

# **NASUWT**

The Teachers' Union

## **The Common Inspection Framework**

Guidance for Teachers in Sixth-form Colleges,  
Further Education Colleges and  
16-19 Academies and Free Schools

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## Introduction

This guidance reflects changes to inspection which came into effect from September 2015.

Ofsted has made substantial changes to the frameworks and processes for the inspection of schools, further education and skills, and early years provision. This includes the publication of a single common inspection framework accompanied by four inspection handbooks:

- *Maintained schools and academies*
- *Early years*
- *Non-association independent schools*
- *Further education and skills*

The guidance applies to teachers working in further education and skills settings, including sixth-form colleges, 16-19 academies and free schools, and further education colleges.

Much of the detail about the arrangements for inspection, including information about the focus of inspection, is included in the *Further education and skills inspection handbook*. The *Further education and skills inspection handbook* is not a statutory document. This means that Ofsted can change the focus of inspection without reference to Parliament and without consulting teachers and other stakeholders.

## **Key changes to inspection from September 2015**

The *Common inspection framework: education, skills and early years* covers further education, schools and early years settings. Much of the detail of inspection, including the focus of inspection, is now picked up in inspection handbooks.

Ofsted has introduced short inspections for provision that was judged 'good' for overall effectiveness in its last inspection.

### **Short inspections**

Short inspections will start from the presumption that the provider remains 'good'. The evidence gathered in inspection will be to confirm that the provision remains 'good' for overall effectiveness.

If inspectors conducting a short inspection believe that evidence suggests that the inspection judgement might change to 'outstanding', 'requires improvement' or 'inadequate', they will trigger a full inspection in order to collect more evidence and make a judgement.

Providers judged 'good' following a short inspection will receive a letter confirming that the provision remains 'good'. Providers that have a full inspection will continue to receive an inspection report.

### **The focus of inspection**

The focus of the new inspection arrangements is on improving the quality of inspection, ensuring greater consistency and read-across the inspection of different types of education provider, and increasing the focus on impact. Ofsted refers to two 'golden threads' through and across inspections – the role and impact of leaders (including governors), and the effectiveness of safeguarding.

### **Safeguarding**

Ofsted will always report on safeguarding. In a letter, inspectors will report that safeguarding remains effective. In an inspection report, inspectors will always make a written judgement under leadership and management.

### **Inspectors**

Ofsted has brought inspection 'in-house'.

## **An overview of the inspection process**

The *Common inspection framework* sets out how inspections of further education and skills settings under part 8 of the Education and Skills Act 2006 will be conducted. The *Further education and skills inspection handbook* provides further information about the inspection process.

Further guidance, *Inspecting safeguarding in early years, education and skills settings*, explains how inspectors will inspect and judge the effectiveness of a provider's safeguarding policy and practice.

### **Inspection and exemption from inspection**

The *Common inspection framework* covers further education colleges, sixth-form colleges, 16-19 academies and free schools, independent specialist colleges, community skills and learning providers, and further education provision provided by higher education institutions.

Further education and skills providers judged as 'outstanding' in their previous inspection are normally exempt from routine inspections. However, further education provision in higher education institutions, local authority providers, independent specialist colleges, dance and drama programmes and learning and skills provision in prisons that has been judged 'outstanding' will continue to be inspected as part of routine inspections.

Further education and skills providers judged 'outstanding' may be inspected as part of survey, subject and thematic inspections.

Ofsted may undertake a full inspection of a provider, including a provider that has been judged 'outstanding' for overall effectiveness, where there is a concern about safeguarding, where the provider's performance has declined or where a subject or survey inspection raises more general concerns about performance.

### **Requests to inspect providers**

The Secretary of State may require Her Majesty's Chief Inspector (HMCI) to carry out an inspection of a provider. Depending on the reason for the request, such an inspection may be undertaken with no notice (this might be the case, for example, if there are concerns about safeguarding).

### **Risk assessment**

All further education and skills providers will be subject to a risk assessment of their performance. The risk assessment has two stages. The first stage involves an analysis of publicly available data and the second stage involves a more in-depth desk-based review of a wider range of information.

When undertaking the desk-based review, Ofsted will look at:

- the provider's previous inspection report;

- self-assessment reports;
- performance data;
- destination data;
- information provided by a funding body, employers, parents, carers or learners;
- the views of learners, parents and carers, employers gathered through online questionnaires; and
- relevant local intelligence such as labour market information.

### **Frequency of inspection**

Ofsted has made it clear that inspection will be proportionate, with resources being targeted at provision judged to be ‘inadequate’ or ‘requires improvement’.

**Provision judged ‘good’** for overall effectiveness in their last inspection will be inspected approximately every three years. Providers that are not exempt from routine inspection that were judged ‘outstanding’ for overall effectiveness in their last inspection will usually be inspected every three years.

**Provision judged as ‘requires improvement’** will normally have a full re-inspection within 12 to 24 months of their previous inspection. Providers will also be subject to support and challenge visits before the full re-inspection.

**Provision judged to be ‘inadequate’** will be re-inspected within 15 months of their last full inspection report. They will also receive monitoring inspections between inspections. The provider will normally receive them within three weeks of the publication of the most recent full inspection report. The number of monitoring inspections will depend on the type of provision and on the progress that the provider is making.

### **Notice of inspection**

A provider will normally receive up to two working days’ notice of an inspection unless the inspection is unannounced.

HMCI may arrange for an inspection to take place without notice if this is deemed to be appropriate. This might be because there are particular concerns about behaviour and/or safeguarding, a rapid decline in academic standards or where strong concerns are raised by parents/carers. In this instance, the inspector will normally telephone the provider about 15 minutes before arriving on site.

### **Length of inspection**

Short inspections of ‘good’ providers and ‘outstanding’ providers that are not exempt from routine inspections normally last two days.

A full inspection normally lasts between two and five days.

## **Size of the inspection team**

The size of the inspection team will vary according to the size and nature of the provision. Whilst a number of inspectors may be involved in the inspection, some inspectors may only be required for part of the inspection.

