

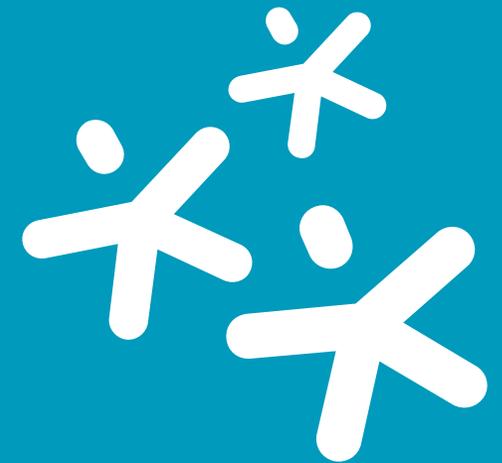
# Education Inspection Framework (EIF)

## Western TPN

Richard Light, SHMI

Tracey Zimmerman, HMI

Denise Olander, HMI



# Programme

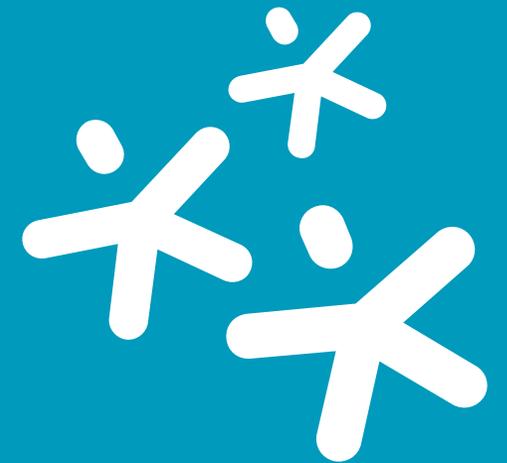
Times	Topic	Lead presenter
10:20-10:30	Welcome and introductions	Richard Light, Alex Richards
10:30-11:30	Session 1: Education Inspection Framework (EIF)	Richard Light
11:30-11:45	Coffee break	
11:45-12:45	Session 2: Preparing for a monitoring visit and full inspection under EIF; including curriculum deep dives.	Denise Olander
12:45-13:30	Lunch	
13:30-14:30	Session 3: Apprenticeship delivery and what inspection is telling us	Tracey Zimmerman
14:30-15:00	Session 4: Safeguarding, prevent updates	Tracey Zimmerman

# Session aims

- To explore the focus of EIF inspections especially QofE
- To provide information on the curriculum deep dive inspection activity and discuss how providers can prepare staff to engage positively with inspectors in the activity during a monitoring visit and a full inspection
- To share our inspection findings on apprenticeship delivery
- To provide an update on safeguarding information, including the Prevent Duty

# Session 1: Education inspection framework

Richard Light, SHMI



# Consultation responses

- The consultation closed on Friday 5 April. We received around **15,000** responses to the consultation, including campaigns.
- The majority of responses were from teachers and headteachers but we received responses from those working in all the remits covered by EIF.
- More than 80% of respondents agreed that the consultation was clear and easy to understand.
- Only 150 responses from FE&S providers or employees.

# The importance of the curriculum

*"..programmes must do more than give young people a qualification and develop personal and social skills: valuable as these are.*

*They ought to have a clear line of sight to jobs or meaningful further study. As we have seen in other elements of our curriculum research, there is a risk of putting overall achievement rates ahead of both student and educational needs and their employment prospects."*



Association of colleges' annual conference, Nov 2017

# The case for change

- Currently, the accountability system can divert providers from the **real substance of education**.
- What students learn is too often coming second to the achievement of good provider **performance data**.
- This data focus leads to **unnecessary workload** for staff.
- **Teaching to the test** and **narrowing** have the greatest negative effect on the **most disadvantaged** and the **least able students**.



# How inspectors use data

Data v  
information

Internal v  
validated data

How data is used v  
what data tells us

# New inspection judgements

**Overall effectiveness**



**Quality of education**



**Personal development**



**Behaviour and attitudes**



**Leadership and management**

# Quality of education judgement

The new **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

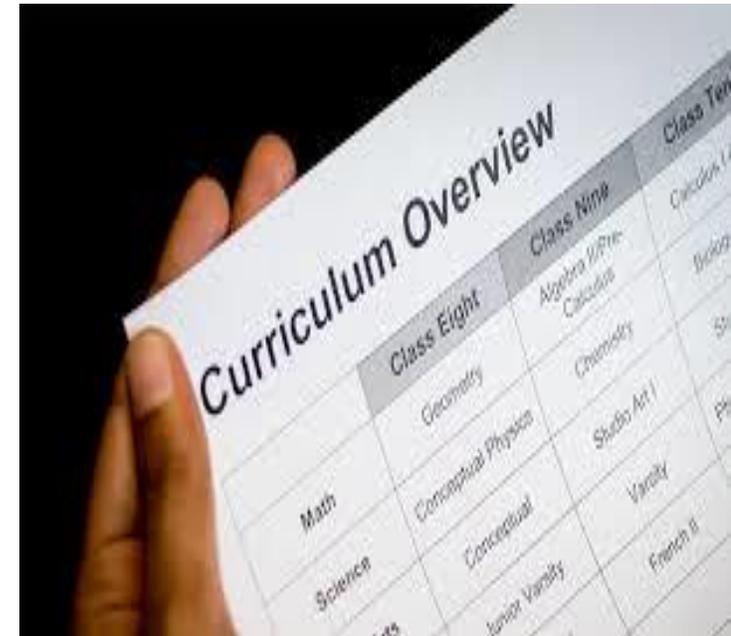
Inspectors will have a connected, educationally focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (incl national assessments & qualifications)
- Reading (school focus)
- readiness for next steps in education or training.

