



This workshop will consider

- How did the inspection team consider the college's intent and develop lines of enquiry?
- How did the inspection team structure their activities and meetings?
- How did the inspection team manage their deep dives?
- What was the role of leaders, managers and the quality nominee?

Do you feel your teachers and leaders have a good appreciation of the changes of emphasis in this current Ofsted education inspection framework?

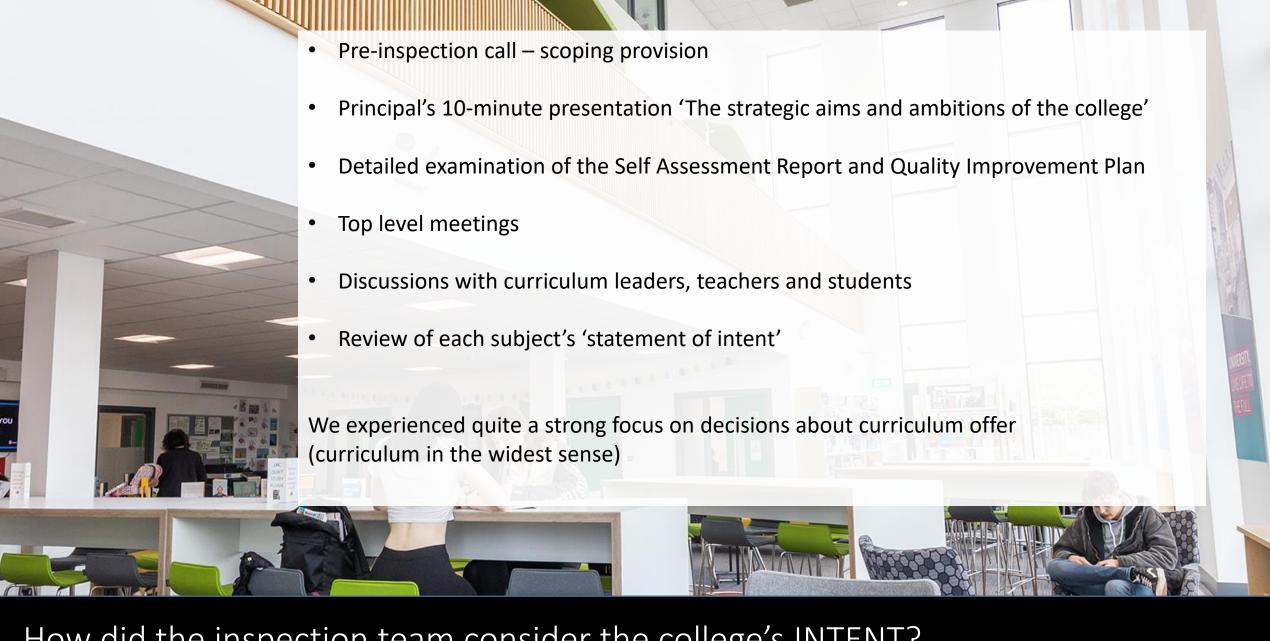
To what extent do you feel leaders should 'prepare' staff for inspection?

To what extent do you feel schools and colleges should align their priorities with the Ofsted education inspection framework?

Introductory Reflections



Introductions

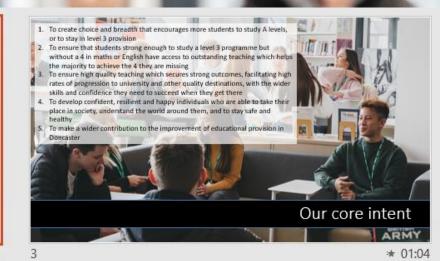


How did the inspection team consider the college's INTENT?

Principal's Presentation – day 1

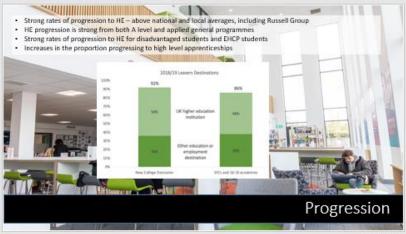






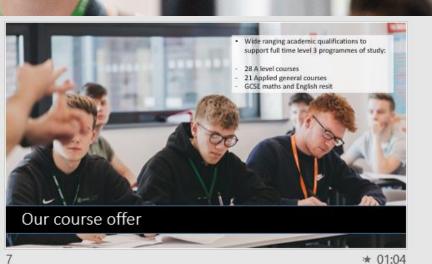




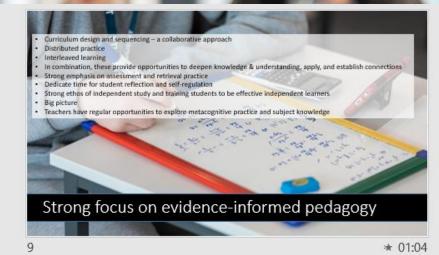


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Principal's Presentation – day 1







Our culture





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How did the inspection team establish lines of enquiry?

The lead inspector's briefing letter to inspectors

Provided a summary of our own self-assessment against the key judgement areas of the EIF – strengths and weaknesses

Provided a steer to inspectors about areas they should test and explore – pre-inspection 'lines of enquiry'