## **Provider nominee**

The provider is invited to nominate a senior member of staff to act as the main link with the inspection team. The lead inspector must meet with the nominee at the beginning of the inspection. They must also meet with them periodically throughout the inspection.

The nominee should have a detailed understanding of the provider's programmes and operations, be sufficiently senior to ensure the cooperation of staff at all levels and have authority to carry out the role with autonomy.

The nominee's responsibilities include:

- providing information for the lead inspector to support inspection planning;
- briefing the provider's staff about arrangements;
- informing employers and learners about the inspection;
- attending all team meetings, including the final team meeting;
- coordinating feedback arrangements during and at the end of the inspection;
- liaising with the lead inspector and ensuring that documents are available; and
- ensuring that staff can attend meetings.

## **Learners' views**

The *Further education and skills inspection handbook* says that learners' views are central to the inspection.

Inspectors will use Learner View to gather the views of learners. Learners can register their views at any time, but the nominee is expected to tell learners that the inspection is taking place and ask them to give their views using Learner View.

Inspectors will speak to learners during inspection. They will talk to different groups of learners, including those from minority groups, and group representatives.

Inspectors will also take account of the results of learner surveys carried out by the provider.

## **Focus of inspection**

Inspectors will make key judgements about the following areas:

- overall effectiveness;
- effectiveness of leadership and management;
- quality of teaching, learning and assessment;
- personal development, behaviour and welfare;
- outcomes for pupils.

Inspectors will also make judgements on each major type of provision, as appropriate:

- 16-19 study programmes;
- full-time provision for 14-16 year olds;
- provision for learners with high needs;
- apprenticeships;
- adult learning programmes;
- traineeships.

The inspector will confirm whether provision will be graded separately.

### **Overall effectiveness**

The overall effectiveness judgement is an evaluation of all the evidence about the quality and standards of education. In forming the judgement, inspectors will take account of the four key judgements and the overall effectiveness judgements for each type of provision inspected.

Inspectors should always make a written judgement about the effectiveness of the arrangements for safeguarding pupils under the overall effectiveness heading.

### **Effectiveness of leadership and management**

In judging the effectiveness of leadership and management, inspectors will consider a wide range of things, including:

- how successfully ambitions for performance are set, reviewed and communicated with staff, learners and partners and the impact that this has on the quality of provision and outcomes for learners;
- how well leaders, managers and governors secure and sustain improvements in teaching, learning and assessment through high-quality professional development and robust performance management to tackle weaknesses and promote good practice across all types of provision;
- whether self-assessment is rigorous, accurate and takes account of the views of learners, employers and other stakeholders, and whether it secures sustained improvement across provision;
- the strategic priority given to the provision of English and maths, ensuring that learners improve compared to their starting points;
- the extent to which leaders, managers and governors collaborate with employers and other partners to ensure that the range and content of provision aligns with local and regional priorities;
- how effectively leaders, managers and governors monitor the progress of groups of learners so that nobody is disadvantaged or underachieves;
- the extent to which learners receive impartial careers guidance to enable them to make informed choices about their current learning and future career plans;

- how effectively leaders and managers monitor the progression and destinations of their learners;
- the extent to which leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of none), races, genders, ages, disability and sexual orientations, and how well learners and staff are protected from harassment, bullying and discrimination, including at sites external to the provider;
- how well the provider prepares learners for a successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs;
- how well the provider prepares disabled learners or those with SEN to become more independent in their everyday life;
- the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty;
- the extent to which provision for all learners can be maintained over time and leaders and governors take action to ensure this;
- the impact of leaders' and governors' work currently and over time.

Inspectors will obtain evidence from meetings with leaders, managers and governors and first-hand evidence of their work across the provider. Inspectors will also use documentary evidence provided by the provider. Further, inspectors will use first-hand evidence gathered from staff, learners, employers and relevant partners.

Inspectors will always make a written judgement about the effectiveness of safeguarding.

### **Effectiveness of teaching, learning and assessment**

Inspectors will consider the extent to which:

- teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, enabling them to enjoy learning and develop their knowledge, skills and understanding;
- learners are supported to achieve their learning goals;
- staff have the qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs;
- staff identify learners' support and additional needs quickly and accurately through effective initial assessment, leading to the provision of high-quality effective support;
- staff work with learners to ensure that teaching, learning and assessment are tailored to enable learners to make good progress and prepare for their next steps;

- staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable;
- learners receive clear and constructive feedback through assessment and progress review so that they know how to improve;
- employers, parents and carers, as appropriate, are engaged in planning learners' development and are kept informed;
- teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying;
- staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners and those with special needs;
- teaching promotes learners' spiritual, moral, social and cultural development;
- teaching, learning and assessment support learners to develop their skills in English, maths and ICT and their employability skills.

Inspectors will use a considerable amount of first-hand evidence gained from: observing learners in lessons; talking to learners about their work; scrutinising learners' work; information about learners' starting points and how this is used to plan learning; providers' evaluations of the quality of teaching and its impact on learning; and the views of learners, employers and staff about the quality of teaching and levels of challenge, and how quickly leaders tackle poor teaching.

**Ofsted does not favour any particular teaching style and inspectors must not give the impression that it does. Further, inspectors should not grade the quality of teaching in individual lesson observations, learning walks or equivalent activities.**

**Inspectors will not grade the quality of teaching, learning and assessment in individual lessons or learning walks.**

### **Personal development, behaviour and welfare**

When making a judgement about the personal development, behaviour and welfare of learners, inspectors will consider the extent to which:

- learners become confident and self-assured and take pride in their work;
- learners develop the personal, social and employability skills, including English, maths and ICT, required to achieve their learning aims;
- learners achieve the specific units of their main vocational qualifications and relevant additional qualifications that enhance their learning and increase their future employability;
- learners' standards of work are appropriate to their level of study and/or the requirements of the relevant industries;
- the information learners receive helps them to develop challenging and realistic plans for their future careers;

- learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, and how well they understand the risks posed by adults and young people who use the internet to bully, groom or abuse other people;
- learners know how to keep themselves fit and healthy, emotionally and physically;
- learners feel and are safe and are confident that concerns they have will be followed through appropriately;
- learners understand their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community;
- learners work cooperatively with others;
- learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain;
- learners are punctual and attend learning sessions or work, including online learning;
- learners comply with any guidelines for behaviour and conduct and manage their own feelings and behaviour during learning sessions and at work.