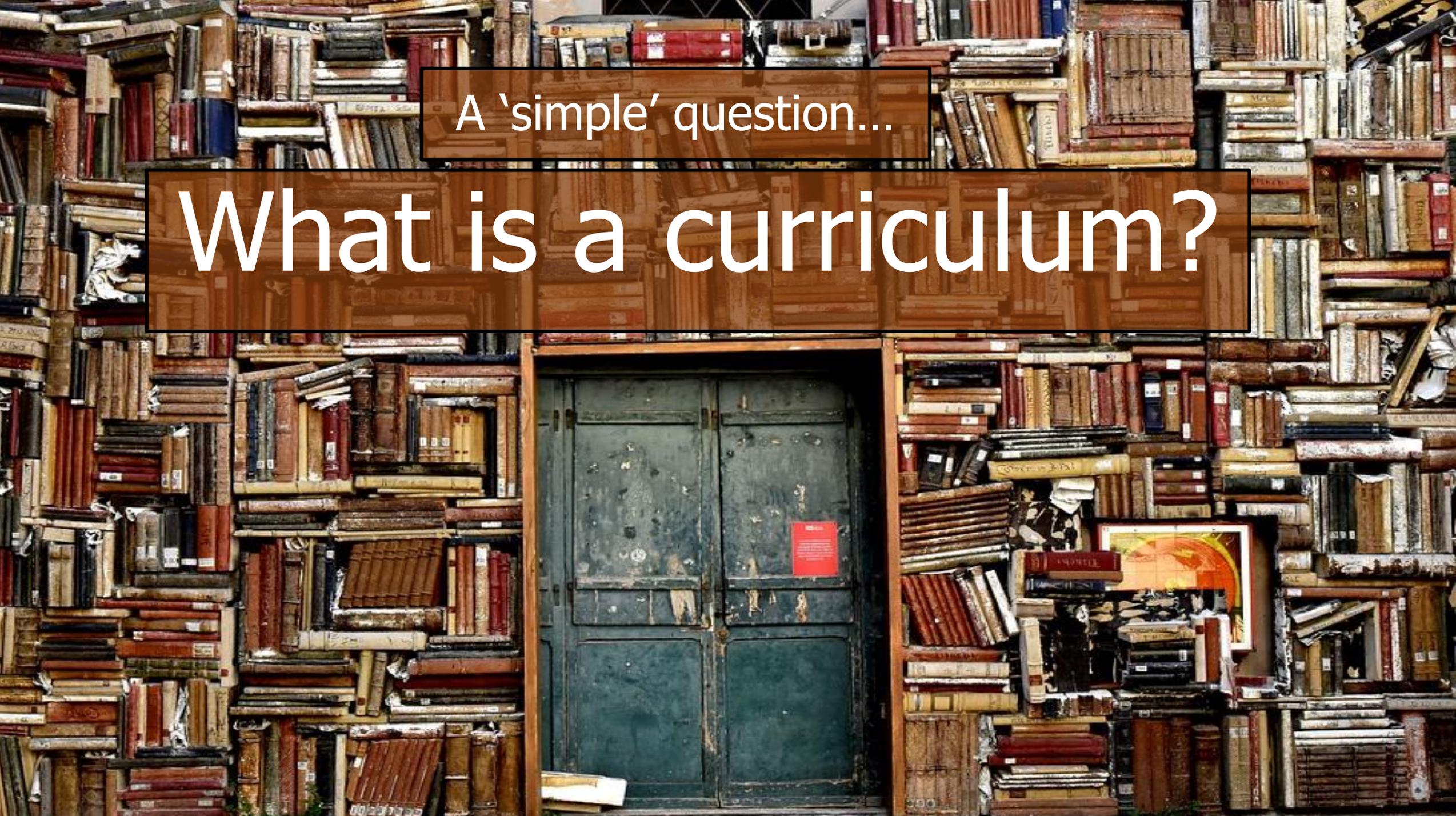


# The importance of the **curriculum**

'If [children's] entire experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'