Outlined the key roles of inspectors during the inspection



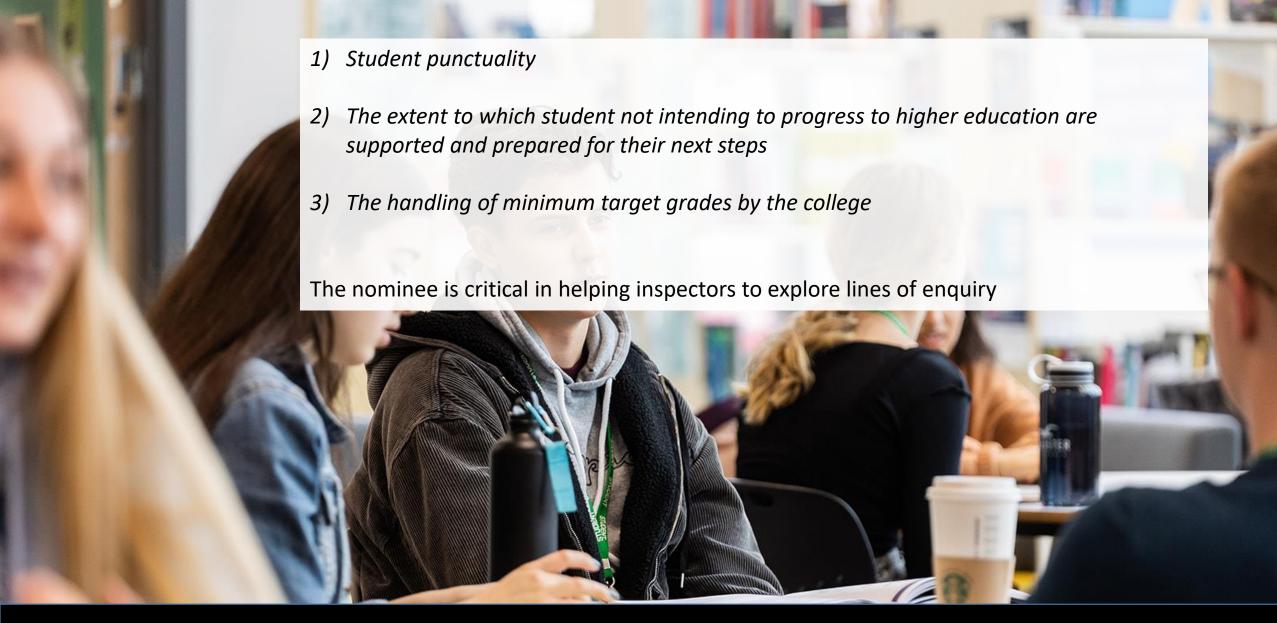
Personal Development

The self-assessment report 2020/21 identifies the following strengths: effective advice and guidance; strong progression to positive destinations including high rates of progression to HE for disadvantaged and learners with high needs; the enrichment provision and extra-curricular programmes offered to learners to support them to develop confidence, resilience, readiness for adult life, develop cultural capital and build aspiration.

The self-assessment report 2020/21 identifies the following areas for improvement: development of employability skills within curriculum delivery; support and guidance for learners progressing to routes other than higher education; further development of the tutorial programme in order to support learner progress, next steps and personal development; increase the number of learners taking part in work experience placements, particularly learners completing full applied general programmes and learner awareness of Fundamental British Values, citizenship and equality and diversity issues.

Can inspectors pay particular attention to the following: the quality of careers information and support provided to learners progressing to routes other than higher education; the progress the college has made in providing work experience placements to learners and learners' understanding of Fundamental British Values citizenship and equality and diversity issues.

Self-assessment grade: 1



Lines of enquiry

DAY 1: A level Psychology, WJEC Criminology, A level English (all 4 courses)

DAY 2: A level Maths, A level Business, BTEC Digital Media Production

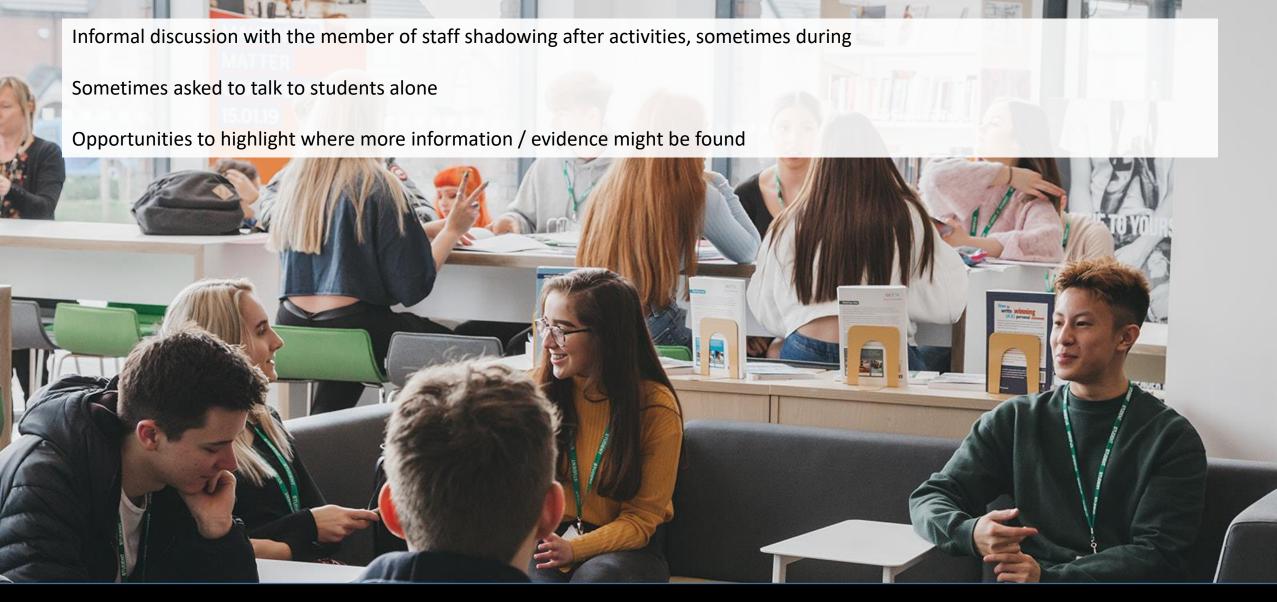
DAY 3: Additional meetings in the morning Themed meetings throughout the 3 days

- They want to meet with the Head of Subject ideally prior to the deep dive
- Day 1 discussions much more about curriculum intent and design
- Day 2 discussions much more about quality assurance, progress, staff development, staff wellbeing
- Discussions with individual students, whole class of students, small group of students
- Discussions with teachers sometimes during the lesson, sometimes afterwards
- Review of student folders discuss a small number in detail with the student, or with the teacher looking at evidence of learning over time
- Some reviewing of Cedar
- Any high needs students (funded EHCP) in the deep dive were a strong focus timetables and paperwork wanted in advance, discussion with the student (and key worker), discussion with the teacher, review of their EHCP documentation and support plan, review of their folder, meeting with SENDCo on day 3

Strong focus on Curriculum intent, curriculum sequencing, progress and support, IAG / next steps / personal development / enrichment within the curriculum, student destinations, attendance and punctuality, 'what's it like to be a student at New College?', teacher development.

Focus of Enrichment and Personal Development HEAVILY focused on what happens within the <u>classroom</u> and <u>course delivery</u>

How did the inspection team structure their activities and meetings?



