



Bev Barlow | Ofsted Update

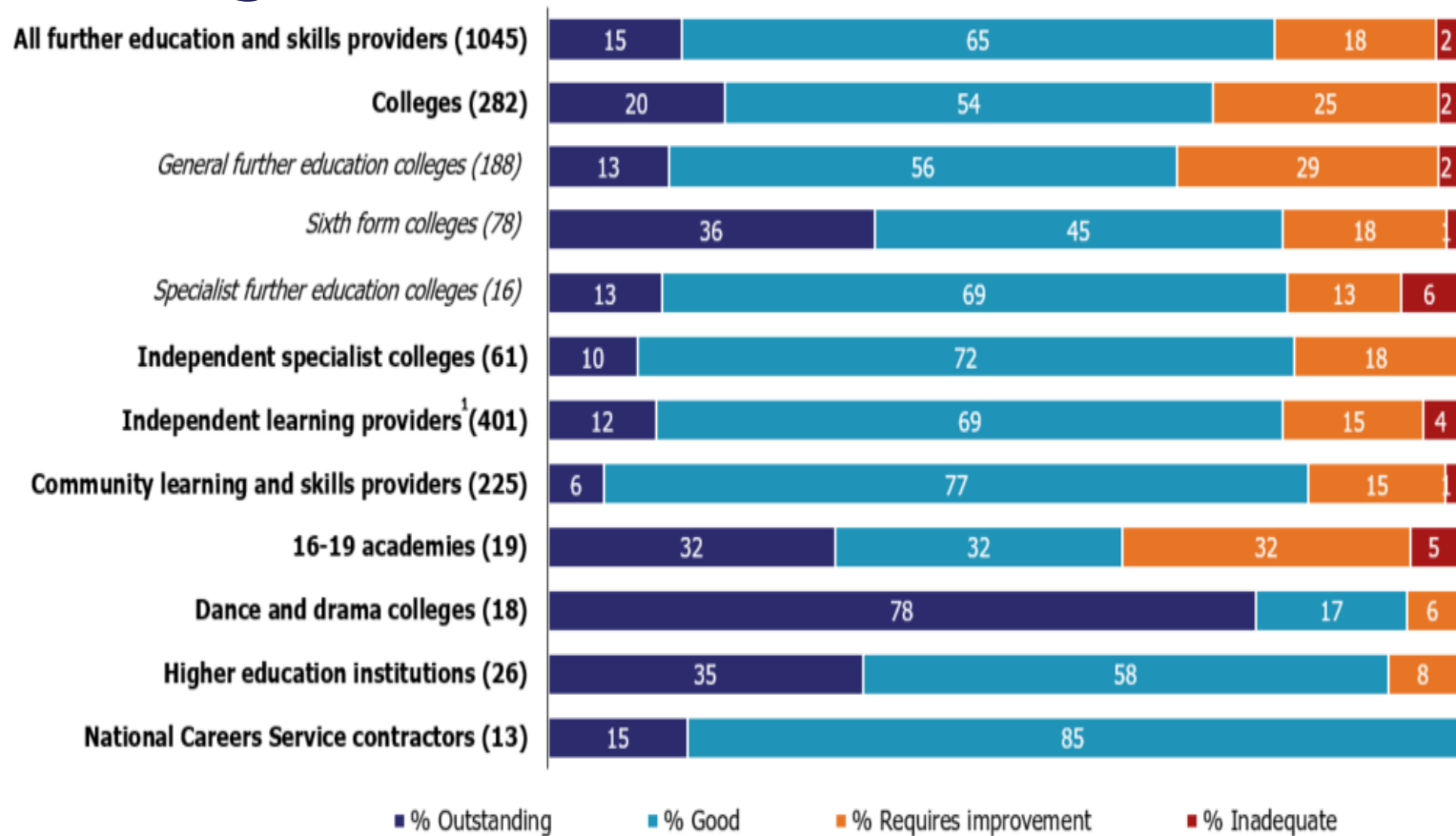
Ofsted update

Greater Manchester provider network

Bev Barlow
Senior Her Majesty's Inspector



Overall effectiveness of further education and skills providers at their most recent inspection, as at 31 August 2017



1. Includes employer providers
2. Where numbers are small percentages should be treated with caution

Most recent overall effectiveness of all open and funded further education and skills providers, by Ofsted region as at 31 August 2017

