

Additional guidance on inspecting full-time provision for 14–16-year-olds in colleges

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This guidance puts into context the types of evidence that inspectors may find and the circumstances and differences they need to consider when evaluating full-time provision for 14–16-year-olds in further education and sixth form colleges. The guidance should be used in conjunction with the *Handbook for the inspection of further education and skills from September 2012*.

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Contents

Introduction	4
Monitoring visits	4
Progress judgements	5
Inspections	7
Interpreting the handbook and how it applies to full-time provision for 14– year-olds	8
Outcomes for learners	8
Quality of teaching, learning and assessment	9
Effectiveness of leadership and management	10

Introduction

This document provides subsidiary guidance on the inspection of full-time provision for learners aged 14 to 16 in general further education and sixth form colleges (referred to henceforth as colleges). Inspectors will use this additional guidance to inspect full-time provision for learners aged 14 to 16 in colleges. It should be read and applied in conjunction with the *Common inspection framework for further education and skills 2012*¹ and the *Handbook for the inspection of further education and skills from September 2012*.²

Since September 2013, colleges have been able to enrol 14–16-year-olds who wish to complete the compulsory Key Stage 4 of their education, full time, in a different setting to that of a school, academy, University Technical College, free or studio school. To offer this provision, colleges are required to create discrete 14 to 16 centres that foster a purposeful, safe and high-achieving environment. Programmes must include a combination of high-quality provision in vocational and academic subjects. Each college should aim to attract learners of all abilities who want practical and technical education to be a substantial part of their education in Key Stage 4.

This guidance should also be read in conjunction with the Department for Education guidance document, *Full-time enrolment of 14–16-year-olds in further education and sixth form colleges*.³

Ofsted will carry out a monitoring visit of a college's full-time provision for 14–16 year-olds within six months of the start of the provision wherever it occurs and irrespective of the most recent overall effectiveness grade. Once this monitoring visit has taken place, Ofsted will include the inspection of this provision in all subsequent inspections of the college. However, if the college is already selected for a full inspection in the year that provision commences then the full inspection will include inspection and grading of this 14-16 full-time provision without there being an intervening monitoring visit.

Monitoring visits

The purpose of the monitoring visit is to inspect a college's progress in delivering a full-time offer for 14–16-year-olds. Inspectors will talk to managers, staff and learners on a short visit to the college. They will also observe teaching and learning sessions. Inspectors will focus the visit on the criteria in the document: *Readiness to open self-assessment for direct entry at 14 to FE colleges from September 2013*, to

¹ *Common inspection framework for further education and skills 2012* (120062), Ofsted, 2014; www.ofsted.gov.uk/resources/120062.

² *Handbook for the inspection of further education and skills from September 2012* (120061), Ofsted, 2014; www.ofsted.gov.uk/resources/120061.

³ *Full-time enrolment of 14–16-year-olds in further education and sixth form colleges*, Department for Education, 2013; www.education.gov.uk/f00225819/full-time-enrol-14-16-fe.

be found on page 25 of *Full-time enrolment of 14–16-year-olds in further education and sixth form colleges*.⁴

Progress judgements

Inspectors will make a progress judgement against each of the following questions:

1. *What progress has the college made in implementing clear admissions and exclusion policies for its 14 to 16 provision?*

Taking account of:

- documentary evidence including policy documents and case studies
- learners' views
- discussions with key staff and managers.

2. *What progress has the college made in providing sufficient, appropriately qualified staff to lead and teach the provision and to support the learners?*

Taking account of:

- documentary evidence, including staff CVs, records of learners' progress and tracking of the impact of any specialist support
- learners' views
- discussions with key staff and managers
- observations of teaching, learning and assessment.

3. *What progress has the college made in ensuring that the curriculum is sufficiently broad and covers all statutory subjects?*

Taking account of:

- documentary evidence including timetables, access and entitlement, attendance records
- learners' views
- discussions with key staff and managers.

4. *What progress has the college made in quality assuring and evaluating all aspects of the provision for continuous improvement?*

Taking account of:

- documentary evidence including self-evaluation/readiness check; internal observation records of teaching, learning and assessment, learners'

⁴ *Full-time enrolment of 14–16-year-olds in further education and sixth form colleges*, Department for Education, 2013; www.education.gov.uk/f00225819/full-time-enrol-14-16-fe.

progress and attainment records; performance management records of key staff

- learners' views
- discussions with key staff and managers.

5. *What progress has the college made in providing learners with sufficient student care, guidance and support, including the implementation of a behaviour policy appropriate for learners aged 14 to 16?*

Taking account of:

- documentation including policy documents and records of intervention with evidence of impact on learners' progress
- learners'/parents' views
- observations of teaching, learning and assessment; attitudes to learning; lesson attendance and punctuality; learners' behaviour around the college; retention and exclusion rates
- how well appropriate social, moral, spiritual and cultural attitudes are promoted in lessons and around the college.

6. *What progress has the provider made in providing good quality teaching, learning and assessment?*

Taking account of:

- observations of teaching, learning and assessment
- learners'/parents'/ employers' views
- evaluation of learning materials and their use by learners
- the use of technology to deliver and assess learning
- examining what learners can understand, do and make as a result of their learning.

Inspectors will make one of three judgements – 'significant', 'reasonable' or 'insufficient progress' – against each of the above six questions.

