

In conversation with Ofsted
about their Annual Report
6 December, 2016

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Welcome to this Lsect webinar

More than 1,400 registrations for this webinar

Agenda

15:00 Registration

15:05 Ofsted annual report for FE and skills
Nick Linford, editor of FE Week and Paul Joyce Deputy Director and lead on FE & Skills at Ofsted

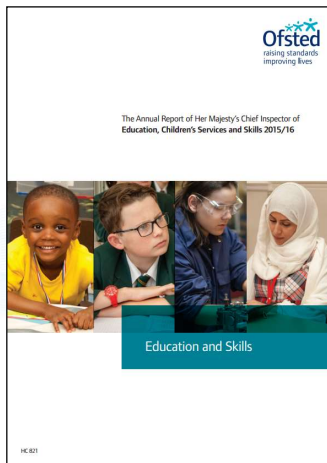
15:40 Supporting FE and skills providers
Joe Thornton-Beech, Head of Insight and Quality Assurance at Tribal

15:50 Final Q&A

16:00 End

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Chief Inspector Annual report 2015/16 and speech



<https://www.gov.uk/government/speeches/the-power-of-education>

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<https://www.gov.uk/government/publications/ofsted-annual-report-201516-education-early-years-and-skills>

Post-16 inspection in 12 months to end of August 16



Inspections September 1, 2015 to August 31, 2016

Includes full inspections and short inspections that did not convert to a full inspection

Students aged 16-19
Learners aged 19+

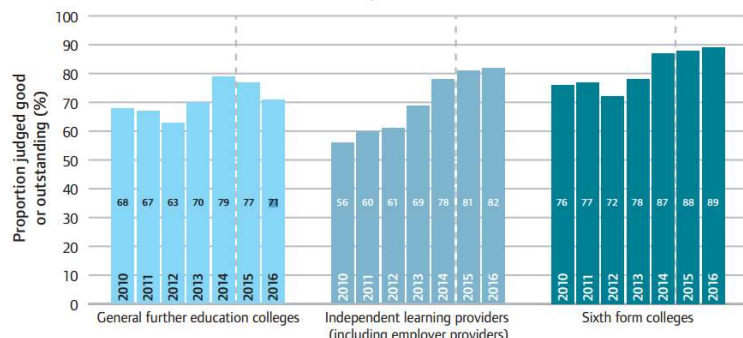
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Post-16 education and skills

130. There has been a six percentage point decline in the proportion of good or outstanding general further education (FE) colleges. The performance of these colleges contrasts with the continued improvement of sixth form colleges and independent learning providers (including employer providers). Eighty-nine per cent of sixth form colleges are now good or outstanding.

Figure 17: Proportion of post-16 education and skills providers judged good or outstanding for overall effectiveness at their most recent inspection



1. The main providers of 16–19 education are included on the above chart, with the exception of school sixth forms.
 2. Figures for 2015 onwards are not comparable to previous years. A different methodology has been used to calculate the percentage of providers judged good or outstanding, with providers that ceased to be funded or closed during the year no longer included.
 Source: Ofsted

“Most of the colleges that were previously good remained good following short inspection, but a large majority of those that previously required improvement or were inadequate did not become good”

“All of the colleges judged inadequate this year were characterised by systemic weaknesses in leadership and/or governance. Strengthening leadership capacity within the sector remains a priority.”

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Study programmes and English and maths

“Outcomes from inspections this year show that in more than half of general FE colleges inspected, study programmes were less than good.”

Reasons includes: “too few students achieved passes at a higher grade when retaking GCSE English or mathematics.”

BUT

“Just over a quarter of students by age 19 are not achieving a grade C or higher in GCSE mathematics and more still in English.¹⁰⁴ There are also clear difficulties for general FE colleges in putting policy into practice. It remains unclear whether the GCSE qualification is the best way of ensuring that students have the English and mathematical skills needed for their intended career. Inspection evidence shows that, for some students, **having to retake their GCSE can be demotivating** and that attendance at these lessons is lower. For many students, **an alternative level 2 qualification may be a more appropriate** means of improving their English and mathematics and ensuring that they are ready for work.”

