



Education inspection framework

Our renewed approach

FE and skills providers who provide programmes for Apprenticeships



Welcome



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Further Education and
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Outline of session

- Our journey so far
- Moving forward: our new approach
- What the changes mean for further education and skills
- A steady and assured start
- Measuring impact
- Questions



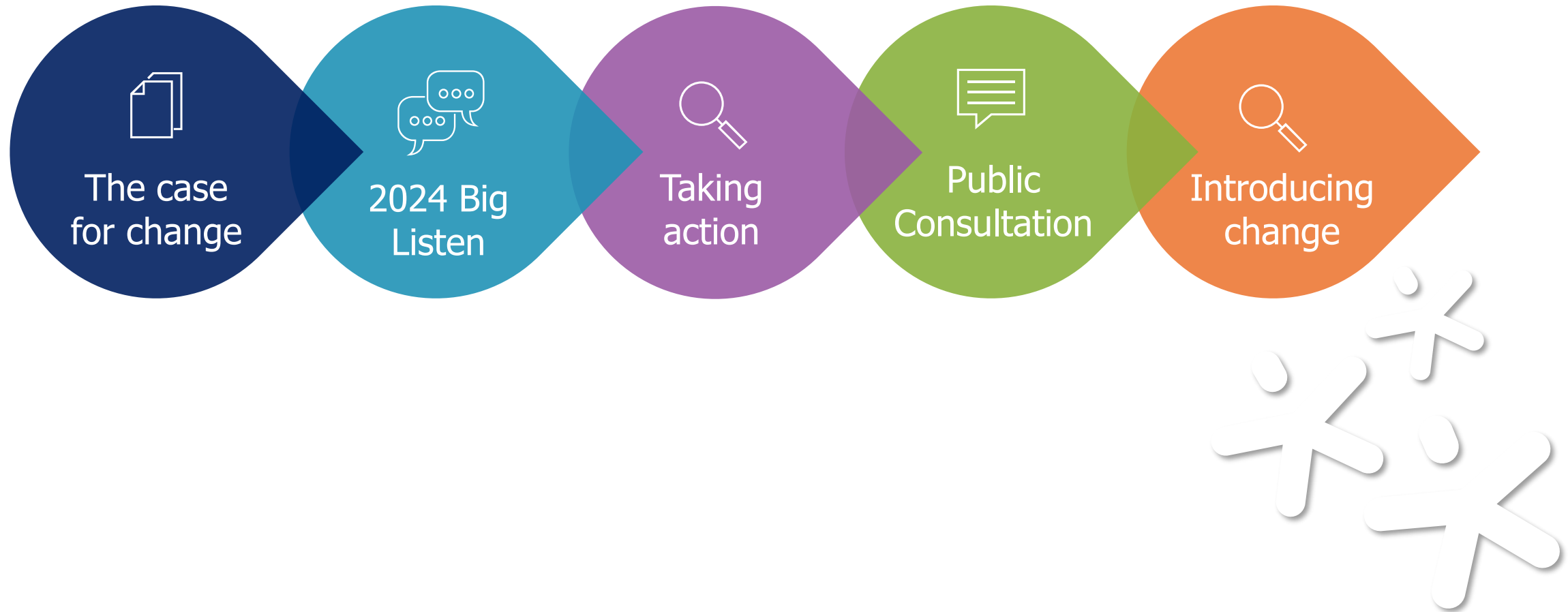
Collectively, we want to achieve:

- high-quality, inclusive education for every learner and apprentice
- great outcomes for everyone
- better information for parents and employers
- a collaborative and transparent approach to inspection
- high and rising standards of education.