Allocating staff alongside deep dives

Typically 20 – 40 minutes

Safeguarding – to discuss safeguarding arrangements for learners and staff. Helen Jackson (DLS), Kimberly Goodwin (Deputy DSL), Sally Small (SPT), Lauren Walker (Director of HR)

Safeguarding - to review *single central record* and tracking of safeguarding and bullying incidents Helen Jackson (DLS), Kimberly Goodwin (Deputy DSL), Lauren Walker (Director of HR)

Strategic curriculum intent and meeting needs – reviewed our curriculum offer and intent, curriculum design, wider curriculum offer, work experience, high needs provision

Brendon Fletcher (Principal), Dan Wood (Assistant Principal), Helen Jackson (Vice Principal), Erika Reynolds (SENDCo)

Progress of learners towards curriculum goals, quality improvement, staff CPD and impact

Brendon Fletcher (Principal), Daniel Wood (Assistant Principal), Ceri Boyle (Assistant Principal), Sally Small (SPT)

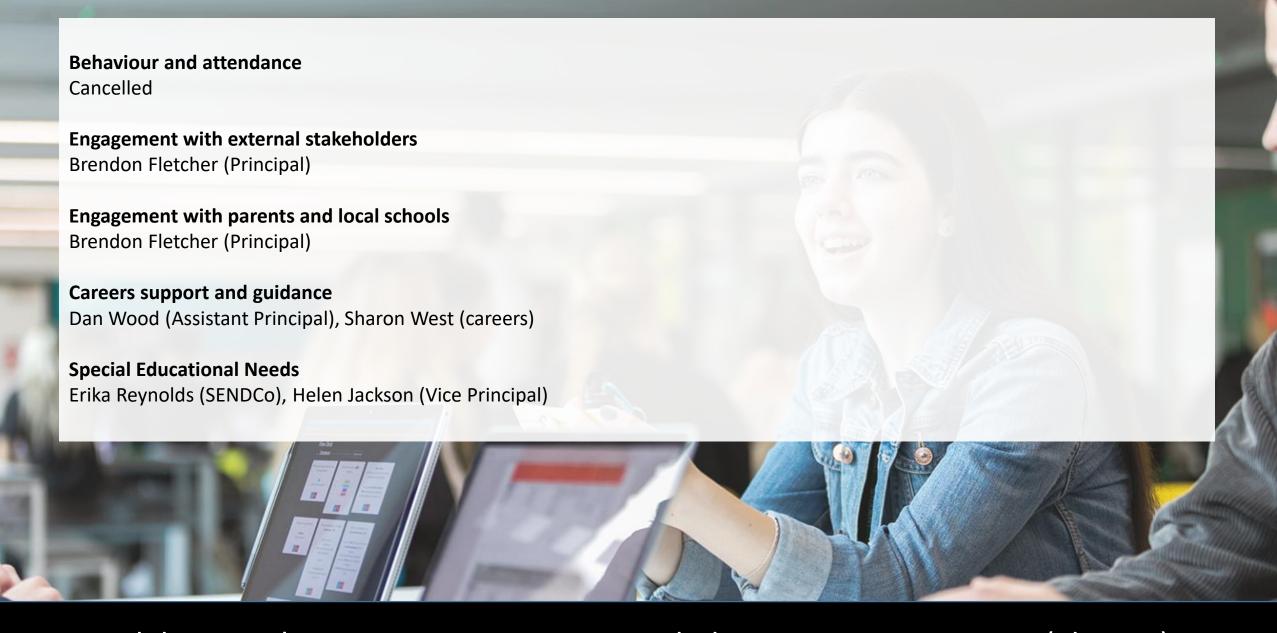
Meeting with governors

Diane Heritage (Chair of directors), Alison Megahy (Chair of advisory group), Karen Green (SEND and Safeguarding advisor)

Group of girls, Group of boys, Group of LGBTQ+ students – to discuss sexual abuse / harassment / violence

Meetings with Head of School for 6 deep dive areas

Formal meetings during inspection



Additional meetings requested during inspection (day 3)



Curriculum leads:

 Need to be able to talk in detail about issues such as curriculum intent, curriculum design, acquisition of knowledge and skills, student support and progress, personal development of students and IAG, impact, staff development, workload and wellbeing

Senior Leaders:

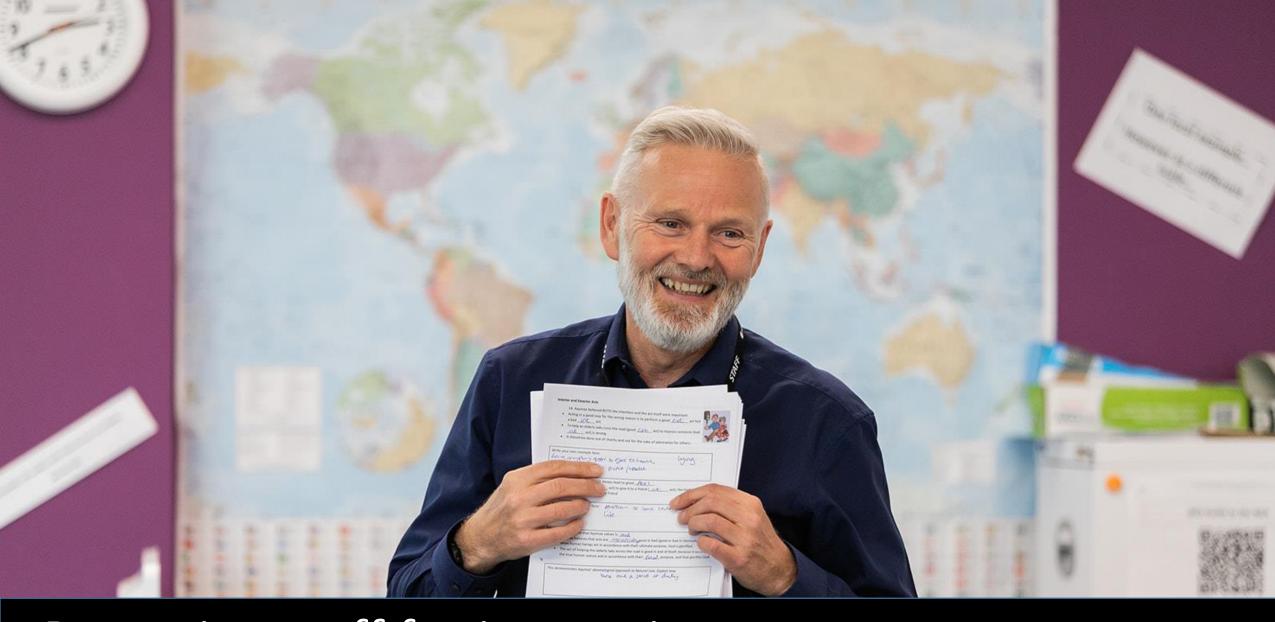
- Will find themselves chaperoning inspectors
- Will find themselves participating in deep dives (could be curriculum leads)
- Will take part in a number of meetings

