

## Safeguarding

163. Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this key aspect of a provider's work, inspectors will always make a written judgement in the leadership and management section of the inspection report about whether or not the arrangements for safeguarding children and learners are effective.
164. Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding in all the settings covered by the CIF. The document 'Inspecting safeguarding in early years, education and skills settings'<sup>26</sup> should be read alongside the framework and this handbook.

## Federations and governance arrangements

165. Many providers are cooperating as groups or federations, with an overarching board and chief executive officer, or similar arrangement, that assume some or all of the responsibilities formerly shouldered by the individual provider's governing body. In the case of such extended management and governance, inspectors will seek evidence of the impact of the overarching board and its staff as well as the provider's local board, committee or governing body, where there are relevant delegated responsibilities.

## Grade descriptors: effectiveness of leadership and management

Note: grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- 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.
- Leaders, managers and governors focus on consistently improving outcomes for all learners. They are uncompromising in their ambition. They have the necessary resources to sustain provision of very high quality, including in English and mathematics.
- The provider's actions have secured substantial improvement in the quality of teaching, learning and assessment and outcomes for learners.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources secures excellent outcomes for learners. Governors do not shy away from challenging leaders about variations in performance across the provider's work, including in subcontracted provision.

<sup>26</sup> 'Inspecting safeguarding in early years, education and skills settings', Ofsted, August 2015; [www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015).

- Leaders, managers and governors have a deep, accurate understanding of the provider's effectiveness that is informed by the views of learners, staff, employers and other stakeholders. They use this to keep the provider improving by focusing their actions on important areas. They are unflinching in reviewing the impact of their actions.
- Leaders, managers and governors use incisive performance management that leads to professional development that encourages, challenges and supports staff improvement. Teaching is highly effective across the provision including in subcontracted provision.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which staff are motivated and trusted to take risks and innovate in ways that are right for their learners.
- The range of provision offered is carefully considered and based on a thorough understanding and analysis of a wide range of information, including on local and national economic and social contexts. Learning programmes are very well designed, including in collaboration with employers. These learning programmes ensure that they enable learners to acquire knowledge, understanding and skills, including, where relevant, English, mathematics and information and communication technology (ICT) skills, that prepare them well for future progression to further/higher education and/or sustained employment.
- Leaders, managers and governors ensure that the provision of accurate, timely and impartial careers guidance enables learners to make informed choices about their learning programme and that learners are very well prepared for the next stage of their education, training or employment.
- Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the provider's work.
- Learners feel safe and know how to raise concerns. The provider is proactive in assessing safeguarding risks and taking action to prevent them. The provider has a strong track record of raising awareness among staff and learners of safeguarding issues, listening to learners' concerns and acting on them.
- Leaders' work to protect learners from radicalisation and extremism is exemplary. Leaders respond swiftly where learners are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge learners' views and encourage debate.

### **Good (2)**

- Leaders set high expectations of learners and staff. They lead by example to create a culture of respect and tolerance. The positive working relationships between leaders, staff and learners support the progress of all learners at the provider.
- Leaders, managers and governors are ambitious for all learners and promote improvement effectively. The provider's actions secure improvement in the quality of provision and outcomes for learners. The provider has the necessary resources to sustain the quality of provision and continue making the necessary improvements.
- Leaders, managers and governors have an accurate and comprehensive understanding of the quality of education at the provider, including in subcontracted provision. This helps them to plan, monitor and refine actions to improve all key aspects of the provider's work.

- Leaders, managers and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the provider, including in subcontracted provision.
- Staff value their continuing professional development. It is having a positive impact on their teaching and the progress learners make. Teaching is consistently strong across the provider or improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the provider's performance, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for learners.
- Leaders and managers review the provision well to ensure that the provision offered is relevant to local and/or national priorities.
- Learning programmes are well designed to ensure that learners acquire knowledge, understanding and skills, including, where relevant, in English, mathematics and ICT, so that they can progress to further/higher education and/or sustained employment. Leaders, managers and governors provide impartial careers guidance that enables learners to make informed decisions about their next steps.
- Leaders promote equality of opportunity and diversity, resulting in a positive learning environment. Staff and learners work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour and fundamental British values are promoted actively.
- Safeguarding is effective. The provider assesses risk appropriately, taking action to prevent harm and reporting safeguarding concerns. The provider raises awareness of safeguarding issues among staff and learners. The provider listens to and acts on learners' concerns.
- Leaders protect learners from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with learners.

### **Requires improvement (3)**

- Leadership and management are not yet good.
- Safeguarding is effective.

### **Inadequate (4)**

**Leadership and management are likely to be inadequate if one or more of the following applies.**

- Capacity for securing further improvement, including in subcontracted provision, is poor and the improvements leaders and governors have made are unsustainable, too slow or overly dependent on external support.
- Leaders are not doing enough to tackle poor teaching, learning and assessment. This significantly impairs the progress of learners or groups of learners.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the quality of provision or in outcomes for learners.
- The range of provision offered fails to meet the needs of learners, employers or the local community as reflected by the low proportion of learners who progress to destinations relevant to their career aims.
- The provision does not equip learners with the skills, knowledge or understanding required to enable them to progress to their next steps.
- Leaders are not taking effective steps to secure positive destinations for learners and are not preparing them for life in modern Britain.

- Leaders, managers and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour or prejudiced actions and views.
- Safeguarding is ineffective. The provider's arrangements for safeguarding learners do not meet statutory requirements or they give serious cause for concern; or insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders, managers and governors are not protecting learners from radicalisation and extremist views when learners are vulnerable to these. Policy and practice are poor, which means learners are at risk.

## Quality of teaching, learning and assessment

166. The CIF sets out the overarching criteria for judging the quality of teaching, learning and assessment.

167. In making this judgement, inspectors will consider the extent to which:

- teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding
- learners are supported to achieve their learning goals, both in and between learning sessions
- staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs
- staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can
- staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps
- staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable
- learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential
- employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learner's attendance, progress and improvement, where appropriate