

Greater Merseyside Learning Providers' Federation Ofsted update 10 July 2018

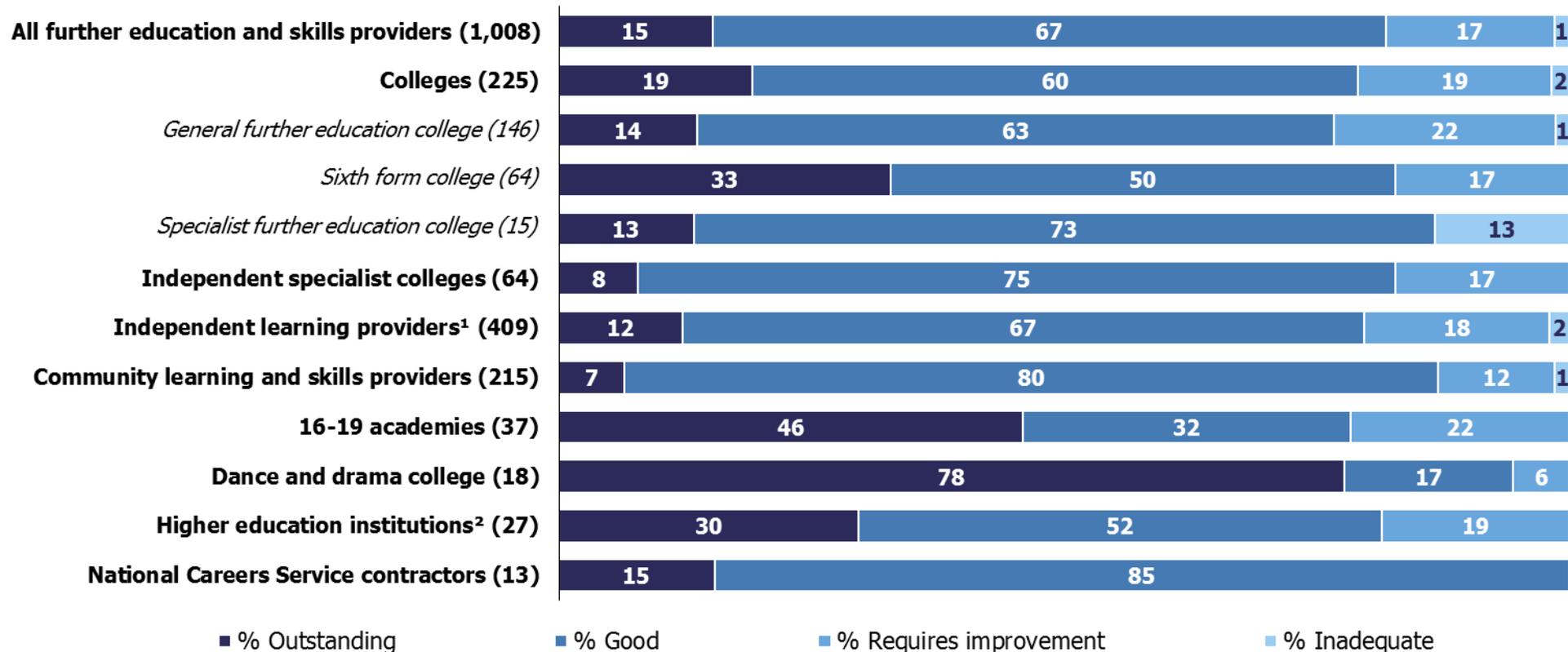
Bev Barlow NW SHMI



What we will cover today

- Inspection outcomes.
- Update on the process of inspecting apprenticeships and new providers.
- Future policy.
- Education Inspection Framework 2019
- Questions

Overall effectiveness of further education and skills providers at their most recent inspection, as at 31 May 2018 (published by 31 May 2018)



