Fullan's (2008) style of leadership is one that fosters positive relationships at all levels, without fear of consequences. Ofsted, being perceived by teachers as a judgemental regime, is more aligned to a hierarchical

leadership style, which can be seen as inevitable in larger organisations, such as the educational system (Corrigan, 2013). This extends into the transactional leadership approach, with the rewards of positive grading of good or outstanding available alongside the perceived threat of a grading of requires improvement or inadequate. Bottery (2004) equates such leadership styles not only with a judgemental regime, but also with disregarding the emotional needs of the workers, ideas with which the responses from those state sector teachers interviewed would concur; it has also been described as a “control” based approach (Stoll and Fink, 1997). The paradox is that, while much of the current literature on leadership centres around shared visions, building positive relationships, embracing change with the challenges that brings and working collaboratively, from popular fable type handbooks (Johnson, 2000; Kotter and Rathgeber, 2006) through to a range of studies on change leadership (Fullan, 2001; Fullan, *et al*., 2006; Fullan, 2008; Hargreaves and Shirley, 2009; Earley, 2013; Bush and Glover, 2014; Precey, 2015; Hargreaves, 2016), state schools are held accountable through more hierarchical and punitive leadership regimes. Therefore, having a long-term vision driven by shared values links with the first strand of the new, four-strand model, building positive relationships, as it is when these are in place that non-judgemental, values conversations can occur. Judgements are made, but without the stigma and what Fullan (2008) calls judgementalism; without judgementalism, judgements are something on which shared visions can be built, ultimately leading to effective systems. This then sustains teachers, enabling them to develop and be creative, thriving practitioners (Barnes, 2012).

A lack of vision driven by shared values led to feeling a disconnection from purpose, which was discussed by all of the teachers in the state sector as they felt

that Ofsted focussed on the data and not the children. This then filtered down to senior leadership who in turn made the data the focus of the day-to-day work of the school. One teacher spoke of how he sees some children as having been learning if they were, "sitting still and listening to me" (ST3), since they could not have done that when they first started in his class. However, he says of the inspectors, "there is no understanding of that… they forget what it's like at the chalk face." His voice showed the anger he felt at the lack of shared values-driven vision. This anger became more apparent as he spoke of what he perceived to be Ofsted's unrealistic expectations of what should be taught. His voice was a rant as he said,

> "What, you think they need to know what a determiner is? I can't barely get them to do a capital letter at the start of a sentence." (ST3).

What most upset and angered this teacher, showing a clear sense of disconnect between his purpose and that of Ofsted, was when he spoke of the child's background not mattering, see section 4.3.1.3. This idea was echoed by other teachers. ST1 kept talking about wanting to do what was "best for the little ones" and wanting it not to be "all about the data". ST7 talked of her children being "low, low, low" yet having to teach them at the level expected for the average child of their age. She sighed as she explicitly said,

> "it's wrong because you're drumming so much into such small children, they just need to be Early Years still, because they're just so low, low." (ST7).

This clearly shows a lack of value consonance as she spoke at different times during her interview about having no say in what she was teaching, sounding cross, sad and frustrated at each point. Another teacher explained that she felt, "it's not about data, it's about somebody being motivated to learn" (ST1). Again, this was said with frustration, interpreted to show her disconnection from the vision being

implemented. These are just a few examples of how teachers felt disconnected from their own values and reasons for teaching, showing this lack of shared values-driven the agenda. This focus on data was discussed by every teacher as something that led them away from their moral purpose of teaching.

A lack of connection between positive relationships and shared values in the leadership approaches was clearly present in the state sector since there was considerable talk about Ofsted grading linked to negative, punitive consequences, and therefore a sense of threat, such as capability measures or job losses, as opposed to opportunities for growth. This led to the emotional response of lowering morale and feelings of being under constant pressure, echoing the findings of Perryman (2007) who talked of teachers being in a constant state of panic and Fullan's (2008) thoughts on the negative effects of judgementalsim, which hinder capacity building. Cichon and Koff (1978) ranked "notification of unsatisfactory performance", third in their research on causes of teacher stress (Cichon and Koff, 1978, pp.25-26), and 38 years later, it is being cited as a cause of the stress felt by the state teachers interviewed for this research. This is illustrated by ST7, who speaks of being constantly graded – her words are punctuated with tears throughout.

> "And obviously the fear of somebody, because now…there's a *ten-point check list*, where you're *graded every single half term*. They will: take your English books, give you a *grade* for them; take your Maths books, give you a *grade* for them; take your project books, give you a *grade* for that. *Any drop in, any time* the head teacher or senior management walks into your room they will give you a *grade* for that. You'll be *graded* on a lesson observation. You're *graded* for your displays. You're *graded* for your working

wall, and then they combine all of the scores and give you a *grade* overall. So basically, you are *on your toes the whole time* as you're thinking, oh, someone might walk in. So, if children are off-task, that will mean I'm only going to get an eight instead of a nine, or you know." (ST7).

This is a clear example of judgementalism, as opposed to observations, within a framework of positive relationships, to support a long-term vision driven by shared values. There is a strong sense of anger and fear throughout and she sees this judgementalsim as being a constant "*on your toes the whole time*", with the fear of consequences not being confined to the time of inspection, but the day-to-day norm.

Another teacher, a senior leader herself, expressed the emotion of anxiety and talked of there being,

"this climate of fear, where people feel, people think, well who's next? Who's next Out the door? Who's next going to be going down the capability? Who's next?" (ST2).

This was linked to a new head teacher, following a judgement of special measures. However, she explained that this head teacher changed her leadership approach, moving to a more collaborative style, in line with the new, four-strand model, where there are more positive relationships, and opportunities for values conversations. She described the school as changing due to this,

> "the relationships are better… the workload's shared. I can move to offer more support to, erm, the teachers. It's just completely different. I mean people don't, we don't have the tears every day." (ST2).

This clearly shows that leadership approaches can affect teachers' emotional responses. She goes on to say that if they were inspected again things would be different, due to these changes in leadership,

> "I just think that everyone will just pull together, and we'd go around and help support and everything else." (ST2).

This reflects the ideas from the new, four-strand model, where positive relationships would be in place, allowing for the values conversations that would ensure the vision is built on shared values. Some teachers linked the constant judgement to a lack of trust, an indicator that teachers are not perceived as professionals. ST3 saying "Just trust us to do our job" was clearly frustrated that the trust was lacking, again limiting personal and professional development. Barnes' (2012) research found values-conflict to be a source of tension. Fullan sees that judgementalsim breaks down trust and leads to cover-ups, which was something described by one teacher who spoke of her MAT, during an inspection, getting "other teachers to teach those classes to try to get a better grade." ST7. This idea was also expressed by the head teacher interviewed who, talking of before she became a head teacher herself, said, "if the data's a bit dodgy, the teachers were asked to change the data." ST6.

Teachers also found the terminology for judgements to be negative, with the change from *satisfactory* to *requires improvement*. As ST3 explained, "Satisfactory was fine and then all of a sudden it became not fine", something that made this teacher cross. Another teacher explained the difference in how the newer grading made her feel by comparing it to levels of attainment. Having said that it mattered, she clarified this,

“to me a satisfactory is possibly like a 2c; you're nearly at the level 2, but you need a bit more; whereas requires improvement suggests that you're only a 1a.” (ST5).

In their research, Towers and Maguire (2017) have a vignette, in which the participant describes the constant and increasing stress of being judged and of the “alienation from the ‘values and practices’ that had crept in” (Towers and Maguire, 2017, p.953). The “conflict” they found, and fear of being “constantly judged” is in line with the findings of this research in relation to teachers from the state sector. The research of Perryman (2007) finds a sense of panic in teachers, linked to Ofsted inspection, describing the key emotion in the lead up to an inspection as being one of “hysteria”, going on to detail how teachers talked of inspection impacting negatively on their personal lives and home relationships. The state sector participants in this research have the same emotional responses; these responses are linked to fear of consequences following inspection, and fear emanating from the leadership, who are also fearful of the consequences of inspection. This is contrary to the ideas from the new, four-strand model, which, when in place, would negate those fears due to both the positive relationships and the vision being driven by shared values.

5.3.1 Strand 2: Long-term vision driven by shared values. Independent sector

The language of the ISI framework (ISI, 2016) differs from that of Ofsted (Ofsted, 2015a), in that, as well as explaining that ISI is for the benefit of pupils in school, seeking to give information to “parents, government, Associations and the wider community” (ISI, 2016, p.2) it clearly states,

“it helps schools, their staff and governors/proprietors to recognise and build on their strengths and to identify and remedy any deficiencies” (ISI, 2016, p.2).

Included in its stated principles, are to:

> “report on the fulfilment of aims and the distinctiveness of each school”,
>
> “support school development and improvement”
>
> “include clear and helpful oral feedback to schools”
>
> “incorporate the principle of ‘peer review’”

and to ensure that inspections

“are carried out impartially by those with sufficient expertise, relevant professional training and first-hand experience.” (ISI, 2016, pp.2-3)

These principles do not contain the word ‘judgement’, which appears twice in the Ofsted set of principles (Ofsted, 2015a, p.5); however they do mention ‘support’, ‘helpful feedback to schools’, ‘peer review’ and the idea that inspectors have ‘first-hand experience’. The mention of “the distinctiveness of each school” in the ISI framework could be an indication of an approach which actively recognises that each school has its own vision, driven by shared values, as does the stated principle of “peer review”.

The idea of peer review reflects much of the literature on collaborative leadership approaches (Stoll and Fink, 1997; Gunter, 2001; Fullan, 2001; Fullan *et al*., 2006; Hargreaves and Shirley, 2009; Earley, 2013), since with peer review professional learning communities can be established, both laterally and vertically, affording opportunities for reflection on and development of practice (Fullan *et al*., 2006). Hargreaves and Shirley (2009) caution against professional learning communities becoming data driven and spreadsheet based; so the ideas of support and oral feedback, the stated commitment to helping schools build on successes and “remedy deficiencies” (ISI, 2016, p.2) and the stated priority of “first-hand evidence… based primarily on direct observation” (ISI, 2016, p.4) are important to

ensure that the peer review focus becomes a supportive factor. Likewise, the idea of peer review fits with the new, four-strand model, promoting positive relationships and shared values.

New findings about inspection in this research are that teachers talked of the reassurance they felt due to the peer review element, linking to the second strand of shared values driving the vision. IT2 states that when she was conducting inspections teachers,

"were greatly assured by the fact that they knew that once the inspection was over, I was actually going back into a classroom, and having to deal with the kind of things they were having to deal with." (IT2).

This indicates a leadership style that not only fosters shared values, as the teachers felt that they and the inspectors had to deal with the same things, but also encourages open and positive conversations, as IT2 goes on to say that consequently, "they were far happier to take advice, or perhaps even criticism from me". It feeds into Fullan's idea that "peers interact purposefully" (Fullan, 2008, p.63) and Barnes' (2012) emphasis on having values conversations. Other teachers explicitly talked of the peer review element as being, "one of the strengths of ISI" (IT1 and IT6), making the inspectors' "opinion a lot more valid" (IT4).

Teachers also specifically stated that they were not only being inspected on data, and felt more connected with common values, driving the school's vision. One teacher explained,

"They're not just inspecting on, on the kind of educational aspects, but it's for me, more, *it's more important about the social and emotional* as well." (IT5).

The mention that ISI were inspecting on things important to her, shows that this teacher felt more value consonance. This was important to all the independent sector teachers interviewed, with IT6 explaining that he felt it was important that ISI look at, "the opportunities for the children as individuals".

This idea of a values-driven shared vision, central to collaborative leadership models (Stoll and Fink, 1997; Gunter, 2001; Fullan, 2001; Fullan *et al*., 2006; Fullan, 2008; Hargreaves and Shirley, 2009; Earley, 2013) is clear in the ISI framework which recognises the "distinctiveness of each school" in its principles (ISI, 2016, p.2). As seen in the interview extracts above, this aspect was commented on positively by the independent sector participants who valued that inspectors: were often teachers going back to their own schools after inspection; were looking at the whole school experience offered by the school and not just data; understood the contexts they were inspecting from a shared professional perspective. Teachers recognised elements of what Fullan (2008) describes as capacity building, a criterion from Fullan (2008) that underpins the new, four-strand model against which the teachers' emotional responses to inspection are being analysed. Five teachers discussed having teachers in their schools who were inspectors, "we have a number of people who are ISI inspectors" (IT4), one of whom had been an ISI inspector herself. Other teachers discussed going on training courses run by ISI "I did go on a course, on a 'preparing for inspection' course, up in London, that was run by ISI" (IT5). All of the teachers spoke of having open dialogue with inspectors to varying degrees:

> "they do talk to you when they pass you in the corridor" (IT3);

> "They (*teachers talking to inspectors*) say, how do you do this in your school?" (IT1);
>
> "there's a lot of informal chat" (IT2);
>
> "I said to her right from the get go … you know I would appreciate any, any feedback" (IT5).

Being prepared for inspection and able to learn from ISI as well as being able to talk without the restricted sense of judgementalism reported in the state sector is in keeping with the first two strands of the new, four-strand model, since this supports open values conversations, driving the teachers' vision. There was a sense of positive challenge, "when there is potential for mastery or personal growth." (McGowan *et al*., 2006, p.93).

This was also the case with how head teachers led their schools. Teachers talked about not changing things to fit in with inspection, signs of a leadership style that ensured that teachers shared in the values of the school's vision. The head teacher explained, "We do what we do, and *inspection fits in around* that" (IT1). Likewise, another teacher explained,

> "I said to the head, "*Do I change*?" And he said, "*No, we don't change* anything. We just carry on, *carry on as normal*. This is, you know, we just carry on as, *they see what they see*." (IT5).

Another sign that a vision driven by shared values was a part of the leadership approach was the way that observations were discussed, whether being observed by colleagues or inspectors.

> "The Head, the big Head you know main *Head observes us*. And obviously we get *peer observations* and all that sort of thing… that was *really nice.*" (IT4).

When speaking of an inspection, this teacher, rather than being fearful of an observation, voiced her disappointment at not having been observed,

> "a little frustrating with my Year 6 English class, in that I've got some good lessons planned and it was more of a sense of *disappointment that I hadn't got observed*." (IT4).

Another teacher explained, whether it be colleagues observing her or ISI inspectors,

> "I *didn't care who came into my lesson*. I was *concerned with the children,* what was happening in there. Were they occupied? Were they happy? Were they learning? And that's where *my focus* was. *I didn't think about the person watching."* (IT3).

This was a common thread in all of the independent sector interviews, with the head teacher explaining that peer observations were,

"common practice in the school, so there's nothing unusual about somebody coming into a lesson." (IT1).

He explained that "*everybody observes* somebody else." (IT1).

The leadership approaches within the independent sector, both of inspectors and school leaders, reflect the ideas of critical friendship (Bassot, 2013, p.46) where open discussion challenges thinking in order to develop practice. This is in keeping with having a vision driven by shared values, supported by positive relationships as a critical friendship approach can redirect the teacher to the 'why' as well as the 'what' of the teaching. It builds capacity by enabling teachers and inspectors to

learn from one another. It also brings the peer review aspect of ISI leadership into individual school leadership, since observations were described by all the independent schools' teachers as being conducted in non-judgemental ways, by colleagues at all levels, not just SLT. All the independent schools' teachers saw these observations in terms of positive emotional responses of challenge and personal growth, which Barnes (2012) describes as factors that sustain teachers.

5.4 Strands 3 and 4 - Transparency and Effective Systems.

For learning to be the work, it is important that external opportunities for development are "in balance and in concert with learning in the setting" (Fullan, 2008, pp.13-14). Inspection as a peer review, critical friendship process, would enable the balance for learning to be a part of the day-to-day work of teachers – their own learning as well as that of the pupils. For this to happen, the new, four-strand model requires that transparency be present, with "clear and continuous access to practice" (Fullan, 2008, p.14). With positive relationships and a vision driven by shared values, there can be effective systems with on-going transparency. In this way systems learn, develop and can become effective with,

> "an aura of "positive pressure" – pressure that is experienced as fair and reasonable, pressure that is actionable in that it points to solutions" (Fullan, 2008, p.14).

5.4.1 Strands 3 and 4 - Transparency and Effective Systems. State sector

The new, four-strand model sees transparency and effective systems as possible when there are positive relationships with employees, allowing for open conversations and shared values to drive the long-term vision of the school (see Figure 3, section 2.4.3). As already discussed in sections 5.2.1 and 5.3, when

strands one and two are not in place, there can be a sense of judgementalism, with a real fear of consequences. Fullan's (2008) warning of punitive consequences, links directly to Ofsted inspection, when judgements of *requires improvement* or *special measures* are tied in with forced academisation and potential school closure as discussed in Sections 1.2.1, 1.7, 2.2.2 and 2.3.1. All of the teachers interviewed discussed consequences of inspection, with the head teacher explaining that the development of effective systems was limited by not having open, transparent conversations,

> "I think if you knew that the *consequences* weren't going to be quite so *devastating* if it went wrong, and that actually you could say honestly that we're having real trouble with, like in this school for example, closing the gap." (ST6).

She clearly sees the potential consequences as restricting her ability to honestly discuss that which would be beneficial to her school learning and developing. Thus, she feels that Ofsted limits transparency and the school developing effective systems. Other teachers explicitly discussed the idea of forced academy linked to outcomes as something undesirable,

> "We didn't want to go into an academy as RI[2], as special measures." (ST1).

Rather than seeing inspection as an opportunity for learning, teachers saw it as something forced upon them,

> "Ofsted did come in and beat you. They *beat you with a stick*. And then you, then *you had to*, you *have to do what they say,* um, to get out of it." (ST2).

Instead of learning from the experience, this teacher felt she was making any changes because she had to. This shows how the four-strands of the new model connect, as the lack of positive relationships and shared vision is restricting

[2] 'RI" here used to mean the Ofsted grading, Requires Improvements.

systemic learning and limiting its effectiveness. There is a lack of transparency as changes are made, not through open conversations and shared values, but through a need to fit in with expectations regardless of whether they resonate with the values of those working in the school.

One teacher talked angrily about the academisation process as not working, with schools not developing as a result of the process.

> "You know us (academy trust) schools, three or four of them are still in either 'RI[3]' or 'special measures' so academisation in five years has not then worked. The (academy trust) has not changed the learning or the educational experience of any of those children that are members of those schools." (ST3).

Another teacher spoke of the punitive consequences with sadness in her voice seen through speaking more quietly and sighing. She explained how a head of key stage,

> "was put on capability and he was got rid of. He was made a scapegoat." (ST7).

These examples show how the approaches taken by Ofsted and filtered down to the heads of school can create a climate of fear, out of line with the new, four-strand model, so restricting the development of effective systems.