Amanda Spielman, at the launch of Ofsted's Annual Report 2016/17

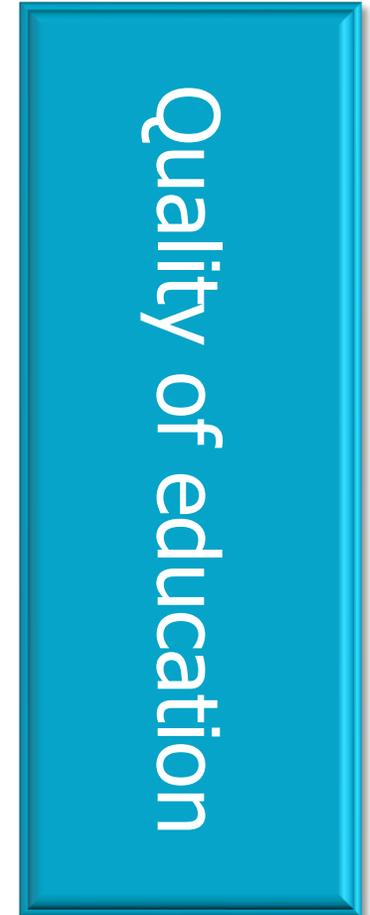
A photograph of a library with a green door and bookshelves filled with books. The shelves are packed with books of various colors and sizes, creating a dense, textured background. The door is a dark green, double-door design with a small red sign on the right panel. The overall scene is a well-stocked, traditional library.

A 'simple' question...

What is a curriculum?

# The curriculum is at the heart of the proposed new framework: Ofsted's working definition...

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'



# Curriculum research - intent

- Clear and coherent rationale for curriculum design
- Rationale and aims are understood by all
- Subject / training / curriculum leaders show good understanding of key concepts related to curriculum design – knowledge progression and sequencing of concepts
- Curriculum coverage allows all to access content and make progress
- Curriculum is at least as ambitious to any external qualification
- Principles include any centrally prescribed aims.

# Curriculum research - implementation



- Curriculum / programme / subjects leaders have clear roles and responsibilities to ensure curriculum design and delivery
- C/P/SL's have the knowledge, expertise and practical skills to design and implement a curriculum
- Leaders regularly review the subject to ensure it is implemented well and it has sufficient depth and coverage
- Leaders ensure that ongoing CPD is available so that curriculum requirements can be met
- Curricular resources selected serve the providers curricular intentions and enable effective curricular implementation
- Assessment is used to shape future learning and are reliable.

# Quadrant exercise

- In undertaking their research inspectors provided a scale for positive and negative aspects of the three I's.
- They used the research findings to create a quadrant.
- Strong intent and implementation
- Strong intent but weak implementation
- Strong implementation but weak leadership intent and,
- Weak intent and weak implementation
- Look at the quadrant indicators provided, how could you use such an approach? What might it look like for your training programme?



Knowledge does not sit as isolated 'information'  
in learners' minds.



Has the content of the curriculum  
been learned long term?

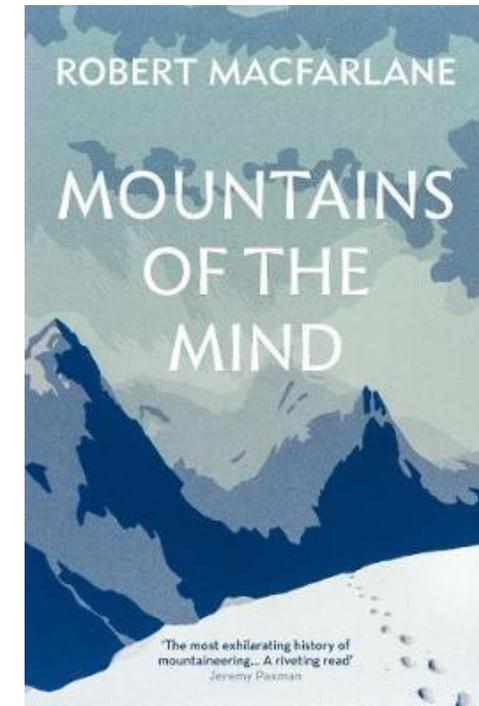
'Learning is defined as an alteration in  
long-term memory. If nothing has altered  
in long-term memory, nothing has been  
learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive  
load theory (Vol. 1). Springer Science & Business Media.



# Activity

- Individually, review the passage on the next slide.
- How might knowledge acquired through schooling help a reader to comprehend this passage?



