

# Measuring Equality Outcomes

**Revised Common Inspection  
Framework for further  
education and skills:**

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Friday 22 June 2012**



# **'A Good Education for All'**

## **Consultation Outcomes**



# Consultation-

## 'A good education for all'



### **Outstanding providers must have outstanding teaching and learning**

- From September 2012 providers will only be judged outstanding for overall effectiveness if the quality of teaching, learning and assessment is outstanding.

### **'Requires improvement' replaces 'satisfactory'**

- 'Requires improvement' will replace the 'satisfactory' grade, to make it clear that all providers should be working towards providing good or outstanding provision.
- Providers judged to be 'satisfactory' in the current framework will still be considered satisfactory. We will not amend judgements retrospectively.

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## **Early inspection for those who are 'satisfactory'**

- Providers who were graded satisfactory at their last inspection and up to 31 August 2012 will be inspected, in most cases, by 31 August 2014.
- Providers who were graded satisfactory at their previous two or more inspections will, in most cases, be inspected by 28 February 2014.
- They will not usually receive a monitoring visit between September 2012 and their next full inspection.

**Note:** We will consider individual circumstances and may conduct an inspection earlier if required, for instance if the annual risk assessment process identifies serious concerns about the provision.

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## **For those who 'require improvement' - post Sept 12**

- We will introduce an earlier return inspection for those judged as 'requires improvement'.
- From September 2012 onward those judged as 'requires improvement' will usually be inspected again within 12-18 months. They will not normally receive a monitoring visit before their full inspection.

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## **Limit the opportunity to be graded as 'requires improvement' to two consecutive occasions**

- From September 2012 we will normally limit the number of times a provider can be judged as 'requires improvement' to two consecutive inspections before it is considered to be 'inadequate' for overall effectiveness.
- However, the lead inspector will consider what progress has been made since the last inspection, and the judgement of inadequate will not be automatic.

# Further information



## A good education for all

Ofsted will be introducing some significant changes to the way further education and skills providers are inspected from September 2012. We want to make sure learners and providers understand how we have listened and weighed the many different views during the consultation. We also want to ensure that providers are fully aware of the changes to inspection we will be introducing and why, and what they can do to use inspection as a lever for improvement.



June 2012



## Responses to Ofsted's consultation 'A good education for all' on further education and skills

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This is an evaluation report on the outcomes of 'A good education for all' – Ofsted's consultation about amended inspection arrangements for further education and skills, to be introduced in September 2012.

Published: 30 May 2012  
Reference no: 120054

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# The Common Inspection Framework and methodology

What changes, what stays the same?





# Aims of the revised framework



The revised Common Inspection Framework **streamlines and simplifies** the existing CIF by focusing on:

- the aspects of a provider's work that have most impact on learners
- reducing the number of judgements and grades
- the impact of leadership on the learner experience.

## What is different in the revised framework ?

- the emphasis on **teaching, learning and assessment**
- no limiting grades for **equality and diversity** and **safeguarding**
- No separate grade for '**Capacity to Improve**'
- the extent to which the provision meets **local and national needs**
- increased **observation** of teaching, learning, skills development and assessment
- **success, rates of progress and progression** of different groups of learners.
- destinations - into **employment** and **higher level qualifications**