Quality Nominee

- Will probably do most of the logistical planning during the inspection, working in partnership with the lead inspector
- Will get documentation to inspectors
- Will suggest additional meetings, evidence or activities with respect to lines of enquiry
- Regular meetings with inspection team, and lead inspector

Teacher and curriculum leads will be stage centre

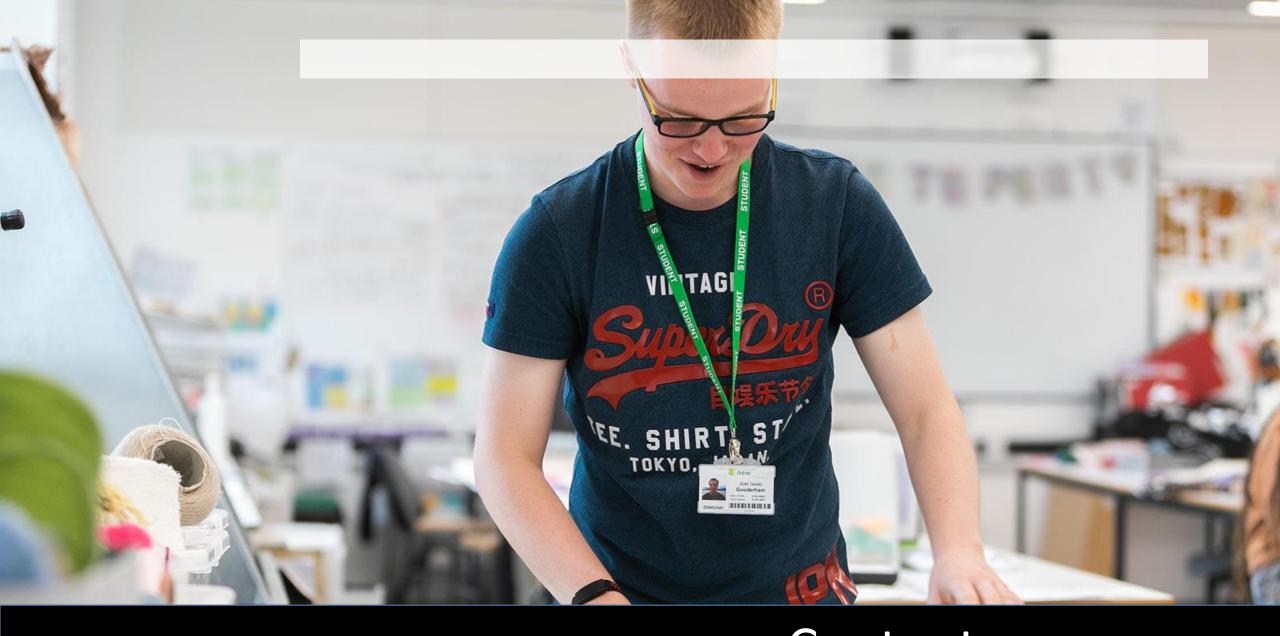
The role of leaders, managers and Quality Nominee