Our journey so far

The journey so far



Summary of changes

7

New report card

A five-point
grading scale

A sharper focus
on inclusion

New toolkits

New inspection
methodology

Taking steps to
reduce workload

A new approach for
monitoring FES
providers where
improvement is needed

Schools and Further
education and skills
inspections led by HMI

New online
insights platform





Moving forward: renewed approach

Our new approach



Breaking
barriers to
learning

Improved
reporting

More
collaboration



More focus
on well-
being

Taking context
into account



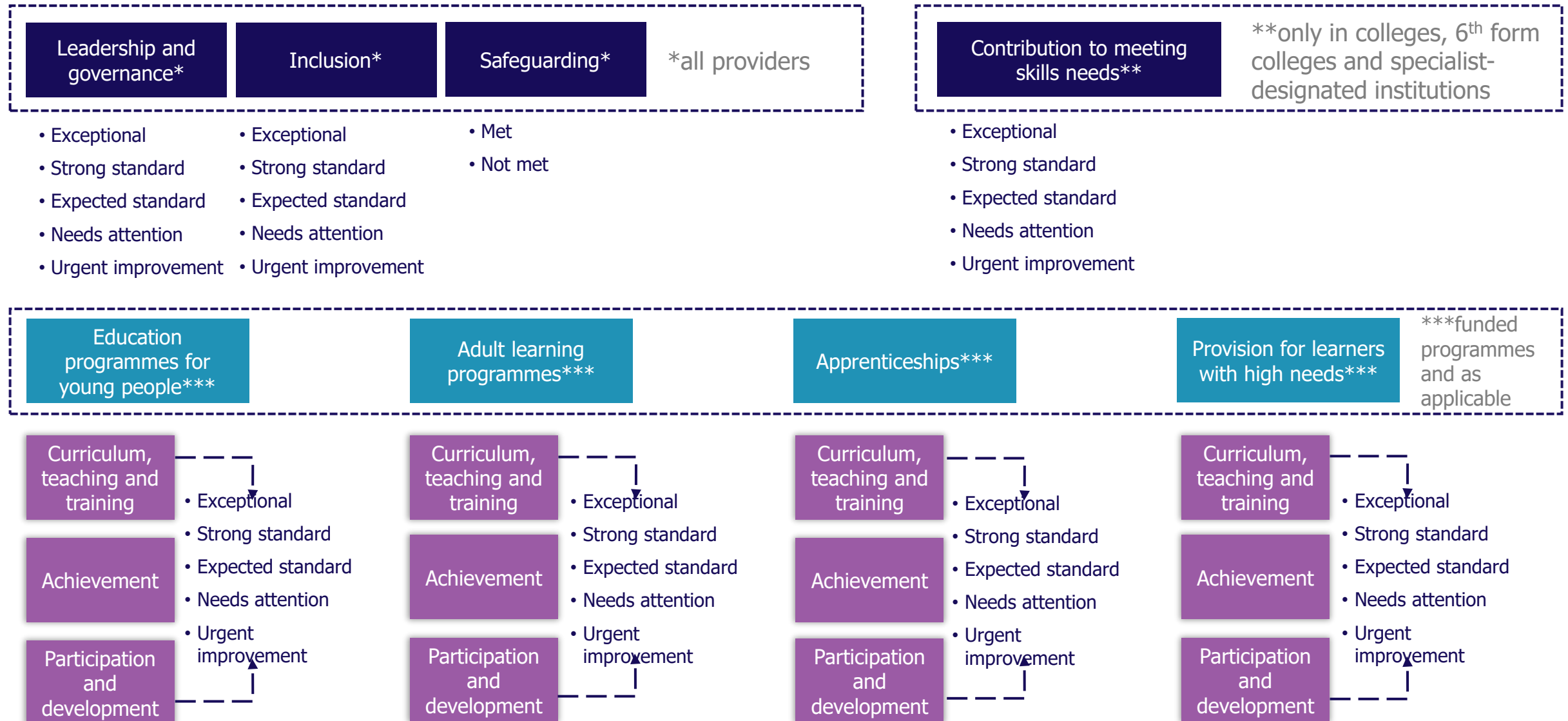
Consistent
approach

Providing
constructive
advice

Different by
design



The report card for Further Education and Skills



We have strengthened our approach to inclusion

Breaking down barriers to learning and/or well-being



Focusing on barriers

to learning and well-being.
Especially those who are disadvantaged, have SEND, or are known to children's social care.



Understanding context

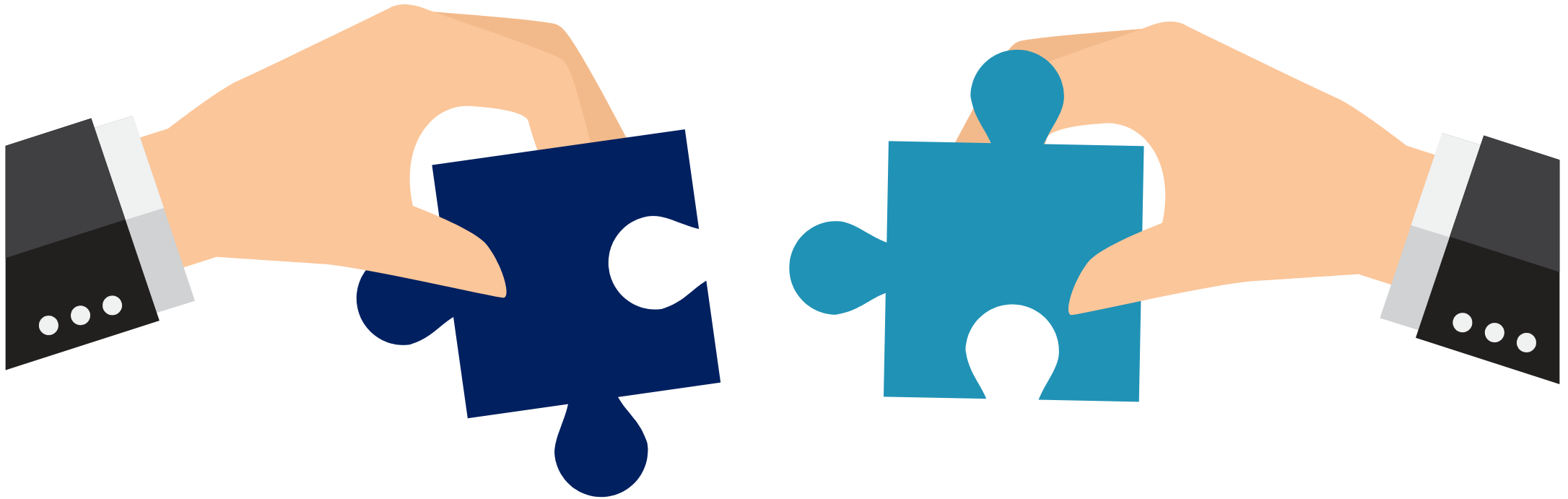
By using contextual information and discussions with leaders to understand their particular community and the opportunities and challenges this brings to their work.