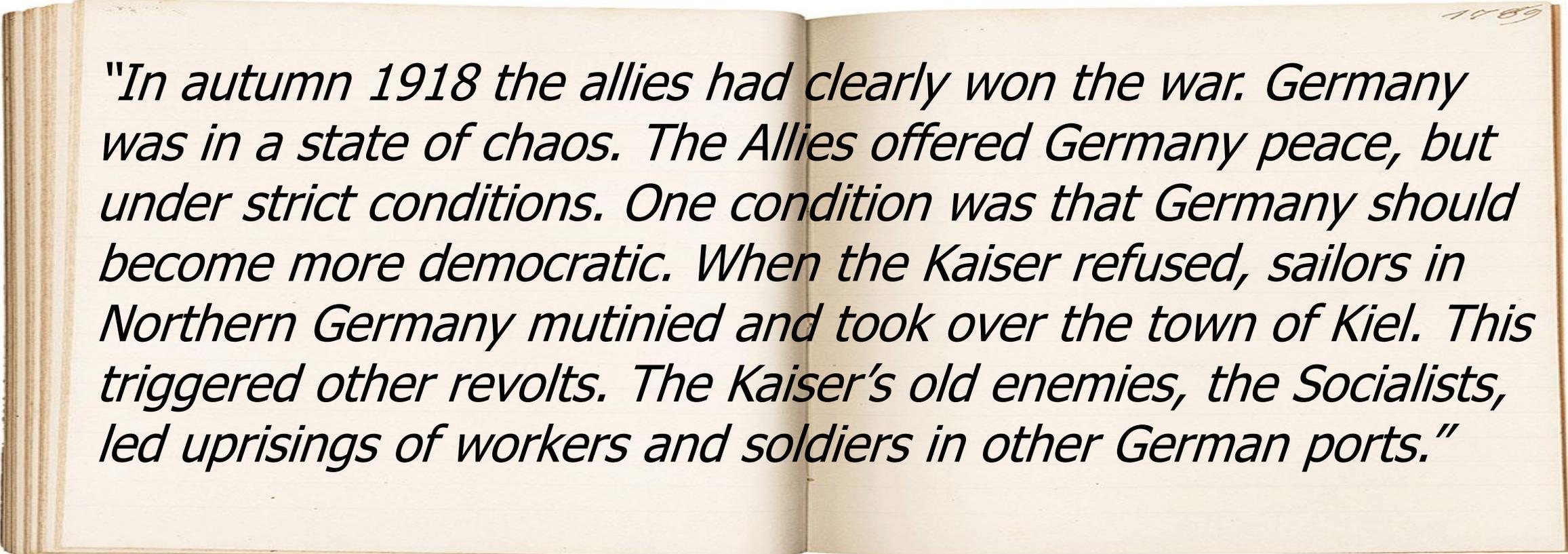
## Extract from 'Mountains of the Mind' by Robert MacFarlane (2003)

I came to love them, these men: the polar explorers with their sledges, their songs and their soft spot for penguins; and the mountaineers with their pipes, their insouciance and their unfeasible stamina. I loved how inconsistent their rough appearance – their indestructible tweed breeches, their bristling mutton-chops and moustaches, the silk and the bear grease with which they insulated themselves against the cold – seemed to be with their almost fastidious sensitivity to the beauties of the landscapes they moved in. Then there was the combination of aristocratic finickiness (the sixty tins of quail in *foie gras*, the bow-ties and the vintage Montebello champagne that were carried on the 1924 Everest expedition, for example) with enormous hardihood. And their acceptance that a violent death was, if not probable, certainly very possible.

## You may have considered...

- A geographical knowledge of polar regions.
- A cultural knowledge of aristocratic stereotypes.
- Historical knowledge of the world before the technological developments of today.
- Biological knowledge about the human body and its reaction to extreme cold.
- Literary knowledge of how landscape is admired by romantics.
- A very rich knowledge of vocabulary.
- Knowledge of similar literary forms.

From a very popular GCSE history text book. "The Modern World" by Ben Walsh. These are the opening lines of the German history chapter:

An open book with cream-colored pages. The text is written in a black, italicized serif font. The right page has the number "1169" written in the top right corner.

*"In autumn 1918 the allies had clearly won the war. Germany was in a state of chaos. The Allies offered Germany peace, but under strict conditions. One condition was that Germany should become more democratic. When the Kaiser refused, sailors in Northern Germany mutinied and took over the town of Kiel. This triggered other revolts. The Kaiser's old enemies, the Socialists, led uprisings of workers and soldiers in other German ports."*

# What hidden knowledge allowed comprehension of the passages?

1918, 'the war', 'the allies'

'state of chaos'

democratic

mutinied, revolts

Kaiser

socialist

Republic

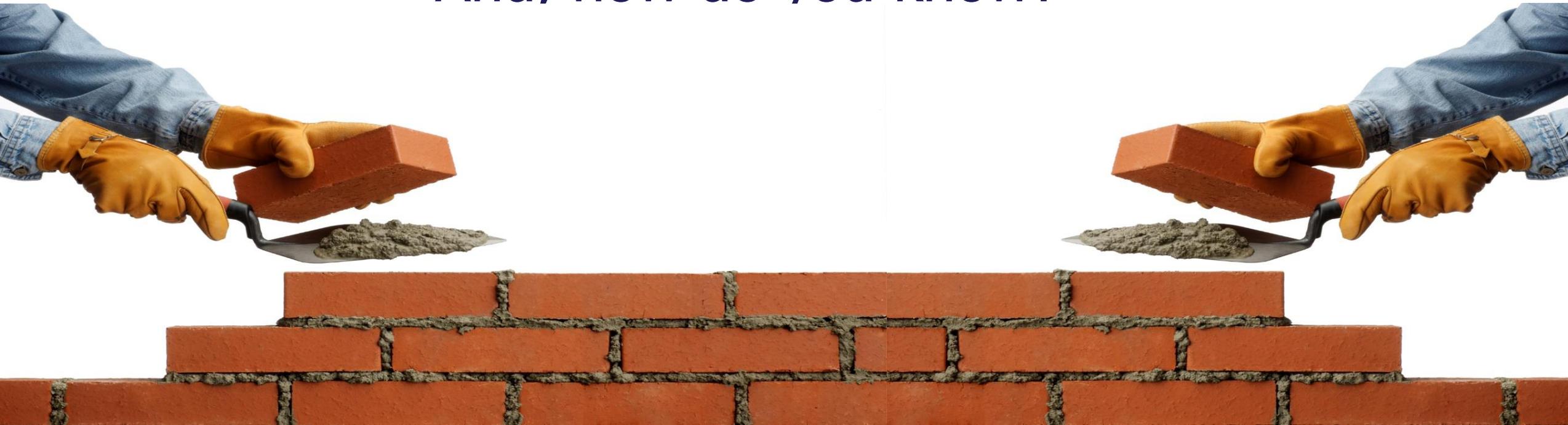
## What can we learn from this exercise?