Inspectors will use first-hand evidence and evidence of trends over time to form this judgement. They will also gather evidence from interviews with learners, staff, employers and other partners.

Inspectors will consider the main purpose of the particular type of provision when they form their judgements.

### **Outcomes for learners**

When making judgements about outcomes for learners, inspectors will consider the extent to which:

- learners make progress compared with their starting points. Inspectors will pay particular attention to the progress of different groups of learners;
- learners attain their learning goals, including qualifications and challenging targets;
- learners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards;
- learners enjoy learning and make progress relative to their prior attainment and potential over time;
- learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work;
- learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or further education and training that have been planned in line with local and national priorities for economic and social growth;

- severely disabled learners or learners with severe and complex SEN gain skills and progress to become more independent with everyday life and/or progress to positive destinations such as employment; and
- there are any significant variations in the achievement of different groups of learners.

Inspectors will gather evidence about the progress of current learners through observations in learning sessions, discussions with learners about their learning and development, scrutiny of learners' acquisition of knowledge, skills and understanding over time as shown in their work, and analysis of the provider's own data, taking account of the quality and rigour of the assessment on which it is based.

Inspectors will consider the impact of the provider's action to ensure that all groups of learners achieve and that any gaps in progress and attainment between different groups of learners are narrowed. Inspectors will also consider how well learners progress to education, training and employment in line with their plans for the future.

### **The Equality Act 2010 including the Public Sector Equality Duty (PSED)**

The *Common inspection framework* states that inspectors will assess whether a provider complies with relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998.

The Equality Act 2010 includes a Public Sector Equality Duty (PSED). The PSED places a general duty on public bodies, including colleges, to take positive steps to eliminate discrimination, advance equality of opportunity, and foster good relations between groups who share a protected characteristic and those who do not.

The PSED places specific duties on colleges and schools to publish information annually showing they are complying with the general duty, and to prepare and publish one or more equality objectives, which should be updated at least every four years. If a provider employs more than 150 people, it will need to publish equality information about its staff as part of the duty to publish information.

*The common inspection framework* says that inspectors will assess the extent to which a provider is meeting its duties under the Equality Act 2010 and the Human Rights Act 1998. Inspectors will assess the extent to which a provider is complying with these legal duties in all aspects of their work.

*The Further education and skills inspection handbook* says that inspectors will consider how well 'leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment,

*bullying and discrimination, including those based with employers and at other sites external to the provider.*<sup>1</sup>

Inspectors will also assess how well the provider *‘prepares disabled learners or those with special educational needs to become more independent in their everyday life’.*<sup>2</sup> Further, they will consider how well the provider prepares learners *‘for successful life in modern Britain and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs’.*<sup>3</sup>

## **Safeguarding**

Inspectors must evaluate how well the provider fulfils its statutory and other responsibilities and how well staff exercise their professional judgement in keeping learners safe.

All inspections, including short inspections, will consider how well learners are helped and protected so that they are kept safe. Inspectors will always make a written judgement about whether or not safeguarding arrangements are effective. In the case of a short inspection, this judgement will be made in the letter confirming that the provider remains good.

‘Safeguarding’ includes protecting learners from deliberate harm, neglect and failure to act. It also includes broader aspects of education and care, including: learners’ health, safety and wellbeing, the needs of learners with medical conditions, providing first aid, educational visits, intimate care and emotional wellbeing, online safety and associated issues, and arrangements to ensure learners’ security.

Inspectors will consider how the college protects learners from: neglect, physical abuse, emotional abuse, sexual abuse, all forms of bullying including prejudice-based bullying, gender-based violence, racist, disability, homophobic or transphobic abuse, radicalisation and/or extremist behaviour, child sexual exploitation and trafficking, abuse through the use of technology, domestic violence, relationship abuse, female genital mutilation (FGM), forced marriage, gang activity and youth violence, substance misuse, and fabricated or induced illness.

As part of the judgement about safeguarding, inspectors will also consider whether the college is implementing the Prevent duty effectively and keeping learners safe from the dangers of radicalisation and extremism.

Inspectors will consider whether leaders and governors create an effective safeguarding culture. They will consider whether staff take immediate action if they

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<sup>1</sup> *Common inspection framework: education skills and early years* (August 2015), Paragraph 157, ninth bullet.

<sup>2</sup> *Ibid*, eleventh bullet.

<sup>3</sup> *Ibid*, tenth bullet.

have concerns about a learner, and whether learners understand and respond to and calculate risk effectively.

### **Inspection grading**

Colleges are judged to be one of the following:

1. Outstanding.
2. Good.
3. Requires Improvement.
4. Inadequate.

### **Feedback during inspection**

The inspection team will hold daily meetings with the nominee throughout the inspection to provide information about emerging judgements and identify any opportunities for the college to provide additional evidence.

The nominee will attend all inspection team meetings, including the meeting to reach a final judgement. The nominee may not contribute to decisions about inspection judgements and must observe the conventions of confidentiality.

The lead inspector will hold a feedback meeting for the college and invitees to hear the key messages at the end of inspection.

### **Reporting – letter for ‘good’ schools**

Colleges that have been judged ‘good’ for overall effectiveness in their previous inspection and remain ‘good’ will receive a letter following inspection. This will state that the provider remains ‘good’. The letter will include a statement about whether safeguarding is effective, and will outline the key strengths and areas for improvement. It will not include grades for the effectiveness of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare, and outcomes for learners.

### **Reporting – the inspection report**

Colleges that have a full inspection will receive an inspection report.

The college should receive a copy of the draft report for comment, including commenting on factual accuracy. The college will be informed of the timescale for commenting on the draft report. The college must respond within two working days of receipt of the draft report.