Woven through the framework

Inclusion is woven through evaluation areas, as well as having a standalone inclusion area.

Our strengthened approach to inclusion in further education and skills (FES)



- Provider level
- Provision type level

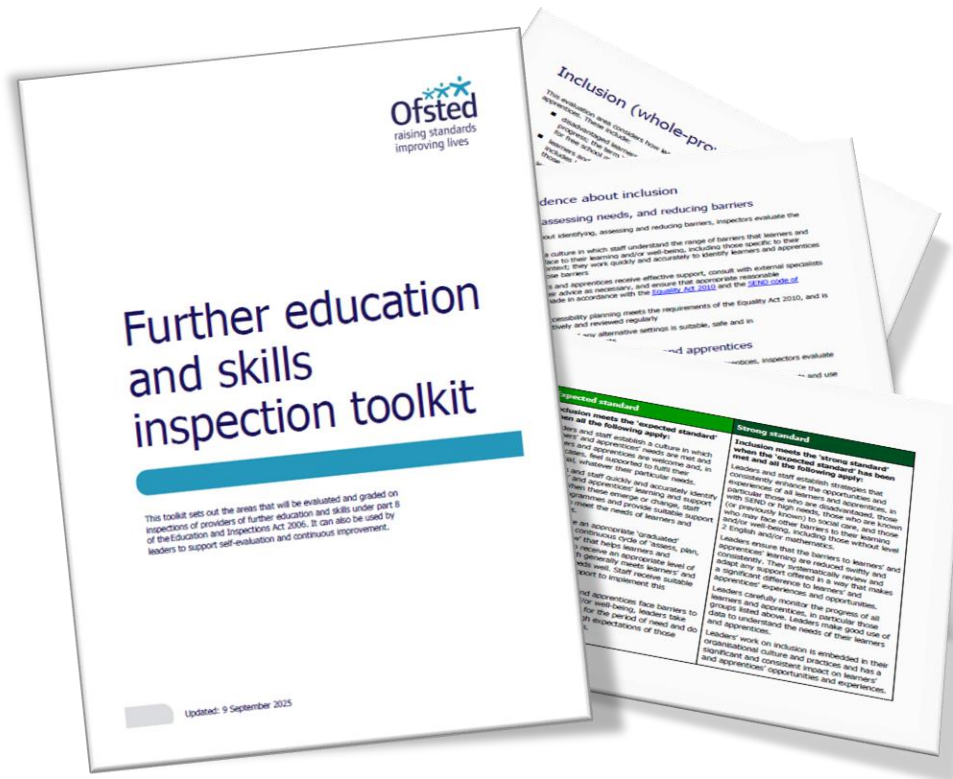


In FES we will look at inclusion by...

- speaking with leaders, learners and apprentices
- using relevant data to understand learners' contexts
- case sampling to evaluate how support works in practice
- learning walks to evaluate inclusion in action.

We will introduce toolkits

- Toolkits **replace the grade descriptors** that are currently in our inspection handbooks.
- Toolkits show providers and inspectors the **evaluation areas that we'll focus** on and how we'll evaluate and grade providers.
- The **general structure of the toolkit is the same** whatever sector you are working in, but we have **carefully reflected on** how our evaluation areas should apply for different sectors.



Toolkit

The toolkit is broken down into different evaluation areas. Each evaluation area starts with a covering page.