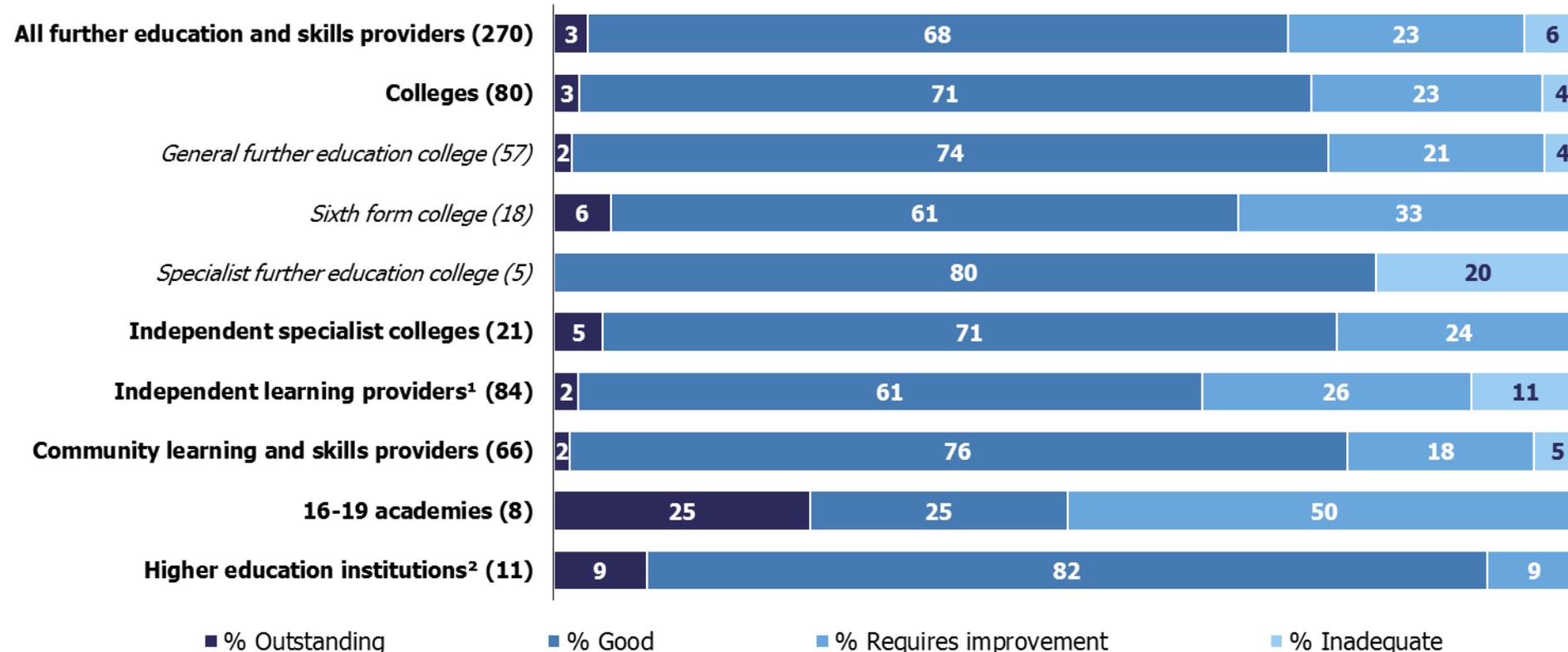
1. Includes employer providers.

2. Inspection of further education provision only, not provider as a whole.

3. Percentages are rounded and may not add to 100. Where the number of providers is small, percentages should be treated with caution.

Further education and skills full and short inspection outcomes 2017/18, by overall effectiveness and provider group