The inspection report will provide grades for each key judgement. It must also include a written statement in the section on leadership and management about the effectiveness of the arrangements for safeguarding learners.

Colleges will normally receive an electronic version of the final report within 14 days of the end of on-site inspection and the report being published on the Ofsted website within 19 working days.

Ofsted quality assures some inspections. If Ofsted decides that an inspection report should be subject to further quality assurance, the college will usually receive the electronic version of the final report within 23 working days of the end of inspection and the final report will usually be published within 28 working days.

## **Complaints about inspection**

If the college has a complaint about an inspection, the complaint should be made to the lead inspector during the course of the inspection. The lead inspector should seek advice, if necessary. Any concerns raised and actions taken should be recorded in inspection evidence.

If it is not possible to make a complaint to the lead inspector, or the lead inspector fails to resolve the matter, the college should lodge a complaint with Ofsted.

In the first instance, the college should call the Ofsted Helpline (0300 123 1231). If the inspection has concluded or if the Helpline is unable to resolve the matter, the college should complete an online complaint form: [www.gov.uk/government/organisations/ofsted/about/complaints-procedure](http://www.gov.uk/government/organisations/ofsted/about/complaints-procedure).

Complaints must be submitted within ten days after the publication of any inspection report.

An investigating officer will contact the complainant. If the issue is not resolved at this stage, Ofsted will investigate the complaint and provide a written response within 30 working days.

If the matter is not resolved, the college can request an independent review of the handling of the complaint. This must be done within 15 working days of the complaint response. The college should receive a final written response within 30 working days.

If the complaint is still not resolved satisfactorily, the college can make a request to the Independent Complaints Adjudication Service for Ofsted for an independent review. This must be done within three months of receiving the written response to the internal review from Ofsted.

## NASUWT advice

### **The quality of inspection judgements**

The NASUWT has received regular feedback from members highlighting concerns about the quality of some inspectors' judgements. The Union continues to collect evidence about the inspection process and would encourage teachers in schools and colleges to complete the online survey, *Inspect the Inspectors*, following an inspection: [www.nasuwt.org.uk/InspectTheInspectors](http://www.nasuwt.org.uk/InspectTheInspectors).

### **Problems arising from inspection**

The Union uses this information to identify how it can better support members, including pressing for changes to policies and practice nationally and locally, including in individual colleges.

Teachers should email the NASUWT ([education@mail.nasuwt.org.uk](mailto:education@mail.nasuwt.org.uk)) with information about any problems they experience; in particular, cases where inspectors make judgements or reach conclusions that are inconsistent with the provisions of the framework or the guidance in the *Further education and skills inspection handbook*.

### **The professional status of teachers**

Inspectors will evaluate the extent to which leaders ensure that the college secures and sustains improvements to teaching, learning and assessment through high-quality professional development through robust performance management to tackle weakness and promote good practice.

Inspectors will draw on a range of evidence when forming judgements about these things, including feedback from staff.

Active engagement with the workforce, including the NASUWT and other workforce unions, is at the heart of good leadership and management. International evidence supports this view. The Organisation for Economic Co-operation and Development (OECD) report on building a high-quality teaching profession emphasises the importance of work environments that are not prescriptive, that do not use bureaucratic management procedures to direct their work, and where workers are 'consulted on all matters of consequence'.<sup>4</sup>

Inspectors will evaluate whether leaders and managers consult and engage staff effectively in planning and decision making, the extent to which teachers are trusted and enabled to exercise professional autonomy, and whether teachers have an entitlement to and can access high-quality professional development and support. They will also consider whether approaches to leadership and management are collaborative and supportive.

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<sup>4</sup> OECD (2011), *Building a High-Quality Teaching Profession: Lessons from Around the World*.

Teachers should be able to exercise professional autonomy, access their entitlement to high-quality professional development and identify their professional development needs. Professional development should be interpreted broadly and this must include teachers having time to reflect critically on their practice.

There is a danger that the high-stakes accountability regime will encourage leaders and managers to adopt punitive and aggressive styles of leadership and management. Teachers should contact the NASUWT if they are not receiving their entitlement to continuing professional development (CPD), or if Ofsted inspection is used to justify policies and practices that undermine teachers' professional status, e.g. excessive monitoring or punitive policies.

### **Performance management**

Inspectors will evaluate how successfully leaders, managers and governors secure and sustain improvements to teaching, learning and assessment through high quality professional development and robust performance management to tackle weakness and promote good practice across all types of provision.

The grade descriptors for outstanding leadership and management include: '*Leaders use incisive performance management that leads to professional development that encourages, challenges and supports staff improvement.*'<sup>5</sup>

At the start of inspection, inspectors will ask the college to provide information about its performance management arrangements, including anonymised information on the performance management of staff.

The *Further education and skills inspection handbook* states that '*providers are not expected to use the Ofsted evaluation schedule to evaluate teaching or individual lessons, or to undertake a specified amount of lessons.*'<sup>6</sup> It also says that inspectors '*will not grade the quality of teaching, learning and assessment in individual lessons*'.<sup>7</sup>

As the OECD evidence cited earlier indicates,<sup>8</sup> performance management/appraisal needs to start from the position that teachers are trusted. Teachers should be supported and enabled to function as professionals and should play an active role in reflecting on their performance and determining their support and development needs.

A review of international evidence about effective CPD confirms the findings from the OECD evidence and highlights other key features of effective CPD.<sup>9</sup> These include:

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<sup>5</sup> *Further education and skills inspection handbook*, August 2015, page 40.

<sup>6</sup> *Ibid.*, paragraph 79.

<sup>7</sup> *Ibid.*, paragraph 164.

<sup>8</sup> OECD (2011) *op. cit.*

<sup>9</sup> Teacher Development Trust (June 2015), *Developing Great Teaching: Lessons from the international reviews into effective professional development.*

- the most effective CPD lasts at least two terms and usually more than a year;
- the CPD is relevant to teachers' day-to-day experiences;
- the CPD includes explicit discussion about how to translate the content into the classroom and teachers are able to experiment in the classroom in order to successfully implement what they have learned; and
- there is no one-size-fits-all solution.