Inspectors will also judge the following:

7. *Has the college implemented appropriate measures to ensure that all learners are reasonably safeguarded and that it meets its statutory duty for safeguarding in relation to learners of this age group?*

Taking account of:

- documentary evidence including policy documents, single central record of pre-employment vetting checks, including DBS checks where appropriate, records of intervention and case studies (as appropriate)
- whether the college has regard to the statutory guidance set out in the DfE publication *Keeping Children Safe in Education*⁵
- learners' and parents' views
- discussions with key staff and managers
- specific safety requirements such as the requirement to have a dedicated 14 to 16 area within the college estate.

The answer to this question will be 'yes' or 'no'.

The college will receive a letter from the lead inspector within 25 working days after the visit, outlining the judgements set out above. This letter will be published on the Ofsted website.

The following section explains how the monitoring visit findings may be taken into account with respect to inspections.

Inspections

Once the monitoring visit has taken place, all the college's subsequent inspections will include inspection of its full-time provision for 14–16-year-olds. Where a college with this provision is selected for a full inspection in the year this provision commences it will be reported on and graded on that inspection and subsequent ones.

- Where a college has full-time provision for 14–16-year-olds, it will always be reported on and graded. So, for example, when a college is due for an inspection because it is 'good' for overall effectiveness, if it has a 14–16 full-time provision that will be inspected as part of the full college inspection.
- The findings of the monitoring visit will be taken into account as part of the inspection selection process which applies to all colleges and providers.⁶ Where there is sufficient cause for concern (taking into account all risk information, including the findings of the monitoring visit), a full college inspection will be carried out within 12 to 18 months of the commencement of this new provision. This will be a full college inspection, including the 14 to 16 provision.
- The inspection of part-time provision for 14–16-year-olds will not change. Guidance for the inspection of this provision is included in the *Handbook for the inspection of further education and skills from September 2012*.

⁵ *Keeping children safe in education*, Department for Education, 2014; <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

⁶ *Handbook for the inspection of further education and skills from September 2012* (120061), Ofsted, 2014, paragraphs 18 and 19; www.ofsted.gov.uk/resources/120061.

- The inspection report will include judgements on full-time provision for 14–16-year-olds for each of the aspect sections (outcomes for learners, the quality of teaching, learning and assessment and the effectiveness of leadership and management) in the form of individual bullets. These aspect judgements will contribute to the overall grade for this provision and will be reported in the Record of Main Findings, just as for other provision types. The overall grade for this provision will contribute to the overall effectiveness grade for the college. Judgements on this provision should be reflected in the summary of key findings for learners and, where relevant, in the section ‘What does the provider need to do to improve further?’

Interpreting the handbook and how it applies to full-time provision for 14– to 16-year-olds

Inspectors will use this additional guidance to inspect full-time provision for learners aged 14 to 16 in colleges. It should be read and applied in conjunction with the *Common inspection framework for further education and skills 2012* and the *Handbook for the inspection of further education and skills from framework September 2012*. It also takes into account the evaluation schedule for the inspection of maintained schools and academies and the guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005 set out in *The framework for school inspection*.⁷

Each of the three main aspects of inspection: outcomes for learners; quality of teaching, learning and assessment; and the effectiveness of leadership and management, is interpreted below for the inspection of full-time provision for 14–16-year-olds in colleges. Inspectors should use the *Handbook for the inspection of further education and skills from September 2012* to ascertain how these specific nuances apply to the key criteria when making judgements.

Outcomes for learners

Inspectors will make a judgement on outcomes for learners by evaluating the extent to which:

- all learners achieve and make progress relative to their starting points and learning goals
- achievement gaps are narrowing between different groups of learners
- learners develop personal, social and employability skills
- learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs.

⁷ *The framework for school inspection* (120100), Ofsted, 2014; www.ofsted.gov.uk/resources/120100.

In addition to the guidance in the handbook, inspectors inspecting provision for 14–16-year-olds will also evaluate and report on:

- Key Stage 4 achievement through careful consideration of GCSE and vocational outcomes, with particular reference to the achievement of English, mathematics and science
- the performance in English and mathematics of learners supported through the Pupil Premium, compared with all other 14–16-year-olds on full-time courses in the college, including those who are looked after and children of service families
- the distance travelled since Key Stage 2 and formative progress observed in learning sessions and coursework, including:
 - learners’ spiritual, moral, social and cultural development
 - learners’ behaviour and safety, including when attending off-site provision.

Quality of teaching, learning and assessment

Inspectors will make a judgement on the quality of teaching, learning and assessment by evaluating the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner’s needs
- staff initially assess learners’ starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning
- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims
- appropriate and timely information, advice and guidance support learning effectively
- equality and diversity are promoted through teaching and learning.

In addition to the guidance in the handbook, inspectors inspecting provision for 14–16-year-olds will also evaluate and report on:

- learners’ spiritual, moral, social and cultural development
- how well learners behave and demonstrate positive attitudes to learning, including their lesson attendance and punctuality

- the suitability and safety of the learning environment and of vocational training resources.

Effectiveness of leadership and management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and, where applicable, governors:

- demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance
- improve teaching and learning through rigorous performance management and appropriate professional development
- evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement
- successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community
- actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap
- safeguard all learners.

In addition to the guidance in the handbook, inspectors inspecting provision for 14–16-year-olds will also evaluate and report on:

- how well teachers are equipped with the skills to meet learners' needs across the range of provision, measured in terms of learners' progress and outcomes across all aspects of their learning
- how well the curriculum meets statutory requirements, learners' interests and needs and leads to further progress and progression, including in English, mathematics and science
- how well Pupil Premium funding is being used to narrow the achievement gap
- how well the college provides for the particular care and support of 14–16-year-olds in the further education environment.