1 September 2017 – 31 May 2018 (published by 31 May 2018)



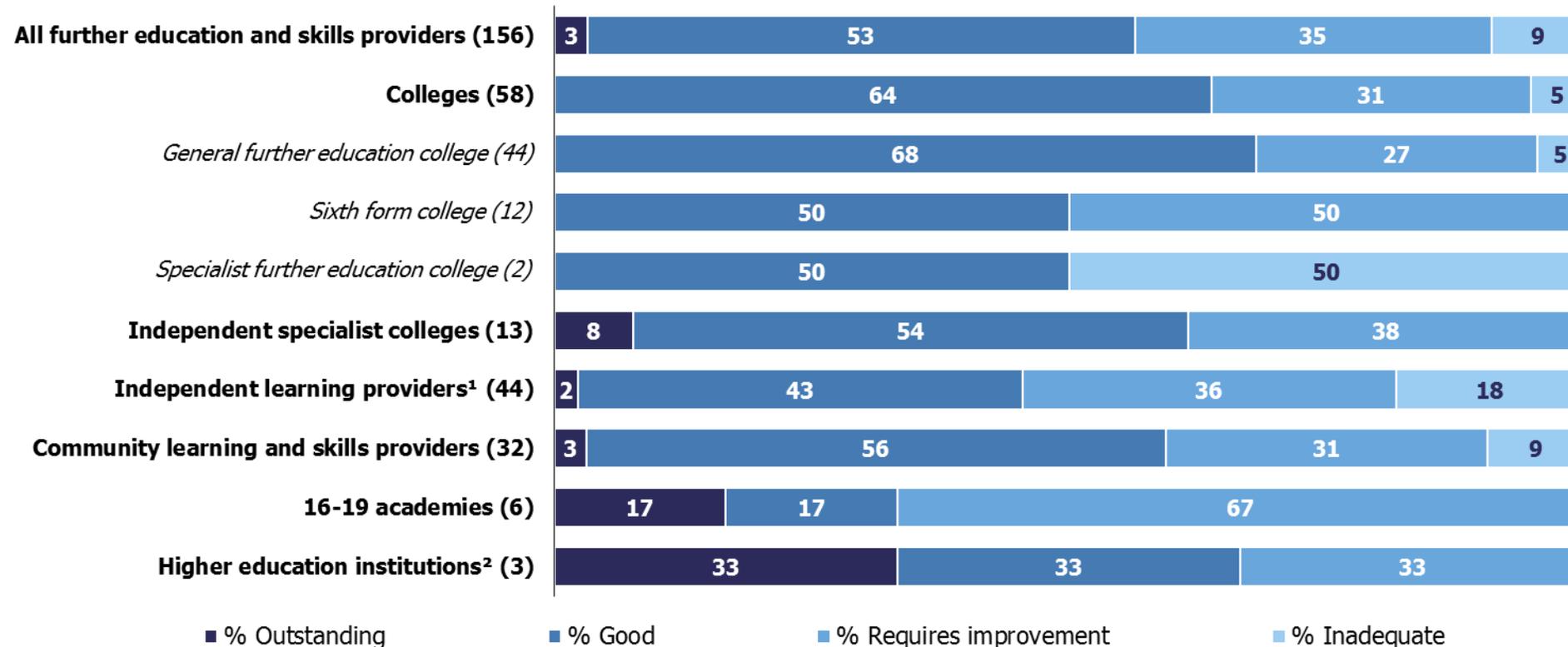
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Provision judgements for all providers

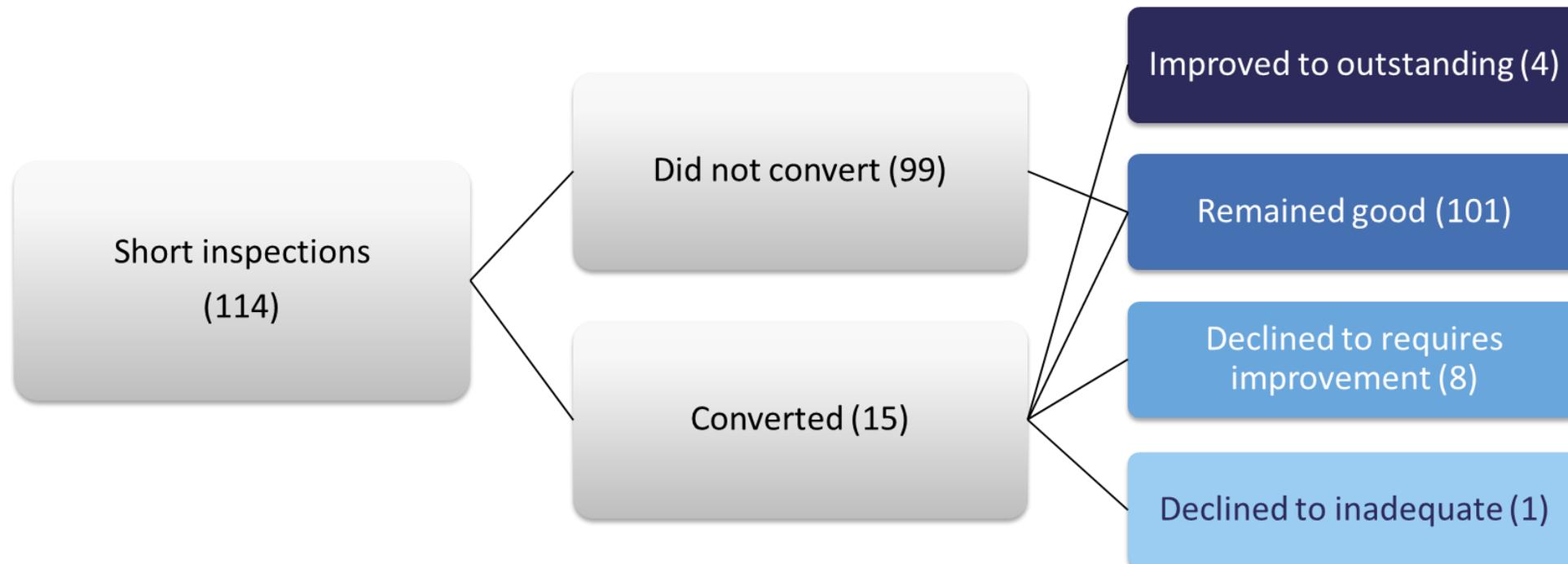
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	% good or outstanding
16 to 19 study programmes (83)	64
Adult learning programmes (102)	65
Apprenticeships (93)	59
Traineeships (6)	83
Provision for learners with high needs (55)	76
Full-time provision for 14 to 16-year-olds (4)	75