- What we **know** allows us to read.
- In other words, it is our **prior knowledge** that enables us to comprehend new material. Knowledge is highly '**transferable**' between contexts.
- **Knowledge learned** across the curriculum facilitates comprehension.

What do we mean when we talk about progress?



What does it mean to 'get better' at business admin, social care, history, English or any subject for that matter?  
And, how do you know?



Composite  
For example, learning to  
paint effectively with colour



Component =  
understanding basic  
colour theory  
(complementary  
colours/colour mixing)

Component =  
awareness of the  
effects/properties of  
different paints media  
(oil/watercolour/acrylic)

Component = paint  
effects (stippling/  
layering/ action  
painting/tonal/  
impasto/sgraffito)

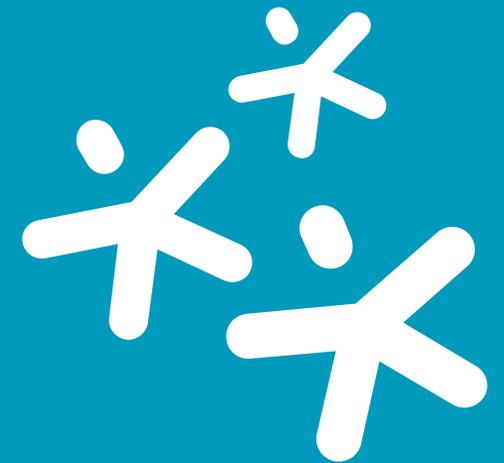
Component = ability to  
understand and use key  
art-related resources  
(paper/ canvas/  
brushes/ easel)

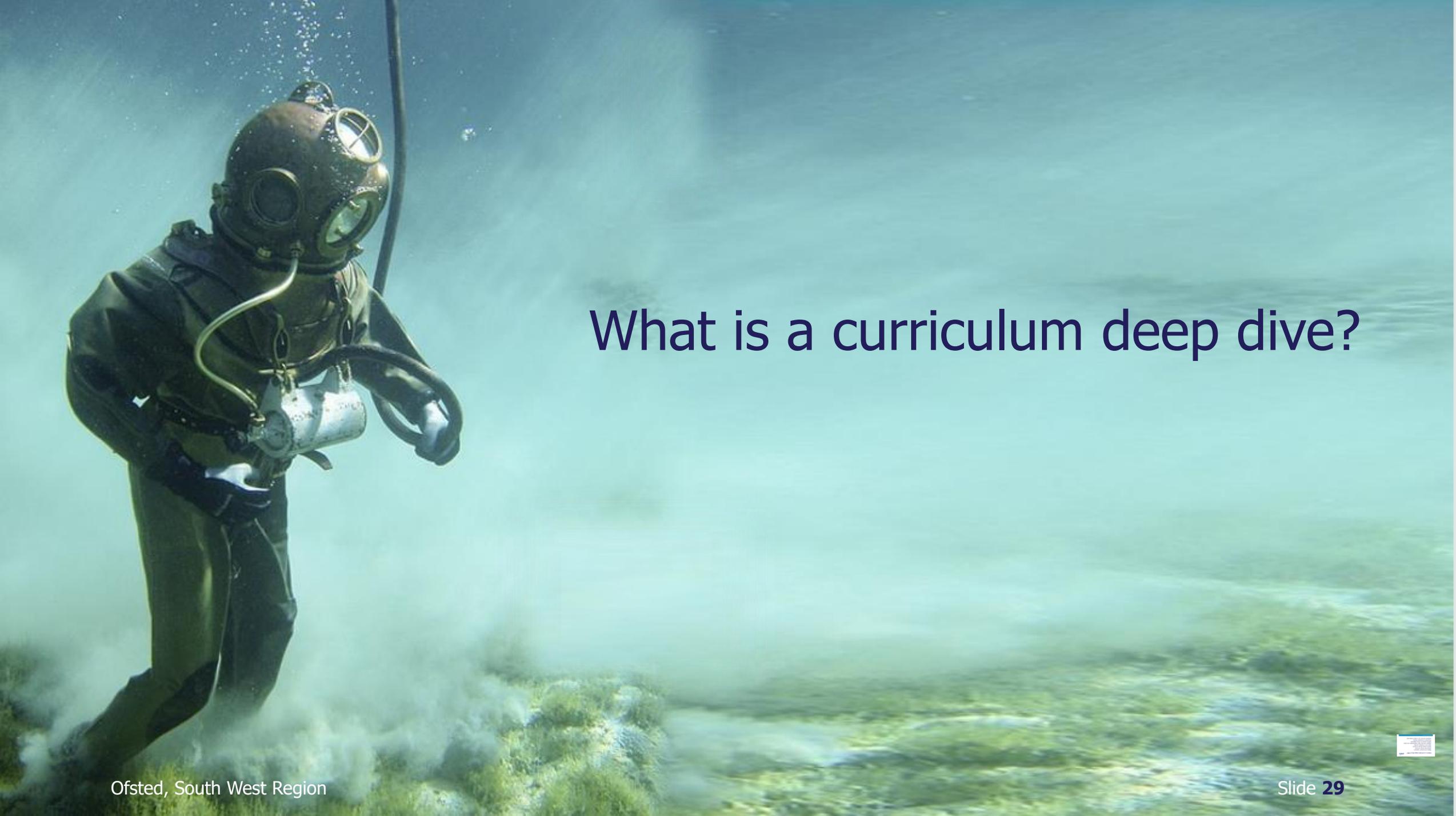
**Components:** The building blocks that together, when known, allow successful performance of a complex task