Curriculum, teaching and training (provision-type level)

This evaluation area considers:

- how effectively leaders design a high-quality and ambitious curriculum for all learners and apprentices
- how well teachers, trainers and staff ensure that the curriculum is implemented effectively for all learners and apprentices, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics

Inspectors focus on the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to the curriculum, teaching and training, thereby giving learners and apprentices the greatest possible opportunity to access high-quality education and training.

These factors are:

- having an ambitious curriculum that equips learners and apprentices with the knowledge, skills and behaviours that are essential for their next steps
- ensuring that the curriculum is planned and sequenced so that the end points are clear, and it builds on what learners and apprentices already know and can do
- ensuring that teachers, trainers and staff have expert knowledge and experience of the curriculums that they teach
- ensuring that teachers, trainers and staff teach the intended curriculum, and do so

1. A summative statement of what the evaluation area covers – to help leaders and inspectors to understand what the evaluation area is 'at a glance'.

2. A reminder that our grading standards are based on research, inspection evidence, and statutory and non-statutory guidance set by the DfE.

3. Following that the toolkit sets out the most significant contributory factors that underpin our approaches to evidence gathering and grading.

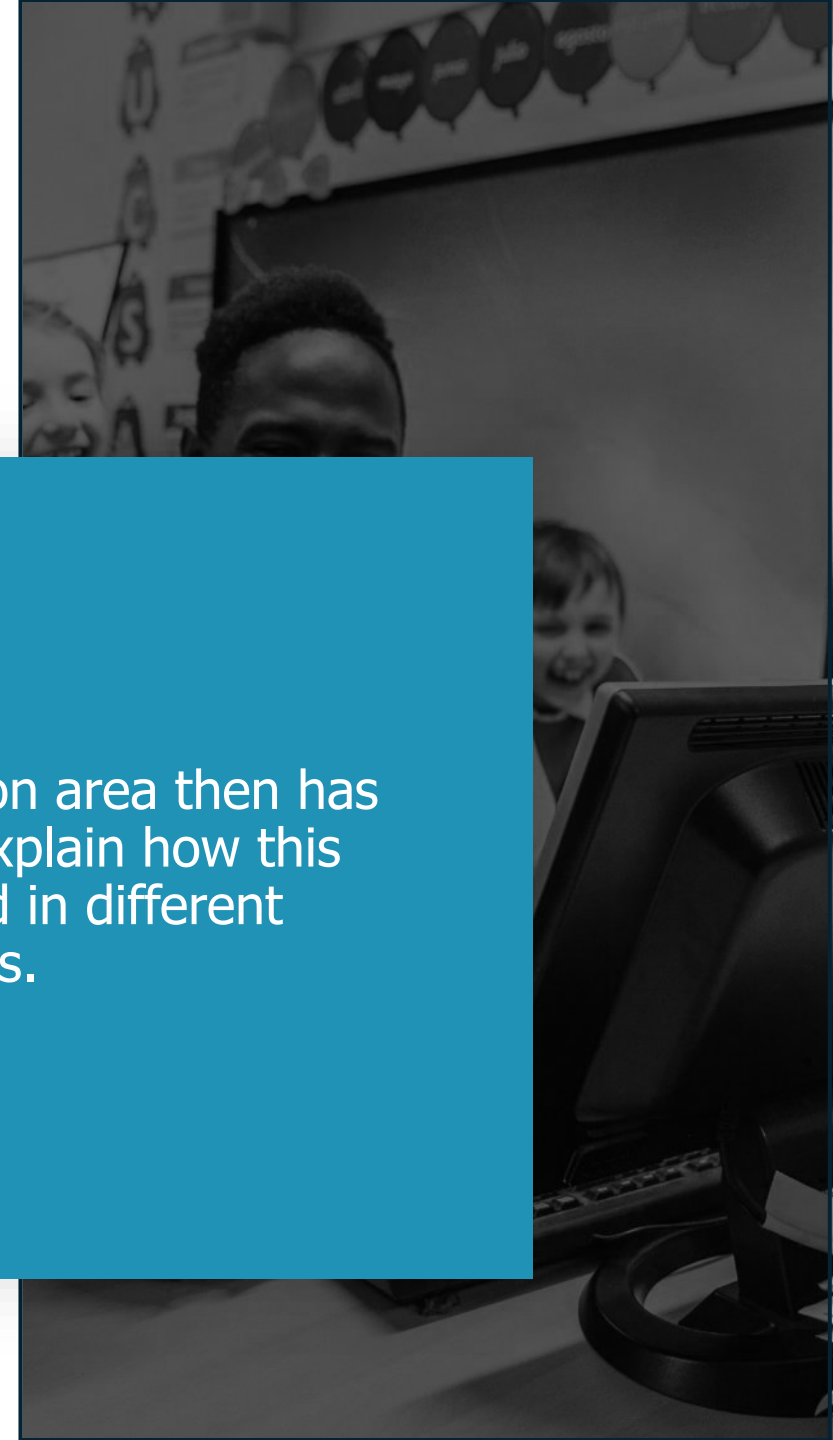
Toolkit

Considering curriculum, teaching and training in different provision types

When inspectors evaluate curriculum, teaching and training across different FE and skills settings, they consider the context of the courses/programmes that providers offer and the nature of learners and apprentices, for example:

- educational programmes for young people, apprenticeships, adult learning programmes and provision for learners with high needs
- providers who teach learners and apprentices online or in person, including how these providers use technology and digital platforms to provide teaching and learning
- providers who are geographically spread out and staff who work mostly remotely
- the model of delivery that providers use, including mentoring and coaching, self-directed learning, and learning on the job
- learners and apprentices on courses from pre-entry levels to level 7 apprenticeships, part-time or short courses, full-time and long courses, and learners who follow courses without external accreditation
- learners and apprentices who need substantial additional support on vocational and academic study programmes, apprenticeships, supported internships, pre-vocational courses and personal development courses
- learners and apprentices with specific learning needs and/or disabilities

Each evaluation area then has a section to explain how this area is applied in different provision types.



Toolkit

The next part of each evaluation area explains the evidence inspectors will gather.

Theme

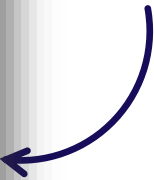


The leadership of the curriculum, teaching and training

In gathering evidence about the leadership of the curriculum, teaching and training, inspectors evaluate the extent to which leaders:

- have a comprehensive understanding of the curriculum and the quality of teaching and training for the provision type
- assure themselves that the curriculum is being taught well
- identify priorities for improvement and take effective and timely action to address these

