

The Role of Ofsted

AoC West Midlands Governors Induction

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January 2017



Today's themes: Quality inspection and governor responsibility



- The role of Ofsted
- How Ofsted inspects
- The Common Inspection Framework
- What this means for colleges and governors

The role of Ofsted

Ofsted is the **Office for Standards in Education, Children's Services and Skills.**

We inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages

The role of Ofsted

- Every week, we carry out hundreds of inspections and regulatory visits throughout England and publish the results online. We help providers that are not yet of good standard to improve, monitor their progress and share with them the best practice we find.
- Our goal is to achieve excellence in education and skills for learners of all ages, and in the care of children and young people.
- We report directly to Parliament and we are independent and impartial.

What we inspect

- **Social Care:** children's homes, adoption and fostering, residential accommodation, local authorities, looked after children, safeguarding
- **Early Years:** childminders, nursery provision
- **Schools:** maintained and independent schools, academy's, unregistered schools, military schools overseas
- **Further Education and Skills:** GFE, SFC, Community Learning, Independent learning providers, independent specialist colleges, Careers service, Prisons (with HMIP), MoD
- SEND inspections (with CQC)

How do we inspect

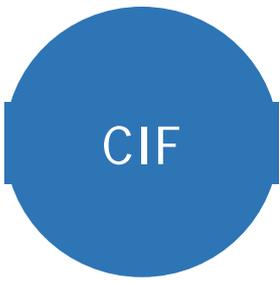
- **The CIF (Common Inspection Framework)**
- **Grading scale**
 - Outstanding (1)
 - Good (2)
 - Requires Improvement (3)
 - Inadequate (4)
- **When do we inspect?**
 - New and merged providers
 - Risk assessment
 - Announced or unannounced
- **Notification**

Main types of inspection (1)

- **Full inspection** – for providers who previously received a 3 or 4; also for any provider previously graded as 1 or 2, where a risk assessment indicates a possible change of grade (*may be other conditions triggering full inspection*).
- **Short inspection** – normally for providers who previously received a grade 2
- **Support and challenge visits** – following a grade 3 at inspection (resulting in letter, not published)
- **Re-inspection monitoring visits** - to inadequate providers (resulting in published letter)
- **Monitoring visits to merged provision**
- **Survey visits**
- **Good practice visits**

Main types of inspection (2)

- **Full inspection** – 3 or 4 days, 2 days notice. Team of inspectors. Published report.
- **Short inspection** – 2 days, 2 days notice, small team of inspectors. Published report.
- **Support and challenge visits** – usually 2 visits (2 days) in subsequent terms, 1 HMI. Usually extended notice. Letter not published but shared with funders.
- **Re-inspection monitoring visits** – 2 days, 2 days notification, 2 HMI.
- **monitoring visits to merged provision** – 2 days, 2 days notification, 2 HMI
- **Survey visits**
- **Good practice visits**



The judgements

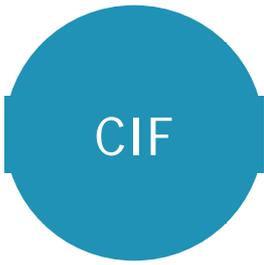


Inspectors make four **'key judgements'**:

- Effectiveness of **leadership and management**
- Quality of **teaching, learning and assessment**
- **Personal development, behaviour and welfare**
- **Outcomes** for learners.

They state clearly whether **safeguarding is effective**.

In addition, inspectors make an overarching judgement on **overall effectiveness**.



Effectiveness of leadership and management



Emphasis on:

- impact of leaders' work in developing and sustaining an ambitious **culture and vision**
- tackling **mediocrity**
- robust **performance management**
- **safeguarding** arrangements protect learners meet statutory requirements, promote their welfare and
- All staff help **prevent** radicalisation and extremism
- In addition, we will maintain our **focus on the curriculum**

- All of these include the role and duty of governors



Teaching, learning and assessment



Emphasis on:

- the importance of developing learners' knowledge, understanding and skills in all types of provision
- ...to prepare them for their next step
- assessment in all its forms.

Lessons are observed , but not graded.



Personal development, behaviour and welfare



Personal development:

- A key focus on how well learners develop to become successful in their learning and how well they are prepared for their next steps.

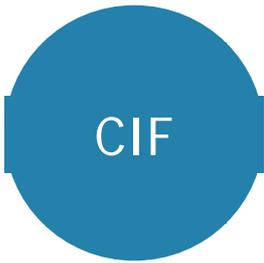
Key emphasis upon:

- How well learners develop **self-confidence** and **self-awareness**, and how to be **successful learners**
- Their knowledge and ability to **keep themselves safe** from all forms of risk
- How well learners understand their **career options** and are **prepared for their next steps**
- Responsible engagement for example in **work** and as **active citizens**.



Key message:

- In judging outcomes, **inspectors give most weight to learners' progress**. They will take account of learners' starting points in terms of their prior attainment when evaluating progress.
- Within this, they will give most weight to the **progress of learners currently at the provider**, taking account of how this compares with the progress of recent cohorts, where relevant.
- Inspectors will consider the progress, achievements and destinations of **all groups** of learners across all types of provision.



Inspecting 'types' of provision



Types of provision

Apprenticeships

16 to 19 study programmes

Adult learning programmes

Traineeships

Provision for learners with high needs

Full-time provision for 14- to 16-year-olds

NB – Inspection handbook provides guidance on each of these

Short inspections



- Targeting good providers
- Normally held every 3 years but may be brought forward following risk assessment
- Good providers may also receive a full inspection if there are concerns at desk-based risk assessment
- A short inspection will not change any of the graded judgements nor the overall effectiveness grade.
- A short inspection may be converted to a full inspection.
- Following the inspection a short letter will be produced and published.

Common inspection framework

- Governance



Inspectors will evaluate the extent to which leaders and managers at all levels, including governors:

- demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance
- evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement
- improve teaching and learning through rigorous performance management and appropriate professional development.

Common inspection framework

- Governance



Inspectors evaluate the extent to which leaders and managers at all levels, including governors:

- successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community
- actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap
- safeguard all learners.

The core functions of governance



- to ensure clarity of vision, ethos and strategic direction
- to hold the Executive accountable for standards against benchmarks
- to ensure solvency and probity
- to ensure leadership complies with statutory regulations
- to engage stakeholders.

Ofsted's submission

- Extract of Ofsted's submission to the All-Party Parliamentary Group on Education Governance and Leadership - July 2012

'The role of governance in driving up the quality of teaching and leadership in our schools and colleges will be fundamental. Ofsted will support leaders and governors focusing on improving teaching and learning.'

Ofsted on the web and on social media

www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>

www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

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