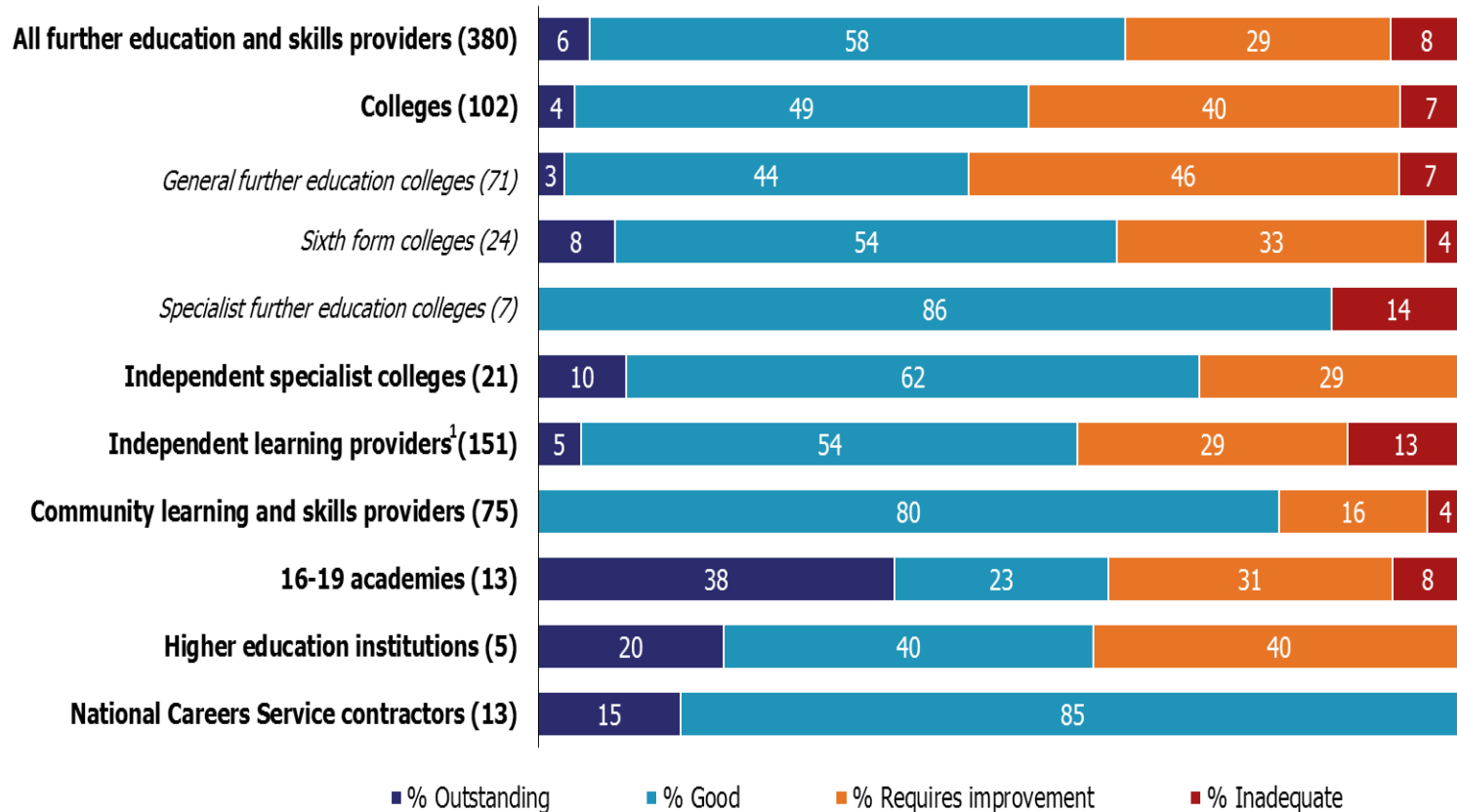


| Region | Number inspected | % good or outstanding |
|--------------------------------------|-------------------------|------------------------------|
| South West | 101 | 94 |
| North East, Yorkshire and the Humber | 178 | 84 |
| London | 171 | 84 |
| South East | 152 | 83 |
| East Midlands | 94 | 79 |
| West Midlands | 116 | 72 |
| North West | 149 | 70 |
| East of England | 84 | 69 |

