Further education and skills inspection toolkit

Contents

Please note that this document is intended for print use and may not be fully accessible when used on screen.

Leadership (whole-provider level)

Causing concern	Attention needed	Secure	Strong	Exemplary
Leadership is likely to be 'causing concern' if one or more of the following applies: Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them. Leaders do not have a track record of improvement or, since being appointed, have not done everything they could to reasonably secure improvements. Governors or those responsible for oversight, where relevant, do not carry out their statutory duties in relation to education and training effectively. Their contribution to the provider's aims is weak. Any breaches of legal responsibilities are serious and have a	**Strategic leadership and capacity to improve (a track record of improvement or of sustaining high standards)**			Where a provider is secure in all evaluation areas, and strong across all the themes in leadership, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: ▪ embedded and sustained over time ▪ making a tangible difference to learners' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work ▪ being (or will be) shared externally to
	Leaders' analysis of the provider's strengths or weaknesses lacks precision and/or does not consistently identify the root causes of weakness. Actions to bring about improvements, while focused on the right areas, are imprecise. This makes it difficult for leaders to know how successful their work has been and what further action is needed.	Leaders and those responsible for governance have an accurate understanding of the provider's context, strengths and weaknesses. This informs the actions they take. Leaders' actions are well judged and consistently effective. They improve or sustain standards over time. Leaders' decisions are, wherever possible, in learners' best interests. Leaders make sure that the provider's aims, priorities, vision and values are firmly established. Leaders create a culture of continuous improvement. They actively pursue their own professional development, acting as role models for staff.	Leaders' astute understanding of the provider's context, strengths and weaknesses informs and underpins their evolving response to priorities. They adjust and adapt actions as part of a responsive and continuous improvement culture. Highly effective leadership leads to consistently high standards, particularly for learners with special educational needs and/or disabilities (SEND) and those the provider identifies as disadvantaged. These standards are sustained over time. Improvements in any areas of weakness are rapid and sustained.	
	Governance, oversight and, where relevant, responsible bodies			
	Governors or those responsible for oversight do not understand key weaknesses or challenges.	Governors or those responsible for oversight carry out their roles effectively to support the provider's	The contribution to the provider's work of governors or those responsible for oversights is consistently strong. They are highly	

detrimental impact on learners.

Where relevant, the responsible body is unclear about its statutory duties in relation to leaders' well-being and does not support them appropriately.

Leaders have not engaged with key stakeholders in ways that benefit learners.

Staff workload is unsustainable.

Bullying and harassment go unnoticed or unchallenged. | Governors or those responsible for oversight do not play an active role in supporting or promoting the provider's work. Their support for, and challenge to, leaders do not have enough impact.

Where relevant, the responsible body is inconsistent in supporting leaders' well-being. | strategic aims and values. They carry out their statutory duties fully.

Governors or those responsible for oversight support and challenge leaders appropriately. They hold leaders to account effectively, including for the provider's support and provision for disadvantaged learners and learners with SEND.

Where relevant, the responsible body knows its statutory duties and carries them out effectively. It supports leaders when they face challenges and monitors their well-being. | effective at holding leaders to account.

Where relevant, the responsible body is highly effective at supporting leaders' well-being. | support system improvement.

Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.

Successful submissions will be published as part of a series of best practice reporting. |

Stakeholder engagement

	Leaders' engagement with stakeholders is ad hoc, limited and/or not targeted appropriately. It makes little difference to learners' experiences, success or well-being.	Leaders work effectively with stakeholders to support learners' experiences, success and well-being.	Leaders build and sustain strong, long-term partnerships with relevant stakeholders. This enhances learners' experiences, success and well-being.	

Staff well-being and workload

	Leaders' decisions are sometimes burdensome to staff.

Although leaders take action to address any bullying and harassment of staff, any learning from such incidents is slow or limited. | Leaders prioritise staff well-being. They make sure that staff's work is sustainable and proportionate.

Leaders protect staff from bullying and harassment. | Leaders make sure that all staff feel highly valued, are supported to do their jobs effectively, and are well protected from bullying and harassment. Consequently, staff morale and retention are high. | |

Contribution to meeting skills needs
(whole-provider level for colleges, sixth form colleges and designated institutions only)