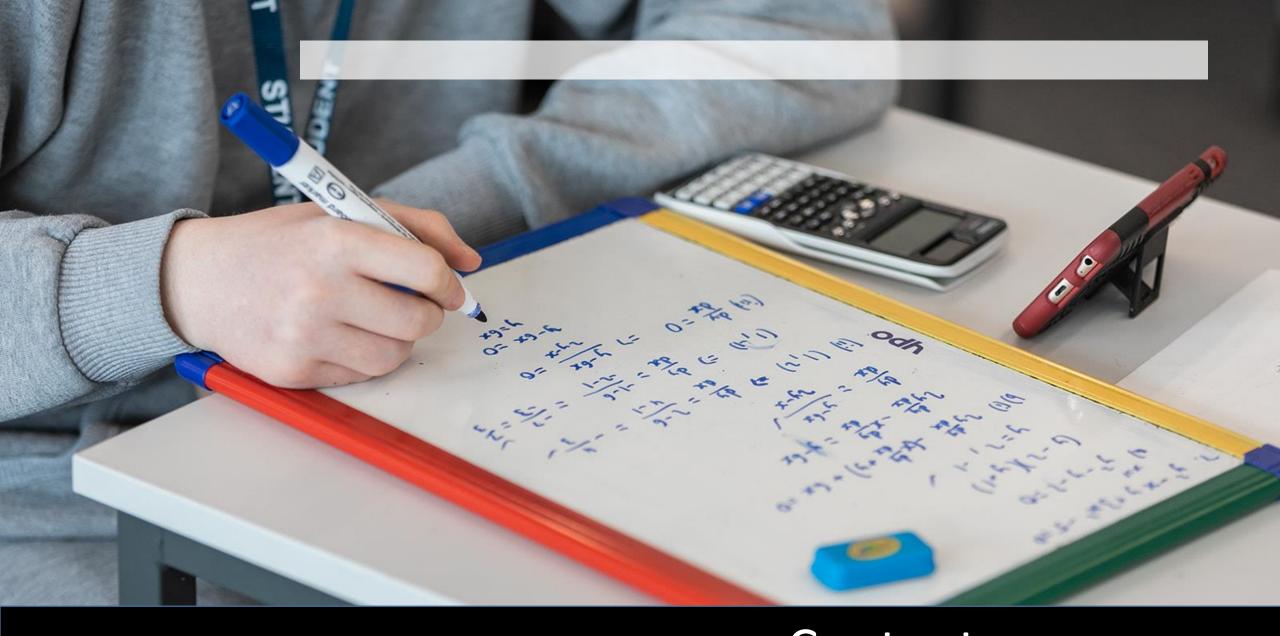


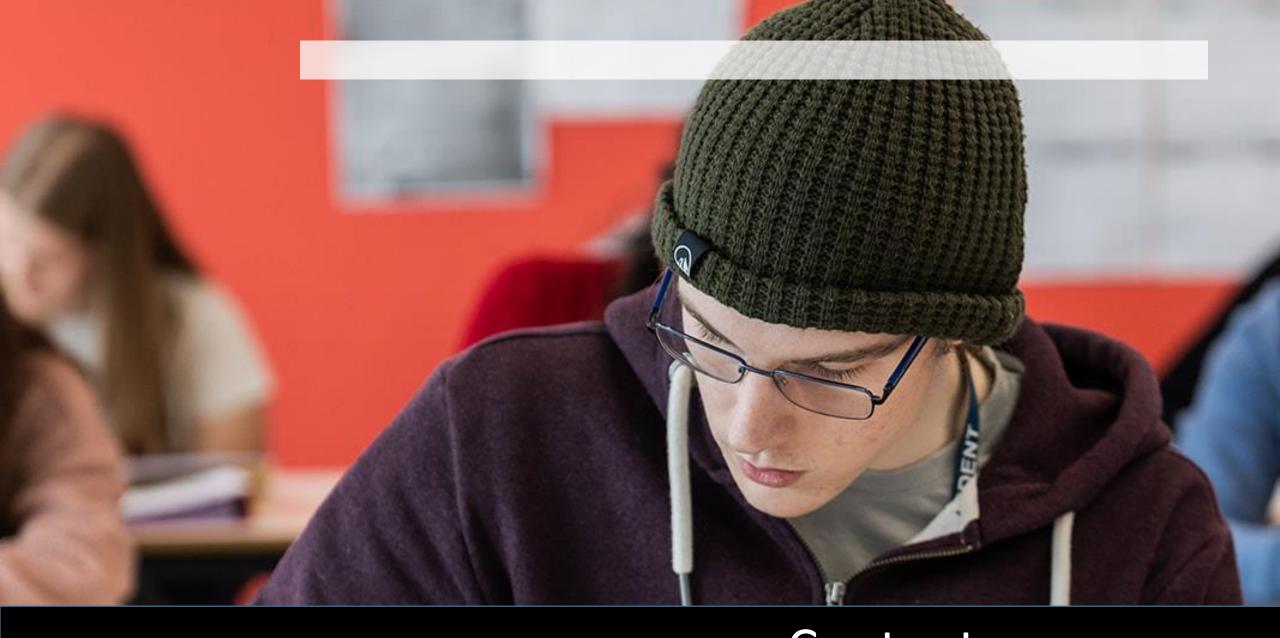
Preparing staff for inspection



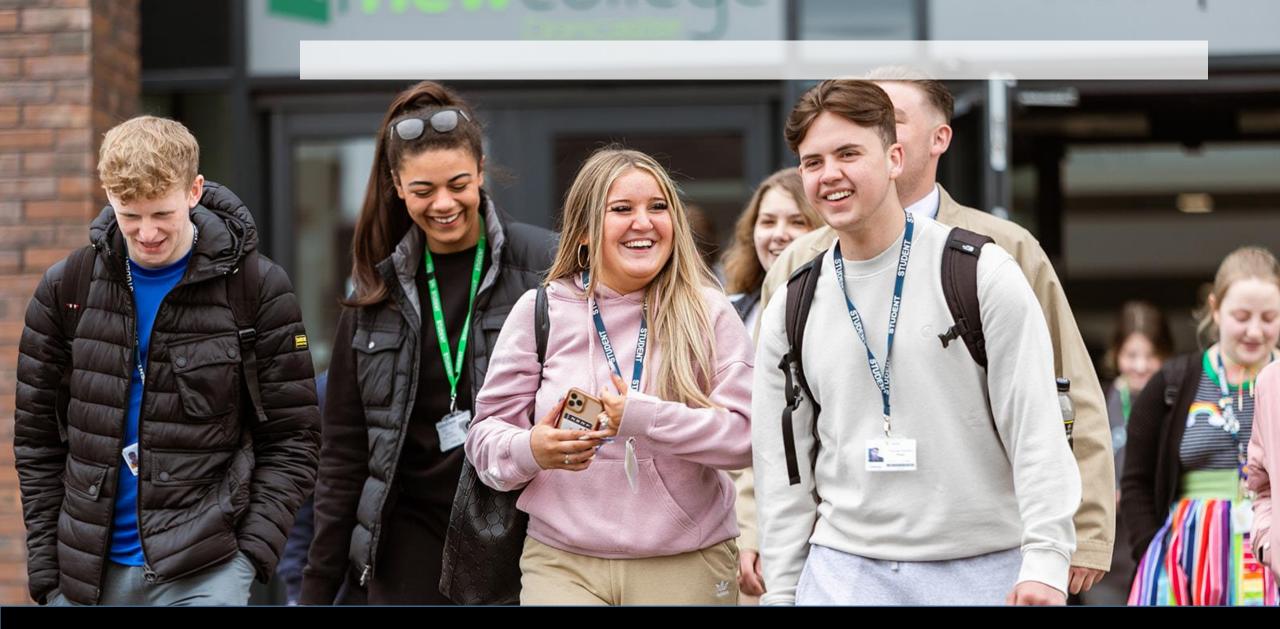


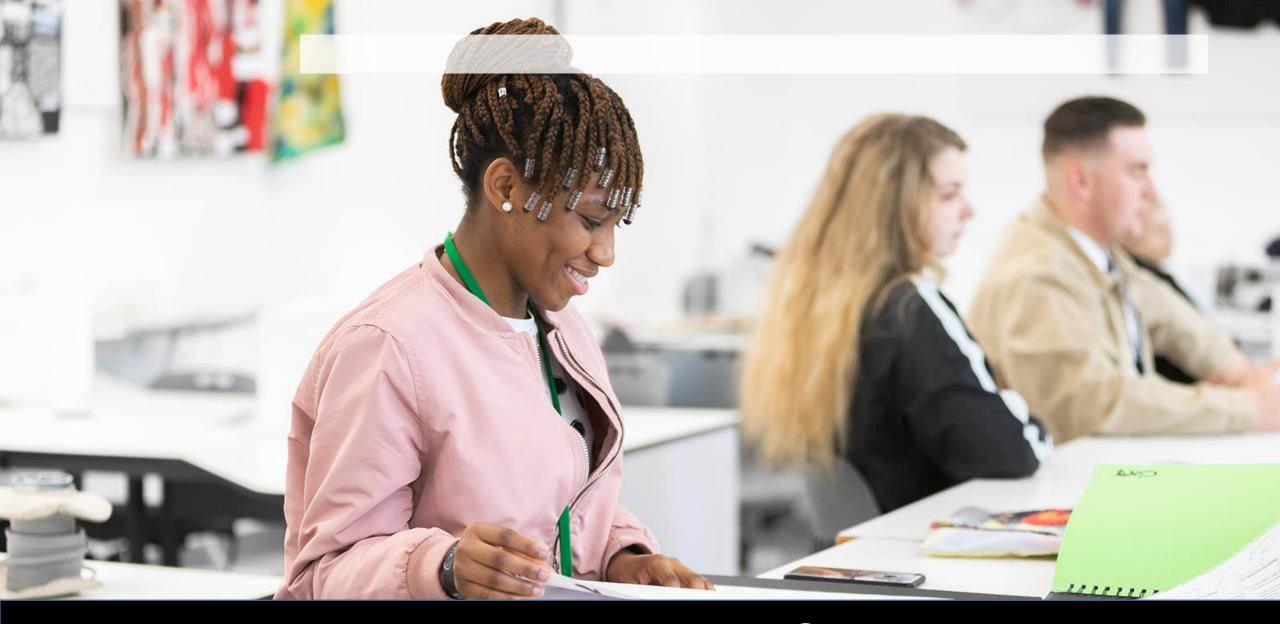


