

Raising standards
improving lives



The future of inspection for the Further Education and Skills Sector

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A revised inspection framework: why are we making changes?

Ofsted is proposing to revise the inspection arrangements for the further education (FE) and skills sector by September 2012.

The changes will:

- include a revised Common Inspection Framework
- result in more focused inspections, with fewer judgements and grades, leading to reports on the most important aspects on the quality of learning and skills provision



How will recent policy change impact?

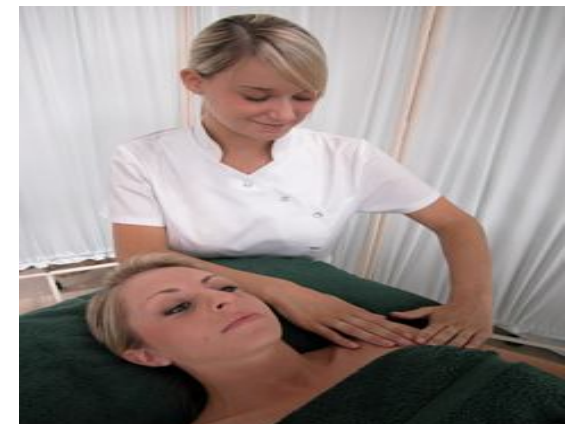
In proposing revisions we have taken into account changing government policy including:

- the 2011 Education Bill and the Schools White Paper: 'The Importance of Teaching'
- different approaches to the commissioning and funding 16-18 and adults
- greater FE reforms and freedoms
- exemption of outstanding providers
- increased self-regulation



How will recent policy change impact?

- empowerment of learners, employers and parents
- localism: meeting local community needs
- employability skills and progression onto sustainable employment
- more flexible qualifications
- 'Comprehensive Spending Review'; reduction in the overall cost of inspection



Summary of framework proposals

To report on the **overall effectiveness** by giving priority to:

- **outcomes for learners**
- **quality of teaching, learning and assessment,**
- **effectiveness of leadership in and management**

Summary of framework proposals

Guiding principles for inspection will remain:

- inspectors will make judgements based on the quality of the provision and the impact on positive learner outcomes
- engagement with **learners and employers** before and during the inspection
- the involvement of a senior member of the provider's staff as **nominee**
- **raising standards** for learners

Summary of framework proposals

Increased focus on:

- the extent to which the provision meets **learners/local needs**, ensures achievement for all and enables positive progression
- direct observation of teaching, **learning**, skills development and assessment
- **success and rates of progress** of different groups of learners
- **capacity to improve**, but with the context of leadership and management

Summary of framework proposals

Increased focus on:

- how leadership and management impacts on the quality of provision and determines the outcomes for learners.
- the effectiveness of leadership and management, but with particular attention to the **leadership of teaching and learning**
- greater attention to the observation of teaching and assessment, their impact on **learning** and the provision of constructive feedback through dialogue between staff and learners

Summary of framework proposals

We will continue to:

- take account of **self-assessment** evidence
- undertake an annual **risk assessment** of all providers
- take account of **stakeholders views** as to when an inspection should be conducted
- the management of **safeguarding** arrangements to ensure all learners are safe

Summary of framework proposals

We will continue to:

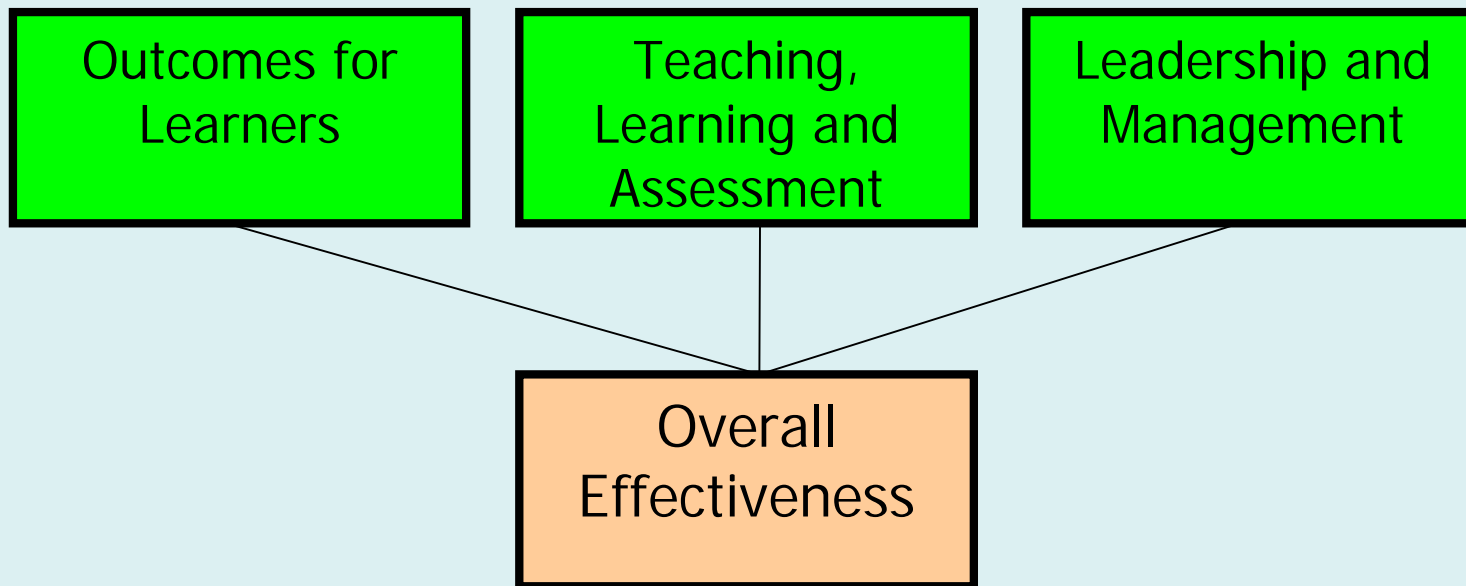
- inspect providers previously judged as **good** within six years
- strengthen monitoring and inspection of **satisfactory** providers; particular those that have not improved over the last 2 inspections
- target inspection to bring about more rapid improvement
- respond more flexibly to requests made by providers for an inspection
- to report on a sample of **subject areas**

Summary of framework proposals

We will cease:

- routine inspection of most **outstanding** providers - unless their performance drops (subject to legislation)
- application of '**limiting grades**'
- reporting separately on **equality and diversity**, but embed in three main aspects: outcomes; of teaching, learning and assessment; and leadership and management
- to carry out the same number of **formal meetings** to facilitate the increasing focus on teaching and learning activities
- to make as many graded judgements

Overall Effectiveness: the proposed framework



Revised framework: 'Outcomes for learners'

Giving particular attention to how well:

- all learners achieve
- gaps are narrowing between different groups of learners
- learners develop personal, social, and employability skills
- learners progress to higher level qualifications and into jobs that meet local and national needs

Revised framework:

'Quality of teaching, learning and assessment'

Giving particular attention to how well:

- staff demonstrate high expectations, enthuse, engage, support and motivate learners so that they learn and make progress
- staff set challenging tasks, build on and extend learning for all learners
- staff have appropriate skills and expertise, to provide good quality teaching, learning, assessment and support for each learner
- staff assess learners' progress and provide for a range of needs including those learners with learning difficulties and/ disabilities;

Revised framework:

'Quality of teaching, learning and assessment'

Giving particular attention to how well:

- equality and diversity are promoted through teaching and learning
- teaching develops literacy, numeracy, language and functional skills to support the achievement of learning goals
- appropriate and timely information, advice and guidance on next steps in training, education and employment, effectively support learning

Revised framework:

'The effectiveness of leadership and management'

Giving particular attention to how well **leaders and managers** including, where relevant, **governors**:

- raise expectations, promote ambition for learners and improve their outcomes
- improve teaching and learning
- ensure the appropriateness of the provision, including the curriculum in meeting the needs and interests of learners, employers and the local and national community

Revised framework:

'The effectiveness of leadership and management'

Giving particular attention to how well **leaders and managers** including, where relevant, **governors**:

- deploy resources, including staff, accommodation, facilities and technologies, are developed and used to support learning effectively
- evaluate the provision through engagement with users and use their findings to make, promote and sustain improvement
- actively promote equality and diversity, tackle discrimination and narrow the achievement gap
- ensure the safeguarding of all learners

Revised framework: a broad timeline

- Consultation 1 September to 24 November 2011
- Consultation will include focus groups - representative bodies, learners, principals and CEO, governing bodies, employers
- Ofsted will carry out a small number of consultative pilot inspections to test out some of the approaches proposed in the consultation document in September – December 2011
- Live pilot inspections will take place in February 2012
- We will publish a draft of the revised inspection framework and inspection handbook in May 2012
- Implementation of the new framework is planned for inspections from September 2012

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