

REPORT TO: Employment Learning and Skills and Community PPB

DATE: 9 January 2013

REPORTING OFFICER: Strategic Director Children & Enterprise

PORTFOLIO: Health and Adults

SUBJECT: Common Inspection Framework for Further Education and Skills

WARDS: All

1.0 PURPOSE OF THE REPORT

- To provide Members with details of the new Common Inspection Framework
- To advise Members on the preparations underway within the Employment, Learning & Skills Division should they receive a 2 day notification of inspection
- To advise Members on how they can support the Ofsted inspection process

2.0 RECOMMENDATION: That

- (1) The report is noted
- (2) Members give consideration to the role of the Employment Learning and Skills and Community PPB and support the PPB can give to the inspection process, as set out within the Common Inspection Framework.

3.0 SUPPORTING INFORMATION

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3.2 The overall aim of the inspection framework is to evaluate how efficiently and effectively education and training provision meets learners' needs. The inspection arrangements, together with other government initiatives, are intended to speed up improvements in the quality of further education and skills provision.

3.3 The Common Inspection Framework comprises the principle criteria that inspectors must consider when inspecting every education and training provider. The inspectors make a judgement based on adequacy from the two categories: adequate and inadequate. A provider will be deemed to be inadequate if it is graded inadequate for 'overall effectiveness'. For all other grades, the provider is deemed adequate.

Inspection Programme

3.4 Learning and skill providers will normally be notified up to **two working days** before a planned Ofsted inspection. This applies to all types of inspection

activity and the inspection can take place at any time of the year when learning is taking place.

- 3.5 The inspection team will contact the provider to inform them of the inspection and will email the notification letter to them. For Halton Borough Council, the Further Education & Skills provider is the Employment, Learning & Skills Division. The lead inspector will normally telephone the provider by 12 noon to confirm the arrangements and start the inspection process.
- 3.6 A full inspection will normally last between **three and five days** on site, although the number of inspectors involved in the inspection will vary according to the size and nature of the provider. A monitoring visit will last between one and two days, depending on the scope of the visit and size of the provider. The Adult Learning & Skills Development service within the Employment, Learning & Skills Division was last subject to an Ofsted full inspection in June 2009 and, as such, it is in scope for another full inspection.

Information required

- 3.6 The inspector will confirm the range of documents that will be required for inspection and as soon as the provider has been notified that they will be inspected, they should have ready:
- the number and type(s) of sector subject areas they deliver teaching/training/assessment in
 - information about current volumes and types of learners
 - timetables/schedules of assessment or learning sessions
 - information about the provider organisation with staff names and responsibilities
 - location and numbers of subcontractors
 - names and email addresses of any employers whose premises the inspection team intends to visit; this should be submitted to the inspection team on the first inspection day or agreed during the planning phone call.
- 3.7 By lunchtime on the first day of the inspection, the provider should give the inspection team:
- evidence of internal monitoring and evaluation processes, including for subcontractors where appropriate, and how the findings are used
 - evidence of improvement planning and subsequent progress
 - findings and use made of performance management processes
 - details of any changes to normal routines.

Inspectors will also need:

- Access to the single central register, which summarises the checks and vetting of all staff working with learners, where appropriate
- Access to the logs that record complaints, incidents of poor behaviour, racist incidents and incidents of bullying

Reporting findings

- 3.8 Inspectors will make three 'key aspect' judgments:
- Outcomes for learners
 - Quality of teaching, learning and assessment

- Effectiveness of leadership and management

Proposed Role of the Policy Performance Board

- 3.9 It is considered that the Employment Learning and Skills internal monitoring and evaluation processes described above would be augmented through the development of a formal governance arrangement whereby the Council's Employment Learning and Skills and Community PPB would take a more active role in contributing to preparations for the Inspection.
- 3.10 In practical terms, it is proposed that the ELS and Community PPB would receive updates at each committee meeting. However, it is also suggested that Members would need to be included in any pre-planning stakeholder meetings which will be required. Therefore, it is considered that the Economic Development Portfolio Holder and or the Chair of this PPB would be invited to participate in these meetings.
- 3.11 Inspectors will consider the main purpose of the particular type of provision when they prioritise the impact that each of the keys aspects will have on the outcomes for learners' grades. These are further broken down in to criteria for each key judgement area. In making these judgements, inspectors must evaluate the evidence for each against the grade characteristics. For each one, inspectors will use the following grading scale:

Grade 1: outstanding	Grade 2: good
Grade 3: requires improvement	Grade 4: inadequate.