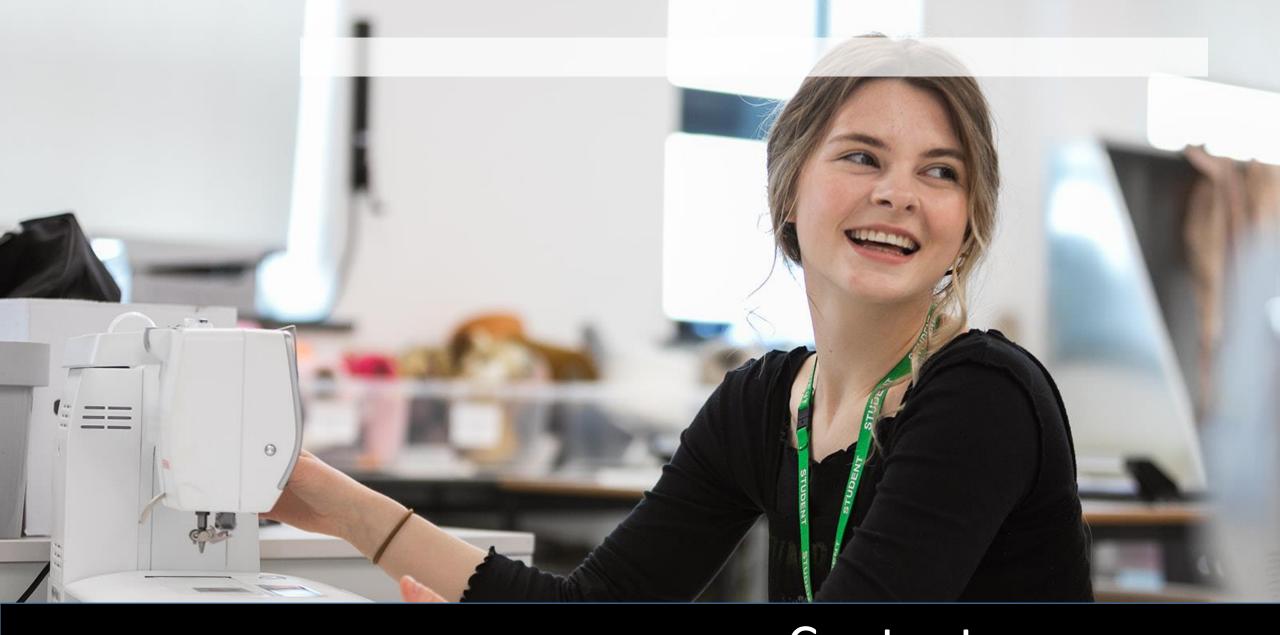




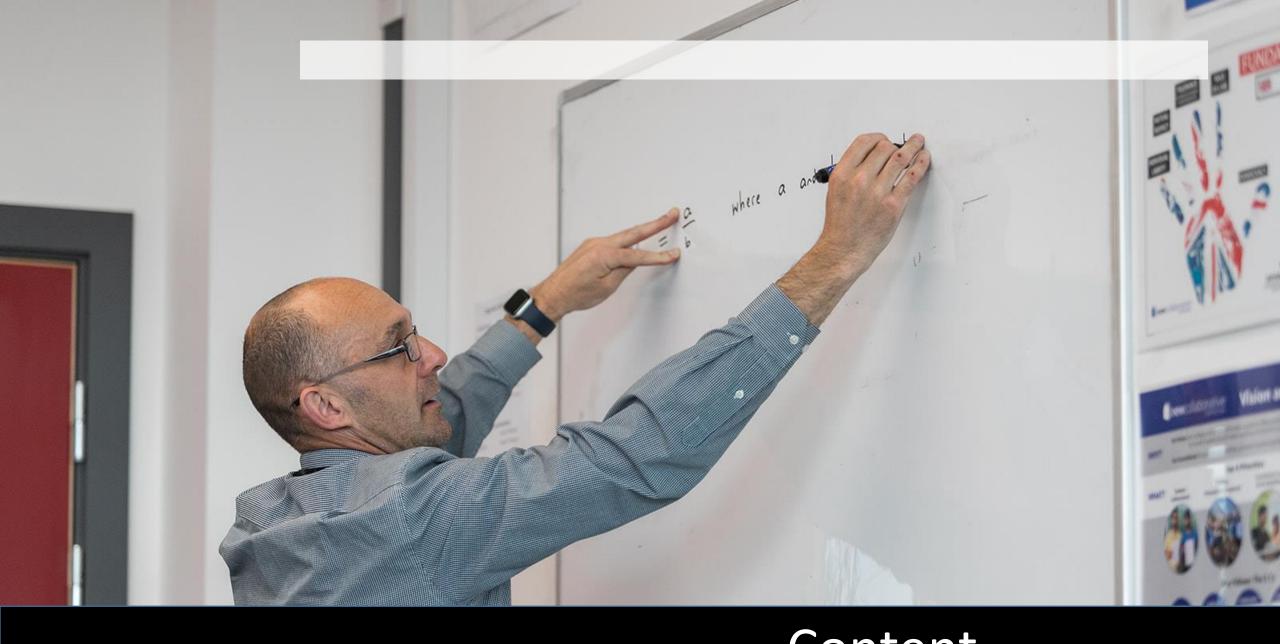
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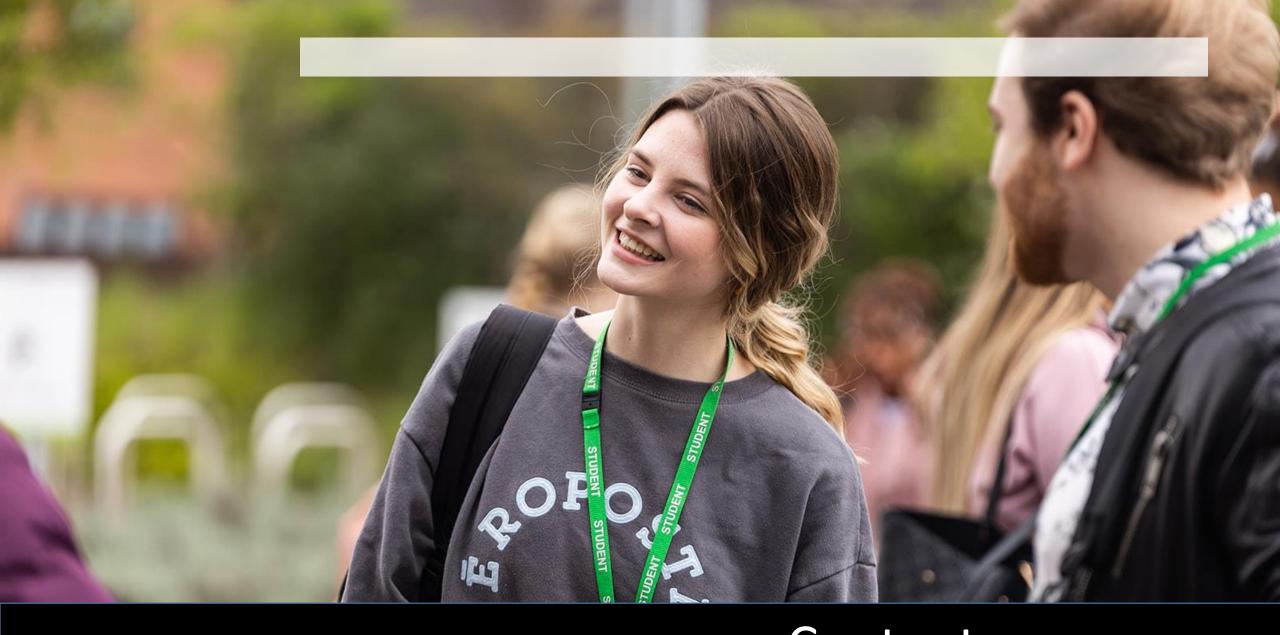