Further education and skills full and short inspection outcomes 2016/17, by overall effectiveness and provider group



1 September 2016 – 31 August 2017 (published by 31 August 2017)

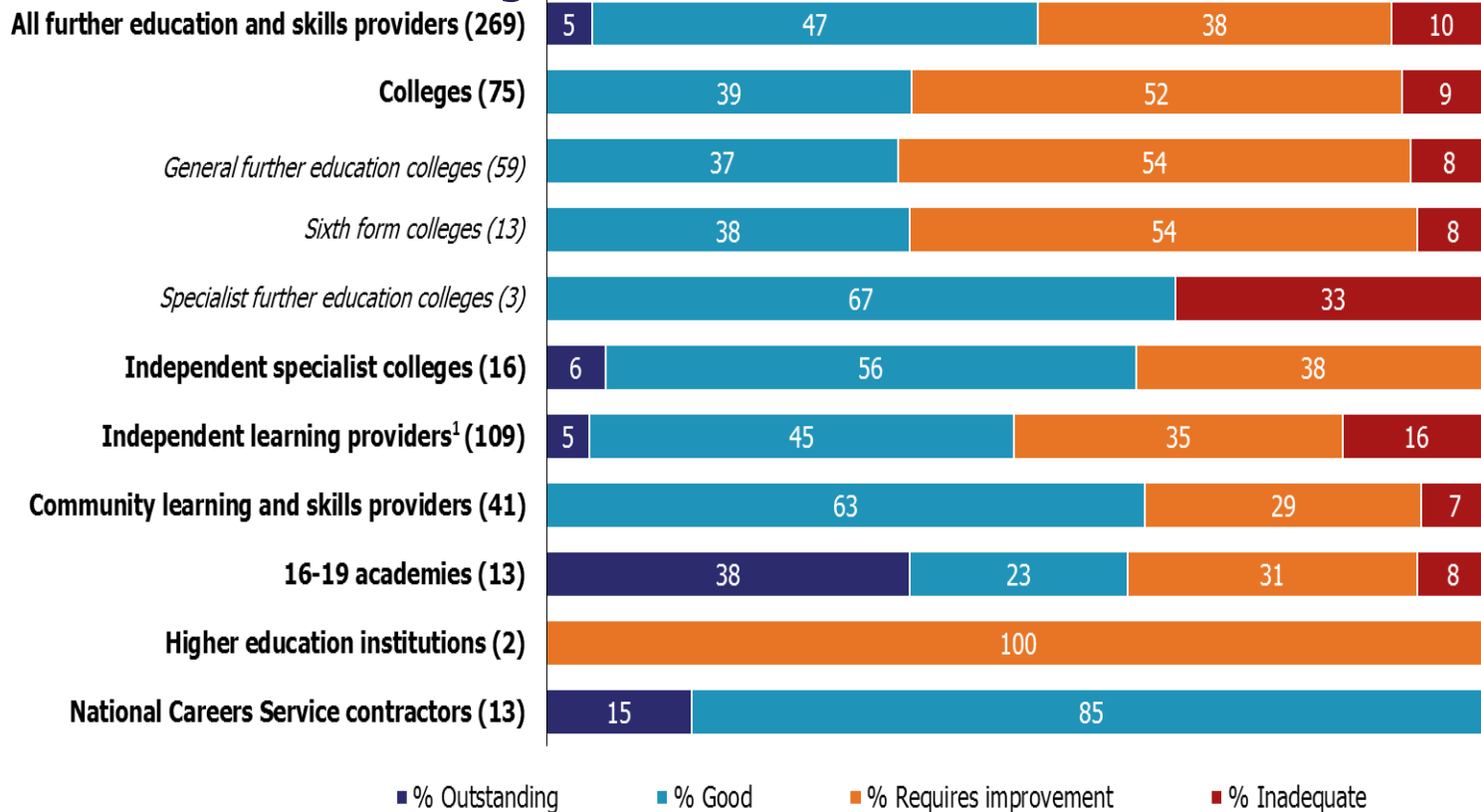


1. Includes employer providers
2. Where numbers are small percentages should be treated with caution

Further education and skills full inspection outcomes 2016/17, by overall effectiveness and provider group