Other teachers discussed the process with HMI as being more in line with the new, four-strand model, with open dialogue and positive relationships enabling the development of effective systems. They talked about having discussions with HMI,

[3] 'RI" here used to mean the Ofsted grading, Requires Improvements.

> “If I went through some books and she would say, well what level is this, and I would say, well it’s this level, and erm, you know. And she would listen.” (ST2).

After working with HMI they spoke of the school improving, going from “a climate of fear” (ST2) to “actually get on with the job of teaching children” (ST3).

However, once the inspection was turned into a section 5, whereby the school would receive a grade, “they didn’t offer advice after that point” (ST3).

One teacher did see Ofsted inspection as an opportunity for learning but explained that it was only “because I asked them.” (ST4), otherwise she would have received no feedback. She listened to the feedback, incorporating it into her day-to-day teaching.

> ““You did something, and you used seven pictures. I thought that was too long, maybe five pictures.” So now I've made my inputs shorter,” (ST4).

This shows that Ofsted could enable learning, in much the same way as HMI are described.

Teachers explained how, without the fear, you would be able to ask and learn, with more transparency, explaining,

> “You don't want a *big bad wolf* that comes in every four years and *frightens* the life out of you, and maybe eats you up. You want someone who is there all the time. And also *someone in reverse* who you could say, “We’re not sure what to do. I know, let's phone the inspector. *Let's ask him*, her to come in and *support* us. And if it was like that, *no one would be scared and everyone would be doing better.”* (ST5).

5.4.2 Strands 3 and 4 - Transparency and Effective Systems. Independent sector

New findings have been revealed from this research, using the new, four-strand model. Emotional responses from the teachers in the independent sector have been positive. This was shown through the positive relationships feeding into transparent and open dialogue between teachers and inspectors, with teachers asking, "How do you do this in your school?" (IT1). This also demonstrated how the external opportunity provided by ISI inspection contributed to the development of effective systems. This peer review nature of ISI, discussed in Section 5.3.1, enabled the teachers to feel the well-being implied by several of the Gallop Q12 Index statements (Harter et. al., 2006): Q06 is about having someone encouraging development, which peer observation affords; Q09 refers to colleagues being committed to quality work, which was seen through peer observation, for example with comments on "pooling ideas" (IT2); Q11 is about the importance of discussing progress with someone at work, which is seen through peer observations mentioned by every independent sector teacher interviewed; and Q12 talks of having opportunities to learn and grow, again something that the peer observations afforded the teachers interviewed. Under ISI this is without fear of consequence, in a non-punitive environment. IT1 talked of how, as a head teacher, he would "reassure" his staff. IT2 spoke of how she would "try to reassure staff that I wasn't there to try to catch them out" when inspecting schools.

Teachers saw ISI as part of their day-to-day learning, explaining that,

> "they're *supporting* and celebrating what they see and, you know and saying actually you could *tweak* this" (IT5).

There is a direct mention of inspectors not only being supportive, but of giving advice about how the teacher "could *tweak* this". Teachers valued support, explaining,

> "how are people supposed to improve their practice unless they, unless they are given guidance and support?" (IT3).

This teacher spoke about support coming from ISI inspectors and from SLT within the school.

These examples show how the peer review nature, filtered down to include school leadership and colleagues engaged in peer observations, with more transparency and less cover up, helps schools to develop effective systems.

5.5 Summary of how teachers' emotional responses to inspection are influenced by the leadership approaches in the state and independent sectors

New findings from this research are that there are differences between the two sectors; with the state sector showing more negative emotional responses and the independent sector being more positive. The frameworks seem to influence the leadership approaches which may explain the reasons behind these differences in emotional responses. Whilst at first reading the frameworks for Ofsted and ISI inspections have some similarities (Ofsted, 2015a; ISI, 2016), their language reflects different leadership approaches. With the frequent references to "judgements" in the Ofsted framework (Ofsted, 2015a) and the way the conduct of the Ofsted inspectors is perceived by the teachers, the perception of Ofsted and its inspectors is consistent with a hierarchical and transactional leadership style. With references to support and peer review in the ISI framework (ISI, 2016), and

the way the ISI inspectors are perceived by the teachers, the perception of ISI and its inspectors is consistent with the leadership approach proposed by the new, four-strand model. With school leadership, there was some variation according to individual leaders. However, to a large extent the leadership approaches within the schools of those interviewed reflected the inspection regimes within their sectors.

Chapter 6

Conclusion

6.1 Introduction

This thesis explored the way primary and preparatory school teachers in the state and independent sectors emotionally experience Ofsted and ISI. Having reviewed the literature, a new, four-strand model was devised against which the data regarding teachers' emotional responses was analysed. The following questions were investigated:

- What are the teachers' emotional responses to inspection and how do they differ according to their setting?
- How are the teachers' emotional responses to inspection influenced by the leadership approaches in the state and independent sectors?

This thesis builds on prior research about teachers' emotional response to inspection by exploring ISI and the independent sector, concluding that inspection by ISI is a peer review process which reflects the practice in the schools of those interviewed. In this sector new findings show that inspection affords teachers the opportunity for reflecting on their practice, engaging in dialogue with fellow professionals from other schools. For school leadership, the effect of inspection is one of promoting schools and their practice. Within the independent sector, this has a positive effect on teachers' emotional responses to inspection.

Regarding the state sector, conclusions drawn from the data concur with previous research (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009; Perry, 2014; Hopkins *et al*., 2016) showing Ofsted to be a judgemental

regime based on data, creating a climate of fear. This negatively affects teacher morale, collaboration and the ability to have an open dialogue with those who could provide support and advice. There is a sense of disconnection from the purpose of education and feelings of confusion and fear resulting from the changing landscape and potential consequences of Ofsted judgements. The perceptions of Ofsted then have a similar effect on the leadership of schools. HMI is seen as a more supportive regime, as they come in to help the school out of a negative judgement. This may influence a shift in the leadership approach, which has a more positive effect on the emotional responses of teachers.

In the state sector it was felt that the leadership approach of Ofsted was not in line with the new, four-strand model, leading to emotional responses of low morale, fear and distrust in the teachers interviewed. It was felt that many school leaders were unable to lead in the open style advocated by the new, four-strand model, for fear of consequences from Ofsted inspection.

Adding to the area of inspection research, this thesis shows that the opposite position was expressed from the independent sector, in which ISI and school leadership, through processes of peer review, led in a style that reflected the new, four-strand model. This was deemed supportive by teachers and provided opportunities for development, leading to more positive emotional responses by the teachers interviewed. They would like to see peer review extended further, as discussed in Sections 6.3.2 and 6.5.2, looking at peer review and critical friendship.

The frameworks for Ofsted and ISI initially appear similar with clear expectations about the conduct of inspectors. Ofsted expects inspectors to,

> “carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity” (Ofsted, 2015, p.8).

ISI documentation is equally clear, using the words, “professionalism, integrity and courtesy.” (ISI, 2016, p.4). Differences are present in:

- the nomenclature of the grading scale, as discussed in Section 2.3.1
- the idea of judgement in Ofsted’s framework (Ofsted, 2015a) which appears 34 times in the documentation (Ofsted, 2015a)
- the idea of support, which is not a part of the Ofsted framework (Ofsted, 2015a), yet is explicitly mentioned in that of ISI (2016)
- the idea of peer review, which is a key part of the ISI framework.

Ofsted makes clear its purpose serves “parents, carers, learners and employees” (Ofsted, 2015a, p.5), whereas ISI adds to this stating that it helps “schools, their staff and governors/proprietors” (ISI, 2016, p.2) to improve. The key difference is that there is no mention of teachers in Ofsted’s stated purpose whereas ISI not only mentions school staff but has a stated purpose of helping them to improve. This reinforces the perception of Ofsted as a judgemental regime and ISI as a supportive one.

According to the survey commissioned by Ofsted (at the time of data collection), most inspection teams include at least one serving leader from another school, (You Gov, 2017, p.34). Not one teacher in the state sector, including members of SLT and the head teacher, made mention of currently serving school leaders being on inspection teams, nor did they in any way perceive inspection to be peer review. Perhaps this lack of reporting could be attributed to being unaware of the make-up of the inspection teams. In conclusion, teachers’ emotional response to inspection was due to a combination of: the leadership approach of the school; the language

and some of the core principles within the frameworks; and the inspection teams themselves in both state and independent systems.

6.2 The teachers' emotional responses to inspection and how they differ according to their setting

6.2.1 Emotional responses to Ofsted

The findings revealed three key fears borne of Ofsted inspection:

1 Personal fear of being put on capability measures, which has implications for job security within post and employability for the future
2 Fear of the school being placed in special measures, which affects the school's reputation, and by association that of the teachers
3 Fear of forced academisation, as a result of being judged as requiring improvements or special measures.

These fears were linked to a perception that Ofsted was a judgemental regime, coming to each inspection with preconceived ideas based on the school's data. This perception was shared by all state sector teachers interviewed, leading to an emotional response of fear, concurring with previous research on inspection (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009; Perry, 2014; Hopkins *et al*., 2016) as discussed in the literature review and data analysis chapters.

Another emotional response to Ofsted was lower morale in school – again linked to the idea of it being a judgemental regime with fears expressed regarding the consequences of inspection. This concurs with previous research on Ofsted (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009; Secret Teacher, 19/09/2015). This response was evidenced by the use of strong

language, talking of a lack of respect shown by Ofsted inspectors. Consequently, all bar one teacher interviewed from the state sector felt that they could not speak openly with Ofsted inspectors. The effect was that teachers discussed manipulation of data, including: changes in personnel when being inspected; hiding any concerns they may have about their school or their own practice; a reluctance to be open and ask for support if it were needed; and constriction of the sharing of practice, other aspects of the emotional responses of fear and frustration.

A further effect of Ofsted was that it led to a sense of disconnection from purpose. Teachers felt that what they valued in education and teaching was removed from the criteria on which they were being judged. There was a strong sense of having to conform to a constantly changing landscape in terms of policy, curriculum content, judgement criteria and expectations, and leadership personnel. Teachers explained that what they valued most, the purpose to which they felt connected, was that of the individual needs of each child; yet their perception was that these were consumed by a need to produce appropriate data required by Ofsted. This led to negative emotional responses of feeling frustrated, impotent and disconnected, again in line with previous research on Ofsted (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman. 2009; Hopkins *et al*., 2016).

Teachers felt insecure about any form of observation, seeing each one as being linked to a judgement. Consistent with Fullan's (2008) ideas on judgementalism, they found Ofsted limited the capacity for working collaboratively and learning from colleagues. However, they recognised the potential benefits of collaborative practice were this to happen under a less judgemental regime.

These emotional responses were most often linked to Ofsted inspections that had received judgements of requires improvements or special measures. However, there is a need to emphasise the positive emotional responses that did occur from Ofsted inspections as there was a clear sense that peer observations could and should be beneficial. These findings have only previously been found in limited studies such as Hopkins *et al*. (2016). The number and frequency of observations increased following lower Ofsted judgements, as part of the process for further development. Generally, even after positive inspection results, there was still an emotional response of fear surrounding observations.

A final emotional response to Ofsted was that teachers felt they were no longer trusted and treated as professionals. Whilst concerned about the lack of trust, there was talk of manipulation of data by teachers themselves. There was also a perceived lack of trust in Ofsted itself, with talk of inconsistent judgements within short time frames. Thus the emotional responses to Ofsted were predominantly negative ones of fear, frustration and anger, frequently demonstrated through tears - actual and discussed - as seen in previous research on Ofsted (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009; Drake, 2014; Roberts-Holmes, 2015; Hopkins *et al*., 2016).

Consistent with the findings of this research, in a survey 82% of teachers found inspection highly stressful, with only 2% seeing inspection as an opportunity to demonstrate how good teachers were (You Gov, 2017, p.12). The lack of open dialogue, and fear of consequences were also borne out by the Ofsted commissioned survey, with 76% of all surveyed finding inspectors to be either “off-

hand and intimidating" or "professional but detached", and only 11% finding them to be friendly and approachable, (You Gov, 2017, p.17).

6.2.2 Emotional responses to ISI

This thesis has new findings, adding to prior research, which show that teachers in the independent sector view the ISI inspection regime as one of peer review, leading to positive emotional responses of support and challenge. This view was shared by all of the independent sector teachers. Whilst there was still some emotional response of anxiety when being inspected, this was mainly linked to not wanting to let the school down. One positive aspect of ISI was that teachers felt they could not only ask for advice and gain insight into how learning is managed in other schools, but that they could also ask for support by highlighting areas that needed development. ISI inspection was seen as an opportunity to share good practice, having the emotional effect of developing confidence in one's school and one's own teaching abilities. There was a strong sense of having a vision driven by shared values, as advocated by the new, four-strand model against which the research data was analysed, as, although the schools' data was considered as part of the inspection process, it was felt strongly that individual children and varied approaches to education were valued by the inspectors. There was also a sense of mutual professional respect, related to the peer review process. Whilst there was some anxiety around the inspection process itself, teachers felt that it provided an opportunity for reflection and self-improvement. The resultant emotional responses were positive, with teachers not only feeling valued and respected, but having a sense of value consonance with the inspectors. These ideas have been seen as sustaining teachers (Barnes, 2012; Skaalvik and Skaalvik, 2016) but have not

previously been seen as present as part of school inspection, another new and important finding of this research.

6.3 Teachers' emotional responses to inspection and how they are influenced by the leadership approaches in the state and independent sectors

A new, four-strand model, explained in section 2.4.3, was used to explore leadership approaches of schools and inspectorates, adding new contribution to knowledge on the effects of both inspection and school leadership. It was found that teachers felt that the approach of the school leadership was linked closely to the inspection process.

6.3.1 Leadership approaches in the state sector

Looking at leadership approaches and emotional responses adds to the field of researching school inspection. Teachers talked of inspection affecting the leadership of schools. Part of this effect was felt to result from fear of consequences. Teachers' perceived leaders to be prioritising data over children, to comply with their understanding of what Ofsted required. Teachers also discussed negative emotional responses of pressure from the school leadership to produce the required data. The school leaders and head teacher interviewed explicitly expressed the need to ensure that the data was such that it would give them a good inspection result.

In the state sector there was a clear sense that the way Inspectorate teams were led was a prime reason for the response to the inspection itself. The clearest indication of this was the language used, which was indicative of a lack of mutual

respect for fellow professionals, see Section 4.3.1.2. The aspects of leadership, according to the new, four-strand model, which had the biggest effect on teachers' responses to inspection were: positive relationships with employees, as seen by the lack of respect felt; having a long-term vision driven by shared values, as seen by the perception that Ofsted is data driven and teachers felt concerned about the individual child being lost within that data, feeling disconnected from their own sense of purpose and values; and the connection between the first two strands and having transparency that helps to build effective systems, as teachers perceived Ofsted to be a judgemental regime which limited the capacity for growth within schools. This affected the ability for teachers to learn through their daily practice due to cover-ups and data manipulation which affected the transparency and consequently the development of effective systems.

The other conclusion about leadership approaches within the state sector is that the way head teachers and SLTs led their schools was closely connected to their fear of repercussions following an Ofsted inspection. Whilst there were individual head teachers and members of SLTs who were seen as supportive, having positive relationships with their employees, the general emotional responses expressed by teachers were of pressure, lack of trust, and constant scrutiny, as in Perryman's (2007) findings, which likened Ofsted to a panoptical gaze, as Ball (2003) had in his earlier research and Clapham (2014) later found as a recurring theme in inspection. There was a perception that, resultant of inspection, there could be no open dialogue for fear of consequences. This meant that teachers were reluctant to ask for advice from their senior leaders, lest it revealed any weakness on their part. The style of leadership advocated by the new, four-strand model, whereby errors and weaknesses are shared openly in order to make progress and develop

better working strategies was for the most part not apparent, leading to the negative emotional response of fear of consequences, concurring with previous research on Ofsted (Jeffrey and Woods, 1998; Perryman, 2009; Hobson and McIntyre, 2013; Sloggett in Morrison, 2015).

The survey by You Gov (2017) discussed in Section 6.2.1, suggests that the emotional responses of teachers are due to the leadership styles of individual teams as opposed to the framework itself with 76% of those surveyed highlighting that it was the inspectors who were "intimidating" and "detached" (Ofsted, 2017, p.17). The consequences of a poor inspection result are stipulated in the inspection framework, with schools that are placed in special measures or graded as requires improvements being subject to academisation. Also, those who are placed in special measures are given support from HMI to improve. The conclusion for this research is that in the Ofsted framework, it is mainly the judgement, the terminology and resulting consequences that affect teachers' emotional responses. Additionally, it is clear from the teachers that the leadership approaches of individual inspection teams also affect the teachers' emotional responses.

6.3.1.1 Leadership approaches of HMI

A new contribution to knowledge regarding state sector inspection, adding to prior research about state sector inspection, is the positive emotional effect of the role that HMI plays in inspection following a judgement of special measures. There was a general consensus that HMI led their part of inspection through support in a respectful manner, as advocated by the new, four-strand model that requires there to be positive relationships with employees. The effect this had on teachers was helping them to regain confidence in themselves. This was especially true of school

leaders, head teachers and members of SLT, as they worked closely and directly with HMI inspectors. It supported their confidence in their judgements and their approach to and re-engagement with observations, helping schools to develop effective systems. This positive emotional effect of increased confidence and feeling valued and respected was in contrast to that of Ofsted.

6.3.2 Leadership approaches in the independent sector

Adding new knowledge regarding inspection, and building on prior research, this thesis explores the peer review aspects expressed by everybody interviewed from the independent sector. The leadership of both ISI inspections and schools was seen to be mainly in line with a leadership style as advocated by the new, four-strand model. In the independent sector, school leaders and teachers alike talked of significant peer observation as part of school practice; inspection was seen more as an extension of that rather than the reason for it. All of the teachers from the independent sector mentioned peer review as an integral part of their practice, and data was important for satisfying paying parents as much as for any inspection purposes. School leaders felt accountable to parents first, and one effect of inspection was that it would help to promote the school. All of this led to positive emotional responses.

Whilst there was mention of the occasional inspector who relished power, and one specific leadership team which didn't express what was felt to be sufficient gratification for a successful inspection, it was generally felt that the leadership of ISI teams and of schools demonstrated the new, four-strand model approach by having:

- positive relationships, through mutual professional respect, support and open dialogue
- shared values driving school visions, by schools and inspectors valuing the individual child and education beyond that which would provide appropriate academic data for inspection
- transparency, as schools felt they could guide inspectors to both areas of success and areas which they wish to develop
- effective systems that fostered capacity building, by critiquing schools as opposed to criticising them, thus encouraging an openness between inspectors and teachers as well as SLTs and teachers. Alongside positive relationships, this afforded learning through discussions with inspectors and collaborative working within schools

Having all of this in place with school leaders and inspectors enabled the system to continue to learn based on a process of peer review. This all led to positive emotional responses to inspection.

