

1. Quality of education

Intent

- 1.1 In evaluating the provider's educational intent, inspectors will primarily consider the **curriculum leadership** provided by senior and subject leaders.
- 1.2 The evaluation focuses on factors that contribute to learners receiving education and training that **enables them to achieve highly**. These factors are listed below.
 - 1.21 Leaders and managers have **selected and developed a curriculum** that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.
 - 1.22 It is clear what the curriculum is preparing learners for **[IAG]**. It is also clear what learners will need to be **able to know and do** at the end of their learning or training programmes.
 - 1.23 Leaders, managers and teachers have **planned and sequenced the curriculum** so that learners can build on previous teaching and learning and **develop the new knowledge and skills** they need.
 - 1.24 The curriculum offers learners the knowledge and skills that reflect the needs of the **local and regional context**.
 - 1.25 The curriculum intent takes into account the needs of learners, employers, and the **local, regional and national economy**, as necessary.
 - 1.26 The curriculum ensures that all learners benefit from high academic, technical and vocational **ambitions**. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and **should meet those needs**.

The curriculum

- 1.3 The curriculum **sets out the aims** of a programme of education and training. It also sets out the **structure for those aims to be implemented**, including the **knowledge, skills and behaviours to be gained at each stage**. It enables the evaluation of learners' knowledge and understanding against those expectations.
- 1.4 We will judge providers taking **radically different approaches** to the curriculum fairly. We recognise the importance of providers' autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been **implemented effectively**, then inspectors will assess a provider's curriculum favourably. Inspectors will explore:
 - 1.41 how leaders have ensured that a subject **curriculum** includes **content** that has been identified as most useful and that this content is taught in a **logical progression**, systematically and explicitly for all learners to **acquire the intended knowledge, skills and behaviours**
 - 1.42 how leaders ensure that the curriculum supports **learners' progression** and provides knowledge and/or skills **for the future** (including non-qualification activity, where relevant)
 - 1.43 how learners **see links** between different areas of knowledge and skills and recognise that some knowledge and skills are **transferable**
 - 1.44 how carefully leaders have thought about the **sequence of teaching** knowledge and skills to **build on** what learners already know and can do.

Implementation

- 1.51 **Teachers having expert knowledge** of the subjects that they teach. If they do not, they are supported to address gaps so that **learners are not disadvantaged** by ineffective teaching.
- 1.52 Teachers enable learners to **understand key concepts, presenting information clearly and promoting discussion**.
- 1.53 Teachers **check learners' understanding** effectively, and **identify and correct misunderstandings**.
- 1.54 Teachers ensure that learners **embed key concepts** in their long-term memory and **apply them fluently and consistently**.
- 1.55 Leaders and teachers have **designed and they deliver the subject curriculum** in a way that allows learners to **transfer key knowledge to long-term memory**. The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and **learners can work towards defined end points**.
- 1.56 Teachers use **assessment** to check learners' understanding in order to **inform teaching**.
- 1.57 Teachers use **assessment** to help learners to embed and **use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills** and **not simply memorise disconnected facts**.

The use of assessment

- 1.6 When used effectively, **assessment** can help learners to embed and use knowledge fluently and to show that they are **competent in applying their skills**. The results of effective assessment assist **teachers to produce clear and achievable next steps for learners**. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and learners. **It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse**.
- 1.7 Inspectors will evaluate how **assessment supports the teaching** of the curriculum, while **not driving teachers towards excessive individualisation, differentiation or interventions** that are almost impossible to deliver without lowering expectations of some learners and/or driving up teachers' workload. *[This is a laudable, but illogical statement (TD)]*

Impact

- 1.8 When inspectors **evaluate the impact of the education** provided by the provider, they will **focus on what learners have learned, and the skills they have gained and can apply**. Inspectors will focus on the following factors.
 - 1.81 A well-constructed, well-taught curriculum will lead to good **results** because those results will reflect what learners have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.
 - 1.82 **Disadvantaged learners** and learners with **SEND acquire the knowledge and skills** they need to succeed in life.
 - 1.83 End-point assessments and examinations are useful indicators of learners' outcomes, but they only represent a sample of what learners have learned. Inspectors will balance this with their **first-hand assessment of learners' work**.
 - 1.84 All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at **each stage of their learning**. Inspectors will consider whether **learners are ready for their next steps**.
 - 1.85 Inspectors will also consider whether learners are ready for the **next stage** and are going to appropriate, **high-quality destinations**.