1. Where numbers are small percentages should be treated with caution
2. Provision judgements are only awarded at relevant full inspections

Short inspections, all providers

1 September 2017 – 31 May 2018 (published by 31 May 2018)



Full inspections

Key issues

- Study programmes: English and mathematics; levels of challenge; work experience; progression and destinations.
- Apprenticeships: off-the job training; the development of new skills and knowledge.
- Focus on teaching, learning and assessment over time rather than (graded) lesson observations.
- Balancing what historic data shows against current learners' progress.
- Evaluating learners'/apprentices' current progress: what evidence can you provide – at all levels of study?
- Implementation of the 'Prevent' duty: what do learners/apprentices know and understand?

Short inspections

What are the issues

- Providers have been very positive about short inspections.
- No attempt to cover the whole inspection framework.
- Identifying and following specific lines of enquiry – shared with the provider.
- Strong focus on 'capacity to improve': do you know your weaknesses, and are you tackling them?
- Safeguarding (including Prevent) has the same priority as on full inspections.
- May not visit all sites.

Equality and Diversity



- Managers have not fully developed effective ways to promote equality and raise awareness of diversity. Staff training is basic and they do not have the confidence to use relevant examples in their teaching.
- Senior managers have a clear strategy to support the development of apprentices' cultural awareness. Teachers regularly debate how they can best promote equality, diversity and British values in lessons.

Learner recruitment and progression



- Many apprentices have been employed in the same job role at the same employer for a significant period of time. They do not develop new skills, acquire new knowledge or have any planned career pathway. (Train to Gain model).
- Staff assess learners' and apprentices' needs thoroughly before they enrol; ensuring they receive the help they need as soon as they start their programme.
- Teachers and assessors assess learners' and apprentices' starting points thoroughly as a result their progress is monitored very effectively and frequently. They use the outcomes from on-going assessments to adjust their teaching.

Improving Quality



- Leaders and managers have not taken rapid enough action to improve those areas identified for improvement in the previous inspection. Managers have not received useful reports on learners' progress to identify where slow progress is being made in many curriculum areas. Self-assessment is insufficiently rigorous and not based on robust evidence.
- Senior leaders maintain a relentless focus on sustained, iterative improvements to the quality of the provision for the benefit of learners and staff. A strong focus is placed on raising aspirations and ensuring learners' and apprentices' achieve at a high level. Leaders and managers use accessible and accurate management information to monitor and improve performance.

English and mathematics

- Topics do not relate to everyday life, the world of work, or learners' own vocational areas.
- Staff provide an industry-based context to the learning of these subjects. Teachers place a high priority on developing learners' and apprentices' skills in English and mathematics; assessment practices help them to develop their skills quickly.