Evidence gathering prompts



Toolkit

Grades we expect to see **most frequently** on inspection

Grades across a
5-point scale

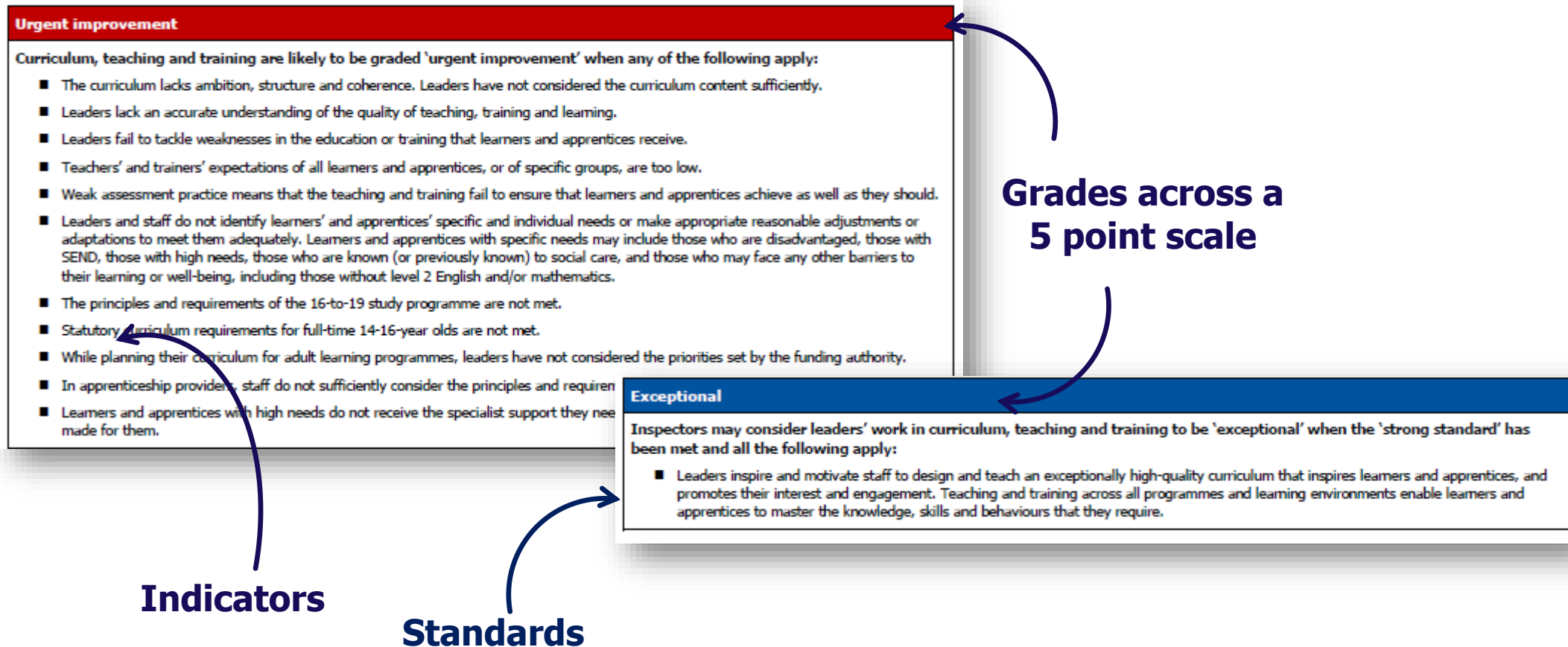
Indicators

Needs attention	Expected standard	Strong standard
Curriculum, teaching and training are likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies: - Leaders have an overly generic or superficial understanding of the quality of the curriculum and teaching and training. Consequently, actions to address any concerns are not well enough targeted and/or have limited or inconsistent impact on learners and apprentices. - Leaders' actions to strengthen the curriculum, teaching and training are at too early a stage of development to see the impact on learners' and apprentices' experiences. - Although leaders understand the principles of effective curriculum planning, the quality of their planning is variable. Curriculums may not be fully matched to the knowledge, skills and behaviours that learners and apprentices need, and/or there may be too little time allowed to revisit or	Curriculum, teaching and training meet the 'expected standard' when all the following apply: Leaders typically have an accurate understanding of the quality of the curriculum, teaching, and training. When necessary, they address any areas of concern in a timely and effective way. Leaders have largely ensured that the curriculum is well sequenced and builds on what has already been taught and learned. This equips learners and apprentices with the essential knowledge, skills and behaviours that they need to achieve well, and prepares them well for their next steps. Learners and apprentices follow a curriculum designed around well-planned outcomes and experiences, such as those in their EHC plans or individual learning plans. Leaders make sure that the curriculum is, in the main, relevant to local, regional and national employment and training priorities. Leaders ensure that the curriculum is accessible, allowing learners and apprentices, including those who are disadvantaged, those with SEND, those with high needs, those who are known (or previously known) to social care,	Curriculum, teaching and training meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders have developed a consistently high-quality curriculum, with expert teaching and training across all courses and delivery models. Decisions about what to teach, when and how are highly effective and tailored to the context of the provision, the course type and learner needs. The curriculum is regularly updated to support each learner and apprentice, based on their needs and goals. Teachers and trainers help them build the key knowledge, skills and behaviours they need to succeed. The curriculum offers significant, meaningful additional learning opportunities and goes beyond the planned outcomes. Teachers and trainers skilfully teach difficult and/or complex topics to learners and apprentices, connecting new ideas with existing knowledge so that they can grasp, retain and apply that knowledge automatically and confidently. In the 16-to-19 study programme, leaders ensure that the curriculum, teaching and

Grading
standards

Toolkit

Grades we expect to see **less frequently** on inspection





Inspections will **look and feel different**

- **Context** taken into account.
- A more **collaborative** approach.
- A **consistent** approach to inspection.
- **Constructive** advice with clear recommendations on what to improve.
- A continued **focus on well-being**.



FES full inspection notification

- From November we will be introducing an **extended notice period** for all providers.
- Everyone will now receive normally **five to six working days' notice** before their full inspection.
- We return to full inspection week commencing 10 November. Due to the extended notice period, providers inspected in this week will be notified the week commencing 3 November.



What the changes mean for FE and skills providers who provide apprenticeships

Before an inspector arrives

Notification call

Provider leaders invited to identify an individual(s) to act as the **nominee** and **shadow nominee**



Nominee

helps the inspection process run smoothly and collaboratively through planning, communication and engagement with the inspection team

Planning calls

the lead inspector will work collaboratively with the nominee and leaders to identify any necessary reasonable adjustments and understand the context

Plan a timetable for the inspection

to enable inspectors to gather evidence relevant to the provider's context.



Planning the inspection

- Up to three planning calls
- Collaborative working
- A focus on understanding context and leaders' priorities for improvement
- Agree inspection focus areas
- Plan for case sampling
- Identify learning walk opportunities



During the inspection

- Day 1 will start with a short whole team meeting.
- Inspectors will move into provision type meetings:
 - attended by allocated team inspectors and provider staff.
- Inspection activities for team inspectors include:
 - lesson and workplace visits
 - discussions with apprentices, employers, parents, teachers, trainers and assessors
 - reviewing documents and learners' and apprentices' work
 - case sampling.
- Where applicable, the single central record will be checked early on day one.
- Joint learning walks.
- Meetings with leaders and other relevant staff.

Reflection and feedback during inspection

- Each day begins and ends with a reflection meeting with leaders and the nominee.
- Reflection meetings will also take place with leaders/nominee as required during the inspection.
- Joint activities with leaders and inspectors.
- Concludes with a grading meeting followed by a final feedback meeting.





