

Successfully managing the inspection process

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What this webinar will cover

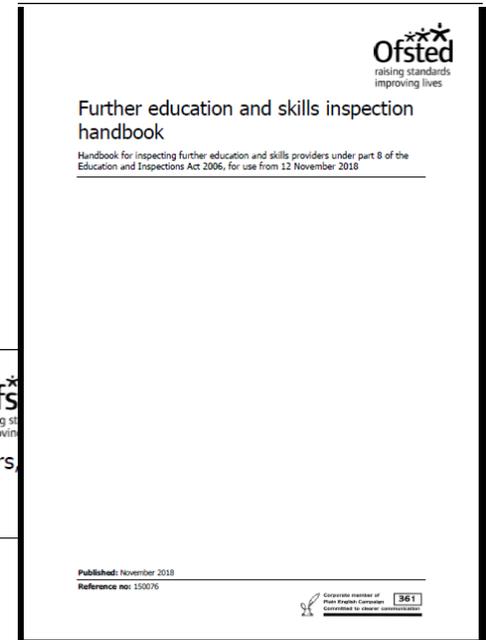
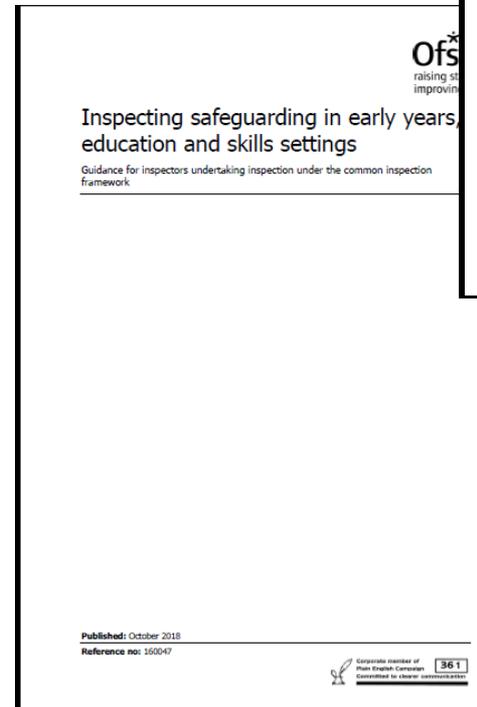
- More holistic focus on all aspects of teaching, learning and assessment and the development of the learner
- From policy to practice: how everything the organisation does impacts learners
- How learners are prepared for life in Britain and the pointers for excellent British values and how these are inspected
- The importance of effective safeguarding and the much broader definition of this
- The importance of relevant and engaging maths and English, including speaking and listening skills
- How to be an effective nominee: before the inspection begins, as it begins, during inspection and responding during meetings
- The importance of joint lesson observations and activities during inspection: the role of provider staff and how to respond well
- The changing focus of the new Education Inspection Framework
- Monitoring visits for newly funded providers

What we wanted from inspection in 2015

- Focus on Teaching, Learning and Assessment and PDBW
- Avoid excessive data analysis – focus on trends not detail
- Judge quality of learning over time, not just in lessons observed
- Feedback what you have seen “most of the time”. Do not dwell on single instances
- In forming a composite picture of the strengths and weaknesses drawn from a range of learning activities inspectors will use several evaluation points, e.g.
 - teachers’ expectations of learners
 - effectiveness of teachers’ practice and craft
 - management of learning in and out of class
 - use of technology
 - development of wider skills, including English and maths in study programmes, traineeships and apprenticeships

Firstly, understand the process

- The Further Education and Skills handbook - read it, understand it and use it to guide decisions
- Everything is in there and it is all good
- It is the only criteria that Ofsted uses
- Also, recent publications on safeguarding and Prevent



Work based learners and the Prevent statutory duty

Guidance for providers

September 2018

The three Ps

- Policy, procedures and practice
- The focus is on **PRACTICE and its impacts**
- How this has changed
- What to have ready...



How would you evidence the impacts of your practice in the delivery of English and maths?

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It's all about LEARNING

- The scope
- **Holistic** not just qualifications
- British values
- Life skills, including **English and maths**
- Safeguarding
- Evidence of positive impact on learning is critical



- How can you demonstrate that learners have developed personal confidence and positive attitudes to themselves and others?
- What are attendance and retention rates on your programmes?
- What practical strategies have you employed to improve attendance and retention? With what impact?
- How can you evidence that learners' personal, social and employability skills are developed?

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Standards and values on show

Evidence of this

- The learner
- The environment
- The nominee
- Observation of teaching and learning

- How can you evidence that your learners are and feel safe?
- **What does the learner understand by safeguarding or British values?**
- What processes have you in place to assess how safe learners feel?
- What are the impacts of any interventions you have had to make? What have you learnt from these?
- How have you developed and promoted British values in your programmes? With what impacts?
- How have you involved stakeholders and users in evaluating impacts?



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The inspection process

Who is involved?

- Nominee
- Link managers
- Joint lesson observers
- Staff around college or training provider
 - Teaching and administration
- Key stakeholders
 - Employers, parents, awarding bodies
- Governors and board members
- And most of all the learners!