**Composite:** a task that requires several building blocks or components

# Preparing for a monitoring visit and full inspection under EIF; including curriculum deep dives

Denise Olander, HMI



A diver in a vintage diving helmet and suit is shown underwater. The diver is wearing a dark, heavy-duty suit and a large, round helmet with two circular viewing ports. A white oxygen tank is attached to the diver's back, and a hose connects it to the helmet. The diver is holding a black hose in their right hand. The background is a clear, blue-green underwater environment with some green seaweed or coral visible at the bottom. The overall scene is serene and historical.

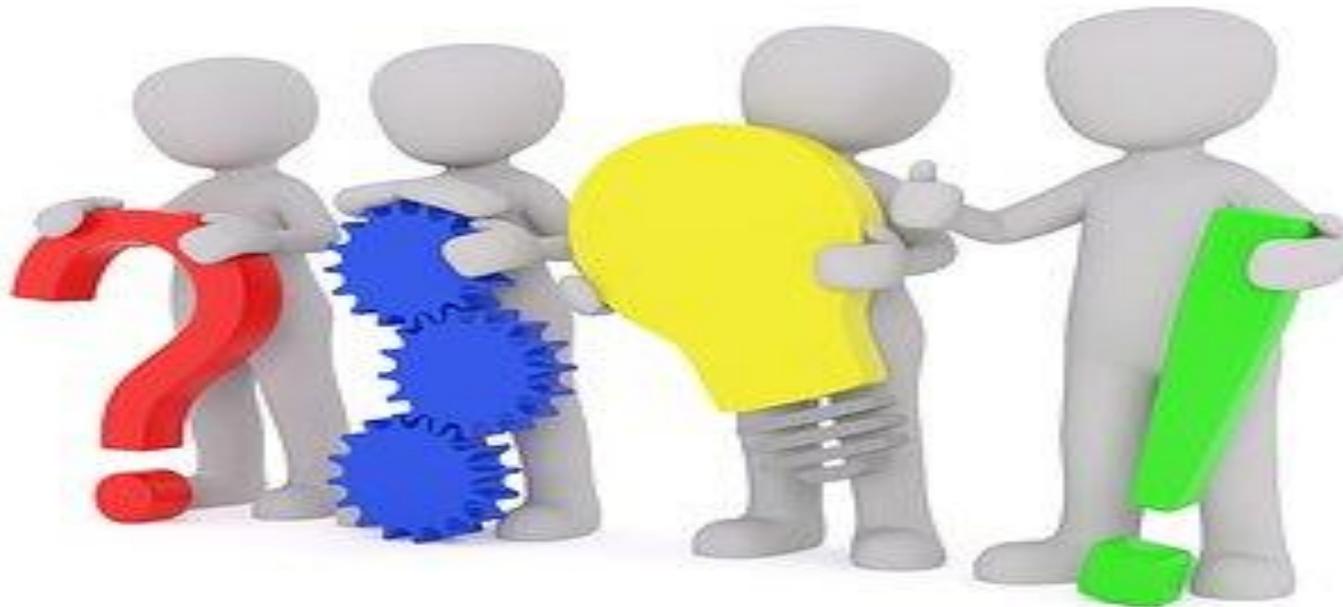
What is a curriculum deep dive?



# What is a curriculum deep dive in FES?

- Based on the learners' experience.
- Vertical slice through curriculum.
- Reviews specific group(s) of learners.
- Wide array of inspection activities.
- Explores curriculum intent, implementation and impact.
- Gathers evidence for all key judgements.
- Supported by triangulated evidence.
- Inspectors will carry out a number of deep dives.

# How does the lead inspector choose the deep dive?



# How to prepare your team to participate in a deep dive activity?



# Curriculum Deep Dive Activity



Each table will be allocated one of the following key judgements:

- quality of education: intent
- quality of education: implementation
- quality of education: impact
- quality of education: assessment
- personal development
- behaviour and attitudes
- leadership and management.

# Curriculum Deep Dive Activity

Using the criteria in the EIF handbook, please discuss and identify the:

- deep dive **inspection activities** that an inspector might adopt to gather reliable evidence for each of the criteria in the handbook?
- **questions** that inspectors might ask **trainers, assessors, managers** and **apprentices** to help them to understand what it is like to study and learn at the provider?
- **information** that **trainers, managers and assessors** might want to share with inspectors to help them to make a reliable judgement about the curriculum.