- 1.86 Inspectors will evaluate learners' **progress in relation to their starting points**, based on their rate of learning, acquisition of knowledge, skills and behaviours and whether they have **achieved their individual, challenging targets**.
- 1.87 Inspectors **will not look at internal progress and attainment data** on GCSE and A-level courses where fixed-time terminal examinations comprise the entire assessment of the course. Similarly, inspectors **will not normally look at predicted in-year achievement and attainment data** more generally.
- 1.88 That does not mean providers cannot use this data if they consider it appropriate. However, inspectors will put more focus on the curriculum and less on providers' generation, analysis and interpretation of performance data. Inspectors will be **interested in the conclusions drawn and actions taken from any internal assessment information** but they will not examine or verify that information first hand.

Balancing intent, implementation and impact to reach a quality of education judgement

- 1.9 Inspectors will **not grade** intent, implementation and impact separately. Instead, inspectors will reach a single graded judgement for the quality of education and training, drawing on all the evidence they have gathered and using their **professional judgement**.

2. Behaviour and attitudes

- 2.1 This judgement considers how leaders and staff create a **safe, disciplined and positive environment** within the provider and the **impact this has on the behaviour and attitudes** of learners. Factors considered are:
 - 2.11 A calm and orderly **environment** in the provider, classroom, workshop and workplace, as this is essential **for learners to be able to learn**.
 - 2.12 The **setting of clear expectations for behaviour** across all aspects of provider life, including at work.
 - 2.13 A strong focus on **attendance at and punctuality** to learning and work settings to **minimise disruption**, and so that learners **gain valuable employability skills**.
 - 2.14 **Learner motivation** and positive attitudes to learning are important predictors of attainment.
 - 2.15 A positive and respectful provider **culture** in which staff know and care about learners.
 - 2.16 An environment in which **learners feel safe** because staff and learners do not accept bullying, harassment or discrimination. Staff deal with any issues quickly, consistently and effectively.

Learners with particular needs

- 2.2 The provider may be working with learners with particular needs to improve their behaviour or their attendance. When this is the case, 'behaviour and conduct that reflect the provider's **high expectations** and their consistent, fair implementation' are likely to indicate **improvement in the attendance, punctuality and conduct of these learners**.
- 2.3 **Some learners, or groups of learners, who have particular needs may have weak attendance or display challenging behaviour**. When this is the case, inspectors will evaluate the impact of the provider's high expectations, the consistent, fair implementation of policies, the support given by the provider to the learners, and the **impact on the marked and sustained improvement of the attendance and behaviour** of these learners.

Sources of evidence specific to behaviour and attitudes

- 2.31 Inspectors will use evidence gathered during the inspection as well as evidence of **trends in learners' behaviour and attitudes over time**.
- 2.32 Inspectors' judgements about **learners' behaviour and attitudes** are concerned with their attitudes to learning and, where appropriate, to work, and the development of the skills relevant to their learning programme. Inspectors' judgements also take account of **learners' ability to demonstrate appropriate behaviour** for the learning and the work environments. Inspectors will consider the main purpose of the type of provision when they prioritise the impact that each of the criteria has on learners' behaviour and attitudes.

3. Personal development

- 3.1 The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's **intent to provide for the personal development** of learners, and the quality of the way in which it does this.
- 3.2 As the provider is working with learners, those learners are also being influenced by other factors in their home environment, their community and elsewhere. Providers can teach and train learners how to build their confidence and resilience, for example, but they cannot determine how well young people and adult learners draw on this. Similarly, providers cannot make their learners active, engaged citizens, but they can help them understand how to engage with society and provide them with plentiful opportunities to do so. Providers can take effective action to prepare learners for many aspects of life, but the impact of this work may not be seen until many years later. In this judgement, therefore, **inspectors will seek to evaluate the quality and intent of what a provider offers** and will look to see **what learners know but will not attempt to measure the impact of the provider's work on the lives of individual learners**.
- 3.3 The judgement focuses on the most significant dimensions of the personal development of learners that our education system has agreed, either by consensus or statute, are the most significant:
 - 3.31 developing **responsible, respectful and active citizens** who are **able to play their part** and **know how to become involved in public life**
 - 3.32 developing and deepening **learners' understanding** of the fundamental **British values** of democracy, individual liberty, the rule of law and mutual respect and tolerance
 - 3.33 promoting **equality of opportunity** so that all learners can thrive together, **understanding that difference is a positive**, not a negative, and that individual characteristics make people unique
 - 3.34 promoting an **inclusive environment** that **meets the needs of all learners**, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
 - 3.35 **developing learners' character**, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they **reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others**. This gives learners the qualities they need to flourish in our society
 - 3.36 developing learners' **confidence, resilience and knowledge** so that they can keep themselves **mentally healthy**
 - 3.37 developing learners' understanding of how to keep **physically healthy** and **maintain an active lifestyle**

- 3.38 developing an age-appropriate understanding of **healthy relationships** through appropriate relationship and sex education
- 3.39 providing an effective **careers programme** that offers advice, experience and contact with employers to encourage learners to **aspire, make good choices** and understand what they need to do in order to reach and succeed in their chosen career
- 3.40 supporting readiness for **the next phase of education, training or employment** so that **learners can make the transition** to the next stage successfully.