The review found that didactic models of CPD, where facilitators simply tell teachers what to do or provide materials without giving participants opportunities to develop skills and inquire into their impact on pupil learning, do not work. Also, CPD which does not have a strong focus on aspiration for students and assessing the impact of changes to teacher practices on student learning was deemed to be ineffective.

Teachers should ensure that they receive their entitlement to CPD and that the CPD provided is high quality and will enable them to develop their professional knowledge, skills and understanding.

Teachers should contact the NASUWT if they have any concerns about the performance management process or their access to appropriate CPD.

### **School self-evaluation**

Colleges are expected to identify and implement their own approaches to self-evaluation. Inspectors will ask for a summary of any self-evaluation or equivalent at the start of the inspection.

The inspection handbook states that Ofsted does not prescribe a format for self-assessment reports.<sup>10</sup>

Leaders, managers and governors are not expected to use the self-evaluation schedule to evaluate teaching or individual lessons, or to undertake a specified amount of lesson observations.<sup>11</sup>

It is important that self-evaluation is not burdensome or bureaucratic. It should not be an additional process and it should not involve additional monitoring and evaluation, including classroom observation. Further, it should not involve teachers undertaking additional responsibilities or require them to be subject to any additional processes or meetings.

The short notice of inspection means that managers may seek to establish systems of monitoring that are excessively detailed and are about ensuring that the college is prepared for inspection. It is important that this does not happen. Self-evaluation

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<sup>10</sup> *Further education and skills inspection handbook* (August 2015), paragraph 91.

<sup>11</sup> *Ibid*, paragraph 79.

should support college improvement. It should not create unnecessary workload and it should not start from the presumption that teachers must be monitored because they cannot be trusted.

It is important that teachers are consulted and that college leaders and managers take account of teachers' views as part of the self-evaluation process. The evaluation should assess the extent to which teachers, the NASUWT and other workforce unions are engaged in wider planning and decision making within the college.

The self-evaluation should include explicit reference to teachers' contractual provisions. This should include an evaluation of teachers' pay and pay progression, and an evaluation of the equality impact of the policy. It should also include an evaluation of the impact of all college policies in workload and working hours.

The college should not be asked to analyse data for the inspection team. However, inspectors may ask how specific data is analysed with a view to finding out how the data informs improvement planning.

The record of any self-evaluation, including the summary report, should not include information about individual staff or information that allows staff to be identified.

**Colleges should not prepare specifically for inspection. Mock inspections are unnecessary, add to workload burdens and place staff under considerable pressure. Teachers should resist any moves to introduce burdensome planning processes, such as providing detailed lesson plans for each lesson or self-evaluation systems that operate at departmental level and simply as a paper trail for inspections.**

### **Lesson observations**

Inspectors will visit lessons to gather evidence about teaching, learning and assessment. They will consider this evidence alongside documentary evidence about the quality of teaching and views of learners, college leaders and managers, employers, governors and staff.

At the beginning of inspection, the lead inspector will discuss the arrangements for lesson observations with the nominee. They must also ascertain whether there are particular reasons why any teachers should not be observed; for example, where they are subject to capability procedures. Evidence from observations of teaching and learning, including joint observations, should not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management.

After a joint observation, the inspector and college observer must discuss their views about the strengths and weaknesses of the teaching, learning and assessment they have observed.

Inspectors may use a range of strategies for observations, including short visits to a number of lessons (spending a few minutes in each lesson), short observations of small group teaching, observing learning in lessons, and joining a class or specific group of learners.

Inspectors must not provide an overall grade (either numerically or in words) for the lesson or the quality of teaching, learning and assessment.

Teachers cannot refuse to be observed. The college should agree a position on joint observation with teachers in advance of inspection.

Ofsted guidance makes it clear that Ofsted feedback, including feedback from joint observations, must not be used to make judgements about the performance of an individual teacher. Teachers should contact the NASUWT for advice if they are aware that this is happening in their college.

### **Lesson observations that are not part of an inspection**

The *Further education and skills inspection handbook* makes it clear that Ofsted does not grade individual lessons, does not award a grade for the quality of teaching and does not expect colleges to use the Ofsted evaluation schedule to grade teaching or individual lessons.<sup>12</sup> It is not appropriate for lessons to be graded. Such an approach is simplistic and ignores the importance of a holistic approach to performance management. The focus of lesson observations should be on identifying strengths and on helping teachers to improve their practice.

There is evidence that Ofsted inspection is used to trigger or justify increased use of lesson observation. There should be no increase in the number of lesson observations in colleges to satisfy inspection.

Whilst colleges need to respond to the recommendations arising from the inspection, this should not result in a college automatically initiating additional lesson observations as part of their post-Ofsted follow-up arrangements.

### **Staff attendance during inspection**

If any member of staff works part time or job shares and inspection takes place on days when they are not in the college, then they must not be expected or asked to come into college during the inspection. However, if staff who work part time agree to come to work, they should be paid additionally.

### **Assessment**

Colleges are free to establish their own approach to assessment. Inspectors will not expect to see a particular system in place.

Inspectors will use a range of evidence to make judgements about the accuracy and impact of assessment on learners' progress and achievements. Inspectors will

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<sup>12</sup> *Further education and skills inspection handbook* (August 2015), paragraph 79.

evaluate how well assessment information about learners' starting points is used to plan learning. They will look at evidence from discussions about teaching, learning and assessment. They will gather evidence by observing lessons, talking to learners about their work, scrutinising work and assessing how the college evaluates teaching and its impact on learning.

Teachers should contact the NASUWT if inspectors expect the college to adopt particular approaches to assessment or if the threat of Ofsted inspection is used to introduce inappropriate systems of and/or approaches to assessment in their college.

### **Special educational needs and inspection**

Inspectors must evaluate the extent to which the education provided meets the needs of the range of learners, including learners who have special educational needs (SEN) and/or disabilities. When judging outcomes for learners, inspectors must consider the extent to which learners with complex SEN and/or severe disabilities progress to become more independent in their everyday life and/or progress to positive destinations such as employment.