New findings for this research conclude that, in the independent sector, teachers' perceptions of the emotional effect of inspection are based on the individual teams themselves. Whilst there are associated consequences of a negative inspection, teachers did not express the same fears of inspection and intimidations by it as their state sector counterparts. This is possibly due to the schools already being directly answerable to fee paying parents, as highlighted by the head teacher and other teachers interviewed from the independent sector. The approachability of the inspectors, the stated and perceived peer review nature of the process, and the mutual respect shown as fellow professionals, would make any negative emotional

responses to inspection the result of the leadership approaches of individual schools and inspection teams as opposed to ISI itself.

6.4 Limitations and generalisability

This section explores the limitations of this research, with particular regard to: the time frame of the research, including the political landscape; the notion of generalisability, since there is a credibility issue in generalising claims from small-scale research to larger populations (Silverman, 2011); the unexpected imbalances between the two sectors, due to one independent teacher having experience as an inspector. Subjectivity is also considered as a limitation, including the emotional responses of those interviewed and the positioning of the researcher. Finally, the rapport between researcher and participants is critiqued.

6.4.1 Time frame and political landscape

As highlighted in Sections 1.7 and 2.3, inspection is a constantly shifting landscape, with both state and independent sectors regularly updating their respective frameworks. One of the limitations of this research is therefore the fact that duplication of this research would necessarily be against a different political landscape. The two inspection frameworks have been updated since the research was conducted, and future interviews would involve teachers who had been inspected under these changed regimes. Political changes since starting this research are outlined in the introduction, Section 1.7. These changes occurred in the two-year period since the start of this research, giving a clear indication of the difficulty of replicating research of teachers' perceptions within the education system. The data collected is therefore a snapshot (McNabb, 2010), set in a specific point of time, which limits duplication.

Other time factors that affect the data relate to the availability of researcher and participants as full-time teachers, thus with this research being conducted within a limited timeframe, teachers were each only interviewed once. Another aspect of the timeframe relates to interviewing across the two different sectors, as the rhythms of the two sectors' academic years differ, so all of the state sector interviews were conducted before the independent sector participants were available for interview; the state sector participants choosing to be interviewed during term time and the independent sector participants choosing to be interviewed mainly during the summer holiday period. This limited the opportunities to ask questions of teachers from the state sector in response to ideas expressed by those from the independent sector, which could have enhanced the data (Newby 2010; Flick, 2014; Bryman, 2016).

6.4.2 Generalisability

This was a small-scale research, with thirteen participants – seven from the state sector and six from the independent sector. All bar one participant were from the same county, with one independent sector teacher from a neighbouring county. A larger cohort of participants could have yielded more varied responses. As small-scale research, there was some indication of saturation point (Fusch and Ness, 2015), since there was repetition of ideas expressed, with a clear distinction between the two sectors. In choosing the participants, how recently they had been inspected was not factored in, nor were the judgements received from inspections. It transpired that all of the participants from the state sector had been inspected in schools that had been placed in special measures, had judgements of requires improvement and judgements of good, with some participants having received further judgements of outstanding. Had participants been selected who had never

received a judgement below good their contributions may have been different. None of the participants from the independent sector made mention of having worked in a school that had received an ISI judgement of below ‘good’, nor had any received judgements of exceptional. Were there to have been independent sector teachers who had experienced a lower judgement, they may also have contributed differently. All participants had experienced inspection in the year preceding the interviews, with one state sector participant having undergone inspection the day before the interview. The timing of those inspections was another factor that limits the generalisation and duplication of the research, as this cannot be planned for with short-notice inspections and the need to plan interviews in advance.

Participants each being interviewed only once presents another limitation for this research, with repeated interviews with the same participants being beneficial in research over a longer time frame (Flick, 2014). As explained under section 6.4.1, all the state sector teachers were interviewed before any independent sector interviews were conducted so issues arising from the later interviews could not then be put to participants who had been interviewed earlier. With regard to the different sectors, it would have been helpful and insightful to have had the opportunity to use more follow-up and specifying questions (Brinkman and Kvale, 2015, pp.160-162). This would have afforded the opportunity to ask teachers from the state sector some direct questions about peer review, and whether they saw that as part of the Ofsted process. This area was raised by every independent school teacher and by none from the state sector and proved to be a significant factor in the conclusions and recommendations. By contrast, the feeling of being unable to ask inspectors for advice, expressed by all bar one of the state sector teachers was

raised in the interviews with the independent sector teachers, as the state sector interviews had all been conducted and transcribed when conducting independent sector interviews, so this issue was already identified for consideration. Were this research to be repeated, it would be helpful for each participant to be interviewed twice.

Another aspect of the cohort selected was that all of the participants from the independent sector had previous experience of working within the state system. For one participant the experience had been only two terms prior to the interview. Whilst that could have resulted in a weighting in responses in favour of the state sector, in order to negate that the contributions from the independent sector teachers regarding state sector experience were not included in the data analysis. It would however have been reflective of the fact that the number of teachers and inspections in the state sector outweigh those in the independent sector, with Ofsted conducting 26 times more inspections than ISI – see Section 2.3.1.

A further limitation, due to the peer review nature of ISI, was that one of the independent sector teachers interviewed had experience of being an ISI inspector, and all of the teachers interviewed had experience of teachers or head teachers in their schools being ISI inspectors. This affected their perceptions of inspection. With regard to selecting participants who are representative of the community being researched (Savin-Baden and Howell Major, 2013), were this research to be repeated, it would be appropriate to interview a teacher with experience of being an Ofsted inspector to redress the balance. This would require more purposive sampling (Thomas, 2013).

Were this research to be repeated, to compare the emotional responses of particular demographic, it would be important to request background information:

- when they last underwent inspection
- the grading of that inspection
- whether they had any experience as a school inspector – if so in which sector
- whether any teachers on their school's SLT have experience as school inspectors

6.4.3 Subjectivity

Interpretivist research will have elements of subjectivity with the researcher's position affecting the interpretations made (Thomas, 2013). This can be both a strength and a limitation of this research. This thesis sets out to explore teachers' perceptions, which are by their nature subjective as they draw on current and prior experiences of the person expressing them. This affords rich data, as was apparent through the language used, especially by those in the state sector, who used extremely emotive language to describe their experiences, as outlined in detail in Section 4.3.1.2. Another aspect of subjectivity is the context in which the participants worked. One participant, ST3, was a local union representative, which was only revealed after the interview was completed. This had to be considered when analysing his contributions, as his comments were often highly politicised. An advantage of him being a union representative was that he was extremely aware of local structures and systems in place regarding the academisation programme and changes in policy.

The positionality of the researcher is a strength and limitation of this research with the knowledge of the field being a strength and the possibility of bias and pre-conceived ideas being a limitation (Tuettemann, 2003). Understanding the cultural context of the research is important (Cohen *et al*., 2011) so researching within one's own context can add to the interpretation of data, provided that the researcher remains mindful of any bias. For replication purposes, in interpretivist enquiry the researcher will bring a unique perspective when analysing the data. A different researcher might interpret the transcripts differently; therefore, a team of analysts or a researcher who is not based within school may reduce the level of subjective bias (McNiff *et al*., 2003). The researcher adds: experience of having been inspected under both Ofsted and ISI, including an Ofsted inspection in a school for children with moderate learning difficulties; primary and secondary school teaching experience; SLT experience; working under a head teacher who was himself an ISI inspector; and research at masters' level into various aspects of school leadership and management. Further details can be found in Section 1.8. As someone who has always approached inspections positively, the researcher's own experiences differed from much that was expressed by the state sector teachers, apart from ST4, whose approach was expressed in similar terms to the researcher's own experiences. The researcher had to be mindful of representing the views that differed from her own with fairness and balance. Likewise, she had to ensure that where teachers from the independent sector talked of experiences that were removed from her own, such as being asked to fabricate data, she also represented them fairly. Using the data to evidence any claims helps to limit any subjectivity (McNiff *et al*., 2003).

6.4.4 Rapport between researcher and participants

A final limitation for duplication of this research is the relationship between researcher and participants. This will vary much in the same way as positionality and cannot be a constant. For another researcher, researching the same question, the open approach of the dialogic interview may not be appropriate since the rapport between researcher and participant is important (Wellington, 2015). Here it may be appropriate to add the researcher's experience as a special needs teacher and coordinator, as well as being the wife of a rabbi for over 33 years. This is relevant because these factors have contributed to the researcher's ability not only to listen, but also to invite people to talk with her and share their emotional experiences. This forms part of her daily work as SENCO, working with children, their parents and their teachers. As SENCO, parents and pupils alike have confided in the researcher, revealing aspects of their lives that they would not usually divulge. Likewise, as the wife of a rabbi, she frequently finds herself in the role of confidante, building relationships within a short time frame and enabling others' emotions to be freely expressed. This is an important aspect of the dialogic interview, as the participants need to feel at ease if they are going to speak openly about sensitive and emotive issues (Forsey, 2012). The independent school teacher who talked of being asked to fabricate data, checked several times that the content of the interviews would be anonymised, so was evidently concerned that sharing this information would have no repercussions; yet she still chose to divulge it.

The experience of managing other people's emotions was also significant, as four of the state sector teachers were tearful during the interviews, with two participants crying throughout their entire interviews, apologising for so doing. Reassurance

was needed to manage this, as well as copious numbers of tissues and listening with sensitivity throughout (Cohen *et al*., 2011). This suggests that a different personality of researcher, with different experiences, may prefer an approach that was either more structured or based on questionnaire as opposed to interview. This may in turn elicit different results.

6.5 Next steps

The conclusions suggest four areas for development, following this research:

1. Changes to Ofsted's framework
2. The approach and structure of inspection, introducing a system based around critical friendship and peer review
3. Changes to inspection grading terminology and consequences
4. Guidance for heads of school and SLT members regarding leadership for inspection.

6.5.1 Contribution to the Ofsted (2019) framework

The findings of this research were disseminated to Daniel Muijs, Head of Research for Ofsted, at a face-to-face meeting (Muijs, 2018), since one of the recommendations from this research regards Ofsted's framework for inspection. The discussion contributed to and influenced the consultation process for writing a new Ofsted framework which has since been published (Ofsted, 2019) as well as a handbook publication (Ofsted, 2019a). Some of the next steps of this research that were shared and discussed have since been adopted in the new framework (Ofsted, 2019). See notes of the matters discussed with Daniel Muijs in Appendix 12.

6.5.1.1 Value consonance

A matter discussed at length in the meeting was the need to address the lack of value consonance, which was a source of negative emotional responses to inspection. The framework of 2019 has a far greater emphasis on the curriculum, stating,

“the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents” (Ofsted, 2019, p.11)

“the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy” (Ofsted, 2019, p.11)

This begins to address some of the concerns raised by state sector teachers who felt that all of the focus for inspection was on data, and not enough on other aspects of a child’s development and education. This is further enhanced by the addition of the words, “where relevant” (Ofsted, 2019, p.10) when discussing the way exam results and qualifications of pupils reflect the teaching and learning in schools. If the framework is then applied appropriately during inspections, this would allow teachers to justify the data against the cohort of children, as they could talk of the relevance for the children concerned.

6.5.2 Inspection based on peer review and critical friendship

In disseminating the research findings with Daniel Muijs (Muijs, 2018), much of the discussion focussed on the peer review and critical friendship nature of inspection within ISI and how that evoked more positive emotional responses towards inspection within the independent sector than within the state sector. This included

discussion regarding state sector teachers' lack of awareness of Ofsted's requirement that inspectors hold qualified teacher status and have teaching experience of a minimum of five years, including at least two years of school leadership in schools judged to be "good or better" (Ofsted, 2017b). The qualifications and experience required for consideration to become an Ofsted inspector can be found at Appendix 13.

Throughout this research there was no sense of peer review being a part of the Ofsted process, despite the Ofsted inspector requirements mentioned above. There was also no sense of a critical friendship regime, with inspection instead being seen as judgemental. Ofsted's need to produce the addition of 'Ofsted inspection myths' to its handbook demonstrates its need to review the language of its framework, as teachers still, even following this publication, have misconceptions of the inspection process. Were there to be fewer mentions of the word judgement in the framework – at the time of the data collection, this was mentioned 34 times (Ofsted, 2015a) – the inspectors themselves may also appear less judgemental to the teachers in the schools inspected. It is possible that the use of the word judgement lends itself to a more hierarchical leadership approach than that of the new, four-strand model.

A recommendation for development following this research, discussed in the meeting with Daniel Muijs (Muijs, 2018), is based on the positive comments from both sectors regarding building a relationship with someone objective with whom there could be open dialogue. It would be an extension of the perceived peer review nature of the ISI system. One participant in this research (IT6) outlined a process worth further exploration, proposing a rotational system, involving a team of

inspectors, who knew the school and who were known by the staff at the school. These inspectors would visit regularly in an advisory capacity, using a critical friendship approach, see Figure 9. This would make teachers aware of the teaching and leadership experience of the inspectors on the team. In addition to this rotational system, it was suggested that there only needed to be a detailed inspection report were a school to have key areas of concern. This would minimise the judgemental aspect of inspection and afford it the opportunity to be a system for school development and improvement.

The rotational system of critical friendship, see Figure 9, would help to maintain some of the continuity required for the establishment and maintenance of trust while still affording some objectivity, with each inspector working with a school for only four visits before a break of two visits. Again, further research would be required before implementing this recommendation of the introduction of critical friendship into the inspection process.

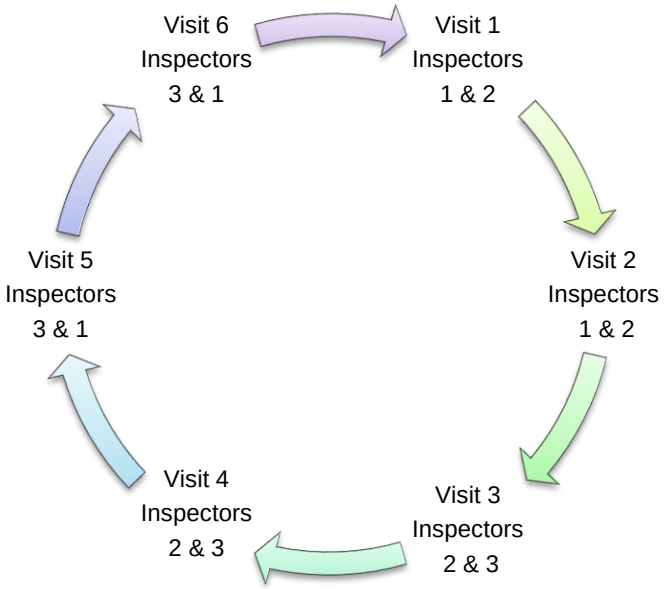


Figure 9 – Rotational System of Inspector Visits

Amanda Spielman, Chief Inspector of Ofsted, announced in March 2019,

> “Many of our inspectors are serving school leaders, and we plan to start a secondment programme early next year to involve even more of them,” “Our plan is for one-year secondments to Ofsted for middle leaders. They will get access to our training and development, and through inspection gain insight into what all different types of schools are doing.” (Braddick, 2019, no page number)

Also stated was the importance of “shared experiences of inspectors and school leaders” explaining that “Ofsted is part of the education system, not separate from it.” (Braddick, 2019, no page number)

Whilst not the rotational system recommended in Figure 9, where there is continuity and a chance to establish a relationship with inspectors over time, a secondment programme would address some of the concerns raised by this thesis and discussed with Daniel Muijs (Muijs, 2018). The secondment programme:

- raises the profile of inspectors as teachers and school leaders
- allows effective systems to develop, with teachers being inspected learning from the experience of school leaders from other schools and the seconded school leaders learning from the schools they inspect
- highlights that lead inspectors and senior leaders of schools being inspected work collaboratively
- provides a system that could help develop trust in the inspection process.

All of this is clearly a peer review process, more in line with the current systems in place under ISI. There are elements of critical friendship, with talk of inspectors working collaboratively with senior leaders during the afternoon preparing for the

inspection. The peer review and critical friendship elements have the potential to minimise any negative emotional response to inspection, promoting the more positive responses identified in this thesis by teachers from the independent sector. Adding the rotational element from Figure 9 to this secondment process could ensure that critical friendship becomes more embedded in inspection.

6.5.3 Terminology and consequences

Terminology and consequences are aspects of Ofsted inspection that limit the possibility of a critical friendship approach. The key to effective critical friendship is to be able to critique what is happening in a school rather than criticise it; provide feedback, without being judgemental. This needs to occur within a framework built on trust (Costa and Kallick, 1993). As trust has been perceived as an area of concern when discussing Ofsted, it would be essential that this trust be present if a system of critical friendship were to be successful. It would therefore need to be accompanied by changes in the framework that focussed on establishment of trust. Some of this is addressed in a new framework (Ofsted, 2019) since there is some change in language and focus. In the meeting with Daniel Muijs (Muijis, 2018), there was considerable discussion about the judgemental language and the terminology for Ofsted grading. Consequently, the language has changed and the 2019 framework now talks of “strong shared values” (Ofsted, 2019, p.11) expressed from school leadership and the need for leaders to be “realistic and constructive in the way that they manage staff, including their workload” (Ofsted, 2019, p.12). Moreover, leaders should, “protect their staff from bullying and harassment” (Ofsted, 2019, p.12). This language is in line with ideas in the new, four-strand model, about building positive relationships with employees and having shared values driving the vision, unlike that of the previous framework (Ofsted,

2015a) current at the time of data collection for this thesis. However, there have been no changes in the terminology for inspection grading.

The nomenclature used by Ofsted for its judgements of schools was of particular concern, with the rating *requires improvements* being the terminology discussed. The rationale for changing the judgement from *satisfactory* to *requires improvement* was a concern regarding schools remaining at *satisfactory* over time, without improving, and was introduced with consequences resultant of being issued that grading. The consequences when this was introduced were that subsequent inspections would be more frequent and a school failing to improve its rating over a period of three years would then be put into special measures. These two areas need to now be separated for this discussion: the terminology and the consequences.

6.5.3.1 Terminology of grading

The introduction of the wording *requires improvement* was of concern because of negative connotations, clearly stating that a school is not good enough. Clarke and Baxter (2014) described its introduction as reasserting “an abrasive relationship” between Ofsted and schools; likewise, Clarke and Lindgren (2015, p.151) see the term *requires improvement* as a “more critical classification”. Baxter *et al*. (2015) see the removal of the *satisfactory* grade as affording more opportunity for punitive consequences of inspection. The emotional response presented by teachers in the independent sector when discussing the term *satisfactory* was that *satisfactory* does not send out as negative a message to parents as the Ofsted term *requires improvement* and so is less damaging. There was an acknowledgement by

independent sector teachers that they were already answerable to their fee-paying parents.