1 September 2016 – 31 August 2017 (published by 31 August 2017)



1. Includes employer providers
 2. Where numbers are small percentages should be treated with caution

Provision judgements for all providers



1 September 2016 – 31 August 2017 (published by 31 August 2017)

| | % good or outstanding |
|---|-----------------------|
| 16 to 19 study programmes (149) | 45 |
| Adult learning programmes (117) | 55 |
| Apprenticeships (182) | 51 |
| Traineeships (13) | 69 |
| Provision for learners with high needs (76) | 72 |
| Full-time provision for 14-16 year olds (6) | 83 |

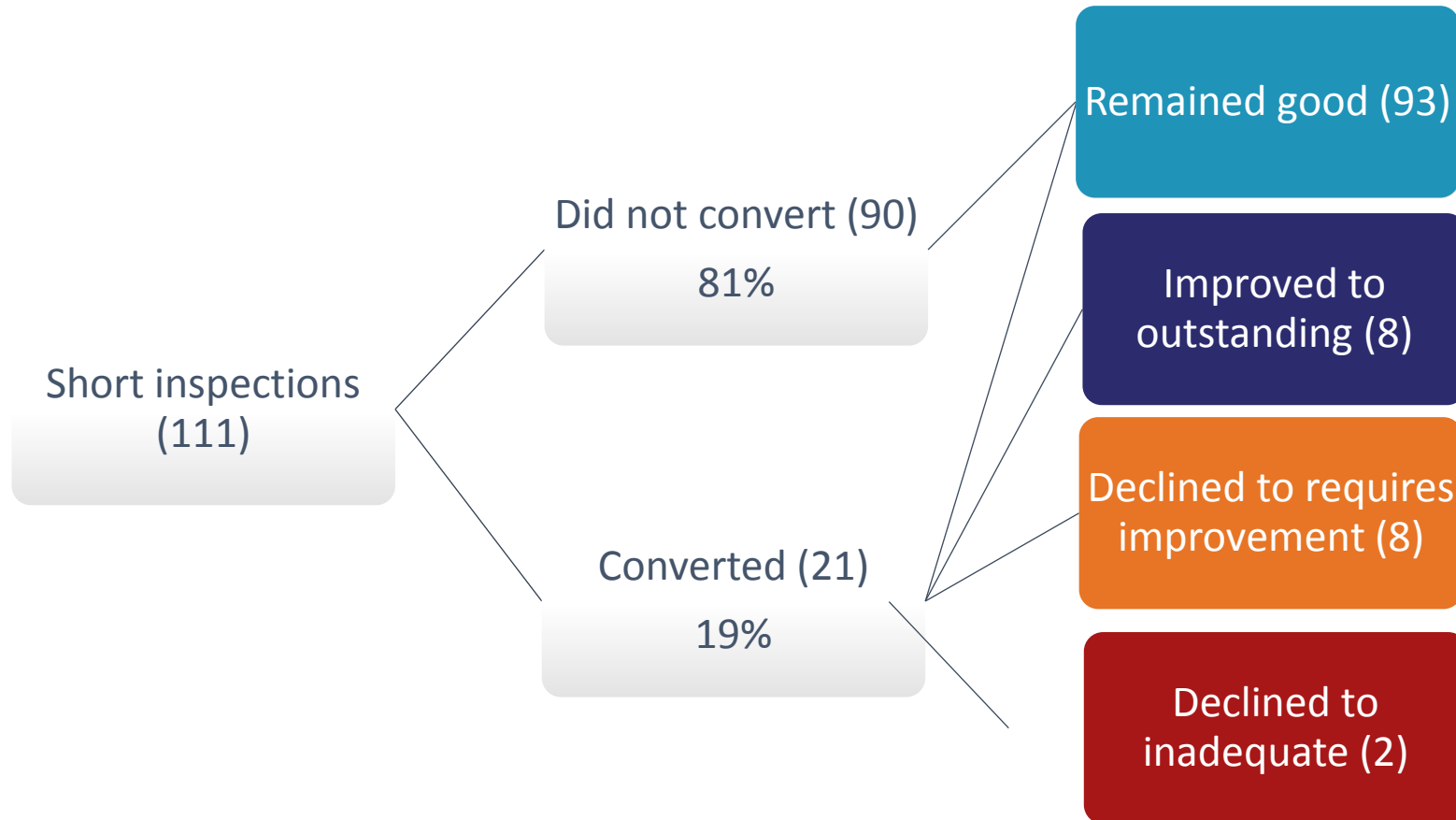
1. Where numbers are small percentages should be treated with caution