Inspectors are likely to review case studies of learners, including learners with SEN and/or disabilities. They may ask for meetings with staff who work with individual learners who receive additional support and may have discussions with learners who have SEN and/or disabilities. Inspectors will look at evidence about learning and progress and/or outcomes.

The NASUWT is aware that some colleges are responding to cuts to their budgets by cutting support worker posts, as well as more costly provision such as that aimed at learners with learning difficulties and/or disabilities. This means that providers that have a strong commitment to equality and inclusion are under greater pressure to accept more learners with SEN and/or disabilities and bear the costs of meeting those learners' needs.

Feedback from members working as special educational needs co-ordinators (SENCOs) or inclusion managers suggests that the quality of such SEN-related inspection judgements depends on whether the inspection team includes an SEN specialist. Feedback also suggests that serious problems can arise where inspection teams do not draw upon the expertise of an SEN specialist.

NASUWT representatives and members with responsibility for co-ordinating or delivering SEN support should report any concerns about an inspection team's failure to consider SEN-related issues fully and appropriately to the NASUWT. Members and representatives should also contact the Union if they have evidence that local providers are closing provision for learners with SEND, or that learners with SEND are unable to take up the offer of a place because the provider has cut support worker posts to meet their needs.

## Inspecting pupils' spiritual, moral, social and cultural (SMSC) development

When forming a judgement about the quality of teaching and learning, inspectors will evaluate the extent to which teaching promotes learners' spiritual, moral, social and cultural (SMSC) development.<sup>13</sup>

Whilst the *Further education and skills inspection handbook* does not define SMSC, the *School inspection handbook* defines SMSC development as follows:

Spiritual development of pupils shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Moral development of pupils shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues.

Social development of pupils shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic background;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development of pupils shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;

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<sup>13</sup> *Further education and skills inspection handbook* (August 2015), paragraph 163, eleventh bullet point.

- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

College staff may find this definition helpful when considering how they promote learners’ SMSC development.

Colleges should consider how they will address learners’ SMSC development as part of planning and decision-making about the design and implementation of the whole curriculum.

When judging the effectiveness of leadership and management, inspectors will consider: *‘how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs’*.<sup>14</sup>

Inspectors will consider: *‘how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) and how well learners and staff are protected from harassment, bullying and discrimination’*.<sup>15</sup>

Further, inspectors will consider: *‘the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty’*.<sup>16</sup>

The NASUWT is extremely concerned about the use of the term ‘Fundamental British values’. The values of democracy, rule of law, individual liberty and mutual respect and tolerance for different faiths and beliefs are not uniquely British. There is a significant risk that some people will interpret ‘fundamental British values’ narrowly.

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<sup>14</sup> *Further education and skills inspection handbook* (August 2015), paragraph 156, tenth bullet point.

<sup>15</sup> *Ibid*, ninth bullet point.

<sup>16</sup> *Ibid*, twelfth bullet point.

For example, some schools have equated British values as decorating classrooms with pictures of fish and chips, roast beef and the Union Jack flag. In other instances, ‘fundamental British values’ is interpreted as simply preventing Islamic extremism. Such interpretations are inaccurate, may reinforce stereotypes and prejudice, and undermine work to advance equality and improve relations between groups and communities.

The promotion of ‘fundamental British values’ forms part of the Government’s Prevent strategy. Colleges should incorporate work to promote ‘fundamental British values’ and protect learners from radicalisation and extremism within wider work to promote equality and rights, including human rights. This should form part of a strategic approach to equalities, justice and human rights and should be incorporated, for example, into work to engage with local communities, curriculum design and planning, and school improvement planning processes.

The NASUWT has a dedicated web page on issues associated with the promotion of British values and the prevention of extremism in schools. The information on this page is updated regularly and can be accessed at: [www.nasuwt.org.uk/Prevent](http://www.nasuwt.org.uk/Prevent).

Guidance in the *Further education and skills inspection handbook* indicates that inspectors should consider a provider’s actions to promote ‘fundamental British values’ and protect pupils from extremism and radicalisation as part of its broader work to promote equality, foster good relations between groups and with communities, and safeguard learners. However, members should contact the NASUWT if they have particular concerns about policy or practice in the college or if they have concerns about the way in which inspectors cover these issues when they inspect the college.

### **Inspecting compliance with the Equality Act 2010, including the Public Sector Equality Duty (PSED)**

Inspectors will make judgements about how effectively a college identifies and addresses equality matters across all areas of provision. This includes making judgements about the extent to which the college is complying with the Public Sector Equality Duty (PSED).

Equality and Human Rights Commission (EHRC) guidance makes it clear that providers need to assess the impact on equality of policies and practices in order to comply with the general equality duty. The guidance says that the general equality duty does not specify how assessments should be undertaken. However, case law from the previous duties indicates that assessments should be done before decisions are made and that a written record is useful for demonstrating compliance.<sup>17</sup>

Colleges should follow the EHRC guidance on the assessment of equality impact. Colleges will only be able to do this effectively if they collect equality information

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<sup>17</sup> [www.equalityhumanrights.com/private-and-public-sector-guidance/public-sector-providers/public-sector-equality-duty/what-equality-duty](http://www.equalityhumanrights.com/private-and-public-sector-guidance/public-sector-providers/public-sector-equality-duty/what-equality-duty). Accessed 28 July 2015.

as a matter of course and if the collection and analysis of equality information is part of standard arrangements and procedures. College leaders and managers should draw on this evidence and ensure that equality matters are considered explicitly as part of general planning and decision-making across all activities and provision. The corporate plan should provide evidence that the provider is addressing equality matters systematically across all activities.