The change in Ofsted's category from *satisfactory* to *requires improvement* was seen by the state sector teachers interviewed as more than a change in nomenclature, but in the actual understanding of the rating, having moved from something that was adequate to something inadequate that needs to be made better. There is no longer a grading that is a simple pass. The Scottish system has just three judgements, "confident", "partially confident" and "not confident" (Education Scotland, 2011). These judgements as statements of confidence provide a model that this research advocates as a recommendation for development to the Ofsted framework.

6.5.3.2 Consequences of inspection judgments

As previously mentioned, the introduction of *requires improvement* was accompanied by consequences of more frequent inspections, with the risk of being place in special measures. Although with *special measures* comes more support for schools to improve, with visits and advice from HMI inspectors, whom the teachers found to be supportive and approachable, the schools still feared the *special measures* judgement. The aforementioned example of Education Scotland's grading provides an approach that not only is less judgemental than that of Ofsted, but is actively supportive of schools (Cohen, 2015). Its top judgement of *confident* brings expectations that the school be asked to share aspects of its practice with other schools; its middle judgement of *partially confident* is accompanied by support for any areas in which it fell short of a *confident* judgement; its lowest judgement of *not confident* is accompanied by further support

over time, “in order to build capacity for improvement” (Education Scotland, 2011, p.12). This fits with the idea of developing effective systems in the new, four-strand model. It is therefore recommended that consequences in line with those of Education Scotland’s (2011) framework would provide more positive emotional responses to inspection by teachers and schools, enabling inspection to be considered supportive as opposed to judgemental.

Since conducting this research, the Secretary of State for Education in 2018, Damian Hinds, recognised the fear of Ofsted inspection in his speech (Whittaker, 2018) to the National Association of Head Teachers (NAHT). Whilst not removing the consequence of forced academisation, he explained that it would only be resultant of a grading of *inadequate*; as opposed to the current possibility of forced academisation following a grading of *requires improvements*. The then shadow education secretary, Angela Rayner, still considered this to be “beating schools over the head” (Busby, 2018) with Ofsted’s inspection regime, preferring a “collaborative approach”. The nomenclature and consequences of inspection judgements are key areas for further research and development.

6.5.4 Inspection leadership guidance for heads of School

The final recommendation from the findings of this research is that there be inspection and leadership guidance for head teachers. Whilst there are recognised qualifications in headship (NPQH) these are not required for becoming a head teacher. Details of these courses can be found on the government website (GOV UK, 2017a).

Training of head teachers in how to lead and manage staff effectively is an area in need of further research, with a recommendation that undertaking a recognised qualification in senior leadership and headship be a requirement for progression to senior leadership and headship positions. The findings of this thesis show the value of understanding leadership models, such as the new, four-strand model and its underpinning research. An advice sheet for head teachers regarding leadership through inspection can be found at Appendix 14.

6.6 Final thoughts

Whilst previous research on Ofsted inspection has found it to be a process that elicited negative emotional responses in teachers over a number of years (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009; Perry, 2013; Drake, 2014; Hopkins *et al*., 2016) this research has found that inspection, under ISI, can be a positive emotional experience for teachers. Inspection can provide opportunities for reflection and development, promoting well-being (Paterson and Grantham, 2016) building on positive stresses (McGowan *et al*., 2006). If inspection is led in ways that incorporate the new, four-strand model, it can be a part of a school's systemic learning, enabling schools and teachers to develop, thus being a part of what sustains a teacher (Barnes, 2012) with positive relationships and value consonance. The proposed model for future inspection, involving a rotational system of inspector visits (Figure 9), would provide opportunities for critical friendship to be a part of the inspection process, building on the current peer review framework of ISI (2016). If used, in conjunction with the changes already made to Ofsted's framework (Ofsted, 2019) and the suggestions of school leader secondment to Ofsted (Braddick, 2019), it could help Ofsted to move away from a regime predicated on judgement and data (Ofsted, 2015a),

which teachers interviewed found to be criticising, eliciting negative emotional responses. Instead, inspection could be a system that had built-in continuity, enabling positive relationships to develop and trust to be built; critiquing rather than criticising; offering support to schools, allowing them to thrive. This in turn would positively affect teachers' morale, and possibly their longevity within the profession, thus providing a greater return on the cost of training a teacher.

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Appendices

Appendix 1 - Ofsted's grade descriptors for overall effectiveness

Outstanding (1) ■ The quality of teaching, learning and assessment is outstanding. ■ All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding. ■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. Safeguarding is effective.
Good (2) ■ The quality of teaching, learning and assessment is at least good. ■ All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. ■ Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. Safeguarding is effective.
Requires improvement (3) ■ Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement. ■ There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development. Safeguarding is effective.
Inadequate (4) ■ The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

(OFSTED, 2016, P.36)

Appendix 2 - ISI's role

WHAT WE DO

ISI is an independent, government-approved body which provides objective inspections to safeguard the quality and effectiveness of the education, care and welfare of children in schools. ISI is not an arm of the government, but an independent, not-for-profit inspectorate. Our work is monitored on behalf of the Department for Education (DfE) and a public report is made annually to the Secretary of State. ISI regularly contributes to the development of the national policy for education and welfare, including the latest DfE legislation and statutory guidance.

SAFEGUARDING

Safeguarding is at the heart of all ISI inspections. This involves checking whether schools are compliant with the minimum standards required, not only in terms of policies and procedures but, importantly, in what they do. Liaison with the local authority safeguarding leads and the DfE about safeguarding issues is a key part of our work. Inspectors not only check documentation but also interview staff and pupils to satisfy themselves as to the school's safeguarding culture.

ISI inspections pay particular attention to hearing pupils' voices. All pupils are invited to complete a confidential questionnaire in advance of the inspection and inspectors prioritise formal and informal meetings with pupils to ensure that any issues raised can be followed up during the visit. For the same reason all parents are invited to complete a confidential pre-inspection

questionnaire. In addition, ISI keeps in regular touch with local authority safeguarding officers in order to ensure that we are kept informed about any issues that need to be followed up. Anybody with a concern about a school inspected by ISI can contact ISI at any time.

QUALITY ASSURANCE, AND SUPPORT AND DEVELOPMENT

ISI inspections are designed according to a framework agreed with the DfE, and report against all the relevant regulations. ISI aims to provide high-quality inspections and, in addition to external monitoring, ISI monitors a proportion of its own inspections each year and invites all those involved in any inspection (head teachers, Reporting Inspectors and Team Inspectors) to evaluate the process and make any suggestions for improvement.

ISI inspections include an element of peer review, thus highly trained and experienced professional Reporting Inspectors are joined on inspections by current practitioners with day-to-day experience and understanding of leadership and management in today's schools. Our inspections seek to aid schools with self-improvement and, as part of the inspection service, ISI provides training for school staff, regular guidance and updates, consultations and briefings, and access to support and advice year round.

http://www.isi.net/about/what-we-do (Accessed 28/07/2017)

Appendix 3 – An Example of ISI Grade Descriptors

Grade descriptors for 'The contribution of teaching' The grade descriptors are exemplars only and not a prescriptive list of requirements for all schools. They should be used as a 'best fit' guide to help in identifying the appropriate grade.

Excellent 1

[*Top-quality provision within in this band may contribute to 'exceptional' achievement, but the epithet 'exceptional' is not available for the headline judgement on teaching*]

A significant proportion of the teaching is of the highest quality and all or almost all of the rest is good. Throughout the school, the teaching is a strong contributory factor to the excellent or exceptional achievement of the pupils.

Under their teachers' clear direction, pupils are helped to develop a strong understanding of their subject and make rapid progress overall. The pupils' success is apparent in lessons and samples of work. Unsatisfactory teaching is not a contrary factor and discipline is unobtrusive.

Teachers have a profound knowledge of their subject and keep up to date with developments in it. They show its relevance to the world outside the classroom and enable their pupils to be greatly successful in their learning. They teach with authority and their high expectations of pupils' work are evident throughout lessons and in marking across the whole school. The classroom atmosphere is notably one of equality, respect and tolerance. The teachers know their pupils' capabilities and adapt teaching closely to different needs. They are highly effective in building on previous learning and knowing when to intervene to help pupils overcome difficulties. Their flair and enthusiasm are apparent in much of the teaching, which proves infectious and sparks endeavour and interest in the pupils.

Lessons are carefully planned and purposefully organised, with no particular preferred practice but designed to promote learning through the most effective method for the task in hand.

The use of resources, both physical and electronic, proves most advantageous in supporting exciting approaches to learning. The time allocated to activities is shared with the class and used productively. Any homework set in accordance with the school's policy is a strong reinforcement and extension of classwork.

Markings assessment and feedback are productively focussed on guiding improvement and ensure that pupils have a clear understanding of their strengths and areas for development. Praise is not devalued but given where it is deserved, along with the reason for it. Pupils' responses to the teacher's comments are well acknowledged.

Able and gifted pupils are encouraged to contribute their insights to the lesson, but are also given harder work or allowed to pursue their own investigations if the classwork is too easy for them. Teachers keep pace with their interests and progress so as to be able to monitor and record the high levels of work these pupils achieve. Talented pupils are enabled to reach excellent standards through strong support with advanced opportunities and tuition.

All teachers have or are given high quality training to meet the needs of pupils with SEND or EAL. Teachers accept their responsibility for meeting individual needs, and communication with the learning support department is extremely effective in matching provision to need, so that almost all identified pupils make sustained progress and excellent achievements.

Good 2

Teaching at all stages is at least good most of the time and there is very little teaching that is sound or unsatisfactory. It is conductive to good progress and achievement.

Thorough subject knowledge, use of assessment and high expectations are important factors in setting work of suitable challenge, which is effective in capturing the pupils' interest in their work and develops their learning skills to a good level, in a classroom atmosphere of equality, respect and tolerance.

Lessons are carefully planned and promote a good degree of competence and understanding. Carefully timed lessons and the use of physical and electronic resources is effective in promoting the pupils' learning.

Marking ensures that pupils understand their strengths and areas for development. Authoritative teaching clearly promotes equality, respect and tolerance and ensures a positive classroom ethos where pupils act responsibly. Any homework set in accordance with the school's policy reinforces pupils' progress and is suitably adapted for the needs of all.

Able and gifted pupils benefit from challenging work both within extensions to the regular curriculum and in topics and investigations especially suited to their abilities and interests. Talented pupils are well recognized and reach high standards through support and specialist tuition.

The teaching of pupils with SEND or EAL benefits from good quality training. Teachers are successful in matching work to individual needs, paying close attention to specialist guidance provided.

Sound 3

Much of the teaching is good and weaknesses are not widespread, so that overall pupils show interest in their work and are enabled to make solid progress in line with their abilities.

Teachers have a generally good knowledge and understanding of the subjects they teach, and do so with accepted authority. Their expectations of their pupils are well-grounded on most occasions but occasionally are too low or too high for particular groups of pupils, whilst still promoting definite progress overall in the context of clear planning. Inspection evidence reflects a mix of relatively good and relatively weak features with the balance towards the good. Throughout the school, teaching encourages respect and tolerance for others. Misbehaviour is usually well managed and not allowed to disrupt learning.

Work involving reading, writing or mathematics includes suitable attention to basic competence and secures results that at least meet national expectations.

Lessons run smoothly, with adequate use of time but sometimes little sense of urgency. Teaching does not always make optimum use of resources but, for the most part, they are of good quality, quantity and range, including reliable technology.

Assessment and marking vary in quality across the school but mostly they boost pupils' confidence and help to improve the quality of their work. Homework is generally beneficial and set according to the school policy in terms of frequency and volume, although occasionally it does not advance pupils' progress.

There are examples of advanced competence in teaching able and gifted pupils, but the picture is inconsistent, so that the possibilities are not well exploited. Talented pupils are recognised and have intermittent opportunities to excel, but their potential is not always fulfilled.

In teaching pupils with SEND or EAL, the staff rely too heavily on the learning support department to meet pupils' learning or language needs. Staff training has been effective and their subsequent teaching has a positive impact on meeting individual learning needs. All paragraphs of Part 1 of the Education (Independent School Standards) (England) Regulations 2014 are met.

Unsatisfactory 4

Most of the teaching is sound and occasionally it is good, but a notable proportion has shortcomings and demonstrates low expectations through not keeping pupils on task and not supporting significant groups of pupils. As a result, one or more of such groups do not make sufficient progress.

Subject knowledge is sufficient on most occasions but limitations are apparent where teachers are working outside their specialism. Tasks are often routine and unstimulating, perhaps requiring only 'more of the same' or colouring and copying. Some teachers have insufficient rapport with their classes and do not maintain a suitably high standard of classroom behaviour or interaction. The classroom ethos does not consistently support respect, tolerance and equal treatment.

Planning is sketchy or non-existent and the methods employed are short of essential variety. Lessons related to reading, writing, speaking and mathematics do not enable pupils to achieve the competence of which they are capable. Time is wasted and resources are not used efficiently, so that pupils' understanding is not properly developed.

Much of the marking is perfunctory or over complimentary; it does not do enough to help pupils improve the quality of their work and does not provide sufficient challenge to those who need it. Where pupils do not act on the advice in the teacher's comments, this is not routinely followed up. Homework is insufficiently demanding and does not provide enough reinforcement or extension of classroom work. For all or some of these reasons, progress and achievement are lower than they should be.

Able and gifted pupils receive no particular consideration but are expected to work entirely within the scope of regular work, so that they are insufficiently occupied and do not fulfil their potential. Talented pupils are given the same work as others and there is no special provision. They are taught by generalist teachers and have few opportunities to work towards graded assessments or to participate in performances beyond the school. Consequently, their achievements are limited.

Teachers have no more than superficial training for teaching pupils with SEND or EAL. They are not properly informed about pupils' needs and rely heavily on the learning support department to provide necessary support. As a result, pupils with particular language or learning needs make too little progress.

(ISI, 2015)

Appendix 4 - Annotated transcript - state sector interview with ST7

Analysis annotations: (*in italics*) facial expressions, body language, tone of voice;
purple = 1st analysis – adding in physical aspects facial expressions, body language red = 2nd analysis – adding in tone and timbre of voice, pace, pauses, clear emotional expression such as laughter and crying etc
green = 3rd analysis - overlaying of comments and reflections on the words spoken and annotations from previous analysis. Positive emotional responses
grey = 4th analysis - overlaying of comments and reflections on the words spoken and annotations from previous analysis. Negative emotional responses
blue = 5th analysis - overlaying of comments and reflections on the words spoken and annotations from previous analysis. Linked to new, four-strand model
brown = 6th analysis - overlaying of comments and reflections on the words spoken and annotations from previous analysis. Any leadership types discussed by interviewee
pink = moments and responses of interviewer bias.

Interview conducted in my office – at request of ST7. A hexagonal table with us seated about 2 feet from each other. A box of tissues on the table and a glass of water and mug of coffee for each of us. Also the sweet jar on the table, which ST7 is invited to take from. Prior to formally starting the interview I offered ST7 some home baked cookies, which she kept on the table throughout. We went through the consent form with me reiterating that anonymity and confidentiality would be assured. ST7 used the proffered SWOT form and coloured pens to make a few notes and gather her thoughts before the interview started. ST7 seemed relaxed - she was smiling and looked around my office with interest, especially at the puppets. She commented that it was a nice room and that children must like coming there. (It's my SENCO office/classroom)

H: I'll say your name on there but just so I know what interview it is, but obviously that won't be transcribed.
ST7: No.
H: So, interview with (name) on 22nd of June 2016. So um, just to start with, what age are you teaching at the moment?
ST7: At the moment I've got Year 1 children. (*soft voice, sounds relaxed*)
H: Year 1.
ST7: Yes.
H: Ok. And it's a state primary school.
ST7: State primary yes.
H: So does the school, is it infants and juniors?
ST7: It is, yes.
H: Right, so full primary.
ST7: Full primary. Separate buildings, but full primary.
H: Ok, so what would you like to tell me about inspection?
ST7: Oh, that's very open. (*smiling giggling*)

H: Yes, it's about as open as it gets.
ST7: Okay.
H: Anything you want to tell me about inspection.
ST7: Oh, um, I've been through, I'd say, four now.
H: Wow, that's quite a few.
ST7: Yeah, so basically, one a year, give or take. And they have been different. I've had experiences where my wing has come out as 'good', and the rest of the school has come out as um, it used to be unsatisfactory didn't it? It's changed.

Changes – four-strand model not in place?

H: So was it 'RI'?
ST7: No, it's 'RI' now, but then it was 'unsatisfactory' wasn't it?
H: No, 'satisfactory'.
ST7: 'Satisfactory'. Yup. And the rest of the school had come out that way. I've been where everything was inadequate, everywhere, across the board.
H: 'Special measures' inadequate?
ST7: Yes, been there. Um, then 'RI'. And now, I'm not sure how it's going to come out.
H: Because you were inspected?
ST7: Because we were inspected yesterday. (*smiled as said this voice went higher on 'yesterday',*)

Possible indication of stress

H: So, this is really fresh.
ST7: (*laughs*)
H: About as fresh as you can get.
ST7: Yes. (*smiling laughing*)
H: Fair enough. I think you can remember how you were feeling during the inspection, can you? (*laugh in voice*)
ST7: Yesterday I can, yes. (*Slight laugh still in voice*). I think yesterday I was stressed, but it hasn't, it wasn't the worst experience I've had. So I don't know if you want me to go through them all, or just start with the current, and go backwards, or..

Stressed as emotional response

H: It's up to you. However you feel.
ST7: Okay, so yesterday, I think I wanted to prove to them and to myself. I wanted closure on the whole Ofsted thing, because it hangs over your head all of the time (*voice beginning to sound shaky as said 'all of the time'*). I feel like I'm going to cry now. (hand to corner of eyes *Voice changes, becoming quieter. Starts to cry,*)
H: That's okay. That's why the tissues are here.

Distressed as emotion, interpreted from physical reaction of crying

ST7: I'm so sorry. (voice higher pitched, gently crying, dabbing eyes)
H: You're allowed to though, and you won't be the first.
ST7: (*wipes eyes Cries*)

Me being reassuring, 'you won't be the first ' is reflecting that others cried in previous interviews conducted interview – although could come across as bias – me telling her that others cried and therefore influencing her.