Effective employer involvement



- Leaders have been instrumental in developing new and highly relevant apprenticeship standards in collaboration with key employers in the sector, which meet the local enterprise partnership and regional skills priorities very successfully.
- Leaders have developed excellent partnerships with local and regional employers to create opportunities for learners and apprentices.
- Employers provide outstanding support to the majority of advanced apprentices to enable them to progress onto higher-level technical programmes in the final year of their apprenticeship to make them more productive in their work roles and more valuable in employment.
- Employers are not fully engaged in planning apprentices' learning and assessment. Employers rarely participate in their apprentices' reviews and so they are not fully aware of the progress and next steps in learning.

Assessment to training

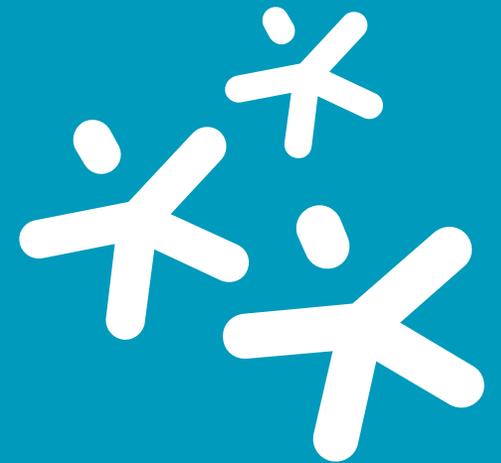
- Tutors merely ask apprentices to collect evidence of work which they have completed as part of their current job role to enable them to accredit existing skills and knowledge. Off-the-job learning is significantly below the requirement of an apprenticeship.
- Assessment practice is very effective. Teachers plan assessment alongside apprentices' practical coaching sessions which helps them quickly understand theoretical principles.

Making work placements work



- Opportunities to participate in work experience are too variable and are not always used effectively to develop realistic work skills.
- College managers use the extensive partnerships they have established with employers to provide learners with excellent work-placement and employer-mentoring opportunities. Through these they improve significantly their vocational and work-related skills and behaviours.

Apprenticeships



Full inspections

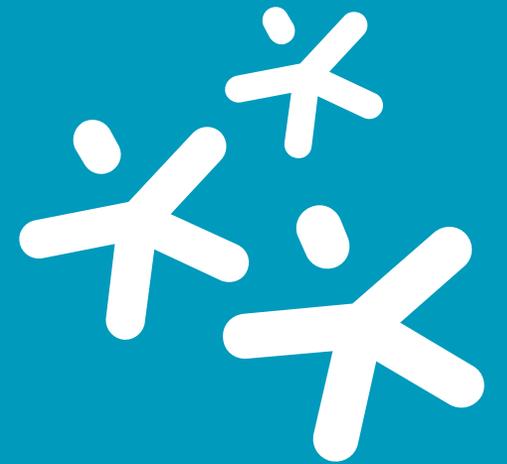
Key issues

- Off-the job training (more about not happening or poor quality rather than %)
- The development of new skills, knowledge and behaviours.
- Focus on impact of teaching, learning and assessment over time rather than (graded) lesson/training observations.
- Balancing what historic data shows against current learners' progress.
- Evaluating apprentices' current progress: what evidence can you provide – at all levels of study?
- Implementation of the 'Prevent' duty: what do apprentices know and understand?

Inspection of apprenticeships: an update

- Levy-funded apprenticeship provision will be **inspected in the same way** as ESFA-funded provision.
- Apprenticeship standards are **inspected in the same way** as frameworks; we are keeping under review the most effective way to inspect standards-based apprenticeships.
- New apprenticeship providers will **normally** have a full inspection within three years; in the meantime, we are conducting monitoring visits to a sample of new providers.
- Strong focus on ensuring that all apprentices are acquiring **new** occupational skills and knowledge, and benefitting from off-the-job training.

Policy Update



Policy update

- 'Good' providers: from September 2018, the interval between (short) inspections will be extended from 3 years to 5 years.
- Ofsted and GDPR
- Support and challenge visits will be replaced by (published) monitoring visits. Each 'requires improvement' provider will have one monitoring visit, between 7 and 13 months after their inspection.
- Careers amendment: an evaluative (not graded) judgement will be made in all reports where the provider has eligible learners (age 19 and under or with EHCP to age 25).
- A new inspection framework from 2019: stakeholder involvement and consultation in Autumn 2018.

