

# Introducing the Revised Common Inspection Framework 2012



# The Common Inspection Framework 2012



# Independent specialist colleges' previous inspection record



Judgement	Next inspection
Outstanding and Good	Within 6 years of the last inspection
Satisfactory pre-Sept 2012	Within 2 years of September 2012
Requires improvement	Within 12-18 months
Inadequate	Re-inspection monitoring visit within 6-8 months of the last inspection, and a full re-inspection within 12-15 months of the last full inspection

## Types of inspection

- **Inspection** – to inspect the provider's government-funded provision against all aspects of the Common Inspection Framework 2012.
- **Survey report visits** – To explore a specific aspect of a provider's work as part of a programme of surveys based on topics linked to national priorities. Such visits may be added to a routine inspection.
- **Re-inspection**
- **Risk assessment** – annually
- **Monitoring visits** – to be used by exception only
- **Interim assessment** – no longer carried out

We will continue to:

- focus on the things that have most impact on improving outcomes for learners – **teaching, learning and assessment**
- take account of providers' **self assessment**
- involve a **senior member of staff** in the inspection process
- listen to the **views** of learners, employers, staff and, where appropriate, parents
- make clear **recommendations** for the provider's improvement
- continue to focus inspections on the **weaker providers**

We will continue to:

- undertake an annual **risk assessment** of all providers
- take account of the management of **safeguarding** arrangements to ensure all learners are safe
- have a strong focus on **equality and diversity**, which will be embedded throughout the framework
- consider **capacity to improve**, but within the context of leadership and management.

# Aims of the revised framework



Focus 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

# Common Inspection Framework 2012



Overall effectiveness

Outcomes for learners

Quality of teaching,  
learning and  
assessment

Effectiveness of  
leadership and  
management



## The common grading scale for all inspection judgements

A common grading scale is used in making judgements for organisational inspections:

- Grade 1 outstanding
- Grade 2 good
- Grade 3 requires improvement
- Grade 4 inadequate

## What is different in the revised framework ?

- the emphasis on **teaching, learning and assessment**
- no limiting grades for **equality and diversity** and **safeguarding**
- 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**

# What is different in the revised framework ?



We will:

- only grade providers as outstanding if they have **outstanding teaching and learning**
- replace satisfactory with **'requires improvement'**
- focus more on **performance management** and **governance**
- give **two days notice** of inspection
- use information provided through **'Learner view'**

# Overall Effectiveness

**Inspectors will finally judge the quality of education and/or training provided - taking account of:**

- the three key aspect judgements
- the extent to which the education and/or training meets the needs of the range of learners at the provider.

# 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

# Teaching, learning and assessment



# Teaching, learning and assessment

In judging teaching, learning and assessment, inspectors will 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

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

- 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.

# How we inspect teaching, learning and assessment

Inspectors will capture evidence from a variety of learning activities, for example through:

- direct observation;
- evaluation of learning materials and their use by learners;
- the use of technology to deliver and assess learning;
- examining what learners can do and make as a result of their learning.
- accompanying an assessor to a number of employers to observe learners' skills development on the job. They may assess how the learner is progressing compared with their starting point.

# Leadership and Management



## Leadership and management

**We will evaluate the extent to which leaders and managers, including, where relevant, governors:**

- demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance
- improve teaching and learning through rigorous performance management and appropriate professional development
- 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

## Leadership and management

**We will evaluate the extent to which leaders and managers, including, where relevant, 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

## 'Learner view'

- Learners' views remain an essential component inspection.
- Strong support during consultation particularly the NUS and other learner, employer and parent groups.
- From Sept 2012, inspectors will use Ofsted's new web tool – **'Learner View'** to collect the information they need.
- Questionnaires will be open all year round.
- Providers will be requested to inform their learners of the opportunity to complete the questionnaire by the end of the second day of inspection.
- During this inspection period there will be a 'free text' box to enter comments.

# Inspection report format

- The front page of the inspection report will include a new short section called 'Summary of key findings'.
- The inspection report will:
  - explain in straightforward language what the provider is doing well and what it needs to improve
  - make recommendations
- The report will be published on Ofsted's website approximately 25 working days after the inspection has finished.

# Preparing for an inspection





## Before inspection

- provider receives a telephone call, by 10:30, two days before the inspectors arrive on site, followed by an e-mail with an attached notification letter
- lead inspector telephones the provider by 12:00 noon to confirm arrangements and start the inspection process
- during this telephone call the lead inspector and provider will agree a time for the planning meeting to go ahead.
- the lead inspector will confirm the range of documents that will be required for the inspection

# Questions