Limited contribution	Reasonable contribution	Strong contribution
Leadership of skills strategies		
Leaders and managers do not make sure that the curriculum is planned and/or taught effectively, so learners and apprentices do not learn the skills they need.	Leaders and managers make sure that the curriculum is planned and taught effectively, so that learners and apprentices learn the skills they need for employment and/or further training or study.	Leaders and managers make sure that the curriculum is planned and taught highly effectively. Learners develop a wide range of skills that prepare them exceptionally well for work and/or further training/study.
Leaders and managers do not understand the skills needs of the local, regional and national economy. They are not clear enough about how they contribute to meeting those needs.	Leaders and managers understand the skills needs of the local, regional and national economy. They make a reasonable contribution to meeting those needs locally, regionally or nationally.	Leaders and managers have a clear and accurate understanding of the skills needs of the local, regional and national economy. They contribute strongly to meeting those needs.
Criteria for evaluation		
Leaders and managers do not engage effectively enough with employers and other stakeholders to understand the skills needs of the local, regional and national economy. Leaders and managers do not involve employers and other relevant stakeholders enough in designing and implementing the curriculum to prepare learners effectively for future education, employment or work. Leaders and managers are not clear enough about how they are contributing to skills needs. Leaders and managers do not make sure that the curriculum is planned and/or taught	Inspectors evaluate the provider as making a 'reasonable contribution' to meeting skills needs if it does not meet any of the 'limited contribution' criteria and is not yet meeting all the 'strong contribution' criteria.	Leaders and managers engage very effectively with employers and other stakeholders to enable them to understand the skills needs of the local, regional and national economy. They plan their curriculum accordingly. Leaders and managers involve employers and other relevant stakeholders very effectively in designing and implementing the curriculum to prepare students for future education, employment or work. Leaders and managers are very clear about how they contribute to skills needs. Leaders and managers make sure that the curriculum is planned and taught effectively, so that learners and apprentices learn the skills they need.

effectively, so learners and apprentices do not learn the skills they need.		
Engagement with employers		
Leaders and managers do not involve employers and other stakeholders enough in designing and implementing the curriculum to prepare learners effectively for future education and/or employment.	Leaders and managers involve employers and other relevant stakeholders enough in designing and implementing the curriculum to prepare learners effectively for future education and/or employment.	Leaders and managers involve employers and other stakeholders thoughtfully and successfully in designing and implementing the curriculum to prepare learners exceptionally well for future education and/or employment.
Engagement with civic stakeholders		
Leaders and managers do not involve civic stakeholders enough in measures to identify and meet local and/or regional skills needs. As a result, they do not meet learners' needs or local needs.	Leaders and managers have developed partnerships with civic stakeholders that allow them to identify and meet a reasonable range of local and/or regional skills needs.	Leaders and managers have developed strong and enduring relationships that give them a clear understanding of local and/or regional needs. These partnerships result in well-directed initiatives that contribute strongly to meeting skills needs.
Engagement with community stakeholders		
Leaders and managers do not involve community stakeholders enough in measures to identify and meet local and/or regional skills needs. As a result, they do not meet learners' and local community needs.	Leaders and managers have developed partnerships with civic stakeholders that allow them to identify and meet a reasonable range of local and/or regional skills needs.	Leaders and managers have developed strong and enduring partnerships that give them a clear understanding of local and/or regional community needs. These partnerships result in well-directed initiatives that contribute strongly to meeting the needs of the communities in which the college operates.
Engagement with education stakeholders		
Leaders and managers do not involve education stakeholders enough in measures to identify and meet local, regional and national skills needs in further, higher or vocational education. As a result, learners do not have a sufficient range of educational opportunities.	Leaders and managers have developed partnerships with education stakeholders that allow them to identify and build on opportunities for learners to move successfully to further training or learning.	Leaders and managers have developed very productive relationships with a wide range of education providers. These give learners a very broad range of insights into vocational and/or academic opportunities.

Inclusion (whole-provider level)