“the implementation of the policy is not having the desired impact in practice.”

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Wilshaw contradicts own report with 'personal' English and maths attack



<http://feweek.co.uk/2016/12/02/wilshaw-contradicts-own-report-with-personal-english-and-maths-attack/>

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Apprenticeship reforms

Impact may be limited by several factors:

“First, employer providers must ensure that their apprenticeship provision is good. This year, three new employer providers were inspected for the first time and all three were found to require improvement.”

“The transition from current apprenticeships based on frameworks to a new apprenticeship approach based on standards is too slow.”

“The processes for ensuring that apprentices are ready to take this EPA are unclear. This means that an employer or provider could receive funding for the duration of the apprenticeship without knowing until the end that apprentices have acquired the necessary competencies and skills. In addition, there is a lack of clarity on what happens to apprentices who do not pass the EPA.”

“Delays in establishing the Institute for Apprenticeships have led, in part, to wide variability in the quality and structure of apprenticeship standards. Too many do not provide enough detail about the skills and behaviours that apprentices need to demonstrate, and arrangements to ensure the quality, rigour and consistency of the EPA are unclear”

<http://feweek.co.uk/2016/12/02/wilshaw-contradicts-own-report-with-personal-english-and-maths-attack/>

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Q&A

“I would like to understand the role of Ofsted in the new world of the levy”

Reg Bannerman, BT Apprenticeship, BT

“What learning is there that brand new Employer Providers (who are successful in this round of RoTAP [provider register] applications) could take from this report, in the light of the most recent disappointing Employer Provider inspections?”

Fiona Macaskill, Head of Learning and Development, Credit Services Association

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Q&A

“Are there any requirements that corporately we, a large levy paying authority, need to have in place to manage all the training providers we may use?”

Corporately the Council is likely to have a contract in place with our internal 'Employer Provider' as well as a range of other 'Training Providers' contracted to deliver different qualifications from the new apprenticeship standards across the organisation. There would be no link between the Employer Provider and the other Training Providers. (they would not be subcontractors of the employer provider).

Anna Barson, Organisational Development Officer, East Riding of Yorkshire Council

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Q&A

“The number of days/inspectors carrying out inspections sometimes appear disproportionate to the provision/number of learners. What are the guidelines for HMI when planning inspections?”

Lesley Ellis, Managing Director, Inter Training Services Limited

“How many instances have there been of a short inspection of a “good” FE College being converted to a full inspection as it is considered that they may be “outstanding”? If none (or very low numbers), does this say anything about the efficacy of the short inspections to provide OFSTED teams with the evidence required to assess outstanding practice?”

From a college Deputy Principal, but did not want name published

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Q&A

Should all inspectors retain curriculum expertise as part of their remit for being an inspector?

With a new Chief inspector coming in who reported does not like/agree with Outstanding as a grade, can we please plead for less fiddling about with the CIF as it is still relatively new. Also any changes should go through a long consultation and not simply be the whim of a new appointment.

Claire Gavaghan, Vice Principal, Southend Adult Community College

Is Ofsted confident that the scrutiny of Post-16 study programmes in schools with sixth forms matches that given to study programmes in Sixth Form and GFE Colleges? Does a school inspection team have the resources, time and data to make reliable judgements about study programmes? (para 133 and Fig 18). It is interesting that even schools with tiny sixth forms, well below the 200 recommended for the establishment of new provision, gain a much greater proportion of outstanding overall effectiveness grades than SFCs or GFEs (paras 138, 139 and Fig 20,

Steve Hunnisett, Vice Principal, Queen Elizabeth SFC

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06/12/2016

Final Q&A

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