## Let's share your findings



- Quality of education: intent
- Quality of education: implementation
- Quality of education: impact
- Quality of education: assessment
- Personal development
- Behaviour and attitudes
- Leadership and management

# Summary

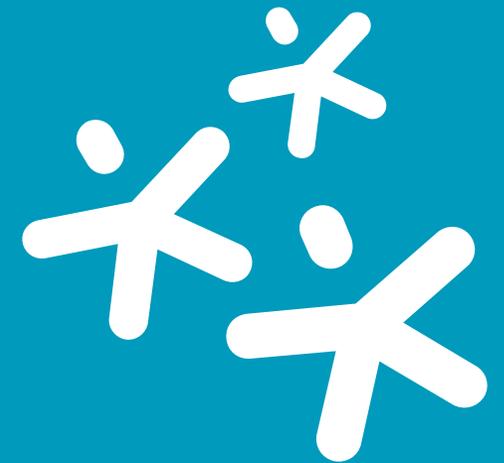


# Working

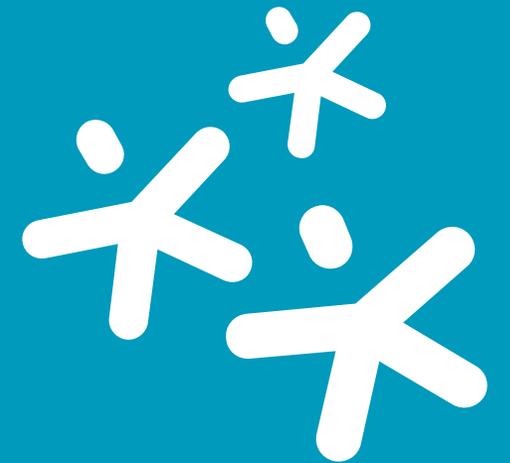


# Session 3: Apprenticeship delivery and what inspections are telling us

Tracey Zimmerman, HMI



Where to find information to make informed decisions about the quality of apprenticeship provision.



# Inspection reports



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**Blakemore and Sons**  
Blakemore Industrial Estate, WV13 2JP  
URN: 50744 Type: Independent Learning Provider Latest report: 19 September 2001

**Blubeckers Restaurant Group Ltd**  
Blubeckers at The White Hart, 58 High Street, GU24 8AA  
URN: 50746 Type: Independent Learning Provider Latest report: 17 December 2004

**Babcock Defence Services**  
Building 373, RAF Lyneham, Chippenham, SN15 4PZ  
URN: 50088 Type: Independent Learning Provider Latest report: 28 June 2002

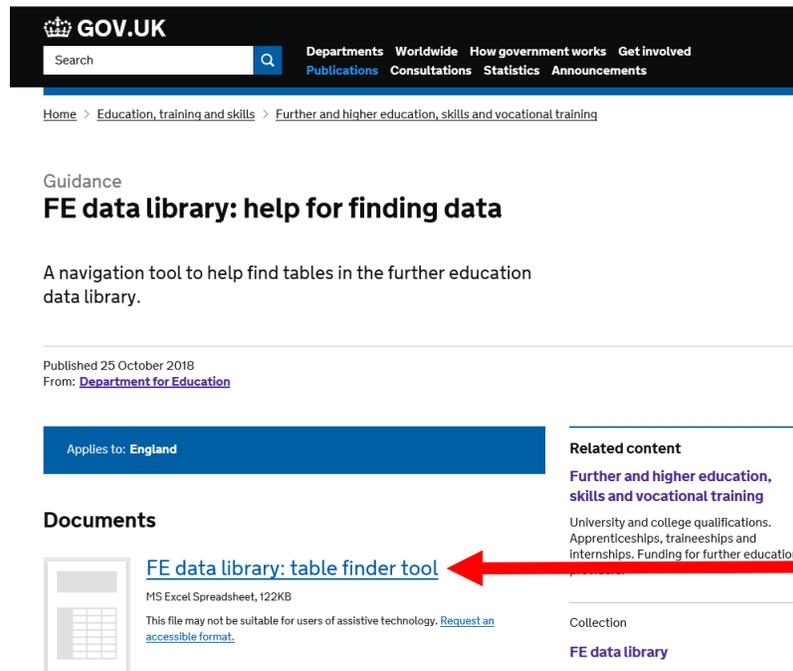
**BMW (UK) Ltd**  
Eilesfield Avenue, Southern Industrial Estate, Bracknell, RG12 8TA  
Rating: **Outstanding**  
URN: 50754 Type: Independent Learning Provider Latest report: 17 March 2008

**Bolton Metropolitan Borough Council**  
Bolton Council 3rd Floor, Bolton Town Hall, Bolton, BL1 1RU  
Rating: **Requires Improvement**  
URN: 50766 Type: Adult and Community Learning Latest report: 06 January 2017

**Bolton Wise Limited**  
The Quest Centre, Brownlow Way, BL1 3UB

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# Participation and achievement rates



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Guidance

## FE data library: help for finding data

A navigation tool to help find tables in the further education data library.

