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## Key judgements

1. Inspectors will also make graded judgements on the following areas using the four-point scale:

* quality of education
* behaviour and attitudes
* personal development

leadership and management

## Quality of education

1. Inspectors will make a judgement on the quality of education by evaluating the extent to which:

### Intent

* leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
* the provider’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
* the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
* learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary

### Implementation

* teachers[[1]](#footnote-1) have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
* teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
* over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
* teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
* teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
* a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge

### Impact

* learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
* learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

## Behaviour and attitudes

1. Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

* the provider has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct
* learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
* learners have high attendance and are punctual
* relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

## Personal development

1. Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

* the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents
* the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
* at each stage of education, the provider prepares learners for future success in their next steps
* the provider prepares learners for life in modern Britain by:
* equipping them to be responsible, respectful, active citizens who contribute positively to society
* developing their understanding of fundamental British values
* developing their understanding and appreciation of diversity

celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

## Leadership and management

1. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

* leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
* leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time
* leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling[[2]](#footnote-2)
* leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services
* leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload
* leaders protect their staff from bullying and harrassment
* those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
* those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding, and promoting the welfare of learners
* the provider has a culture of safeguarding that supports effective arrangements to:
* identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
* help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help

manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

1. Inspectors will always report on whether arrangements for safeguarding learners are effective.

1. Throughout the framework, the term ‘teachers’ should be read as including early years practitioners, lecturers, trainers and assessors. [↑](#footnote-ref-1)
2. There is no legal definition of ‘off-rolling’. However, we define ‘off-rolling’ as the practice of removing a learner from the provider’s roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner. Off-rolling in these circumstances is a form of ‘gaming’. [↑](#footnote-ref-2)