Inspecting apprenticeships

- How apprentices' contexts shape leaders' approach to inclusion
- Attendance and behaviour
- Pastoral needs of apprentices
- Age-appropriate participation and development
- Governance and oversight
- Relationships and partnerships

Grading curriculum, teaching and training

Needs attention	Expected standard	Strong standard
■ In adult learning programmes, leaders do not ensure that curriculums help adult learners to develop the personal, social and employability skills they need to succeed. ■ Leaders understand the principles and requirements of apprenticeships, but they do not ensure that they are routinely fully met. ■ In apprenticeships, staff do not ensure that the collaboration with employers to plan on- and off-the-job training is effective enough and/or does not provide the support that apprentices need. ■ While leaders understand the importance of the curriculum for preparing learners well for their next steps and the importance of effective support arrangements, learners with high needs are not sufficiently prepared for their next steps, and/or specialist support is inconsistent.	Teachers and trainers generally explain vocational, academic and technical subject knowledge well. They select appropriate teaching and training activities and resources to support learners' and apprentices' development of new knowledge, skills and behaviours. Leaders ensure that 16-to-19 study programmes meet the principles and requirements. Leaders ensure that the curriculum for full-time 14-to-16-year olds meets statutory requirements. In adult learning programmes, the curriculum is aligned to the funding authority, employer and stakeholder needs, and the relevant local, regional and national priorities. The curriculum is planned and tailored to help adult learners develop the personal, social and employability skills that they need to succeed. Leaders ensure that the principles and requirements of apprenticeships are met. Staff and employers co-plan and implement on- and off-the-job training so that apprentices can apply and practise newly taught knowledge, skills and behaviours at work. In provision for learners with high needs, learners follow tailored programmes that meet their individual needs. Teachers and trainers collaborate with external partners so that	well. Teachers and trainers collaborate with a wide range of appropriate specialists so that learners are consistently well prepared for their next steps in learning, training or employment.



Grading achievement

Needs attention	Expected standard	Strong standard
Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies: ■ Learners and apprentices, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics, make slow progress from their starting points and/or do not typically achieve well. Achievement rates are too low or are declining. ■ Learners and apprentices do not securely develop the knowledge, skills and behaviours they need to achieve the aims of the curriculum. There are gaps in their knowledge, and they lack the confidence to apply what they have learned. ■ Learners and apprentices do not consistently produce work in line with	Achievement meets the 'expected standard' when all the following apply: Learners and apprentices, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics, typically make appropriate progress from their starting points and/or achieve well. They largely achieve relevant standards and qualifications within the anticipated timeframe. Learners and apprentices generally develop the intended new knowledge, skills and behaviours, as they progress through the curriculum, and they can apply these effectively. They produce work of the standard expected for the level of course they are studying. Learners and apprentices broadly develop the English, mathematical and digital skills they need to study the curriculum and achieve their learning goals, including making progress towards level 2 mathematics and English qualifications. Learners and apprentices are usually ready for the next stage of education, employment or training, and/or for greater independence in the community. They mostly go on to destinations that	Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Learners and apprentices consistently make extensive progress from their starting points and/or achieve well. Achievement rates, where applicable, are high or have improved significantly, especially for disadvantaged learners and apprentices, those with SEND, those with high needs, those who are known (or previously known) to social care, and those who may face any other barriers to their learning or well-being, including those without level 2 English and/or mathematics. Learners and apprentices develop a thorough and secure understanding of new concepts. They apply their extensive academic, technical or vocational knowledge, skills and behaviours expertly, fluently and automatically. Learners and apprentices produce theoretical and practical work that is of a consistently high standard. Through the knowledge, skills and behaviours gained, learners and apprentices are very well prepared for advanced study or further training/employment.

Grading participation and development

Needs attention	Expected standard	Strong standard
Participation and development are likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies: - Leaders understand the importance of attendance and have suitable expectations, but their work to identify and tackle low attendance and/or barriers to attendance is inconsistent and lacks focus. As a result, attendance for some groups of learners and apprentices shows limited or unsustained improvement, and this hinders their progress. - Leaders have suitable expectations of learners' and apprentices' behaviour and attitudes, but staff lack the confidence and/or skills to manage incidents of poor behaviour. This can cause disruptions to learning and slows learners' and apprentices' progress. - Leaders have established a programme of wider development, but this does not consider well enough the well-being and pastoral needs of all learners and apprentices, in particular those who are	Participation and development meet the 'expected standard' when all the following apply: Leaders typically ensure that learners and apprentices study and, where relevant, work in safe and respectful environments, where their well-being is prioritised, particularly those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics. Leaders set high expectations for the attendance, behaviours and attitudes of groups of learners and apprentices. Learners and apprentices typically behave appropriately and have high attendance at lessons and other activities. Staff address any inappropriate behaviour consistently and promptly. Leaders do not tolerate bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence, or derogatory language. They usually act quickly and appropriately when concerns arise. Learners and apprentices know how to raise issues and	Participation and development meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders foster an inclusive culture in which diversity is celebrated, equality of opportunity is promoted, and social equity is actively pursued. This work has a significant positive impact on learners and apprentices from all backgrounds. They feel highly valued and respected. Incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are rare. When they do occur, they are dealt with consistently and highly effectively. Leaders' consistent and persistent focus on attendance and participation has had a sustained positive impact on learners and apprentices. Staff contribute to a culture in which high attendance and participation by all groups of learners and apprentices are expected, valued and routinely achieved. Learners and apprentices are highly motivated, show a strong commitment to their studies and are proud of the work they produce. They collaborate respectfully with their peers,





