

# Future of Education Inspection

Further education and  
skills session

What is changing?

The Common Inspection Framework

Inspection methodology

Short Inspections

# What is changing?



## **Substantial changes to the way that we inspect:**

- A new **Common Inspection Framework**
- A new **inspection methodology**
- **Short inspections for the majority of good FES providers** approximately every three years (a full inspection only if risk assessment suggests this is necessary).

## **We will:**

- Do everything we can to remove the pressure for providers to 'get ready for inspection' – we want to see what you do daily for all of your learners.

# Headlines from our pilots



# Learning from the pilot inspections



**We have conducted about 24 pilots** – both full inspections using the CIF, and short inspections

## **Lessons we learned from the pilots:**

- Overriding emphasis on **leadership** and its impact
- Strengthening cross-cutting inspection of **safeguarding**
- Continued focused on **teaching, learning and assessment** over time
- Focus on learners' preparation for their next step in **personal development, behaviour and welfare**
- Greater emphasis on **current learners' progress** and destinations when judging outcomes for learners.

# Learning from the pilot inspections



## What did we learn about short inspections?

- Short inspections reach **secure conclusions**
- Focusing on the **impact of leaders** in key areas of provision
- How to make the **best use of time** in the provider
- The importance of **dialogue** between HMI and the provider's staff
- Ensuring we **capture views** from leaders, governors, staff, learners and employers in the time available
- How best to **convert inspections** when required
- The format of the **inspection report.**

## **Inspecting, reporting and grading types of provision**

- Tested out a range of inspection methodologies for inspecting types of provision. Used feedback from providers and HMI to agree how inspectors will gather evidence from across a provider's work.

## **Short and full inspection report formats**

- Tested out a range of lengths and formats with learners, employers and providers to come to the agreed formats for each type of inspection.

## **Converting short inspections to full inspections**

- We have reviewed our original proposal to convert a short inspection to a full inspection only where there is insufficient evidence the provider is good, or there are concerns.
- We will now also convert to a full inspection where there is evidence that a **provider may have improved to outstanding.**

# The Common Inspection Framework







# The judgements



Inspectors will make **four key judgements:**

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

And will state clearly whether **safeguarding is effective.**

Inspectors take account of all **types of provision** that are within the scope of the inspection when they make the four key judgements.

- Inspecting in **types of provision**
- A new judgement – **Personal development, behaviour and welfare**
- Emphasis on **impact** on learners across all key judgements not process or provision.
- **No grading of lesson observations.**
- Impact of the **culture of the provider**
- Importance of **safeguarding as a thread throughout all judgements** including the testing of leaders' work to meet the new Prevent Duty
- **Equality and diversity** permeating the four key judgements
- The **same grade characteristics** for 16 to 19 study programmes for all post-16 providers, including school sixth forms



# Inspecting types of provision



## Types of provision

16 to 19 study programmes

Apprenticeships

Adult learning programmes

Traineeships

Provision for learners with high needs

Full-time provision for 14- to 16-year-olds

# Effectiveness of leadership and management

## Increased emphasis on:

- impact of leaders' work in developing and sustaining an ambitious **culture and vision** including in consultation with employers and other stakeholders
- tackling mediocrity and using **robust performance management** to improve staff performance
- ensuring that **safeguarding** arrangements to protect learners meet statutory requirements, promote their welfare and prevent radicalisation and extremism.

## An example from the grade characteristics for outstanding:

*Leaders, managers and governors have created a culture that enables learners and staff to excel. They are committed unwaveringly to setting high expectations for staff and learners' conduct and achievement. Working relationships between staff and learners are exemplary.*



# Teaching, learning and assessment



## **Increased emphasis on:**

- the importance of developing learners' **knowledge, understanding and skills** in all types of provision to prepare them for their next step
- **assessment** in all its forms.

**No grading of lesson observations** – removing myths

## **An example from the grade characteristics for grade 1:**

*Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.*



# Personal development, behaviour and welfare



## **Personal development:**

- A key focus on how well learners develop to become successful in their learning and how well they are prepared for their next steps.

## **Key emphasis upon:**

- How well learners develop self-confidence and self-awareness, and their understanding about how to be successful learners
- Their knowledge and understanding of and ability to keep themselves safe from all forms of risk
- How well learners understand their career options and are prepared for their next steps
- Responsible engagement with others in a variety of contexts, as peers, trainees in work placements and as active citizens.