H: Are you okay. This is very fresh.
(*ST7 wipes eyes and composes self*, slight sniffing Pause of 10 seconds)
H: You won't be the first, honestly.
ST7: It gets emotional, doesn't it? (*looking at me intently voice high and tight sounding, still quietly spoken,*)

distressed/stressed – interpreted from voice change, high and tight

H: It is, it is about the emotional impact of this. Er.

ST7: Um, it's ridiculous, isn't it? I thought I was okay. (*voice still sounding tighter, less relaxed, going up at 'okay', as if a question*)
H: We often do until we start talking about it.
ST7: Yeah.
H: Yeah.
ST7: (*using tissues, composes self again, slight sniff, 5 second pause while this happens*) And I got really positive feedback yesterday as well, and I, I should be pleased. (*Again last bit – should be pleased – said with inflection going up at the end as if a question*)

Pleased – tone of voice showing not pleased although feels should be. confused/conflicted emotions/stress

H: Yeah.
ST7: But it's just so stressful. (*said very quietly, stressful almost a whisper, and a slight laugh at the end*)

Stress – although had positive feedback. Need explore why. Is this reflection on past experiences?

H: Okay, and that's what we're trying to unpick. Why is it so stressful then? Is this your first inspection in the school you're in at the moment?
ST7: No they've all been in that school, (*still using tissue to dab at eyes and nose voice is trembling*,)
H: They've all…You said one a year, pretty much?
ST7: Pretty much, yeah. (*voice slightly more composed*)
H: Gosh, okay so there is going to be some history we'll be going back to by the looks of it.

My bias showing through – dialogic/conversational 2-way process of this interview style

ST7: Yeah (*smiling voice quiet, calmer*)
H: Fair enough, okay.
ST7: (*gentle sigh as recomposes self.)*
H: Now you see why you need sweets and coffee and tissues.
ST7: I do, gosh, oh I feel so embarrassed (*dabbing eyes again, voice quiet, slight sniffing*).
H: No, do not feel embarrassed at all. Really don't.
ST7: (*Sighs*). Yes, I think it's just (sniff) a culmination of all of them, and actually seeing the light at the end of the tunnel. I'm not going to have to go through that again. (*Straightens up in chair Composed, voice getting stronger as saying this, although still slightly shaky.)*

Relief – about it having been final inspection. 'all that again' indicates her emotional response of stress about the process

H: Right.
ST7: Um, because, the first one was okay actually for us, and we were all happy, our wing, and we got to stay. But then when the next one came, basically, the school was taken over by an academy, (*Starts off sounding calm, then cries again as says 'academy'*). I don't know why I'm ridiculous. (*sniffing*)

Seemed upset by the idea that the school was turned into an academy

H: You're not ridiculous.
ST7: And, all of my friends got sacked (*starts to cry, voice very tight*) pretty much. There was only three of us left and then we had all completely new people. (*composing self as speaking*) It was when (names person) was working there.

Distressed by consequences of the inspection.

H: Right.
ST7: He walked out, but the rest of them, one by one, were just (*pause*) got rid of. ('*got rid of' said in a rush*) (*sniffing*)

Link to positive relationships – non-punitive (lack of). Model not in place - punitive

H: And then you say to me, "I don't know why I'm being emotional."
ST7: (*Looks at me, laughs*) Yeah

H: Maybe that could have something to do with it.

Fear – here links to judgementalism – model not in place

ST7: (*Laughs*) Yes. So the fear of, being told that you're not good enough is awful. (*crying as saying 'awful'*)

Judgementalism – as above

Emotional response of Fear – linked to feeling judged.

H: Gosh, that's really powerful.

My bias showing through by the 'gosh' and saying it's powerful, could influence her response, but also part of conversational aspect of the interview style.

ST7: Yeah (*voice quiet and unsteady*).

H: Okay. So that was what, four years ago?

ST7: Yeah, yeah. (*composes self for 5 seconds*) I think since then, even when you're observed normally and they say, "Oh no, that was really good, that was good, you're doing really well, you're doing really well." You've always got that in the back of your head, that. I don't know. Perhaps you're not good enough. (*sounded composed at the start of this, then voice got quiet and shaky at the end when saying 'not good enough'*)

Indication of SLT being supportive – link to model – positive relationships

H: Gosh. So that makes you doubt yourself?

Loss of confidence – seen through voice as well as words as voice shaky while saying that.

ST7: Yeah (*voice shaky*).

H: Yeah, so before that. Had you been teaching before that or was that when you started teaching?

My reaction again, although my question just checking understood lack of confidence expressed by ST7

ST7: No, that's when I started teaching (*composing self*).

H: Oh right. So you've come into it, so was, so you've taken us back to the first one.

ST7: Yes. The first one was fine. (*no longer crying but voice still tight sounding*)

H: That was fine. And so you, was it a 'good' ST7: Yeah H: or 'satisfactory'?

ST7: Um, our wing got 'good' but the rest of the school overall was 'satisfactory'.

H: Right. And did that feel awful or okay.

ST7: It felt okay, because we were like, we've got 'good'; everybody else is rubbish. (sing-song voice)You know (*both slight laugh*) that sort of thing. And now I look back and think, well that's not true. It's just the way it panned out (*voice going up at 'panned out'*).

H: That's interesting.

ST7: yes. I felt quite good about myself. (*composed, voice stronger*)

Reassured by Ofsted judgement

H: Yeah.

ST7: Yeah.

H: What about the rest of the staff do you think at that point? The ones who weren't on the 'good' wing?

Emotional response -anger

ST7: They were angry. They were, you know how people justify why; I've got this because of this, because of that. Something to, you know, blame and all of that going on and then basically everyone blamed Year 1, because, you know, Year 1 is always a hard year to have, isn't it, because of transition and things like that. Everyone's (*acting out how everyone was saying it whispers,*) it's Year 1's fault isn't it?

blamed – colleagues blaming colleagues – strong link to absence of model - blame and judgementalism, lack of positive relationships and values conversations

H: So what year were you teaching at the time?

ST7: Reception.

Links to lack of model, people casting blame, lack of the respect from positive relationships

H: Right , so you were in EYFS.

ST7: Yes, so it's different.

H: So EYFS did fine and the rest of the school was 'satisfactory'?

ST7: Yes, yes.(*voice strong again*)

H: Which was viewed how? Because it wasn't then called 'requires improvement'.
ST7: No, it was (*pause*)
H: So what happened at that point, being 'satisfactory'? Was there an impact, was there a come back?
ST7: Well it was difficult for me to say because we were left in our own little bubble. Because we were okay, the focus was on everybody else. So we were left. We were kinda like, just carry on as you are, you're doing okay. So it was quite nice. Well not, but for me personally it was fine (*said in an undertone*). But then obviously they came again and everybody was rubbish (*emphasis on word 'rubbish'*).
H: So when they came again they saw EYFS again, even though you'd had a 'good'?

Rubbish – used across previous interviews showing negative feelings towards inspection, invoking negative emotional response

ST7: Yep, yes.
H: Okay, and so what, what was the outcome.
ST7: In my personal opinion, I think they had an agenda to change us into an academy.

Prejudge – does this generate negative emotional

H: Right.
ST7: So, we were all rubbish. And then, (*sighs*) basically, one by one people were… not told, some people were told to leave, some people left, other people had early retirement. There's various reasons, but the people that they didn't want, because they did interview the people, everyone got interviewed. (*measured tone*)
H: Who's the 'they'?

Rubbish – criticised/disrespected/morale – again linked to negative emotional responses, including anger and low morale

ST7: The academy,
H: Right.
ST7: came in, interviewed people. And naively you go in there don't you and you're not quite sure and obviously they're filtering the people they want and they don't want. At the time I didn't think.
H: You didn't know that was going on?
ST7: No, um. So then, one by one, people would go.
H: So was this 'special measures' at this point?
ST7: Yeah (*drawn out*).
H: So you'd gone from 'good' and un, 'good' and 'satisfactory'
ST7: Yes. And then 'special measures'.
H: And a year later, 'special measure'.
ST7: Yup, yup.
H: Had anything changed between, at the school, from the pre, from that first inspection, do you think? The way it was led, anything at all, the way…?
ST7: No, only that it was obviously, it could have been figures. I couldn't tell you what the figures were now, but it must have been to bring them back, mustn't it? (*More conversational tone now, more like at the very start of the interview, so composed*)

Prejudge – basing inspection on data

H: Okay. So you think it was done on data?
ST7: I think most of them are, aren't they?

Lack of vision driven by shared values

H: Right.
ST7: And then, there's an agenda obviously for the government. They want everybody to be an academy. And save money. That's what they got rid of. I had,

either side of me, two lovely ladies who'd been teaching one for thirty years, one for twenty years. And they're expensive, aren't they?
H: Yes.
ST7: So they were one of the first to go. That's so tough (*starts to cry*. *Composes self and takes a sip of coffee*).

Morale – low. Negative emotional response to consequence of inspection

H: Yes, yeah. That's tough. Okay. Erm, so what happened after? You got put into 'special measures'. How quickly were you turned into an academy?
ST7: I think it all coincided, pretty quickly. I think it was already… under… their radar. They were all ready.
H: So was that from school leadership?
ST7: From the head teacher had said in the staff meeting, I think before Ofsted came, we're thinking about this academy (*said in measured tone, reflecting back*).
H: Okay.
ST7: And then afterwards, we are (names academy).
H: And did the head mistress, the head teacher, I don't know?
ST7: Oh she had to get the chop as well (*matter of fact tone*).
H: So, she went?
ST7: Yes.
H: So the head teacher went.
ST7: Yes.
H: How was that received by staff?
ST7: Not well, but then.(*pause*) Who did we have? (*thinking back*) We had lots of different heads come in. (*Pauses to gather thoughts*) Ooh, actually we had heads before she left. We had two heads from (names school) helping us.
H: Right.
ST7: Then, when she left we had a (names academy group) an academy head come in, and he, after the, just before the next Ofsted I think it was, left. (*emphasis on 'left'*)
H: Right.
ST7: (*Looks at me laughs*)
H: And that's before you were made in to an academy?
ST7: No, when we were an academy, we got him. (*voice very strong, composed, conversational*)
H: And he left by the next inspection?
ST7: Before it.
H: Before it, okay. Gosh, this is really complicated, isn't it?
ST7: There's high turnaround of staff, extremely.
H: Okay. So then, so you'd had an inspection that was, erm, 'special measures'.
ST7: Hmm.
H: Get turned into an academy.

Lack of effective systems and positive relationships - Constant change - cause of stress

ST7: Yup. (*drinking coffee*)
H: Have a few different heads come in, then one specific one, because your head left.
ST7: Yup.
H: Um, voluntarily or not, the one who left?

ST7: No she went on gardening leave.

Imposed – how did that make staff feel?

H: She went on gardening leave, okay. Then a couple of people are brought in and then a head who stayed there for a year, best part of.

ST7: Yes, yes.

H: Did any changes happen? Did you, did it feel any different?

ST7: Yes, there was all this, ok we're going to try this 'blended learning', we're going to have these computers, you're all going to have to teach your children, you'll have a set on computers, you'll… Just a different style of teaching. Um, so you would not stand up at the front and do a whole class lesson. You'd do lots of little inputs. (*pauses to think back*) Um, what else changed? They brought in different phonics, 'Read Write Inc', one that we've still got actually.

Constant change – imposed – they brought in

H: And who? Was that imposed from above, did you have any say in that?

ST7: No, you don't have any say in what you're doing.(*Matter of fact tone of voice*)

H: Okay.

Disconnected from purpose – is this simply accepted, as said in matter of fact tone – lack of shared values

ST7: And even they, they will come to you in a staff meeting and say, we're thinking of doing this. You know very well it's already set in stone, they're just doing it because they have to, consult, so they can say they've consulted you.

H: Okay.

ST7: It's already, if anyone says, oh no actually. Well actually I don't think anybody would say, no, because they're, they've got all the people that they want in there; all the quiet little NQTs and, you know, easily mouldable people. (*voice goes up as says 'easily mouldable people', slight laugh*)

H: Oh, okay. Fair enough. So he leaves, before Ofsted come in again.

ST7: And actually that's when I went on maternity leave. And this is what happened. (*slight laugh*). They got, you know (name of academy) I don't know if you know, they've got five different schools. They've got (lists the schools). They got the best teachers from those schools, and they took teachers out and replaced them and said, oh no Ofsted don't need to know this. So teachers that don't know the children were teaching when they came. (*shaking head as saying this, and looking up voice sounding'cracked'*)

H: So how, how much notice do they get that Ofsted are coming in? That's one day, isn't it?

Link to judgementalsim – people cheating the system when feeling under threat – lack of effective systems, positive relationships and transparency, emotional response of discomfort with the idea of this practice

Sounds cynical, disconnected from purpose. Sounded distressed even though laughing, cynicism reflecting negative emotional response?

ST7: Yes, one day.

H: So that day…

ST7: Rang the other schools. I wasn't actually there because I was on maternity leave for this one.

H: Right.

ST7: But I have obviously heard. Yes, so they got other teachers to teach those classes to try to get a better grade. (*sips coffee*)But it didn't work out.

H: So what was the grade?

ST7: That was 'requires improvement'

H: So it did go up?

ST7: It did go up, yes.

H: But not fully there. Do you think Ofsted realised that they'd…

ST7: (*whispers*) Don't know. No idea. (*almost a whisper*)

H: they'd airlifted people in and out?
ST7: You'd think they'd be astute enough to know that wouldn't you? But apparently they do that all the time. That goes on. (*Inflection in voice, rising at end of each phrase. Sounds incredulous as saying this*)
Link to judgementalsim – people cheating the system – lack of positive relationships and transparency when feeling under threat.
H: Okay.
ST7: (*laughs*)
H So they're not actually inspecting what they think they're inspecting?
ST7: For now, what they're inspecting, they're not, they don't just look at the teachers standing up at the front, do they? They look at all the books, they triangulate everything, so, unless that teacher's doing something incredibly wrong, I don't know how much attention they're going to be paying to that person.
H: But if they're triangulating, if you were hijacked, hijacked, that's the wrong word.
ST7: It would feel like it though, yes (*quickly cut in by ST7*).
H: If you were airlifted into a class, because Ofsted were coming and they wanted you in there, and, would Ofsted not discuss those books with you?
ST7: Not necessarily, no. The only time, I think yesterday I asked, I went to say, "Could I get some feedback on this?" and only if you take yourself to them, to get feedback, will you have a little conversation with them. I had an email last night that said, leave all of your books outside your door at 10.30, and they will be taken away. And the senior management had interviews, but not the teachers. (*shoulders shrugging voice change when saying 'not the teachers', up in pitch*)
My own word retrieval there, meant airlifted, but inadvertently placed a biased point out there for ST7 to hear
Link to lack of positive relationships with employee
H: So they didn't speak to any of you?
ST7: No (*shakes head and shrugs sounds indignant*).
H: Okay, so what was your experience yesterday?
ST7: Yesterday, I actually felt quite confident. I don't know why. I think because I'm going somewhere else, and I need closure on this, so I thought, no, I'm going to show them, I'm going to do it (*determination in voice as says 'I'm going to show them, I'm going to do it'*). And I had somebody watching me for Maths, I had somebody watching me for Art, (*starts to slightly laugh*) I had somebody watching me, three different people, and somebody watching me do phonics.
H: So you had three different people…?
ST7: Three different people
H: observing you?
ST7: Yes.
H: And how long were they in each time.
ST7: Er, say twenty minutes, and the afternoon in and out between the three classes.
H: In addition to…
ST7: No, she's the same woman that was going in because (*drawn out word 'because'*) we're all meant to be all doing exactly the same thing. (*big stress on word 'exactly'*)
H: Exactly the same thing.
ST7: Exactly the same thing, to show consistency. (*again stress on word 'exactly'*)
H: So what if you have a child in your class who is of a different ability?

ST7: Oh yeah, you would have to show on a provision map what you were doing for that child.
H: Okay.
ST7: But our learning objective, all the same; our success criteria, all the same; our activities, to varying degrees, the same. (*looks at me, raised eyebrows emphasis on 'all' and 'the same' each time*)
H: So, if a child comes in and shows some sort of initiative, and you use the same theme but decide, actually, if we're doing levers, I've just been to such and such and they had levers there, can we look at those kind of levers? Are you going to go with that child?

Seems emotionally upset as says this. Disconnection from purpose? – lack of shared values-driven vision

ST7: (*looks startled whispers*) Oh my goodness. You should (*normal volume, then slight pause*), but I don't know if you would because (*draws out word 'because' then slight pause*), what about the others? It depends, doesn't it? You should have, we do have, I agree 100% with you, but we don't have the freedom. There's an extension activity, in case you finish, to lead them on, but I don't think. I think maybe you could do it through questioning, but I don't think I could suddenly go, ok let's go and find these books and let's do this. Because the others would not be able to be left alone, because, they need, this is the thing as well, the children, they need constant supervision to stay on task.
H: In what way? Explain.
ST7: Because (*pauses to sip coffee*), some of them, they can't sit still on their chairs, they're playing around with pencils, they're, they need somebody, almost all of them, need a one to one that sits next to them and keeps them on task.
H: Right.
ST7: When you've got 20 children like that, it's very hard to say, I'm going to take this one child off…
H: But could you take the topic, so say you've got, you're teaching, and then in that class they're teaching it and in that class, so you've got a few different classes teaching the same thing, yes?
ST7: Yes.
H: Um, and you were all doing whatever it was. What was the topic yesterday?
ST7: We're, habitats, we started it.
H: Habitats?
ST7: Yes.
H: Okay, how were you doing habitats?
ST7: We went outside, got some leaves and we were doing observational drawing.
H: Right, okay. So if somebody said, I've just been to, I went to Wildwoods yesterday, or at the weekend, and the reptiles just really fascinated me. Can we look at reptiles' habitats please? Would you be able to say, ok we'll do some observational drawing, of the grass and everything, because that's actually the same, but when we come back we'll put some snakes into ours, or some other reptiles into ours. Would you be able to do that? Or would you…(*ST7 looks at me, eyes wide*) You're looking like you'd be uncomfortable to do that.
ST7: I wouldn't, yeah, personally I think that's what the right thing to do is. However I think where I'm working now I would say, ok, maybe at golden time we could go

through that together and we could do that. (*puts on a 'teacher voice' as said what she would say to the child*) And I would go back to speak to my colleagues and I say, next week could we do, add some reptiles in please? (*piece would say to colleagues said a bit quieter*)
H: Right.
ST7: It wouldn't be that.
H: So the other classes, even though no one in those classes has done anything to do with reptiles, they would have to… if you wanted to do reptiles because a couple of yours had gone to Wildwood, the whole year would have to do reptiles?
ST7: Oh yes. (*emphatic*)

Disconnection from purpose – lack of shared values-driven vision. Emotionally not happy with this reality

H: Not just your class?
ST7: No because consistency is something they go on and on and on and on about (*rolling eyes as says this*).