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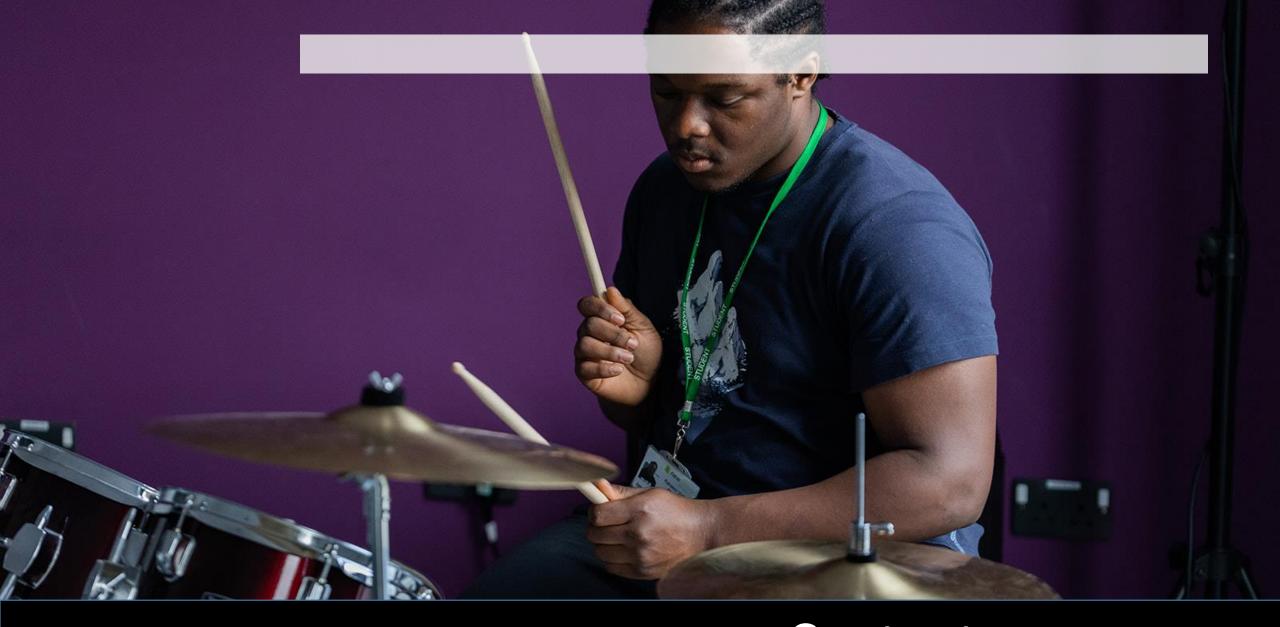