The *Further education and skills inspection handbook* says that inspectors will assess how well the provider protects staff from harassment, bullying and discrimination.<sup>18</sup> Research, including research commissioned by the NASUWT,<sup>19</sup> shows that bullying and harassment, including prejudice-related bullying and harassment, are significant issues for teachers in schools and colleges and that some groups of teachers, e.g. women, disabled, lesbian, gay, bisexual and trans (LGBT), black and minority ethnic (BME), encounter major barriers throughout their teaching careers. Members should raise any concerns that they have with inspectors and contact the NASUWT if they believe that inspectors are not taking their concerns seriously.

## Safeguarding

Inspectors will assess whether staff act promptly and appropriately to address safeguarding issues, including whether they understand and comply with statutory requirements. This could include asking staff how they would deal with a particular safeguarding situation. Inspectors will want to see whether safeguarding policies and procedures are communicated effectively to all staff, as well as to pupils, parents and visitors to the school, and that staff, pupils, parents and visitors understand these policies and procedures. Staff should receive appropriate safeguarding training, including refresher training. Providers should monitor the implementation of safeguarding policies and procedures to ensure that they are being applied consistently.

The NASUWT has a dedicated web page that covers prevention of extremism, protection from radicalisation and the promotion of ‘fundamental British values’. The information on this page is updated regularly and can be accessed at: [www.nasuwt.org.uk/Prevent](http://www.nasuwt.org.uk/Prevent).

## Staff views

The *Further education and skills inspection handbook* says that inspectors will take account of the views expressed by staff. Staff ‘*must be able to speak to inspectors in private to ensure that their responses are not influenced by the presence of the nominee or senior staff*’.<sup>20</sup>

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<sup>18</sup> *Further education and skills inspection handbook* (August 2015), paragraph 156, ninth bullet point.

<sup>19</sup> For example: PRCI (2011), *The Experience of Prejudice-related Bullying and Harassment Amongst Teachers and Headteachers in Schools*, Rednal, NASUWT; McNamara, Professor Olwen et al. (2008), *No Job for a Woman? The Impact of Gender in School Leadership*; and McNamara, Professor Olwen et al. (2009), *The Leadership Aspirations and Careers of Black and Minority Ethnic Teachers*, NASUWT, Rednal, and National College for Leadership of Schools and Children’s Services, Nottingham.

<sup>20</sup> *Further education and skills inspection handbook* (August 2015), paragraph 64.

Staff have a significant contribution to make to the inspection process and the NASUWT believes that inspectors should proactively seek and take account of their views. However, inspectors are not required to actively seek the views of staff, so it will be important for the NASUWT to seek the views of members and ensure that any views and issues are reported to inspectors. This should highlight effective working practices as well as any difficulties affecting staff.

### **Learners' views including Learner View**

The inspection handbook says that learners' views are central to inspection. Inspectors will speak to learners during inspection. They will talk to different groups of learners, including learners from minority groups, group representatives, disabled learners and those with SEN. This may be face-to-face or remotely; for example, through a webinar. Inspectors may also conduct surveys of learners and will use responses from Learner View.

Learner View invites learners to respond to questions about the college. This process includes questions about the course or programme, the support they receive, whether they are treated fairly, whether sessions are well taught, whether their work is assessed regularly, whether they are given feedback that helps them to improve, whether the course is preparing them for their next steps in education or employment, whether they are enabled to use technology and online resources to support their learning, and whether they would recommend the provider to a friend.

If at least ten learners have completed the Learner View questions, the results are available to view on the Learner View website. Ofsted will not publish information where there are fewer than ten responses.

When Ofsted is about to inspect a college, two further questions are added to Learner View – what they like best about their provider, and what the provider could do to improve. This information will not be published but will be used by inspectors to inform the inspection.

Ofsted will use the information from Learner View when undertaking a risk assessment.

Ofsted has safeguards in place to identify and prevent abuse.

Colleges should collect evidence about learners' views as a matter of routine, including the views of different groups of learners such as those from different ethnic backgrounds, learners who have special educational needs and disabilities (SEND) and students who study part time. The information should provide a more complete picture of learners' views than those gathered through Learner View. The information might also be used to challenge issues that arise from Learner View data.

The NASUWT is concerned that Learner View provides very limited evidence about learners' views of provision. Also, Ofsted does not check whether a user is genuinely studying with the provider.

The NASUWT is especially concerned about the inclusion of the two open questions in the Learner View survey. Learners may use this as an opportunity to write vindictive or negative comments about the college or individual members of staff. It will be important for NASUWT representatives to see the summary of Learner View responses before an inspection. It will be particularly important to identify whether the summary includes negative comments about individual members of staff or other information that might be used against staff, either by college managers or inspectors.

Representatives should contact the NASUWT if they have evidence that learners are using Learner View to write unfounded comments about individual members of staff or the college more generally, or if college managers use comments from the Learner View survey against individual staff or groups of staff.

### **Employer View**

Employer View allows employers who have trainees being trained by a provider to rate that provider. Employers are required to register with Ofsted and are invited to respond to the following five questions:

1. This provider communicates well with employers to ensure there are good links between the training employees receive at work and with the provider.
2. This provider works well with my organisation to review individual employees' progress and to plan their future training needs taking into account the objectives and outcomes the employer expects.
3. This provider has ensured that the training is up to date and relevant so that employees develop a broad understanding and knowledge of their chosen career.
4. This provider ensures that all employees receive the support, feedback and additional training in employability skills they need to help them to progress successfully.
5. Would you recommend this provider to other employers?

Ofsted will not publish the results of Employer View unless at least three employers have responded to the survey.

The NASUWT is concerned that Employer View provides very limited evidence about a provider. Also, employers who have had a negative experience are more likely to respond to such a survey. Colleges should already be obtaining feedback from employers and using that feedback to develop and adapt provision.

The NASUWT is also concerned that college managers may use the results of Employer View to take action against particular departments, groups of staff or individuals. NASUWT representatives should contact the NASUWT if they have evidence that Employer View is being used in this way.

## **Ofsted Data Dashboard for further education and skills**

The Ofsted Data Dashboard for further education and skills includes information about a provider's context, the types of qualifications provided, the percentage of learners starting, completing and achieving qualifications at entry level, level 1, level 2 and level 3, and learner destinations. Data is presented in table format and compares the provider's performance with providers nationally.