# Grading sector subject areas



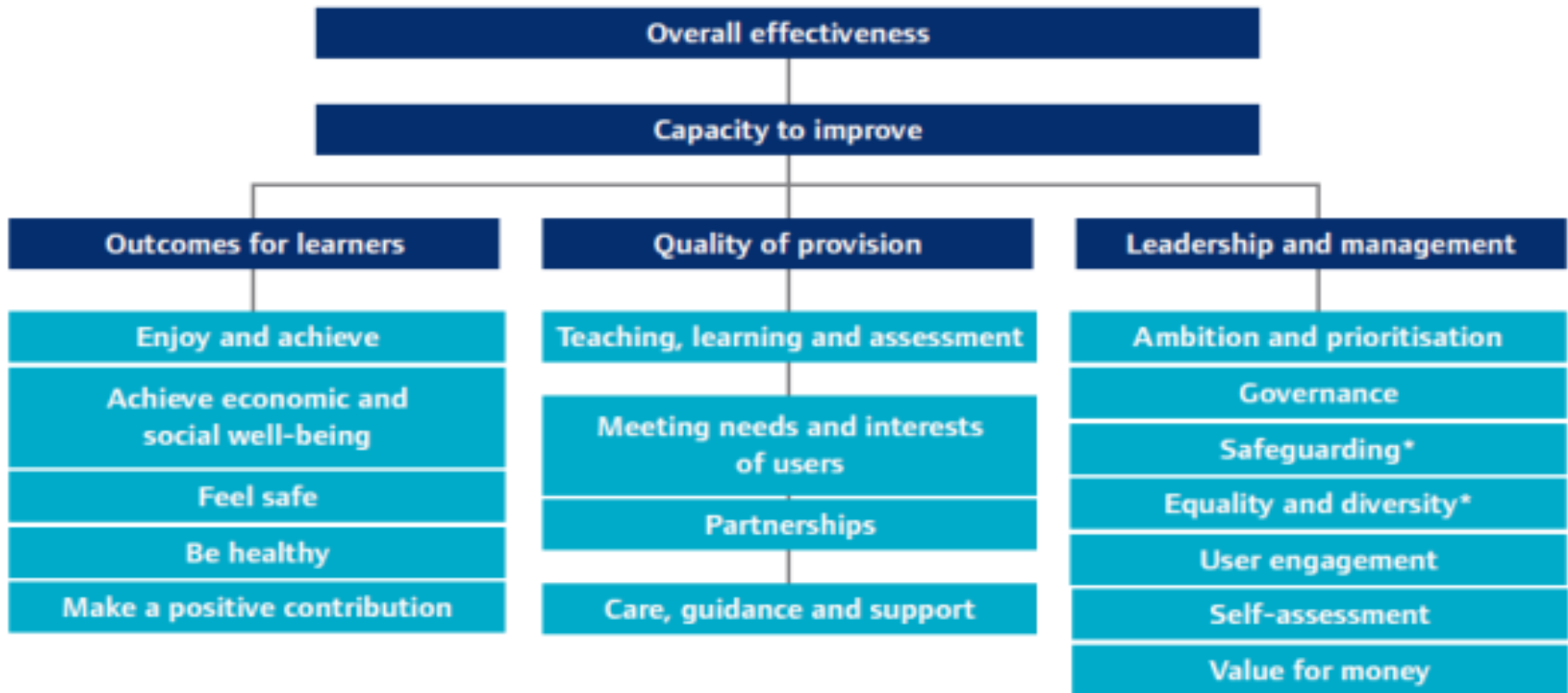
## **We will:**

- award a grade for teaching and learning overall, which will be supported by a grade for each subject area
- continue to inspect a sample of subject areas
- use subject specialist inspectors
- increase the focus on teaching and learning including assessment, a broader look at learning
- inspect and make judgements about teaching, learning and assessment in a sample of subject areas with reference to outcomes
- write a subject area report focussed on teaching, learning and assessment but with reference to outcomes.

# CIF – Evaluation Schedule



# The current Common Inspection Framework



**Key:**

- Main grades
- Contributory grades
- \* Limiting grades

# Common Inspection Framework 2012



Overall effectiveness

Outcomes for learners

Quality of teaching,  
learning and  
assessment

Effectiveness of  
leadership and  
management

# Structure of 2012 Common Inspection Framework



## OVERALL EFFECTIVENESS

### Outcomes for learners

**All learners achieve and make progress relative to their starting points and learning goals**

**Achievement gaps are narrowing between different groups of learners**

Learners develop personal, social and employability skills

Learners progress to higher level qualifications and into jobs that meet local and national needs

### Quality of teaching, learning and assessment

Learners benefit from high expectations, engagement, care, support and motivation from staff

Staff use their skills and expertise to plan and deliver teaching, learning assessment and support **to meet each learner's needs**

Staff initially assess and monitor learners' progress, set challenging tasks, and build on and extend learning **for all learners**

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Teaching and learning develop literacy, numeracy, language and functional skills to support the achievement of learning goals

Appropriate and timely information, advice and guidance support learning effectively

**Equality and diversity are promoted through teaching and learning**

### Effectiveness of leadership and management

Demonstrate an ambitious vision, have high expectations for what **all learners** can achieve and set high standards for quality and performance

Improve teaching and learning

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

Evaluate the quality of the provision through robust self-assessment taking account of user views, and use the findings to promote and develop capacity for sustainable improvement'

**Actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap**

Ensure the safeguarding of **all learners**

# “Ofsted inspects” - headlines



Inspectors do not test compliance against equality legislation but judge a provider's practice and outcomes.

- Inspectors must be explicit in reporting on the performance and experience of different groups, and the impact of processes on outcomes.
- Providers will be expected to demonstrate planning and impact in relation to equality and diversity.
- This will most commonly be demonstrated through self-assessment which should show how (and how well) the provider is meeting the duties.
- As part of the inspection the self-assessment will be tested against inspection evidence.



# Outcomes for Learners



# Outcomes for learners

**To judge outcomes for learners we will give particular attention to how well:**

- all learners achieve and make progress relative to their starting points and learning goals
- achievement gaps are narrowing between different groups of learners
- learners develop personal, social, and employability skills
- learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

**Myth** - I have heard that 'Outcomes for learners' judgement is based purely on success rates data and a comparison with national averages. Is this true?



This is not true.

- None of the judgements are based on data alone. Although inspectors will look at success rate data they will also look at retention, progress, and whether learners go on to do further learning or in to sustainable employment. Inspectors will also talk to learners about whether they enjoy their course and whether it is meeting their needs.

# Principles of 'Outcomes for learners'



- **The big picture** – if it is their primary goal, learners need to pass examinations and assessments, but outcomes are about more than success rates e.g. progress and progression
- **Considerations** – need to take into account the provider's context and the learners they serve
- **Capturing evidence** - outcomes is not just about data, but includes capturing information in a range of settings e.g. the classroom, study centres, workshop or workplace

# Teaching, learning and assessment



# Teaching, learning and assessment

In judging teaching, learning and assessment, inspectors **must** evaluate the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

## Teaching, learning and assessment

- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims
- appropriate and timely information, advice and guidance supports learning effectively
- equality and diversity are promoted through teaching and learning.

## Good Practice in FE?

- Barnsley College
- Kendal College
- Good practice website
- Destination is key
  
- Challenge is to be good, support the step from old satisfactory



# Questions