2. Provision judgements are only awarded at relevant full inspections

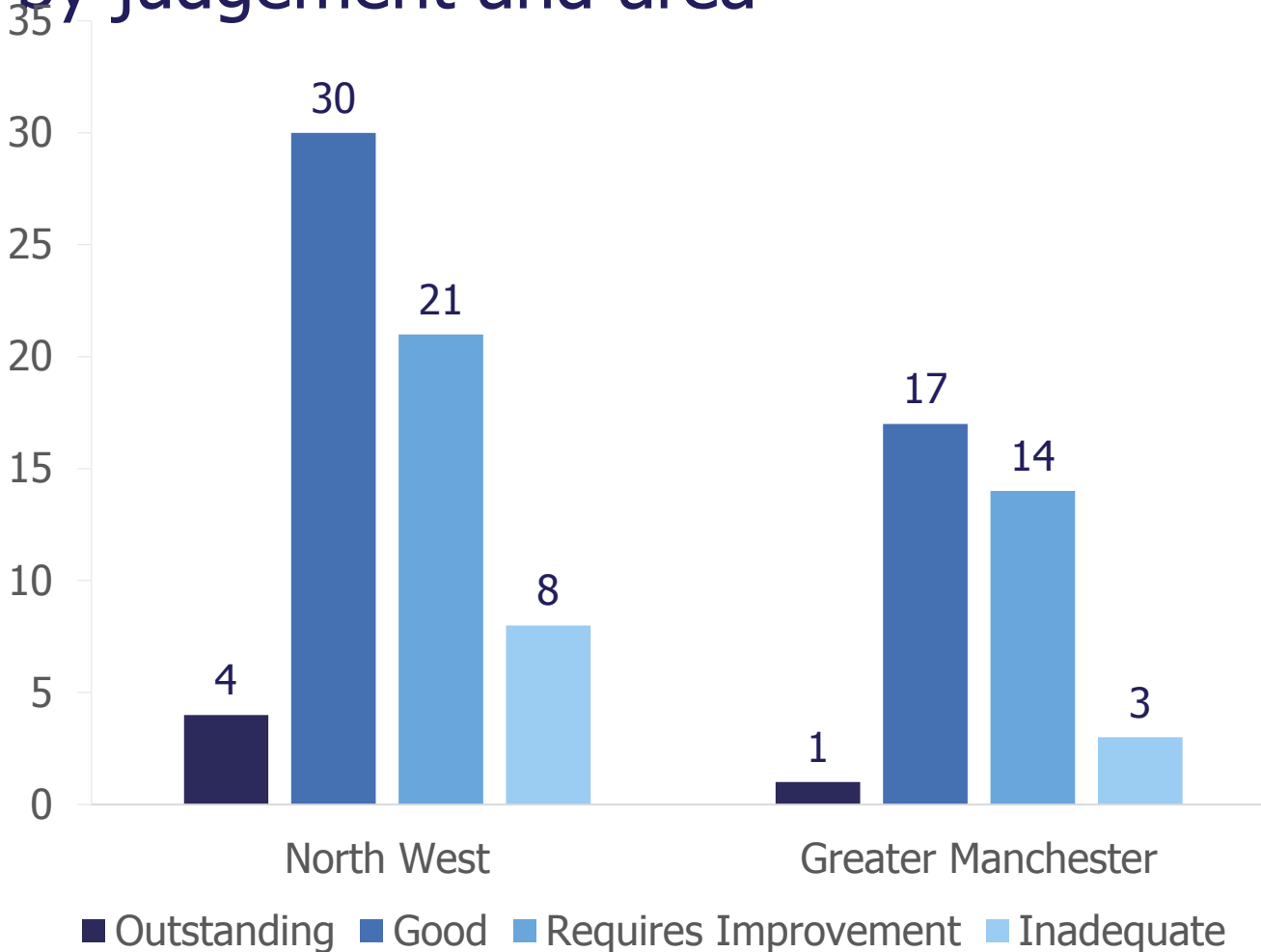
Short inspections, all providers



1 September 2016 – 31 August 2017 (published by 31 August 2017)



Number of FE&S providers given an **overall effectiveness** inspection outcome between 1 September 2016 and 31 August 2017, by judgement and area*



*Data from in-year inspections is a sample from each area and time period. Therefore it is not representative of the population and may skew the provision outcome picture. Data includes full and short inspections.