In making their judgements, inspectors must consider which descriptor best fits the evidence available. When evidence indicates that any of the bullet points in the grade characteristics for 'inadequate' applies, then that aspect of the provider's work should be judged inadequate.

Impact for Local Authority/Provider

- 3.12 Inspectors will continue to place great importance on the rates of progress of groups and individual learners when evaluating their achievement. The quality of teaching, learning and assessment will remain a major factor in driving forward improvements in learners' achievements and will contribute strongly to the judgement on leadership and management. Inspectors will continue to devote a significant proportion of their time to observing learning, and listening to learners.
- 3.13 The Adult Learning & Skills Development service has been through 2 previous inspections. In November 2005 it was inspected and achieved a Grade 2 (Good) for Overall Effectiveness. In June 2009 it was inspected and again achieved an overall Grade 2 (Good) with some 'outstanding' elements.
- 3.14 It is expected that there will be some advantages for providers in the changes that are being introduced in the revised Common Inspection Framework. By reducing the notification period for providers there should be significantly less

stress for staff in the lead up to inspection and less time devoted to preparing for the inspection. It will mean that inspectors see the provider as it really is.

4.0 POLICY IMPLICATIONS

- 4.1 Closer scrutiny of Further Education & Skills providers who do not receive a Grade 1 or 2 Ofsted inspection is guaranteed. Additionally, providers not receiving a Grade 1 or 2 will be subject to improvement plans, monitoring visits and re-inspection before the normal 4 year date. Unsuccessful inspection outcomes can have implications on funding available from the Skills Funding Agency.

5.0 OTHER IMPLICATIONS

- 5.1 Since the last Ofsted inspection of Adult Learning & Skills, there has been a merger with the Enterprise & Employment service (Halton People into Jobs). The recently merged Employment, Learning & Skills Division is accountable to an increasing range of external accountability and inspection regimes, Ofsted being just one of these. Often, these regimes have contrasting timescales and requirements and having the ability to perform effectively in the next full Ofsted inspection will require effective planning and preparation.
- 5.2 The Division has a 'Battle Plan' for inspection, which staff are actively working through to prepare for a short notice inspection, in line with the revised Common Inspection Framework.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

The delivery of Family Learning is within the scope of Further Education & Skills Ofsted inspections and the service has a wide range of Family Learning taking place within Halton schools and Children's Centres.

6.2 Employment, Learning and Skills in Halton

Given the main focus for the Division is the delivery of employment, learning and skills services, a successful Ofsted inspection provides public recognition that the services offered by the council are of a high standard.

6.3 A Healthy Halton

None

6.4 A Safer Halton

None

6.5 Halton's Urban Renewal

None

6.6 Corporate Effectiveness and Business Efficiency

The Ofsted inspection process includes the examination of the learner journey and judgements made will include any observations relating to how the service operates effectively or otherwise.

7.0 RISK ANALYSIS

An unsuccessful Ofsted inspection outcome would place the Division at a disadvantage in terms of maintaining existing contracts, bidding for new contracts and demonstrating high quality standards as part of other external inspection regimes. The Battle Plan is a live document that will allow the Division to be ready for when the 2 day inspection notice arrives.

8.0 EQUALITY AND DIVERSITY ISSUES

The Ofsted inspection process will monitor the achievements and progress made of all EDIM groups (Equality & Diversity Impact Measures). The Division collects and monitors this data using the bespoke Management Information System.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the Act.