College inspections: an update

- Newly merged colleges will normally have a full inspection within three years; in the meantime, they may receive a monitoring visit to assess risk. Monitoring visit reports will be published.
- College inspections continue to be at corporation level; discussions continue with the DfE on whether to supplement with campus-level inspections, although if this happens it will not be until 2019/20.
- Sixth form colleges that convert to academies will be treated according to their most recent inspection outcome.

Monitoring visits: policy update

Monitoring visits to a sample of new apprenticeship providers – these have started, the first ones have been published.

- Standard themes for monitoring visits:
 - How much progress have leaders made in ensuring that the provider is meeting all the **requirements** of successful apprenticeship provision (standards or frameworks)?
 - What progress have leaders and managers made in ensuring that apprentices benefit from **high-quality training** that leads to good or better **outcomes** for apprentices?
 - How much progress have leaders and managers made in ensuring that **safeguarding** arrangements are **effective**?

Monitoring visits: first outcomes

Key6 Group Limited

Monitoring visit report

tutor shortages Apprentices do not develop new skills

apprentices are not suitable for the programme

very slow progress Tutors do not set ... milestones

apprenticeships are not fit for purpose

Monitoring visits: first outcomes

J & S Blackhurst Limited

Monitoring visit report

strengthened the management team off-the-job training ... recorded accurately

Clear milestones are set

Directors and senior leaders have set a clear strategy

high expectations of their staff developing new knowledge, skills and behaviours

Subcontracting: policy update

Increased focus on subcontracting

- Extra resource on some inspections, with an inspector focused on the management and quality of subcontracted provision.
- Subcontractors may be identified by name (for good or bad) in inspection reports.
- Pilot monitoring visits to a sample of main providers, focusing solely on one or more subcontractors – similar progress judgements to those for monitoring visits to new apprenticeship providers.

Subcontracting: anonymised data for PIAF



	Cohort 14-15	AR	Cohort 15-16	AR	Cohort 16-17	AR
Boxed Training	6	50%	8	38%	24	17%
Clear Training UK	595	86%	598	75%	509	47%
Input Services	150	96%	184	90%	332	93%
Tidy Progress	157	58%	106	34%	309	19%
Roadside Training	166	73%	108	71%	112	74%
Anything Everywhere	10	0%	55	14%	88	0%

Subcontracting: the inspection report



- A clear evaluative statement on the effectiveness of the management of any subcontracted provision must be included in the report. (Leadership and management)
- A clear evaluative statement on the quality of any subcontracted provision must be included in the report, naming providers and giving examples where relevant. (Outcomes/PDBW and TLA)
- In short inspection letters, include a clear evaluative statement on the management and quality of any subcontracted provision.

Data Protection (GDPR)

- Does not change how inspectors do their job
- Privacy notices are published on website

<https://www.gov.uk/government/publications/ofsted-privacy-notices/further-education-and-skills-ofsted-privacy-notice>

- Summary Document

Careers strategy/careers guidance

- Coverage by the Careers and Enterprise Company (CEC) is 'patchy' across the country. Many GFE college and sixth form colleges trying to access support are unsuccessful.
- A statement released by Ofsted in response to a parliamentary question of whether Ofsted plans to refer to the Gatsby Foundation's eight benchmarks for good careers advice when inspecting schools and colleges states:

Careers strategy/careers guidance

- Inspectors need to be mindful of the government's careers strategy and the Gatsby Foundation careers guidance benchmarks, and should expect to see these becoming more commonplace within schools through the work of the Careers and Enterprise Company. Inspectors should focus on the impact and quality of careers guidance and not on the compliance with specific steps, and how well a school is preparing pupils and students for their next steps – whatever they might be. How Ofsted inspects the quality of careers education, information and guidance will continue to be governed by the 'Common inspection framework' and 'School inspection handbook' and 'Further education and skills handbook'.

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responsible and focused inspection and regulation

Evolution not Revolution

- A four point scale
- Quality of education and training
- Attitudes and behaviours
- The curriculum
- Governance

We are keeping our inspection process under review



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Questions?