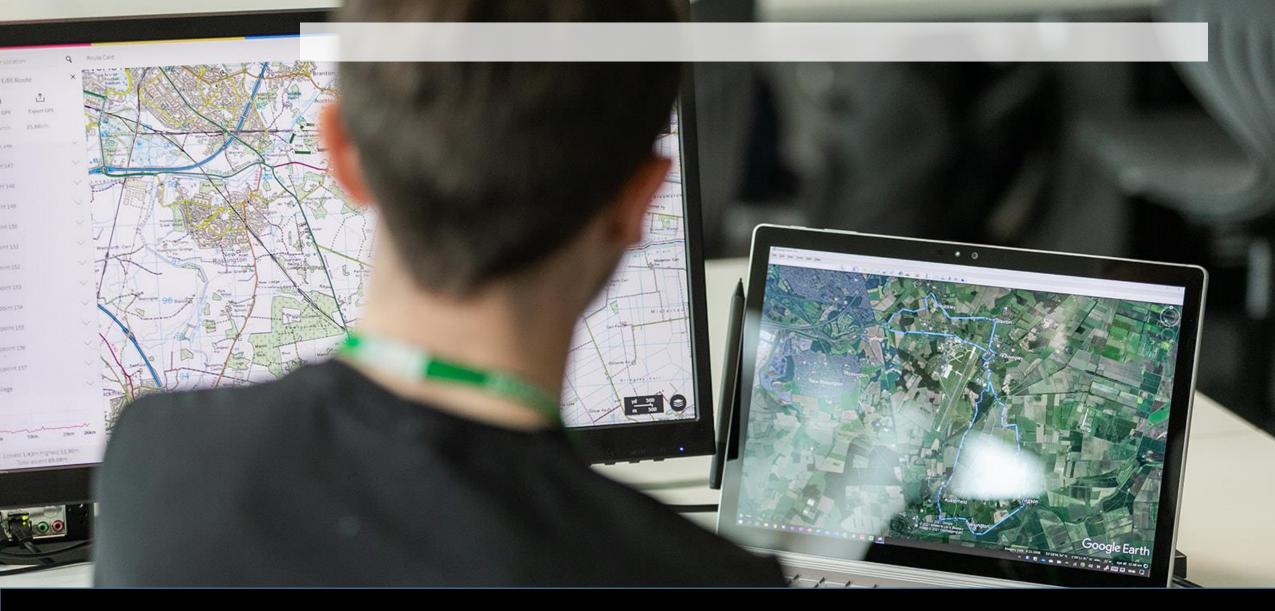
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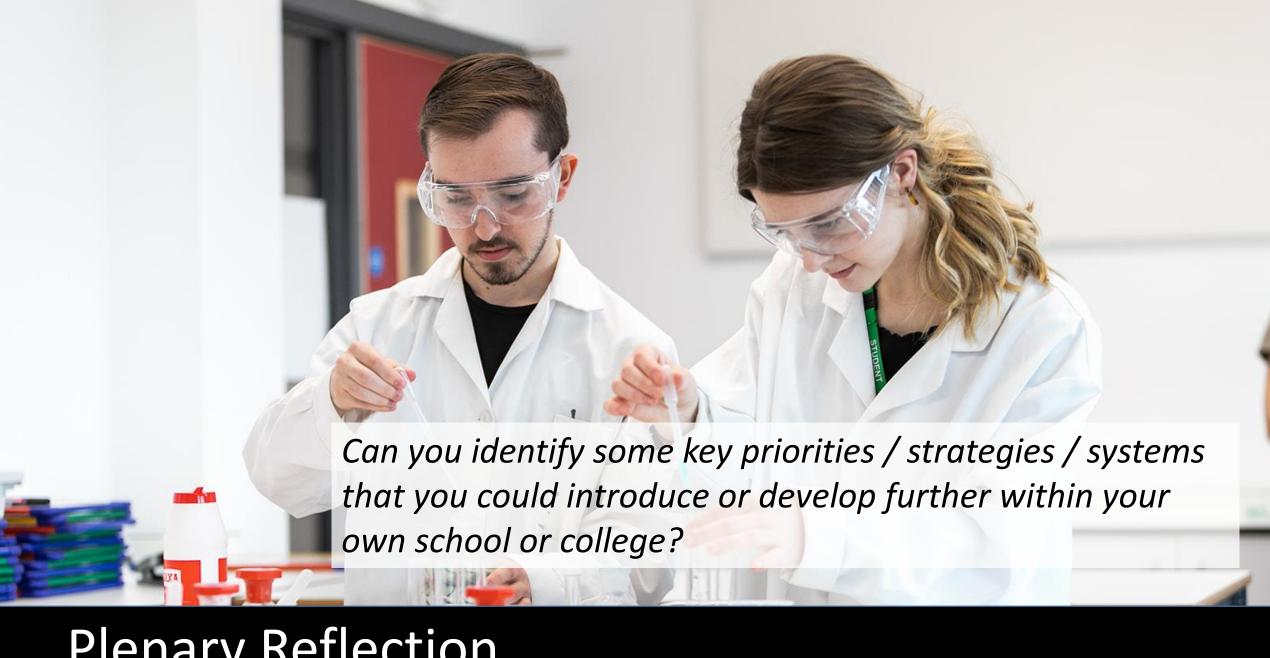








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Plenary Reflection



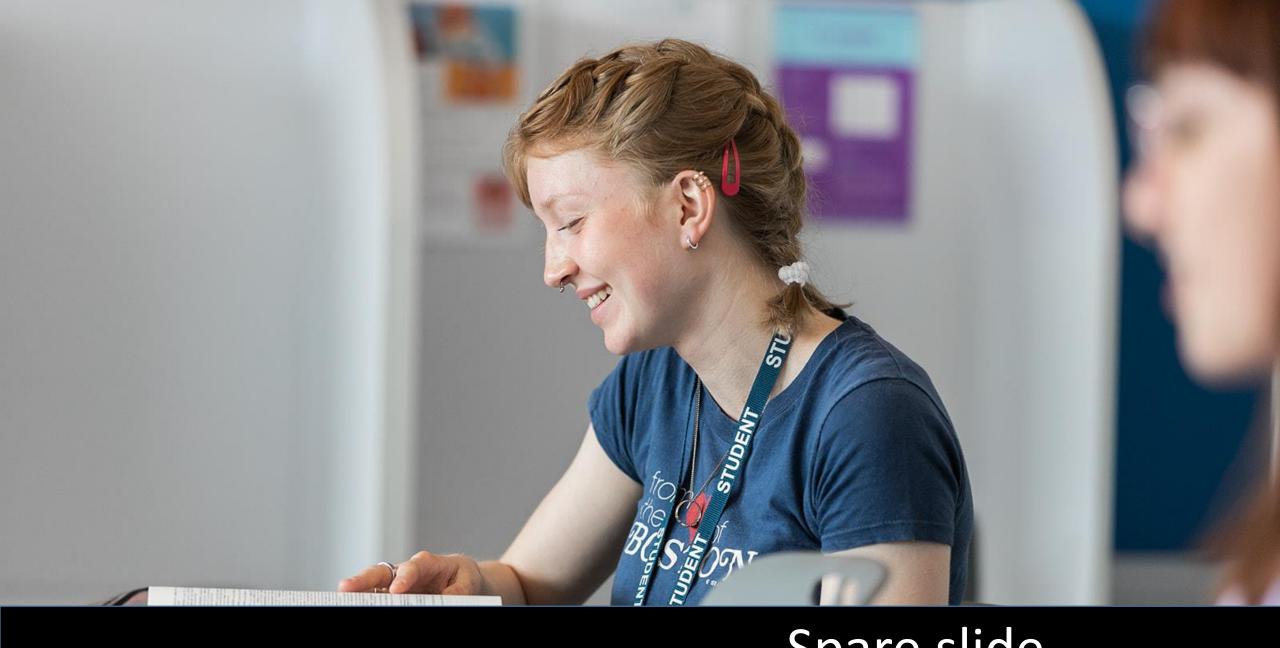
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