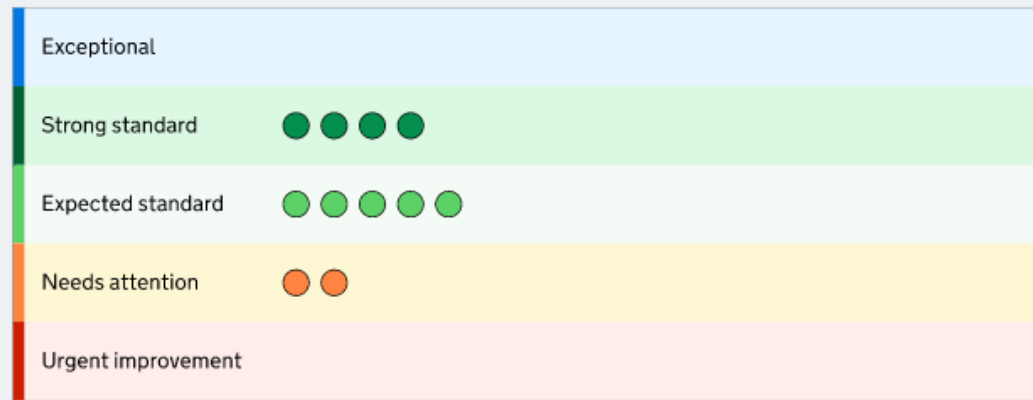
After inspection

Further Education and Skills Provider

Address: School Lane, Old Town, Home County, HC4 5DF

Unique reference number (URN): EG12345

Inspection report: 25 June 2024



✓ **Safeguarding standards met**

✓ [Show](#)

1. Inclusion, leadership and governance

✓ [Show](#)

2. Adult learning programmes

✓ [Show](#)

Report Cards

- Our new report Card will make findings clear and accessible.
- The report card will provide a summary overview as well as a detailed explanation for each of the evaluation areas the provider has been evaluated against.
- Colours ranging from red, for urgent improvement, to blue, for exceptional will provide a visual overview.
- The next steps will be written in a constructive way to make clear what the improvement priorities are for the provider/phase.



Key points to consider post inspection

- Where a provider is graded less than 'expected standard' the provider will be subject to a monitoring visit.

Recap of changes

- The introduction of the 5-point grading scale.
- Safeguarding will now be graded as met/not met.
- Contribution to meeting skills needs will now be graded on the 5-point grading scale.
- Greater focus on understanding the context.
- Increased focus on inclusion.
- Notification window increased from 2 to 5 to 6 working days.



The timeline for change





Steady and Assured Start



Ensuring a steady and assured start to inspections

- Making sure providers and inspectors are confident and comfortable with the renewed approach.
- Random sample of providers invited to take part in 'exit interviews' with HMCI, the National Director, and senior Ofsted officials to hear about their inspection experience and reflect on the implementation of the reforms.
- HMCI will also invite sector representatives to a series of roundtable meetings to share their feedback.

Ensuring a steady and assured start to inspections

- During this time, all requests for an inspection deferral will be reviewed by Ofsted's Deputy Chief Inspector.
- Telephone helpline will be open before, during and after an inspection.
- No inspections in the week before Christmas to allow for further training.





Measuring impact



Programme of evaluation

- An **externally commissioned evaluation** of the renewed inspection framework.
- **Engagement with parents and carers, providers, employers and inspectors** about the implementation of the framework.

A graphic of a smartphone screen. At the top, there is a dark blue rounded rectangle with the text 'Scan me' in white. Below this is a large black and white QR code.

Scan me



Resources and further information

- Formal response to consultation
- Toolkits for:
 - early years
 - Schools
 - Further education and skills
 - Initial teacher education
- Supporting research and evidence

www.gov.uk/ofsted





Questions

Thank you

— ...