The inspection process

- Be prepared - when you get the call
- SAR for preliminary hypothesis, QIP is the focus during inspection
- Positional statements
- Get all relevant evidence together
- Accuracy of all data
- Inform governors, staff, learners and others affected by the inspection
- No need for panic !



Getting the evidence together

- Personal development, behaviour and welfare
 - Inspectors will generate the majority of evidence towards this aspect from observations, learning walks, listening to learners, attendance data, proportion of learners with quality work placements
 - Providers should be addressing this by ensuring they can evidence this within their own observation programme
- Learner progress
 - How are you checking progress?
 - How effective are your IAG, initial assessment and target setting processes?
 - Use the opportunity to show in year progress, what has the learner done since the start of their programme, how can you show this
 - Stretch and challenge, value added, what is being done to support more able learners?
 - Focus on the progress of current learners rather than historic data
 - Case studies to judge progress

The inspection process

- The opening presentation – first impressions count...flowers, recycling bins and so on
- What qualities do you think the inspectors want to see?
- What do you think inspectors need to carry out a full and valid inspection?
- Do you have it all ready?
- Refreshments...do you provide them?

The inspection process

- Not done to you but with you...so participate
- The **nominee** is critical - meetings, guidance, the go-to person, getting involved
- When receiving feedback do check if a theme is relevant to the whole of the aspect or can it be isolated, clarify and seek more detail if needed
- Don't be afraid to check and make sure you understand the feedback, there should be no surprises
- Remember does the feedback sound like you?

The nominee role in summary

The nominee should:

- Have a detailed understanding of the provider's programmes, and operations, including, where appropriate, those of subcontractors
- Be sufficiently senior to ensure the cooperation of staff at all levels
- Have authority to carry out the role with autonomy

Their responsibilities include:

- Providing information for the lead inspector to support inspector planning
- Briefing the provider's staff about arrangements
- Informing learners and employers about the inspection
- Attending all team meetings, including the final team meeting
- Coordinating feedback arrangements during and at the end of the inspection
- Liaising with the lead inspector, ensuring that documents are available and that staff can attend meetings.

Types of nominee

- The show case
- The quiet and reserved
- The clear and confident
- The organised
- And so on



The nominee will attend team meetings, although they may not contribute to decisions about inspection judgements. By taking part in discussions about evidence collected during the inspection, the nominee can help to ensure that all appropriate evidence is taken into account. Any concerns about evidence should be raised with the lead inspector. The nominee will report to the provider's staff on the progress of the inspection.

Joint observations

- The lead inspector may invite a member of the provider's staff to observe one or more learning sessions or assessments jointly, including on short, focused visits to lessons or workshops
- The provider's observer will share her or his recorded observations with the inspector, who will then provide feedback on those observations before sharing her or his own evaluation of the learning session or assessment

What you should be looking for

- Learner progress – the bottom line
- Characteristics of strong teaching
- Linking teaching and learning
- What questions could you ask learners?
- What questions could you ask teachers, tutors, trainers, assessors?
- Examples of work
- Stretch and challenge
- Support for learners



What are your own organisation's teaching and learning characteristics, e.g. strong employer links, pursuit of professional behaviours?

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Opportunities provided by joint observation

- Demonstrate the inspectorate's core principles of openness and transparency through collaborative working
- Develop a closer relationship between the inspection process and the provider's self-assessment outcomes
- Builds the provider's capacity for self-assessment leading to **improvement**
- Heighten the awareness of senior management on the importance of focusing more clearly on the **learning** within the learning session or assessment as a result of the teaching or training
- Develop a common understanding of what 'good' teaching and learning looks like.

Taking forward the lessons from inspection

- So what will you continue to do?
- What things will you stop doing?
- What things will you do differently?
- What are your plans for improvement, even if you get an outstanding grade?



Myths about inspection

1. Teaching style

- Ofsted doesn't prescribe any particular teaching style. We know that different things work for different teachers and trainers. Inspectors are only interested in how much progress students make.

2. Lesson plans

- Inspectors will not expect to see lesson plans. They will judge overall how well lessons are planned, but aren't interested in the specific form of that planning. They'll evaluate the impact of the planning, not the paperwork.

3. Equality and diversity

- Inspectors don't expect all aspects of equality and diversity to be promoted as explicit features in every lesson. Inspectors want evidence that, during a student's time at college, they will benefit from equality of opportunity. There should also be evidence that they learn about the complex multicultural world they'll live and work in.

4. Limiting grades

- Ofsted doesn't regard English, mathematics and work experience as limiting grades on study programmes.

5. Differentiation

- Inspectors don't expect work and tasks in all lessons to be tailored to meet each student's individual abilities. This is an unrealistic expectation. However, teachers should make sure that all students have opportunities to fulfil their potential, regardless of their starting points or abilities. Inspectors will expect to see evidence of this throughout the course as a whole.

6. Information and learning technology

- Ofsted doesn't expect to see information and learning technology (ILT) being used in every lesson. Inspectors, like teachers, see the potential impact that ILT can have on students' learning. At the same time, we see no particular benefit from the use of ILT for its own sake.