# Personal development, behaviour and welfare



## **Behaviour:**

- Emphasis on developing appropriate attitudes and behaviours for work
- Behaviours that show respect and tolerance for others
- Conduct and self-discipline.

## **Welfare:**

- Physical and emotional well-being
- Staying safe online
- Safe from all forms of bullying.



## Key message:

- In judging outcomes, **inspectors will give most weight to learners' progress**. They will take account of learners' starting points in terms of their prior attainment when evaluating progress
- Within this, they will give most weight to the **progress of learners currently at the provider**, taking account of how this compares with the progress of recent cohorts, where relevant.
- Inspectors will consider the progress, achievements and destinations of **all groups** of learners across all types of provision.



# Film clip

Marion Plant OBE of North Warwickshire and Hinckley College talks about her experience of a full inspection pilot using the common inspection framework.



# Short inspections



## A different kind of inspection.

- All short inspections are **led by HMI** for 1 or 2 days.
- **No** requirement to prepare documentary evidence solely for inspection purposes. **No** preferred format for documentation.
- **Two judgements:** Is the provider continuing to be good? Is safeguarding effective?
- If there is evidence of improvement/decline or more evidence is needed to reach a decision, it will be **converted** to a full inspection.
- A short inspection **will not change** any of the graded judgements nor the overall effectiveness grade.
- Good providers will receive short inspections approximately every **three years**.



Short  
inspections

# Professional dialogue between HMI and leaders



- HMI begin the discussions with leaders from the starting hypothesis that **the provider remains good**.
- Leaders will need to demonstrate if the provider is still good, where there are areas for development, and how they are tackling these.
- Inspectors will test through a range of inspection activity including observations and discussion with learners, staff, governors, employers and parents.
- Professional dialogue with **ongoing feedback** to the provider's leaders throughout the day.

# Film clip

The start of a short inspection – first meeting – college



- Every good provider is different. There is **no 'standard' short inspection timetable.**
- Meeting the leaders **throughout the day.**
- Gathering **first hand** evidence from observing learning at the provider and at work.
- **Meetings** with leaders, staff, learners and employers.
- Exploring how the provider has **implemented** any new provision since the previous inspection.
- **Reviewing documentary evidence.**
- Gathering evidence about the effectiveness of safeguarding – not just relating to statutory requirements, but **all** aspects of safeguarding.

# Talking Point

What might a 1-2 day short inspection look like in your setting and what might the challenges be?



# Film clip

Mid point of a short inspection:

Clip 1: Mid morning in a college

Clip 2: ILP inspection not going so well





# Short Inspections

Is the provider continuing to be good?  
Is safeguarding effective?

Yes

Provider remains good

The provider's performance is being sustained.  
It continues to provide a good quality of education for learners.  
Any weaknesses are known by leaders and are being tackled – proven capacity.

Returns to cycle of inspection

Yes

Provider *may* be outstanding

Is it likely that the provider might be judged outstanding in a full inspection?

A full inspection is arranged (usually within 15 days)

Insufficient evidence *or* concerns about effectiveness/  
safeguarding

HMI informs provider that insufficient evidence has been gathered *or* concerns exist.  
Explains that a full inspection will follow shortly.

A full inspection is arranged (usually within 15 days)

# Film clip

End of short inspection feedback

Clip 1: College remains good

Clip 2: ILP converts





Short  
inspections

# Converting to a full inspection



## **When will leaders know if the inspection is converting?**

- Regular dialogue throughout the day, with a final decision by 4pm on the last day.
- The decision to convert is made when there is enough evidence to do so, there is no set time.

## **Does a conversion always mean that the overall effectiveness grade of the provider will change?**

- **No!** Once the additional evidence to complete a full inspection is gathered, inspectors may still find the provider to be good.

# Film clip

The experience of a short inspection pilot

Andy Wilson of Westminster Kingsway College talks about his experience of a short inspection pilot



# What happens next?



# Launching the new arrangements



## Available now on the Ofsted website:

- The new common inspection framework
- The new Further Education & Skills inspection handbook
- New safeguarding guidance
- Short supporting films outlining the key changes
- Materials from these launch events
- Short films of providers who took part in pilots summarising their experience of the CIF and short inspections.

## Also, coming soon...

- 'Achieving Success': a collection of films featuring providers that have made the journey to good or outstanding, or sustained these grades.

Thank you