Published 25 October 2018  
From: [Department for Education](#)

Applies to: **England**

### Documents

 [FE data library: table finder tool](#)  
MS Excel Spreadsheet, 122KB  
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

### Related content

**Further and higher education, skills and vocational training**

University and college qualifications. Apprenticeships, traineeships and Internships. Funding for further education

Collection

**FE data library**

<https://www.gov.uk/government/publications/fe-data-library-help-for-finding-data>

# What is an apprenticeship?

“An apprenticeship is a job with training. Through their apprenticeship, apprentices will gain the technical knowledge, practical experience and wider skills and behaviours they need for their immediate job and future career. The apprentice gains this through formal off-the-job training and the opportunity to practise these new skills in a real work environment.”

# Off-the-job (OTJ) training

- OTJ training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours.
- OTJ must be directly relevant to the apprenticeship. Must be at least 20% of the apprentices normal working hours.
- English and mathematics training including and up to level 2 does not count towards the minimum 20% off-the-job training requirement.

# What do the reports say? Will this be reported on in the EIF?

- Too few apprentices complete their qualifications within the time planned.
- Some employers are not sufficiently involved in the process, so they are unable to support their apprentices effectively.
- Apprentices are not developing their skills in English and mathematics throughout their programme and therefore are not equipped to progress onto the next level of their studies.
- Managers do not have enough oversight of apprentices' off-the-job training and too many have to work in their own time.

# What do the reports say? Will this be reported on in the EIF?

- A few apprentices receive inaccurate information, advice and guidance and are placed on the wrong level of course.
- Initial assessment is not used routinely to plan the curriculum for individual apprentices to ensure that their needs are met.
- Apprentices have an insufficient understanding of the component parts of their programme.
- Reviews of apprentices' progress do not provide a complete enough picture of apprentices' learning, development needs or well-being.

# What do the reports say? Will this be reported on in the EIF?

- Assessors do not provide apprentices clear advice on how to improve their writing, their understanding of complex theories or their behaviours at work.
- Assessors do not set apprentices clear targets and too many targets are linked to completing units of their diploma.

And now for some good news .....



# What do the reports say? Will this be reported on in the EIF?

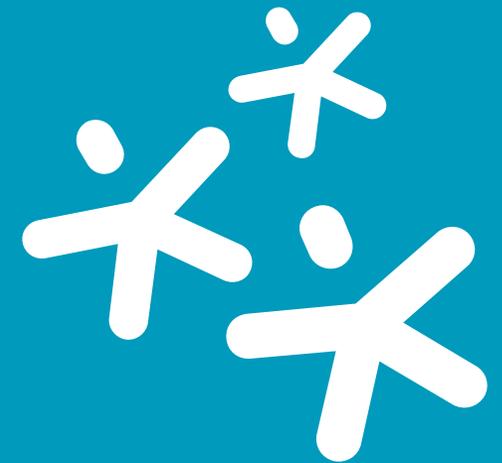
- Apprentices develop high levels of self-confidence, feel more valued in the workplace and increase their job prospects.
- The vast majority of apprentices are employed full-time on completion of their qualification.
- Apprentices develop an extensive range of skills and knowledge and many extend and deepen specialist skills beyond the requirements of the qualification.
- Apprentices feel safe and are confident on how to report any concerns they have.

# What do the reports say? Will this be reported on in the EIF?

- The college has exceptionally strong partnerships with their employers. Provider staff work very effectively with them to design apprenticeship programmes that meet local priorities.
- Apprentices benefit from additional short courses that improve their range of skills they need to do their job.
- Apprentices are well prepared for qualifications or their end-point assessment.
- Most trainers have very recent vocational experience which they share skillfully with their apprentices.

# Session 4: Safeguarding - what has changed?

Tracey Zimmerman, HMI



# NPMV results for theme 3!

- In the South West region we have undertaken 26 NPMVs up to 13/9/19.
  - 21 were given reasonable for theme 3 (81%)
  - One was given significant (4%)
  - Four were given insufficient (15%)
- 
- Of the re-inspections of insufficient all have received reasonable progress.

# A continued sharp focus on safeguarding

Our inspection of safeguarding will continue to be built around three core areas:

***IDENTIFY***

***HELP***

***MANAGE***

*Inspectors will continue to judge whether safeguarding is effective or ineffective.*

# Identify



**Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?

- On your tables please discuss how you do this now or how you may do this in the future; how would you be able to present this to inspectors?

# Help



**Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?

- On your tables please discuss how you do this now or how you may do this in the future; how would you be able to present this to inspectors?

# Manage



**Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff and other adults?

- On your tables please discuss how you do this now or how you may do this in the future – how would you be able to present this to inspectors?

# Documentation and Training

- Prevent risk assessment and action plan
- Health and safety and safeguarding policies and procedures
- DBS updates (how often? What does your policy say?)
- Updates on safeguarding (annual:how do you record these; who checks this?)
- Acceptable use for internet
- First aid training (enough staff/boxes?)
- Safer recruitment procedures
- Safeguarding report to Trustees and Board members

# Ofsted on the web and on social media

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