Understanding changes to the 'State of the Nation'

North West Region

| Overall effectiveness 31 August 2016 | Overall effectiveness as at 31 August 2017 | | | | | | Total for 31 August 2016 |
|--|--|------|----------------------|------------|------|---------|--------------------------------|
| | Outstanding | Good | Requires improvement | Inadequate | NULL | (blank) | |
| Outstanding | 22 | 2 | 3 | 0 | - | 2 | 29 |
| Good | 2 | 69 | 8 | 1 | - | 4 | 84 |
| Requires improvement | 0 | 6 | 24 | 2 | - | 1 | 33 |
| Inadequate | 0 | 0 | 0 | 1 | - | 4 | 5 |
| NULL | 0 | 2 | 3 | 2 | 6 | 1 | 14 |
| (blank) | 0 | 1 | 1 | 0 | 10 | - | 12 |
| Total for 31 August 2017 | 24 | 80 | 39 | 6 | 16 | 12 | |

Number of FE&S providers' inspection outcomes between 1 September 2016 and 31 August 2017, by sub-judgement type, outcome and area*



| | | Greater Manchester | The North West | England |
|-------------------------------|----------------------------------|--------------------|----------------|---------|
| 16-19 study programmes | Outstanding | 1 | 2 | 12 |
| | Good | 3 | 5 | 55 |
| | Requires Improvement | 8 | 15 | 71 |
| | Inadequate | 2 | 3 | 12 |
| | Total | 14 | 25 | 150 |
| | Adult learning programmes | Outstanding | 0 | 0 |
| Good | | 6 | 10 | 58 |
| Requires Improvement | | 6 | 11 | 46 |
| Inadequate | | 0 | 2 | 10 |
| Total | | 12 | 23 | 121 |
| Apprenticeships | | Outstanding | 0 | 1 |
| | Good | 3 | 9 | 81 |
| | Requires Improvement | 8 | 11 | 75 |
| | Inadequate | 2 | 6 | 21 |
| | Total | 13 | 27 | 189 |
| | Traineeships | Outstanding | 0 | 0 |
| Good | | 0 | 0 | 10 |

*Data from in-year inspections is a sample from each area and time period.

Therefore it is not representative of the population and may skew the provision outcome picture. Data includes full and short inspections.

Source: FES Official Statistics 2017

Extract of key strengths from reports since September 2016



- A culture of high expectations with a relentless focus on the quality of teaching, learning and assessment that leads to strong outcomes.
- The management, analysis and use of data to monitor learners' and apprentices' progress is very effective and enables any underperformance to be identified and tackled swiftly.
- Learners and apprentices develop their study and employability skills, personal attributes and the attitudes they need in their future lives (HE and the workplace) very successfully.

Extract of key strengths from reports since September 2016



- High quality information, advice and guidance, including independent careers guidance, helps learners and apprentices make informed and realistic plans to meet their career aspirations.
- An improving picture on learners and apprentices understanding of safeguarding, extremism, radicalisation and values underpinning life in modern Britain and how it relates to them in their lives and the workplace.

Extract of key weaknesses from reports since September 2016



- Governors do not challenge leaders and managers sufficiently to ensure that sustained improvements in the quality of the provision.
- Management actions have not yet led to consistently good quality teaching, learning and assessment across all courses.
- Managers do not make sufficient use of data to monitor and manage the provision and they have been too slow to implement effective improvement strategies.
- Learners' and apprentices' starting points are not clearly identified and used to set academic/vocational and personal targets or to plan individual learning.

Extract of key weaknesses from reports since September 2016



- Learners' and apprentices' attendance and punctuality rates are too low, and particularly to mathematics and English lessons.
- Feedback on written work does not help learners and apprentices improve their knowledge and skills. In some instances, too much assignment work is not written in the learners' own words; when learners use their own words, the standard is much lower.
- Trainers and tutors do not develop learners' English and mathematical skills sufficiently and their progress is not monitored.
- The proportion of learners who complete their courses in the planned time is low.