Again, suggesting disconnection from purpose. Emotionally frustrated

H: Okay.
ST7: Every (*word stressed*) child in each class, if you, if you had twins and one was in each class, they would need to have the same. (*stress on 'same', drawn out the word*) This is what we've been told.

Again, disconnected from purpose. Also sense of not being heard – lack of positive relationships and values conversations

H: So where's that coming from?
ST7: From above, it's not from us (*shaking head sounds indignant at suggestion it could come from her*).
H: So is that above as in head teacher, is it head of academy, is it Ofsted? Where do you think that sort of message is coming from?
ST7: I think it's…it's got to be filtered down hasn't it? But I do know actually um,(*pause*) in Reception, that's what they do, that's how they learn, that's how you do, you go with the child's interest. So whether or not it's called anything.

Clear indication that the leadership approaches are beyond the scope of her as a teacher.

H: So the whole circles of learning.
ST7: Circle of learning, that's what we used to do, isn't it?
H: I've forgotten the word for it. There's a word for it. Thema, isn't it?
ST7: Schema.
H: Schema, that's it. I knew there was a 'ma' at the end.
ST7: That's what you do isn't it? Find what they're interested in and plan accordingly.

Disconnection from purpose, lack of shared values, emotional response of sadness.

H: And that goes after Reception?
ST7: Yes (*shaking head whispers*).
H: So that's, Early Years, fine, beyond Early Years, schema gone.
ST7: And then they wonder why it goes wrong in Year 1, (*shake of head tone of voice change, sounding sceptical and sad*) because that doesn't filter through.
H: So the actual inspection then. You had a different personal agenda if you like.
ST7: Oh yes (*sounds very determined, then laughs*)
H: Oh yes, oh the fire's coming out now, okay. So what difference did that make for you, for that as an experience?
ST7: It made a dramatic, oh God, I'm going to cry. (*voice quiet as says 'oh God' starts to cry*)
H: (Pause to allow ST7 to compose self) There's more tissues. It's okay, I have a whole box. It's not a problem.

ST7: It's because I didn't feel that, oh if I get this wrong I'm going to lose my job (*using tissues to dab at eyes crying as speaking, voice very 'tight'*) Or I think I'm going to let everyone down.

Strong emotional response showing upset and stress about inspection. Links to lack of transparency and effective systems due to lack of positive relationships with employee.

H: So that had gone?

ST7: (*Still crying slightly, voice trembling*) Yes. Not that anyone would say, oh you've let us down, or anything like that, but, it's in your head, that you have to get it perfect (*voice still 'tight' with aftermath of crying*). And I didn't have that. I was just, right, I'm going to do what I always do. I'm going to do it really bloody well. (*Still crying, voice quieter*).

Emotional response of stress from previous inspections and determination at one from day before

H: But it's got to you today, even though, even though you said, I , I've got this attitude, I can do it. And yet actually…

ST7: I can do it, I did do it, but ultimately you still carry that with you (*looking at me, dabbing eyes with tissue gentle crying, voice still quiet and 'tight'*).

H: Yes. Yeah.

Indication of extent of emotional response – 'still carry that with you' it's a lasting and negative effect for her.

ST7: Yeah, because you do care (*drawn out word 'care', slightly sniffly*). Because you wouldn't do it if you didn't care, would you?

H: So do you, do you think, how was it led? How was yesterday's inspection led? And was it the same as the others? Because you don't yet know the outcome,

ST7: Okay.

H: so you can't base you feelings on...

Indication of extent of emotional response and feeling disconnected from purpose.

ST7: on that judgement.

H: reflectively thinking oh because it was 'good', it was great.

ST7: Yeah, yeah, of course. (*calmer voice, composed*)

H: You're now actually talking about a genuine, this is what it felt like at the time, because you don't know what the outcome is.

Direct comment on school leadership – links to positive relationships with employees that causing a positive emotional response of feeling supported.

ST7: No.

H: So, how did it, how did it feel. And how was it led, do you think, by the actual team and by the school?

ST7: Our head teacher was absolutely lovely. He was like, really, really positive. You're going to be brilliant and, somebody everyone gets on with and he makes you feel, you know, good. (*voice slightly breaking with hint of a cry in it*) And then the team came into the staff room and introduced themselves and they seemed really nice and friendly. But then (*slight laugh*), and being observed, to be honest I'm used to it now, (*laugh again*) so it wasn't too traumatising at all. Um, but then I went for the feedback, and she gave me really good feedback. But then she said, um, tell me about the phonics. And I was talking about the phonics, And I said we were really pleased, we've got 65% this year. Bearing in mind, we got something like 45 last year.

Disconnection from purpose –lack of shared values, causing emotional response of anger.

H: Yeah.

ST7: She said, well that's nothing to be proud of. The national average is 75%. And I thought, oh, ok, I misread you. I know where you're coming from now. (*voice changed for these 2 comments – quite punctuated when repeating what inspector said, then slightly cross with the 'I misread you' comment*)

H: Gosh.

ST7: Yes, so they are, they're coming with a high agenda.

Reiterating the disconnect

H: So they're not looking at comparing where you were a year ago? ST7: Oh no, they're looking at your, They're comparing you against a national average.
ST7: the national average.
H: At that's…
ST7: Even though our children are low, low, low.
H: Yes.
ST7: Yes.
H: So do you feel…what are your chances of succeeding?

Disconnection from purpose. Lack of value consonance. Causing emotional response of sadness and helplessness.

ST7: They're, you're never going to (*voice goes up in pitch*), in their eyes, are you? Because your children are so low. And we're doing absolutely everything, or maybe it's wrong because you're drumming so much into such small children they just need to be Early Years still, because they're just so low, low. (*said with a sigh*)
H: So the head, was this the same head as the one a year ago?
ST7: No (both *slight laugh*) Um, no because, now we, it changed because we have a head of the upper school which is the head of everybody, but he very rarely comes to the lower school, as you can imagine (*slight laugh*).
H: Okay.

Constant change, lack of consistency impacting on effective systems and shared values

ST7: So we have the assistant head. He, he started teaching when I started teaching.
H: Right.
ST7: So we know him. I can relate to him. Everyone, he's very nice.
H: Right.
ST7: So he (*stress on word 'he'*) was leading the lower school, so he's our port of call and he's who's leading it.
H: So what about? So I'm getting…
ST7: Before that it was (Gives name) it was a different assistant head, so missed her out (*slight laugh*).
H: That was the one when you weren't there?
ST7: Yes, she arrived.
H: Right. So you weren't there because you were on maternity leave.
ST7: Yeah.
H: But it was a different head who led that inspection?
ST7: Yes, yes.
H: Do you know from your colleagues how that was led in terms of, erm, the way it was introduced?
ST7: No. I don't think we went into that much detail.
H: Right. You just know that was the one where they were airlifted in and out.
ST7: In and out, yeah.
H: What about this one? Was anyone airlifted in or out?
ST7: No, no.
H: Why not?

Links to judgementalsim, lack of positive relationships, shared values and effective systems., emotions of insecurity, feeling threatened.

ST7: Because I would say people, they had a man, (gives name) who went for an interview today, do you know (name)? he was put onto capability and he was got rid of (*voice went quieter again and several sighs as saying this*). He was made a scapegoat of why his, why Year 1 hasn't done very well.

H: When was that?
ST7: Erm, he voluntarily resigned, obviously, that was (*3 second pause*) he left (*again 3 second pause*) before half term (*voice slightly shaky, quieter*).
H: So very recently.
ST7: Yes, uh ha.
H: Okay, so he left. They brought someone else in?
ST7: Yes. An unqualified teacher, who was a TA, but now she's in there, a job share with a (*pause*) supply teacher. So now they can justify (*3 second pause*) why it's so low. Because they got rid of the person who made the figures so low (*said in a rush, sounding cross*).

Emotional response of anger – linking to judgementalism. Lack of transparency due to lack of positive relationships

H: So they will say, that teacher's no longer here.
ST7: Yes. This is what we've done to address this. Admittedly, his class was a lot lower than the other two classes, but it's not his teaching, it's a low class (*shakes head sounds weary/exasperated*).
H: Yes. So you don't think that the children are actually taken into account? The in-take.
ST7: You mean where they're coming from? No (*very drawn out word, sounding exasperated*). They are by the staff in every day. They know exactly (*emphasis on word 'exactly'*) why and what they did.
H: No I meant in the inspection process.
ST7: No, not at all (*said very fast*). That doesn't matter. You see every (*stress on 'every'*) child has to achieve the same, no matter where (*emphasis on 'where'*) they come from (*sounding upset*).

Lack of shared vision/values. Frustration at this seemed clear.

H: What about from your school's SLT perspective? Do they have the same attitude as you think Ofsted have?
ST7: Oh, they know, they know. They don't agree with it, but they've got to go with it, haven't they?
H: So they support it, but you don't think they believe in it?
ST7: No.(*Voice incredulous at idea they believe it, quietly spoken but going up in pitch as saying this single word*)

Suggests pressure coming from above school – Ofsted – and SLT feeling disconnected from sense of purpose as doing things to please Ofsted

H: But they do support it?
ST7: Because they have to, they have, there's no excuse. We know this is wrong, but this is what the government tells us we have to do. So we've got to. (*sips coffee*)
H: Okay. And are they, they're people who have been brought in by the academy? The academy chain?

Clear indication that ST7 feels there is a disconnect between school's moral purpose and that of government, and by extension, Ofsted

ST7: Not all of them. Some, yeah.
H: You had a big staff turnover?
ST7: Massive (*shakes head whispered*).

Suggests emotional response of being unhappy with this. Links to ideas on constant change, limiting effective systems and positive relationships

H: So do you think that, do you think we should have Ofsted?
ST7: (*very quietly*) Oh gosh.
H: Or shall I change that? Do you think, how do you think we should be accountable? Changed the question.
ST7: Hmm.
H: Should we be accountable?

ST7: (*Sips coffee*) Of course we should be accountable (*voice strong*), because otherwise you wouldn't it's human nature isn't it, to get a little bit lax, and try and keep on your toes (*puts down cup*). However (*3 seconds pause*) I don't agree with the government's policy and maybe not everyone's going to agree on the government's policy are they? So (*5 seconds pause*) this whole focus on, oh God I don't know (*sighing and quiet voice*) SPAG and all, I mean this Year 1 class, yesterday I'm teaching 'ed' suffixes, I'm thinking, they're not going to remember this (*sounds exasperated, drawn out voice, getting higher pitched as speaking*). This is difficult, this is difficult sometimes first if I have to explain it to my TA, let alone the children (*both slight laugh, voice now very high pitched, sounding incredulous*)

Value dissonance, disconnection from purpose

H: Five year olds.

ST7: Yeah, it's horrible (*drawn out 'horrible' in very high pitched voice*). They, yeah, and I have, (*voice back to level pitch*) I can get children to write a beautiful piece of writing and at the end of the day, all I'm looking for is your ascenders and descenders and whether they're in the correct places because somebody's come in and said my handwriting's not good enough. (*pause and sigh*) All (*stress on word 'all'*) of that wonderful input you've given them is gone. They haven't met that learning objective because we're in our guided writing group. We're just looking at your handwriting (*voice change, sounding cross*). When handwriting isn't English is it? It's separate, in my opinion, separate.

H: Yeah, separate activity. That's about fine motor skills.

ST7: Yes.

H: Okay.

ST7: because apparently now, two third of the grid is handwriting and SPAG. That's ridiculous (*shakes head whispers*).

H: So, the, you think that we should be accountable?

ST7: I do, yes.

H: But, from what you said, the actual way… Is it the way it's done or is it the…?

ST7: It's the fact that they don't take into account where your children come from. I understand that you have to have high expectations for your children, and you should, but there are limits. You can't expect somebody that's never been read to or hasn't even been spoken to before, you know, apart from, mm, mm get out, you know those kind of things, to come in and start writing something. They haven't got the words, they haven't got the vocabulary. They don't, you know, they can't even get where you're coming from, can they? (*voice going gradually up in pitch from 'They haven't got the words' to the end, sounding incredulous*)

H: Yeah.

ST7: They don't understand the meaning can they? So, how can I have the same expectations for them? (*voice high pitched for all of this*)

H: So what should an inspector be inspecting?

ST7: I think they should look at how you interact with the children. If they're happy (*emphasis on word 'happy'*), if, you know, you should be able to show that somebody who's come in low, low is making progress. Not necessarily their

handwriting's perfect, but you can show all the way round (*stressing 'all the way round'*), can't you; the whole of the child, where the progress is made?
H: Yes. And do you benefit from them coming in?
ST7: Well I've put here (*points to SWOT notes*) it focuses your teaching, it makes you think, oh gosh, I need to move this child on pretty swiftly. What do I need to do? But the children probably don't benefit from that, because you are drilling (*emphasis on word 'drilling')* them aren't you? And they're not (*emphasis on 'not'*) always comfortable with that. It's like when I came from here last Friday, and (she'd visited the school the week before this interview). That was a little bit sad actually I'm going to cry again. (*whispers, cries*) because there were children here who were singing and laughing (*dabs at eyes, visibly upset cries*) and in my class, if that happened, 1) you wouldn't have time for the singing, (*5 seconds pause*) 2) if they were laughing you'd be like, ssh, carry on (*whispered*), wouldn't you? (*voice very tight throughout this bit, as crying*)
H: Right. Your children are probably the ones who need that more than anyone else.

My bias showing through and possibly influencing response here

ST7: Yes, they need that, they do. And obviously the fear of somebody, because now, also, I haven't spoken about this, um, (*composes self*) there's a ten point check list, where you're (*pause*) graded every single half term. (*voice still a bit tight, gradually coming down in pitch as crying stops*)
H: What the children are graded.
ST7: No.
H: You're graded, as a teacher?

Links to capacity building and Fullan's comments about constantly grading/judging people limiting their capacity for growth and causing emotional responses of distress, stress and worry about being judged

ST7: Yes (*voice back to normal*), so (*takes tissues*) thank you. They will: take your English books, give you a grade for them; take your Maths books, give you a grade for them; take your project books, give you a grade for that. Any drop in, any time the head teacher or senior management walks into your room they will give you a grade for that. You'll be graded on a lesson observation. You're graded for your displays. You're graded for your working wall, and then they combine all of the scores and give you a grade overall. (*pause, cries again and composes self*)
H: Where's that come from? Is that just your academy, or is that…?
ST7: yes, I think so. So basically, you are on your toes the whole time (*emphasis on words 'you' and 'whole'*) as you're thinking, oh, someone might walk in. So, if children are off-task, that will mean I'm only going to get an eight instead of a nine, or you know.
H: So, if you actually, bear in mind we're all human, and we might be doing something and think, ooh, how could I do that better? Who would you ask? And would you feel comfortable asking?
ST7: (*very quietly*) Oh gosh. Erm, because you kind of wouldn't want to admit it, would you?

Links to judgementalism and worry

H: That's why I'm asking, that's exactly what I want to see.
ST7: I don't know. (*5 seconds pause*)
H: Do you think you should be able to ask that question?
ST7: Of course. (*looks up at me dabbing eyes with tissue cries slightly, voice high pitched*)

H: So do you, one of the things I'm exploring is the idea of inspection being more like a critical friend. I don't know if you know the expression, critical friend?
ST7: Is it…it implies some form of positive thing? *(voice still shaky)*
H: Yes.
ST7: (laughs fully for 8 seconds)

Her reaction indicated that she hadn't seen that there could be a positive in inspection

H: Yes it is a positive thing, I am aware of positivity. It's a positive one. The idea is somebody who can look at your, what you're doing objectively,
ST7: Yes, Of course (*takes a tissue and blows nose*).
H: and critically, but in a supportive way. So in order to say to you.
ST7: So, there isn't any support, because they're not your friend. They don't have any personal investment in you. They don't care about you (*angry tone of voice, getting louder throughout this, emphasis on 'don't care'*)

Links to lack of positive relationships, as in not feeling cared about. Also clear that she directs this at Ofsted.

H: So is that Ofsted, or your senior leadership team? Or is that both?
ST7: That's Ofsted.

Links to positive relationships and transparency, emotional response of stress and upset

H: Right, so within the school do you feel you have someone you can use that way?
ST7: Yeah, I could go and talk to a few people, but it (*3 seconds pause*) if you go and say, oh, I'm having trouble, then someone will come in and it's more opportunity for someone to find something (*voice breaking, sounding more upset as saying this*). (*whispers*) Oh gosh.
H: Right, so you're not comfortable saying, for example to a senior member of staff, I'm having trouble with this group. Would you come and observe me and tell me how I could do better?
ST7: Not necessarily my teaching. (*voice becoming more composed*) If I had a child, well I do have children, that I don't know were, shall I say, not cooperating with me. (*emphasis on 'not'*) Their behaviour, behaviour, I wouldn't mind that at all, because behaviour is a really big thing (*said very quickly*), so that would be fine. But the actual teaching? (*Pause*)
H: Yes, say somebody is just not getting, you're doing some phonics work and, you've talked about phonics a bit, so you're doing some phonics and for whatever reason, you can't get across to them the different between, 'f', 'th' and 'v'.
ST7: Yes.
H: we know that's a particularly big one.
ST7: Yes,
H: Um. Would you go up to somebody and say, how have you done it?
ST7: I would ask, I would ask the other teachers, but wouldn't necessarily, the first port of call would not be senior management (*shakes head*).

Indication of lack of trust?

H: Is there anyone on senior… would you feel uncomfortable then, going to senior management about something like that?
ST7: I would go to the head, I think he's fine, but he would, it would be the last (*emphasis on 'last'*) thing, because (*pause*) I'd rather talk to the others. I wouldn't want to draw attention to myself. (*slight laugh*)
H: Okay, do you think it should, do you think that's right?
ST7: No. Of course not. (*laughs*) I'm well aware (*laughs again*).
H: So, what would you like to be doing, seriously?

ST7: I would like, because obviously, it's going to make me a better teacher, isn't it, if I feel comfortable to ask questions? Yes, of course.
H: But you don't feel you can, in this climate?
ST7: Um, obviously I don't (*emphasis on 'don't, voice going up in pitch*). Not too many, anyway.
H: And you wouldn't do that of Ofsted?
ST7: What, ask them! (*looking at me wide-eyed shocked voice, deeper, really low pitch*)

Lack of trust, lack of positive relationships by Ofsted.
Indication of emotional response of fear of Ofsted

H: Ooh, your face.
ST7: Ooh, no! (*Really drawn out 'no'*)
H: What a shocking thing to say!