Sources of evidence specific to personal development

- 3.4 To inform this judgement, inspectors will use evidence gathered during the inspection and **evidence of trends in learners' personal development over time**. Evaluation will include:
 - 3.41 the **range, quality** and **take-up** of **extra-curricular activities** offered
 - 3.42 where appropriate, the **quality of debate and discussions** that **learners have**
 - 3.43 learners' understanding of the **protected characteristics** and **how they can promote equality and diversity**, and how they celebrate the things we have in common
 - 3.44 the quality of **careers information**, education, advice and guidance, and **how well these benefit learners** in choosing and deciding on their next steps.

4. Leadership and management

Evaluation will include:

- 4.11 **leaders' high expectations** of all learners and the extent to which these are **embodied in day-to-day interactions** with and support for learners
- 4.12 the extent to which **leaders focus their attention on the education** and training they provide, leading to **better outcomes** for learners and continued and **sustainable improvement**
- 4.13 whether **continuing professional development** for teachers, trainers and other staff is **aligned with the curriculum**, and the extent to which this **develops teachers' subject expertise and pedagogical knowledge** over time, so that they deliver high-quality education and training
- 4.14 the extent to which leaders ensure that learners benefit from **effective teaching and high expectations** in classrooms, in workshops, at work or with subcontractors
- 4.15 whether **leaders engage** with learners, parents, their community and employers **to plan and support** the education and training that learners get
- 4.16 the extent to which **leaders consider the workload and well-being of their staff**, while also developing and strengthening the quality of the workforce
- 4.17 the extent to which leaders' and managers' high **ambitions** are for all learners, including **those who are difficult to engage**
- 4.18 whether leaders and those responsible for governance **understand their respective roles** and carry these out to **enhance the effectiveness** of the provider.

Governance

- 4.2 Inspectors will seek evidence of the impact of those responsible for governance. They will determine whether they provide **confident, strategic leadership** and **create strong accountability** for, and oversight and assurance of, educational performance to ensure **continuous and sustainable improvement**. Do governors:
 - 4.21 **know the provider** and understand its strengths and weaknesses
 - 4.22 support and strengthen the provider's leadership and contribute to **shaping its strategic direction**
 - 4.23 ensure that the provider meets its **statutory responsibilities**
 - 4.24 **provide challenge** and hold senior leaders and managers to account for improving the quality of learning and the **effectiveness of performance management** systems.
 - 4.25 **Governors are not expected to review a list of duties with inspectors.**

College groups and governance arrangements

- 4.3 Many **providers cooperate as groups**, with an overall board and chief executive officer, or similar arrangement. These assume some or all of the responsibilities formerly shouldered by the individual college's/provider's governing body. In these providers, inspectors will seek evidence of the impact of the overall board and its staff as well as the college's/provider's local board, committee or governing body, to which there are relevant delegated responsibilities.

Safeguarding

- 4.4 Safeguarding is **ineffective** when:
 - 4.41 **learners' behaviour** towards each other is unsafe, putting **learners at risk of harm**
 - 4.42 incidents of **bullying** or prejudiced and discriminatory behaviour, either direct or indirect, **are common**
 - 4.43 learners have **little confidence** that the provider will **address concerns** about their safety, including concerns about the risk of abuse
 - 4.44 learners or particular groups of learners **do not feel safe** in the provider, the workplace or in a subcontractor's premises
 - 4.45 leaders and managers **do not handle safeguarding allegations** about staff members and learners appropriately
 - 4.46 leaders **fail to protect** learners from the dangers of **radicalisation and extremism** in accordance with the 'Prevent' duty guidance.
 - 4.47 However, there may be circumstances when it is appropriate **to judge a provider as requires improvement**, rather than inadequate, when there are minor weaknesses in safeguarding arrangements **that are easy to put right**.

Sources of evidence specific to leadership and management

- 4.48 Inspectors will use **documentary evidence** that the provider supplies to evaluate the impact of the work of leaders, managers and governors, both **currently and over time**. They will use this in conjunction with first-hand evidence.

The Education Inspection Framework

2019



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Useful links:

www.ccqi.org.uk

Assessment & the art of lazy teaching
 Initial assessment, ILPs & target setting
 Learning independence & learning outcomes
 Designing outstanding learning experiences
 Stretch & challenge: *supercharged evaluation skills*
 Perfect progress reviews
 Transformational Lesson Observation
 Live Self Assessment
 The CCQI Self-Assessment Strategy
 Achieving grade 1 for employability skills

<http://ccqi.org.uk/assessment-art>
<http://ccqi.org.uk/initial-assessment>
<http://ccqi.org.uk/21st-century>
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