7. Observations and grading

- Ofsted doesn't expect all teachers to be observed and graded by their organisations, to inform self-assessment and staff training. It's entirely up to leaders what mechanisms they use to improve the quality of teaching.

The new Inspection Framework (EIF) 2019

A move away from outcomes and a greater focus on curriculum, and a reduction in the number of types of provision (education programmes for young people, adult learning programmes and apprenticeships)

Judgement areas: our working hypothesis 



Behaviour and attitudes, and Personal development will be separate judgements

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The new Inspection Framework (EIF) 2019

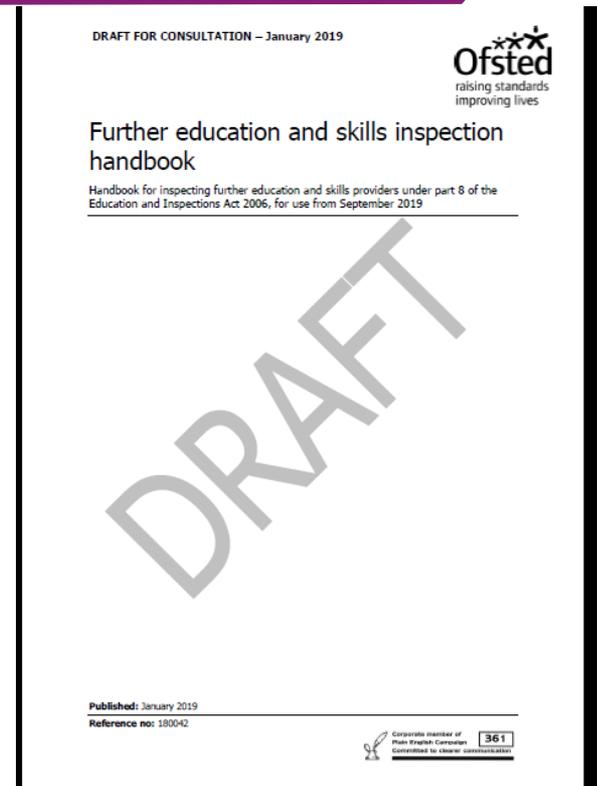
Curriculum:

A framework for setting out the aims of a programme of education and training, including the knowledge and understanding to be gained at each stage (**intent**) ...

.... for translating that framework over time into a **structure and narrative**,
(**implementation**)

...and for evaluating what knowledge and understanding students have gained
(**impact**)

The main focus is on the learner journey and their experience of it !



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Key messages

- The focus is more on impacts of your practice, and less on policy and procedure
- More holistic approach, not separate silos
- Critically, it is the learner experience that counts most
- Standards and values must be applied and demonstrated consistently
- You must manage the inspection process competently and confidently

Monitoring visits

Since April 2017, any provider wishing to train apprentices must be included on the RoATP. Ofsted inspects all providers that receive apprenticeship funding from the ESFA or through the apprenticeship levy for the delivery of apprenticeships. Many of these providers are now eligible for inspection for the first time.

Ofsted usually inspects a new provider within 3 years of it beginning to deliver education and training programmes. But, because of the rise in the number of new training providers in the apprenticeship market and the potential risk to quality, inspectors have been carrying out monitoring visits.

These visits will normally be within 24 months of the provider starting to deliver funded training, with a full inspection within 24 months of the monitoring visit.

It is critical that newly funded training providers understand the nature of the visit, the themes reported on, and the judgements on progress that can be made.

Format of monitoring visit

- A two-day visit by a small team of inspectors with one lead
- It is not an inspection - what does this mean?
 - The inspection team are not making judgments against the common inspection framework
 - Progress judgments are made against three or potentially four themes
 - It may “feel” very different to a full inspection
- A report will be produced
- You will do a factual accuracy check
- You will then receive your report about 4 weeks afterwards
- Your performance will have an impact on what happens next

What will happen

- Two days notice but can be unannounced
- A phone call to the nominee - check your details are correct
- Often in three parts - administrative call and then hello and about an hour later the details with the lead inspector
- What do you need to know and do -it's all in the handbook and it's nothing you shouldn't really have to hand anyway
- This call creates a first impression (not set, but it is an impression)
- You will be able to do a short “presentation” at the start of the visit, but, be careful, this is not a sales pitch
- You will be kept up-to-date throughout
- You are likely to be asked for information and will need to respond
- There will be meeting to conclude.

Focus of the visit

Three themes

1. **Leadership.** How much progress have leaders and managers made in ensuring that the provider is meeting all requirements of a successful apprenticeship provision?
2. **The quality and outcomes of training.** What progress have leaders and managers made in ensuring that apprentices benefit from high quality training that leads to positive outcomes for apprentices?
3. **Safeguarding.** How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?

“Inspectors also check that there are enough tutors with the appropriate experience and expertise. They will want to see that providers have clear plans in place to ensure that they deliver the programme successfully.”

Progress judgements

- Insufficient progress
- Reasonable progress
- Significant progress

This does not link to grades (outstanding to inadequate)

Any questions?

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