Clear emphasis

ST7: No, no, no, no, no, no. No I wouldn't. I've kind of got the mentality of keep your head down kind of thing, which probably (*all said in a rush*)
(*pause*)
H: Would you like there to be some form of, you know, maybe it would have to be called something different because Ofsted now has the associations…Would you like it if there were a form of inspectors who came in to advise? More like advisors. You have advisors?
ST7: Oh I have an advisor (*smiling as said this change in tone of voice, sounds happy*). Yes, she's lovely. Yes, she's lovely (*emphatic*). Actually, I'd forgotten about her. Yes, she comes in and talks to you and yes, she's nice, yes.

Indication of feeling positive emotional response to advisor

H: And that's not threatening?
ST7: It's not threatening, because (word drawn out), *I built a relationship with her (emphasis on 'I') and she's not focussing* on me (*slight laugh*)

Contrast to way spoke about Ofsted and SLT coming into class. More positive emotional response

H: In what way? Sorry, explain.
ST7: Because she (*emphasis on 'she'*) will, although she'll give you advice, everyone can go to her for advice, she chooses who she's going to work with. And the 'work with' is basically observe to death until you do what she tells you to do. So that's what happened to (names someone). She was with (repeats the name). (*emphasis on 'she' throughout this bit*)
H: So if she was in the school, and you were doing something and you actually wanted her to …
ST7: Oh she would come in, yes.
H: So, there's something not quite right. I can't put my finger on it. ST7: yeah. H: Will you come in and observe me and just give me an objective view?
ST7: Yes.
H: You'd happily do that with her?
ST7: Yes, I would, yeah. (*voice strong and emphatic*)
H: So, is there any reason why inspection couldn't be that way?
ST7: There isn't, is there, no. It's the one that you feel comfortable with, I suppose, and you trust.

Importance of trust for positive emotional response of feeling comfortable

H: So, this one person, you've got to know this one person?
ST7: Yeah.
H: Have HMI been in? If you were in 'special measures', have HMI been in?
ST7: Yeah, I think, yeah.

H: And how did that go? Did they work with you or with SLT?
ST7: SLT. You don't get to… (*sips coffee*)
H: So again, that's not someone you can go to for advice?
ST7: (*looks at me, as if for emphasis whispers*) No.
H: And who pays for the advisor you do see? Is that?
ST7: The (academy name)
H: So the academy pays for an advisor to come. ST7: The academy pay her. H: in and help
ST7: To help, yes.
H: And does she work with the local authority? Is she an LA advisor? Is she a…?
ST7: No, not as far as I'm aware of, she just works for (names academy). (*matter-of-fact tone*)
H: So you don't know where she gets her…
ST7: She has been a teacher.
H: Right.
ST7: Yeah.
H: But, you, but she's freelance, she's a freelance advisor?
ST7: Yup, yes.
H: Okay, maybe I'm in the wrong job. (both slight laugh)
ST7: She gets paid a hell of a lot (*emphasis on 'hell'*). She does as well, it's about £700 a day or something ridiculous.
H: Really?
ST7: Yes, it is, she's, yes.
H: And is she full time employed, or does she get paid to come in? It sounds like it's per day.
ST7: She's not there every day (*stressed word 'every'*), no. She comes in once a week.
H: Yes, right. But she may be in other schools and doing other things.
ST7: It's a big, big MAT.
H: Right, so have you got anything there that you specifically wanted to mention, that hasn't come up?
ST7: (*looking at her SWOT sheet slight laugh*) Um, no. Under opportunities, it gives you, you personally, the opportunity to show off what you can do (*emphasis on 'can'*), and to praise the children's abilities and show off their work. But now I'm looking back and thinking, maybe it doesn't actually. (*tapping on the table laughs*)
H: So that's idealistic?
ST7: Yeah idealistic, yeah in that in reality it doesn't.
H: Yeah.
ST7: No. (*said quietly, thoughtfully*)
H: What about the threats? I think you've mentioned those.
ST7: Yes, stress, worries, fear of job loss. Yes. (*matter of fact tone*)
H: So, what's interesting is that you've. It's almost like you're feeling the stress in retrospect if you see what I mean?
ST7: Yeah (*drawn out*).

Emotional responses to inspection, linked to judgementalism, lack of transparency, positive relationships

H: Which is quite interesting. It's obviously shocked you how much this has upset you. I didn't mean to. Come in and let me upset you for an afternoon. It wasn't done that way, honestly. (both laugh). But it's interesting that you, your emotions don't match what your head said.

As this is about a previous inspection from a few years ago, this shows the strength of negative emotional responses of anger and frustration and threat that they are still present years later. Again, links to judgementalism and fear of job loss

ST7: No they don't (*laughs*).

H: So do you know, do you know where that's coming from? Or is it just taking you by surprise?

ST7: I know, I know because (*crying*) when that happened (*pause*) that one where obviously where everyone went, I found it really hard. (*4 seconds pause*) And I think the man, the person that got, the head that got rid of all of them, he was just really horrible and I never felt like there was any justice to it (*emphasis on 'justice'*).

H: Right.

ST7: Sorry, just (*composes self*), and after that I just didn't want to go back to work. I thought, I can't cope, I can't cope (*voice very tight and getting quieter and higher pitched, evidently upset, starts quietly crying*). It was after I had the baby and I went and I just got through it and I don't think I've ever just sat there and thought, why? You know, why do I feel so anxious about it?

H: Yes. So you've not thought. You've not reflected back on it?

Stated emotional response of anxiety. Again, judgementalism, not feeling positive relationships as employee.

ST7: No I've, I've tried to block it.

H: And this has just let it all out.

ST7: (*laughs, through tears*)

H: Welcome to your therapy session.

Indicates that she feels SLT are trying to love their employees, but are disconnected from purpose, fulfilling an agenda imposed from above

ST7: I know. I'm terrible.

H: But it's still, it's sort of still been there.

ST7: Yeah, hopefully it's going to go now (*voice starts shaky then becomes more composed. Laughs*).

H: Yes. So that head. Do you think that head was brought in to do that hatchet job as it were?

ST7: Oh definitely. Let's pay that man to go and get rid of all the people and then we'll bring someone nice in (*said quite fast*).

H: So it was the one to sort of cushion the blow of having a new head.

ST7: Yes, of course.

H: So what do you think of the way your school leads and manages you through this climate of inspection

ST7: Um, I think the people, they're trying to do it in the nicest possible way you can do something horrible, horrible thing, in the nicest possible way. But it, they've got to show that they've put all these steps and measures in place. They've got to show that they've monitored you, they've got to show the progress, so it's not a personal thing. They're just doing what they're told.

H: And you said that any lesson observation now, you've got a certain amount of tension in you.

The use of 'they've got to' indicates that this is imposed from above and the SLT are disconnected from

ST7: Of course (*drawn out*), yes. Because that gets written down. And that's on your file, and one bad one lets your whole grid down (*slight laugh*).

H: Right, you don't get anything informal in the way of lesson observations?

ST7: You'll have a drop in, but that's still a number, you're graded for it. (*voice high pitched and slightly tight*)

Indication of stress at being observed, the transparency of observation is more alignment to threat of judgementalism than openness of transparency.

H: So absolutely everything you do is a grade?
ST7: Yes.
H: I think that's one of the more extreme ones.
ST7: Yes, I think so.
H: And would you say your feelings are reflective of the, compatible with everyone else's? Do you think you're, do you think that's a general, it's not just you?
ST7: No, it's not just me (*very quiet*). Of course, no, it's not just me. I think there's (names someone) who's in the classroom next door to me, and she's been through all of them exactly the same as me and she feels exactly the same (*emphasis on 'all' and 'exactly'*). Obviously new people, they don't have the same experiences from the very beginning.
H: No. And how have they been with inspection? People who have come in fresh.
ST7: They're, well, we've got an NQT which basically in the staffroom, she's just crying and crying, and crying, I can't do this, I can't do this, because you pick up on everyone else's tension don't you and the feeling and the anxiety of everybody. So, no, I feel so sorry for her (*voice getting higher pitched*). And she's amazing.
H: So, you think you've got good teachers there?
ST7: Oh yeah. You wouldn't be able to survive there if you weren't good. (*strong voice, emphasis on the word 'survive'*)

Extent of negative emotional response – crying manifestation of the tension and anxiety

H: Right.
ST7: How would you get through a day? (*Voice getting higher in pitch, laughs*).
H: So you've got good teachers and you've got children who are coming in from very difficult backgrounds.
ST7: Very, very yeah, across the board.
H: So they're not giving the data that's required to give you the right grading?
ST7: No. (*emphatic*)
H: And it's not actually about, for all the publicity that it should be about the children,
ST7: No
H: you don't think the children feature in this?
ST7: No, because it doesn't matter where they've come from.
H: They're just data?
ST7: They're expected to achieve, across the board, in every single area. The same. They have to be the national average or above, or you are failing them.

Reiterating from before, sense of disconnection from purpose.

H: Right, right,
ST7: It's sad, isn't it? (*looking sad said quietly*)
H: It is sad, it's really sad. Is there anything else you want to…?
ST7: No, I'm so sorry I've cried the whole way through it.
H: Stop apologising.
ST7: Cut out my snivelling (*laughs*).
H: Stop apologising.

Appendix 5 - SWOT form for pilot study

SWOT Analysis of the Impact on Teachers of Inspection

I am conducting research which will be: *A comparative analysis of the perceived impact on teachers of the inspection process in the independent and state primary sectors – exploring commonalities and differences between the two sectors.* Please would you provide your thoughts, in particular about the impact on teachers' well-being, autonomy and control. Please indicate whether your comments refer to the state and/or independent sector. This refers to the climate of inspection as well as the inspection itself and the aftermath.

Strengths	Weaknesses
Opportunities	Threats

Please state whether you are a TA, teacher, member of SLT or a governor. (Information of type of participant used to develop research question).

Appendix 6 - Collated SWOT Responses from the Pilot Study

Strengths	Weaknesses
ISI • Encourages a deeper emphasis on teaching and learning dialogue amongst colleagues • Keep up with changes • Encourages professional dialogue with field experts (benefits pupils) • Recognises good practice • Confidence building • Good grading gives satisfaction • Critical friendship, empathetic celebrate good, identify areas to develop (2) • Emphasis on SEF – school management ownership • Staff pull together. Strengthening relationships • Impartial feedback • Positive inspection influences potential fee payers • Highlights leadership potential and skills to SMT State • A measurable comparison between similar schools.(2) • Constant scrutiny set self very high standards (3) • Open about practice • Good grading gives satisfaction • Good grading gives security • Good grading gives professional freedom and trust (2) • Good grading increases capacity to improve • Good grading puts out positive statement to community • Prompt feedback good check against SEF • Positive affirmation that you/the staff are doing a good job (if the inspection goes well) (2) • The staff 'pull together' and it creates a strong sense of community – like during wartime! • Little notice so constantly prepared • No notice, no putting on show • Raise standards – e.g. marking – as Ofsted can always appear • Get rid of sloppy teachers • Self-reflection (2) • Understand next steps for progress	ISI • Becoming a tick boxing exercise • EYFS done as Ofsted – needs of children not put first – each inspectorate has own requirements - ludicrous • Demoralising for teachers • Paperwork prioritised over teacher's professional judgement • Disruption of school routines • Stress, especially in preparation (4) can be judgemental • Feel professional trust eroded • Feel need to prove professional self to line managers and parents • Snapshot (2) timing may miss creativity • Little and often approach would minimise some of the above • Unrealistic expectations • Not representative of school without inspectors • Anxieties and stress change school atmosphere • Teach more rigidly to plans, less relaxed teaching style (2) • exhausting State • Becomes the emphasis.(5) Ofsted will need… • Narrows thinking, imposes pressure (4) and heavy unmanageable workload. Stress • Fear • Work/life balance/stress - late nights high expectations (2) • Misery and lack of morale (3) even for outstanding teachers • Pressure on whole school (2) • Can feel personal attack (2) • Constant threat of unannounced inspection leads to box ticking • Children become mere data (2) judgements made on this • Policy driven. • Unreal representation of school.(4) snapshot, incomplete picture, performance • Can over shadow importance of well-being amongst pupils and staff. • Rigorous upheaval.

• Depends on open-mindedness of approach • HMI – constructive advice understanding school's journey Either sector • Review effectiveness of planning etc • Identify own strengths/weaknesses • Feedback • Affords positive change	• Staff leave profession • Loss of value as professional • Constant observations prior to inspection • Broad categories – gap between 'RI' and 'good' school • Preconceived ideas by inspectors, can't change them (2) • Different teams have different bias (3) inconsistencies • The 'triangulation of evidence' feels like they are trying to 'catch you out'. • Moving goalposts • Lack of specialism e.g. EYFS • Unconstructive • It was a demoralising, negative, power crazed attack of people who see teaching as more than a job!
<u>Opportunities</u> ISI • Recognising strengths/constructive criticism (4) • 3rd party feedback on teaching and learning.(3) • Confidence building • Identifying focus for areas of improvement. (4) • Useful to get financial support from SLT/governors • Provides opportunity for teaching staff to gain an insight to the effectiveness of management and leadership. • Schools/teachers reflect on own practice (4) • Highlight areas for CPD (4) • More positively focussed • Feels more of an opportunity after the event • Forge better links between staff/subjects • Enhances team spirit State • Gives a resilience/confidence • Post inspection, support for 'RI' schools • Opportunities for collaboration (2) Raising standards • Showcase talented staff – school recognition (4) obverse can also happen • Confirmation of what is known • A supportive team share expertise, raise standards, ideas to improve (2)	<u>Threats</u> ISI • Pressure on management re documentation. • Anxiety and further observations by SLT • As a teacher was concerned the process may become more imposing, as per Ofsted. (2) • Undermining confidence (3) • Anxiety when inspector in room – impacts on normal practice/confidence(3) emotions running high. • Teacher stress impacts on children(3) • Paperwork becomes priority • Recovery period afterwards • Compliance can overshadow rest • Can be judgemental • Snapshot – not always a true image • Need to maintain a co-operative trusting relationship with Ofsted • Can cause 'them and us' culture if different areas achieve differently • If not positive, impact on potential clientele State • Climate of fear (2) • Focus on Ofsted requirements, not the children • Threatens staff's health and well-being, stress (5) exhaustion impacts on performance • Affects self-esteem/demoralisation (4) scarring

• CPD • Extend and implement new practices (2) • Time for reflection • HMI helpful – constructive advice • Highlights weaknesses • Offers new ideas	• Being placed on capability measures. • Affects pay-scale and professional record. (3) • Job security(4) Including head teacher • Limits professional freedom (2) • People leave due to outcomes/pressures (2) • Teams change quickly – destabilises planning • Negative impact on lesson planning • Masks realities of school • Judgements may not reflect all the good that happens, low attainment yet good initiatives and support for children • Box ticking things done purely for Ofsted • Loss of focus/stress after inspection (2) • Stigma on school (2) • Bad report even worse consequences Moving goalposts – inconsistencies can add even more pressure on HTs and staff when HT adds pressure to staff. • Hidden agenda • School becomes data based • School/life balance removed • Knee-jerk reactions • Negative • Debilitating and exposing

Please state whether you are a TA, teacher, member of SLT or a governor.

Appendix 7 - Analysis of pilot SWOTs

The responses from the unsolicited school contained some powerful negative language. This school gave the same number of responses as the state school in the case study. Therefore, the motivation of those responding needs to be explored. This is supposition as the respondents are unknown to me and the reason for responding was not solicited with the SWOT, however from the responses it is clear that the unsolicited school was in special measures. I ascertained this due to several comments on the SWOT forms that make comparisons between visits from HMI (Her Majesty's Inspectorate) and Ofsted (Office for Standards in Education, Children's Services and Skills). This implies that the school was receiving the support from HMI that follows being place in special measures by Ofsted. On these forms the feelings towards HMI and Ofsted are very different, as seen by this sample of the responses.

> *"HMI inspectors were helpful and had constructive advice. Whereas OFSTED were totally demoralising and almost ruined our teaching careers - worst experience of my life!"*
>
> *"**HMI** inspectors were positive and offered constructive advice and were committed to the journey of our school"*
>
> *"There was absolutely nothing positive about the OFSTED inspection."*
>
> *"OFSTED…Made personal criticisms – destroyed morale and scarred staff."* (Appendix 6)

It was such comments, including these, that led me to explore the language on the SWOTs. These 4 quotes alone have powerful, emotive vocabulary. Note the positive words: *'helpful', 'constructive', 'positive'* and *'committed'* referring to HMI

in contrast with: *'totally demoralising', 'ruined', 'worst', 'absolutely nothing positive', 'destroyed'* and *'scarred'* when referring to Ofsted. This indicates to me that teachers may not be against inspectorate teams per se – HMI are after all inspectors – but that it is Ofsted itself that is at issue. I therefore constructed a mini discourse analysis of the language on all of the SWOT returns, something I had not initially sought to do. This discourse analysis is simply the study of the SWOTs as texts and the language used (Wetherell *et al*., 2001). I am mindful that it is my selection of vocabulary, so striving to keep this balanced, I have chosen equal number of words with positive and negative connotations. I have also chosen some words that I see as more neutral. The more negative words appear at the top of the table, followed by those I consider more neutral, and then those with positive associations. I have compared the frequency of their use in the state and independent sector responses. I have then looked at the context of their use to see if they are used positively or negatively. There are some additional comments clarifying: for the state sector, whether they refer to Ofsted or HMI; for the independent sector, whether the comments are linked to the state sector. This latter clarification was necessary because some teachers writing from the independent school had inspection experiences from both sectors and made clear reference to this on their forms. Also, EYFS (Early Years Foundation Stage) is inspected under the Ofsted regime, even within ISI (Independent Schools Inspectorate), although the inspectors doing this within the independent school system do so as part of the ISI team. See table 1 below.

Of the 5 negative words I chose, the total frequency of use was 23 for the state sector responses and 19 for the independent sector - at first glance a minimal

difference. However, at closer examination it is clear that 7 of the mentions in the independent sector responses were actually referring to Ofsted. This gives a real difference of 30 negative uses in relation to the state sector, which is more than twice that of the 12 in relation to the independent sector.

Of the 5 positive words I chose, the total frequency of use was 18 for the state sector responses and 29 for the independent sector, a greater discrepancy. Add to that the context of use and the gap widens further. 2 uses in the state sector were in a negative context and 2 referred specifically to HMI, taking the total down to 14 for the state sector; 1 of the words in the independent sector (positive) is used negatively, but qualified by saying,

> *"It did not feel like a positive opportunity at the time but afterwards I did feel assured…"* (Appendix 6)

This means that the independent sector used the positive words, in a positive context, twice as often as the state counterparts.