Inspectors will use data in the Data Dashboard, along with other data, when gathering evidence for inspection judgements. Governors, employers and the general public are expected to make use of information in Data Dashboard.

Ofsted has stated that the Data Dashboard is just one source of data about a school's performance and inspectors will draw on a range of data.

The NASUWT is extremely concerned about the interpretation of data contained in the Data Dashboard and the accuracy and reliability of that data. The data is simplistic and could be misleading. Small differences in the performance of different providers may be magnified through the use of quintiles. Whilst the Data Dashboard is just one source of data about provision, there is a risk that it will become the main source of data for making judgements about the quality of provision.

NASUWT representatives should contact the NASUWT if they have evidence that inspectors are placing pressure on college managers and governors to make inappropriate use of the Data Dashboard or if the Data Dashboard results provide an inaccurate picture of the college's performance.

## **Inspection of the governing body**

Inspectors will evaluate how effectively governors help to secure and sustain improvements to teaching, learning and assessment through high-quality professional development and robust performance management. They will also consider the extent to which governors collaborate with employers and other partners to ensure that the range and content of provision is aligned to local and regional priorities. Further, inspectors will assess how effectively governors monitor the progress of groups of learners so that none is disadvantaged or underachieve.

Inspectors will consider how well members of the governing body provide challenges and hold leaders and managers to account for improving the impact and effectiveness of provision. They will also assess how effectively governors monitor the progression and destinations of their learners and use this information to improve provision. Further, they will consider whether governors are fulfilling their statutory responsibilities, including those related to safeguarding and equalities.

The NASUWT is concerned that governors may have limited knowledge of teaching and learning and could set inappropriate expectations of staff and provision. Some governors may seek to get involved in the day-to-day running of the college or increase their presence within the college – for example, by observing lessons or other activities. This is inappropriate. NASUWT Representatives should challenge

attempts to introduce inappropriate practices and contact the NASUWT if the governing body seeks to work in this way.

### **Provision graded 'inadequate'**

Colleges judged 'inadequate' will be monitored closely and will be re-inspected. Staff are likely to find themselves under immense pressure if the college is judged 'inadequate'. The governing body or college management may seek to introduce measures that increase workload burdens of staff. This may take the form of additional meetings, increased lesson observation and monitoring, complete reviews of college policies, and the introduction of burdensome and bureaucratic procedures. Depending on the reasons for a college being judged 'inadequate', the college may begin competence procedures against some members of staff. Members should contact the NASUWT immediately for advice and support if their college is judged 'inadequate', or if they believe that that they or other NASUWT members are at risk of competency proceedings.

It is important that NASUWT representatives provide regular feedback to the NASUWT where colleges are experiencing problems as a result of a poor inspection judgement.

### **Confidentiality**

The inspection report should not identify individual members of staff. However, it is often possible to identify an individual, most notably a teacher who has sole responsibility for a particular subject or area because of references to this role throughout the inspection report. If a reference in the report is inappropriate, it should be raised with the NASUWT.

NASUWT Representatives need to be alert to the possibility that issues may arise once a report has been published. For example, the governing body and others within the college or the local media may use the information contained in the report against a particular member of staff. It is important to contact the NASUWT as soon as an issue becomes apparent.

### **Complaints about inspection**

If teachers have a complaint about an inspection, including the way in which the inspection was carried out, then they should notify the NASUWT immediately, outlining their concerns.

## **Annex 1: Further information about inspection**

The following Ofsted documents provide information about the inspection process, including the descriptors that inspectors use to guide their inspection judgements, and the procedures for conducting inspections:

- *The Common inspection framework: education, skills and early years*, Ofsted, August 2015.
- *Further education and skills inspection handbook: Handbook for inspecting further education and skills providers under part 8 of the Education and Inspections Act 2006*, Ofsted, August 2015.
- *Inspecting safeguarding in early years, education and skills settings: Guidance for inspectors undertaking inspection under the common inspection framework*, Ofsted, August 2015.

## **Annex 2: Things that Ofsted does not require or expect to see**

### **Evidence for inspection**

- Leaders, managers and governors are not required to prepare documentary evidence that is in addition to any standard documents or policies that leaders managers and governors use for normal day-to-day business.<sup>21</sup>

### **Self-evaluation**

- Leaders, managers and governors are not required to prepare a self-evaluation schedule or equivalent in a specified format or with specific working. Any assessment should be part of the provider's usual evaluation work and not generated solely for the purpose of inspection.<sup>22</sup>
- Ofsted does not prescribe a format for self-assessment reports.<sup>23</sup>

### **Lesson planning**

- Ofsted does not specify how lesson plans should be set out or the amount of detail they should contain.<sup>24</sup>

### **Teaching style**

- Ofsted has no preferred teaching style.<sup>25</sup>

### **Grading of lessons**

- Inspectors will not grade the quality of teaching, learning and assessment in individual lessons or during individual observations of teaching or assessment in the workplace.<sup>26</sup>

### **Lesson observations**

- Ofsted does not expect providers to undertake a specified amount of lesson observations.<sup>27</sup>

### **Performance management and appraisal**

- Providers are not expected to use the Ofsted evaluation schedule to evaluate teaching or individual lessons.<sup>28</sup>

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<sup>21</sup> *Further education and skills handbook*, Ibid, paragraph 116, second bullet point.

<sup>22</sup> Ibid, paragraph 91

<sup>23</sup> Ibid, paragraph 79.

<sup>24</sup> Ibid, paragraph 79.

<sup>25</sup> Ibid, paragraph 164.

<sup>26</sup> Ibid, paragraph 79.

<sup>27</sup> Ibid, paragraph 79.

<sup>28</sup> Ibid, paragraph 79.

# **NASUWT**

The Teachers' Union

**Tel: 03330 145550**  
**E-mail: [advice@mail.nasuw.org.uk](mailto:advice@mail.nasuw.org.uk)**  
**Website: [www.nasuw.org.uk](http://www.nasuw.org.uk)**

England 15/09028

*The largest teachers' union in the UK*