Inspection of apprenticeships: an update



- Levy-funded apprenticeship provision will be inspected in the same way as ESFA-funded provision.
- Apprenticeship standards are inspected in the same way as frameworks; we are keeping under review the most effective way to inspect standards-based apprenticeships.
- New apprenticeship providers will normally have a full inspection within three years, and may be subject to monitoring or support and challenge visits prior to this, to assess risk.
- Strong focus on ensuring that all apprentices are acquiring new occupational skills and knowledge.

The Ofsted Strategy 2017 - 2022



- Ofsted's role in system-wide improvement, both through helping to **create the conditions that enable social mobility** and allow **young people** to reach their potential and also in reducing regulatory burdens across the system.
 - Does the system enable people who have not reached level 2 by the end of schooling to enter the labour market?
 - Do young people benefit from apprenticeships?

What does the data tell us?

- 58.5% of young people at the age of 16 achieve a grade 4 or better GCSE in English and mathematics.
- 589,000 pupils in year 11 in July 2017.
- 244,000 did not reach the standard in English and mathematics.

SFR57/2017)

(source

How do apprenticeships fit in then?

2016/17

- 259,430 people started a level 2 apprenticeship
 - 195,780 people started a level 3 apprenticeship
 - 11,610 people started a level 4 apprenticeship

 - Level 2 DOWN by 11%
 - Level 3 UP by 2.5%
 - Level 4 UP by 22%

 - Under 19s DOWN by 8%
 - 19 – 24 DOWN by 8%
- Apps Data Oct 17)

(source DFE

The shift to higher apprenticeships

- A clear government policy from 2010 to increase the quality and standards of apprenticeships.

Approvals

| Level | No of Frameworks | % | No of Standards | % |
|-------|------------------|----|-----------------|----|
| 2 | 252 | 89 | 39 | 65 |
| 3 | 281 | % | 73 | % |
| 4 | 44 | 11 | 31 | 35 |
| 5 | 20 | | 7 | |
| 6 | 3 | | 17 | |
| 7 | 0 | | 5 | |

Starts

| Level | % growth |
|-------|----------|
| 4 | 22% |
| 5 | 36% |
| 6 | 119% |
| 7 | 67% |

What it means for us

- An increased focus on the suitability of the curriculum to get young people into the careers they aspire to, regardless of their background or previous attainment.
- Intensive scrutiny of the progress that all apprentices make from their starting points (observations, tracking systems, work scrutiny etc.).
- Apprenticeships for all levels – with a career pathway in each sector from level 2 to the highest levels available.

Off-the-job learning – key points

What we will do

- We will use the CIF to make judgements on the quality of teaching, learning and assessment.
- We will make a judgement on the progress that apprentices are making in enhancing existing skills, developing new ones and demonstrating behaviours in their place of work that their employers value.

What we will not do

- Spend valuable inspection time auditing hours of off-the-job learning.

However

- If we identify that apprentices are not making the progress that they should, inspectors will investigate the reasons for this.

What does the future hold?

- A new common inspection framework from 2019: consultation in due course.
- Ofsted's corporate plan for 2017-22 sets out the 'big picture' under the new HMCI:
<https://www.gov.uk/government/publications/ofsted-strategy-2017-to-2022>
- Ofsted is consulting on the arrangements for visits to providers judged as "requiring improvement".

What does the future hold?

- Curriculum survey on level 2 provision in colleges: findings will be shared soon.
- A new 16-19 data dashboard to be launched shortly, renamed the IDSR: *Inspection Data Summary Report*. Will be used alongside DfE performance data and Qualification Achievement Rates (QARs).
- Preparation for T-levels.
- Ofsted is always adapting its ways of inspecting to make them more efficient and effective and adapted to the context of those it is inspecting.
- We welcome your views, insights and queries. Please feel free to send any comments to fes@ofsted.gov.uk

We would like to know your view



- We are consulting on proposals to change from carrying out unpublished 'support and challenge' visits to all further education and skills providers judged 'requires improvement', to:
 - Carrying out a **single monitoring visit** instead between 7 and 13 months after a provider is found to be 'requires improvement'
 - **Publishing the reports** of these visits along with **progress judgements**.
- We would really like to know your view about these proposals. Please visit the link below to find out more and to have your say:

<https://www.gov.uk/government/consultations/inspection-visits-to-further-education-and-skills-providers-judged-to-require-improvement>

- The consultation closes on 22 December 2017.

Questions?



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