Of the 4 more neutral words, the frequency of use in the state sector was 6; of these there were 2 positive uses and 4 negative. In the independent sector the frequency was 14; of these there were 8 positive uses and 6 negative. 3 of the negative uses were linked to Ofsted and 1 to EYFS, again significantly weighting the positive comments in the independent sector, and the negatives in the state sector.

Word Frequency in the Independent and state sector SWOT returns							
State				Independent			
Word	Times used	+ve use	-ve use	Word	Times used	+ve use	-ve use
morale	8	0	8	morale	3	0	3 (all linked to state sector, 1 to EYFS)
stress	3	0	3	stress	8	0	8 (2 linked to state sector)
pressure	8	0	8	pressure	6	0	6 (1 linked to state sector)
scar	2	0	2	scar	0	0	0
negative	2	0	2	negative	2	0	2 (1 linked to state sector)
Dialogue	0	0	0	Dialogue	3	3	0
data	3	0	3	data	1	0	1 (linked to state sector)
confidence	1	1	0	confidence	3	2	1
professional	2	1	1	professional	7	3	4 (2 linked to state sector, 1 to EYFS)
support	3	3	0	support	2	2	0
help	7	7 (1 re HMI)	0	help	13	13	
understanding	2	1	1	understanding	0	0	0
positive	6	5 (1 re HMI)	1	positive	11	10	1 (at the time, +ve afterwards on reflection)
encourage	0	0	0	encourage	3	3	0
4 strengths/opportunities boxes left blank (1 of which stated, *'sorry I have trouble with this'*) 4 strengths/opportunities boxes included negative comments All weaknesses/threats boxes complete				All boxes completed EYFS, refers to Early Years Foundation Stage, inspected as Ofsted			

Analysis of the vocabulary on the returned SWOT forms

Appendix 8 – SWOT prompt form (given to participants before starting interviews)

SWOT Analysis of the Impact on Teachers of Inspection

Initial thoughts regarding inspection and its impact on teachers.

(*Instructions for participants – Would you like to take a few minutes to gather your thoughts on inspection before we start the interview? You may like to use this form to help to organise your thoughts, then you can use any notes you have made to ensure that you have covered anything you wished to share*.)

Strengths	Weaknesses
Opportunities	Threats

Appendix 9 - Ethics review application form

EDUCATION FACULTY RESEARCH ETHICS REVIEW APPLICATION FOR FULL REVIEW

For Faculty Office use only	
FREC Protocol No:	**Date received:**

*Your application **must** comprise the following documents (please tick the boxes below to indicate that they are attached):*

Application Form	
Peer Review Form	
Copies of any documents to be used in the study:	
Participant Information Sheet(s)	
Consent Form(s)	
Introductory letter(s)	
Questionnaire	
Focus Group Guidelines	

EDUCATION FACULTY RESEARCH ETHICS REVIEW APPLICATION FOR FULL REVIEW

1. PROJECT DETAILS

MAIN RESEARCHER	Hélène Cohen
E-MAIL	h.s.cohen6@canterbury.ac.uk
POSITION WITHIN CCCU	Student
POSITION OUTSIDE CCCU	Learning Support Coordinator/teacher
COURSE (students only)	Ed D

DEPARTMENT (staff only)	N/A
PROJECT TITLE	An analysis of teacher perception of well-being, autonomy and control in a climate of inspection; a case study in two schools.
TUTOR/SUPERVISOR: NAME	Gill Hope
TUTOR/SUPERVISOR: E-MAIL	gill.hope@canterbury.ac.uk
DURATION OF PROJECT (start & end dates)	September 2015 to March 2018

OTHER RESEARCHERS	N/A

2. OUTLINE THE ETHICAL ISSUES THAT YOU THINK ARE INVOLVED IN THE PROJECT.

Analysing teachers' perceptions will necessarily involve human participants as research subjects. There will be two schools involved – one state and one independent. Both are 2 form entry, however, the independent school has fewer pupils due a maximum 20 pupils per class. While both are primary, the independent school also has a nursery, so intake starts at 3 years old, as opposed to 4 years old in the state school. Whilst situated close to each other, as the independent school is fee paying, the socio-economic backgrounds of pupils differ between the schools. Consent will need to be sought from the heads of each school, as well as assent from each participant. The independent school is the one where I teach and am on Senior Leadership Team, so it is important that I exert no pressure on colleagues to be involved in the research. I will also need to assure participants on anonymity. As I am researching within my own work context I need to be aware of the necessity to remain objective in analysing data and in respecting confidentiality of participants if interviewing leads them to disclose other information whilst undergoing my research.

Questionnaires and interviews may touch on sensitive issues as I am researching areas of well-being, autonomy and control, which further necessitates assuring confidentiality and ensuring participants are put at ease.

The previous head-teacher from the state sector school will also be interviewed, which will require sensitivity. The state school will be made aware of his involvement and anonymity again assured.

Having gained consent from the establishments that they approve the conducting of the research, I will gain assent from each participant at each stage of the process (SWOT, questionnaire, interview), ensuring that the participants are fully aware that they may opt out at any point and giving any interviewees a copy of the transcript before any content is used. The terms and use of data will be agreed prior to each interview.

3. GIVE A BRIEF OUTLINE OF THE PROJECT in no more than 100 words. (*Include, for example, sample selection, recruitment procedures, data collection, data analysis and expected outcomes.)* Please ensure that your description will be understood by the lay members of the Committee.

Case study in a state and independent primary school, involving SLT, teachers teaching Assistants and Governors in initial stage - SWOT analysis (strengths, weaknesses, opportunities Threats) and questionnaire. Then semi-structured recorded interviews in both schools, including a TA, 2 teachers, the head-teacher and a governor. The previous head-teacher of the state school included in interview stage. Questions for the interviews will be informed by questionnaire responses; questions on the questionnaire will be informed by the responses from SWOT analysis. Consent will be sought, anonymity/confidentiality assured. Analysis through Foucault's panopticism lens. Expected outcome – comparison of independent and state sectors' inspectorates.

4. How many participants will be recruited?	100
5. Will you be recruiting STAFF or STUDENTS from another faculty?	YES/NO If yes, which Faculty? **IMPORTANT**: If you intend to recruit participants from another Faculty, this form must be copied to the Dean of the Faculty concerned, and to the Chair of that Faculty's Research Ethics Committee.
6. Will participants include minors, people with learning difficulties or other vulnerable people?	YES/NO If yes, please add details.

7. Potential risks for participants:	Please indicate all those that apply.
- Emotional harm/hurt*	YES/NO
- Physical harm/hurt	YES/NO
- Risk of disclosure	YES/NO
- Other (please specify)	Possible sensitivity when discussing well-being has potential for emotional harm.

*Please note that this includes any sensitive areas, feelings etc., however mild they may seem.	
8. How are these risks to be addressed?	Participants assured of confidentiality and anonymity. Sensitivity in interview. Ensuring sensitive environment for interview. Participants reminded that there is no compulsion to respond to questions. Voluntary nature reiterated throughout.
9. Potential benefits for participants: - Improved services - Improved participant understanding - Opportunities for participants to have their views heard. - Other (please specify)	Please indicate all those that apply. YES/NO YES/NO YES/NO

10. How, when and by whom will participants be approached? Will they be recruited individually or en bloc?	ASAP once ethics approved. In own setting keen to start ASAP as recently been inspected. Heads of schools approached individually; other participants en bloc.
11. Are participants likely to feel under pressure to consent / assent to participation?	In own setting need to ensure this pressure not felt, as I am on SLT. No pressure likely in other setting.
12. How will voluntary informed consent be obtained from individual participants or those with a right to consent for them? - Introductory letter - Phone call - Email - Other (please specify)	Please indicate all those that apply and add examples in an appendix. YES/NO YES/NO YES/NO

13. How will permission be sought from those responsible for institutions / organisations hosting the study? - Introductory letter - Phone call	Please indicate all those that apply and add examples in an appendix. YES/NO

- Email - Other (please specify)	YES/NO YES/NO Face to face dialogue in own setting.
14. How will the privacy and confidentiality of participants be safeguarded? (Please give brief details).	Names of schools and individuals changed. Exact location of schools not disclosed. Data collected, forms, recordings and transcripts kept securely.
15. What steps will be taken to comply with the Data Protection Act? - Safe storage of data - Anonymisation of data - Destruction of data after 5 years - Other (please specify)	Please indicate all those that apply. YES/NO YES/NO YES/NO
16. How will participants be made aware of the results of the study?	Own setting, via INSET/meetings State setting, in consultation with head teacher.
17. What steps will be taken to allow participants to retain control over audio-visual records of them and over their creative products and items of a personal nature?	Transcripts of any interviews sent to the participant in the interview and assent for use of content sought.

18. Give the qualifications and/or experience of the researcher and/or supervisor in this form of research. (Brief answer only)	Researcher - holds MA in leadership and management for learning. Formerly conducted research using SWOT and questionnaire, currently Ed D student. Supervisor -

19. If you are NOT a member of CCCU academic staff or a registered CCCU postgraduate student, what insurance arrangements are in place to meet liability incurred in the conduct of this research?	Registered CCCU postgraduate student

Attach any:

Participant information sheets and letters

Consent forms

Data collection instruments

Peer review comments

DECLARATION

- I certify that the information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.
- I certify that a risk assessment for this study has been carried out in compliance with the University's Health and Safety policy.
- I certify that any required CRB/VBS check has been carried out.
- I undertake to carry out this project under the terms specified in the Canterbury Christ Church University Research Governance Handbook.
- I undertake to inform the relevant Faculty Research Ethics Committee of any significant change in the question, design or conduct of the study over the course of the study. I understand that such changes may require a new application for ethics approval.
- I undertake to inform the Research Governance Manager in the Graduate School and Research Office when the proposed study has been completed.
- I am aware of my responsibility to comply with the requirements of the law and appropriate University guidelines relating to the security and confidentiality of participant or other personal data.
- I understand that project records/data may be subject to inspection for audit purposes if required in future and that project records should be kept securely for five years or other specified period.

- I understand that the personal data about me contained in this application will be held by the Research Office and that this will be managed according to the principles established in the Data Protection Act.

Researcher's Name: Hélène Cohen

Date: 27th April 2015

FOR STUDENT APPLICATION ONLY

I have read the research proposal and application form, and support this submission to the FREC.

Supervisor's Name:

Date:

CONDITIONS ATTACHED TO APPROVAL BY THE COURSE RESEARCH ETHICS COMMITTEE

	NAME	DATE
Approved by Course Committee		
Checked by Faculty Committee		

CONDITIONS ATTACHED TO APPROVAL BY THE EDUCATION FACULTY RESEARCH ETHICS COMMITTEE

	NAME	DATE
Approved by Faculty Committee		

Appendix 10 - Letter granting ethical approval

20th May 2015

Ref EDU/039

Dear Helene

Project title: An analysis of teacher perception of well-being, autonomy and control in a climate of inspection: as case study in two schools.

The Faculty of Education Research Ethics committee reviewed your application on 19th May 2015 and resolved to grant approval.

I am therefore writing to confirm formally that you can commence your research. Please notify me (or my replacement as Chair of the committee), of any significant change in the question, design or conduct of the study over its course.

<u>This approval is conditional on you informed me once your research has been completed.</u>

With best wishes for a successful project,

Yours sincerely,

Dr Viv Wilson

Acting Chair, Faculty of Education Research Ethics Committee.

Appendix 11 - Participant consent form

Participant Consent Form

Introduction:

THANK YOU FOR AGREEING TO BE INTERVIEWED FOR MY RESEARCH. AS OUTLINED IN THE LETTER INVITING YOU TO PARTICIPATE, MY RESEARCH IS AN ANALYSIS OF TEACHER PERCEPTION OF THE EMOTIONAL IMPACT THAT INSPECTION HAS ON THEM. THE INFORMATION THUS GATHERED WILL FORM THE MAJOR PART OF MY RESEARCH AND WILL THEREFORE BE INCLUDED IN THE THESIS. ANONYMITY AND CONFIDENTIALITY WILL BE ASSURED FOR THE PARTICIPANTS AND THEIR SCHOOLS AS PART OF MY ETHICAL PRACTICE WHEN WRITING UP MY FINDINGS.

The aim of the research is to explore the emotional impact on teachers working in a climate of inspection. It is to be a comparative study of the state system (Ofsted) and that of independent schools (ISI), aiming to compare the two sectors to see whether lessons from one sector can be used to inform the work of the other. In addition to direct experience of inspection, I am also looking at the climate of inspection and the emotional impact even at times when the inspection itself is not taking place. The findings will be examined through a leadership lens, so see whether the leadership styles of schools and the inspectorates impact on the teachers' emotional response.

Criteria:

Teachers working in schools inspected by Ofsted or ISI are eligible to participate in this research study. Participants in this study will be volunteers and will be entitled to refuse to participate in the research or to answer any particular questions. Any or all statements made during the interview may be withdrawn from this study by the participants at any time. Each interview should last no more than 1 hour.

Use of data, Possible Risks and Harms:

There are no known or anticipated risks or discomforts associated with participating in this study. Please indicate whether or not you are willing for your contribution to be audio recorded. Should you agree to the interview being recorded, you will receive a copy of the transcript of this interview. Please note that this recording will not be made available to anyone other than me, as the researcher, and if necessary my supervisor. It will only be used for the purposes of transcribing the material.

Please note your participation is voluntary and you may decide to leave the study at any time. You may also refuse to answer specific questions you are uncomfortable with. You may withdraw permission for your data to be used, at any time, in which case notes, transcriptions and recordings will be destroyed.

Name of Researcher: **Hélène Cohen**

Contact details: **Mobile:** **Work:**

Email:

Alternatively, you may wish to contact my supervisor, at:

Confirmation and consent

I confirm that I have freely agreed to participate in the research project of Hélène Cohen. I have been briefed on what this involves and I agree to the use of the findings as described above. I give/ do not give permission for the interview to be recorded. The recording will be used only to ensure the correct transcription of the interview and will be heard only by the researcher and, if necessary, her supervisor.

Participant signature:_____

Name:_____

Date:_____

I confirm that I agree to keep the undertakings in this contract.

Researcher signature:_____

Name:_____

Date:_____

Please keep this form for future reference.

Appendix 12 – Matters discussed in meeting with Daniel Muijs (Muijs, 2018) 05/10/2018 (length 1 hour)

- Need for inspection to be more child centered and less data centered due to a lack of values consonance – teachers/schools/Ofsted
- Need to raise awareness in teachers that both HMI and OI are teachers
- A cyclical framework with consistency in inspection teams enables inspectors to see real progress, critical friendship element – financial implications
- Could inspection be linked to CPD so that it becomes supportive and about development as opposed to a criticism?
- Judgmental language and different possibilities for terminology, especially of grading, was discussed, e.g. Education Scotland's use of degrees of confidence – effect the terminology has on teachers
- Importance of inspectors introducing themselves to teachers, explaining their own background in education
- Perceptions of HMI and Ofsted need addressing. HMI perceived more positively than Ofsted
- Myth busters that are now in the handbook, need to be in the new framework
- Need to limit punitive consequences
- New handbook is positive, careful consideration of what then goes into the new framework to keep that more positive
- Leadership qualifications should include a module of understanding inspection, especially at NPQH, but also at NPQSL. School leaders need to be aware of pressure on staff and lessen this
- Impact of inspection goes beyond the period of inspection, producing a climate of fear and judgment – so in negative way as opposed to about improvement and development

- Need to enable teachers to talk freely with inspectors, at the moment they don't due to fear of consequences
- The support element should be extended beyond that in place for NQTs
- Inspectors need to be inspecting what they know, eg year 6 teachers not inspecting EYFS if no experience of that key stage
- Need for ongoing support for schools
- Signpost the framework to show things like the qualifications needed to be an OI.
- Wider range of case studies/vignettes to show variety in what is meant by good practice

Appendix 13 - Qualifications and experience required to be considered as an Ofsted Inspector

Schools Ofsted Inspectors (including ITE, Children's Centres and Independent)
Have a minimum of five years' successful teaching experience within the relevant remit; an additional minimum of two years' successful and substantial management experience in the relevant area; and experience gained from more than one institution. Hold Qualified Teacher Status or a recognised teaching qualification. Be educated to degree-level qualification or equivalent. Demonstrate up-to-date knowledge and practice in the sector. For serving practitioners, they should currently work in a good or better provision unless in exceptional circumstances there is demonstrable evidence that the leadership of the provision is good or better and it is improving or their previous provision is good or better, if recently joined. For non-serving practitioners, their last provision should have been good or outstanding (if applicable). Not have been previously barred from being a proprietor or head teacher of an independent school under new proposals being brought in by the Department for Education (Schools Additional Inspectors only).

(Ofsted, 2017b, p.6. Ofsted's emphasis)

Appendix 14 - Advice sheet for head teachers regarding leadership through inspection (Sized to fit on a single A4 sheet)

Introduction

Inspection is a part of school life that can be an opportunity for growth and development in schools. Research since the inception of Ofsted to the current times has shown inspection to be a cause of concern for teachers, instilling fear and limiting growth (Jeffrey and Woods, 1998; Cullingford, 1999; Perryman, 2007; Perryman, 2009; Perry, 2014; Hopkins *et al*., 2016). However, this thesis has also shown that fear need not be the response to inspection if leadership provides a supportive culture in schools.

Recommendations – based on the new, four-strand model

- Positive relationships with employees
    - Provide reassurance to teachers, ensuring that positives in practice and the efforts made by teachers are overtly noticed
    - Encourage teachers to feel confident about asking for support when needed
    - Keep open the lines of communication
    - Before and during inspection, remind teachers of what they do well
    - Remain calm, even when feeling under pressure
    - Have your own critical friend with whom you can share concerns
- Build a long-term vision, driven by shared values
    - Remain true to the values on the school's mission statement - invariably child-centred
    - Remind staff about the school's values, especially in the lead up to and during inspection, keeping the child at the centre
    - Be confident to justify data according to cohorts, encouraging the same in staff
    - Have regular and frequent values conversations with staff
- Transparency
    - Encourage open door teaching, so that observation is the norm for learning in an open, non-criticising, non-punitive manner
    - Encourage the open sharing of problem areas to learn from and not be criticised about them
- Develop effective systems
    - Foster an environment based on recognising and rewarding good practice while offering support for areas that need development
    - Notice the small steps improvements that are not measured by exams and data – skills in listening, social interaction, resilience, effort etc.
    - Focus on the practice when offering advice or support, critiquing as opposed to criticising, building resilience
    - Develop an environment that nurtures open dialogue without fear, including when interacting with inspectors
    - Encourage teachers to work collaboratively in a critical friendship style
    - Model lessons for staff to observe, encouraging question and critiquing and learning from mistakes

With all of the above in place there should be a confident workforce, able to learn from inspection outcomes without fear of consequences