Causing concern	Attention needed	Secure	Strong	Exemplary
How well leaders are developing inclusion is likely to be 'causing concern' if one or more of the following applies: Across the provider's work, leaders fail to meet learners' needs. Inclusive practices do not ensure an acceptable standard of education and/or care for disadvantaged learners, those with SEND and/or those who receive high-needs funding. The provider fails to identify learners who may have additional needs or face barriers, or to meet learners' needs and provide appropriate, targeted support.	**Inclusive practices (across all toolkits)**			Where a provider is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: ▪ embedded and sustained over time ▪ making a tangible difference to learners' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work ▪ being (or will be) shared externally to
	Aspects of the provider's inclusive practices need attention.	Across the provider's work, inclusive practices are secure so that all learners feel welcome and valued and have a sense of belonging to the provider.	Across the provider's work, inclusive practices are strong.	
	Identifying and meeting needs and removing barriers			
	Leaders' support for learners who face barriers to their learning and/or well-being is not sufficiently precise, sustained or effective. Expectations of what learners can achieve are not high enough. Staff are not doing enough to make sure that all learners can participate fully in their learning programmes and make the progress of which they are capable.	Leaders quickly and accurately identify learners who have additional needs, are disadvantaged or face barriers to their learning, participation or well-being that might make them vulnerable. Leaders make sure that these learners receive effective support, drawing on external specialists where necessary/available. Staff create an inclusive and welcoming culture for all learners. They have high expectations for what learners will achieve and enable all learners to participate fully in their studies and achieve well.	Leaders have established a culture in which all staff are highly vigilant in identifying those learners who may face barriers to their learning and/or well-being. Leaders have a keen understanding of the barriers that individual learners face and tackle these swiftly and expertly. They systematically review adaptations, adjusting them as needed so that they make a sustained difference to learners' progress and/or well-being.	
	Supporting learners with SEND and/ or in receipt of high-needs funding			
	Assessment of learners' starting points does not identify all the learning and	Leaders have a secure understanding of the needs of learners with SEND and/or those in receipt of high-needs	Leaders use a rich set of well-analysed quantitative and qualitative data to understand	

	support needs of individuals accurately or in a timely way. The provider seeks to meet the needs of learners, including learners with SEND and/or those receiving high-needs funding, but the support is not always precise, sustained or effective.	funding. They use high-needs funding appropriately. Leaders understand how supporting disadvantaged learners is central to, rather than separate from, their overarching strategic priorities.	the needs of learners with SEND and/or those in receipt of high-needs funding.	support system improvement. Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally. Successful submissions will be published as part of a series of best practice reporting.

Safeguarding (whole-provider level)

Providers should have an open and positive safeguarding culture that promotes the welfare of and puts learners' interests first. Leaders must ensure they follow the Department for Education's latest statutory guidance in 'Working together to safeguard children' and 'Keeping children safe in education'. The statutory guidance applies to learners under the age of 18.

Not met	Met
Culture	
Leaders and those responsible for governance have not ensured a culture in which safeguarding is everyone's responsibility and learners are kept safe and feel safe. There is a closed culture. Leaders are not open to challenge and/or do not learn from issues or incidents. Learners have little confidence that the provider will tackle concerns about safety, including risk of abuse, because leaders have not taken their views seriously and/or dealt with relevant concerns. Serious failings in safeguarding practice lead to learners, or particular groups of learners, being unsafe.	Leaders establish a culture in which safeguarding is everyone's responsibility and learners are kept safe and feel safe. All staff are vigilant and have the knowledge and confidence to carry out their statutory responsibilities for keeping learners safe Staff understand the indicators of possible safeguarding concerns and follow the provider's systems confidently and consistently. Leaders, staff and those responsible for governance or oversight are receptive to challenges and are reflective about their own practices. This ensures that the impact of safeguarding policies, systems and processes is kept under continual review.
Learners under 18 and those up to the age of 25 with an education, health and care plan	
Leaders, staff and/or those responsible for governance do not fulfil their responsibilities as set out in 'Working together to safeguard children' and parts one to five of 'Keeping children safe in education'. Leaders are not keeping learners safe from the dangers of radicalisation and extremism in accordance with the 'Prevent' duty. Those responsible for governance do not exercise strategic oversight of all aspects of safeguarding and promoting the welfare of learners.	Leaders, staff and/or those responsible for governance know and fulfil the statutory requirements for safeguarding. Leaders keep learners safe from the dangers of radicalisation and extremism in accordance with the 'Prevent' duty.
Adult learners	
Leaders are not meeting their statutory responsibilities for keeping adult learners safe.	Leaders meet their statutory responsibilities for keeping adult learners and apprentices safe.

Leaders are not keeping adult learners and apprentices safe from the dangers of radicalisation and extremism in accordance with the 'Prevent' duty.	Leaders keep adult learners and apprentices safe from the dangers of radicalisation and extremism in accordance with the 'Prevent' duty.
Safeguarding concerns or allegations	
Leaders and those responsible for governance are not fulfilling their responsibilities for reporting, referrals and record-keeping as set out in 'Working together to safeguard children' and part four of 'Keeping children safe in education'. Leaders and those responsible for governance do not handle safeguarding allegations against adults appropriately. The provider is not aware of its duty in relation to referrals to the Disclosure and Barring Service (DBS).	Leaders and those responsible for governance are fulfilling their responsibilities for reporting, referrals and record-keeping as set out in 'Working together to safeguard children' and part four of 'Keeping children safe in education'.

Curriculum (provision type level)

Causing concern	Attention needed	Secure	Strong	Exemplary
The curriculum is likely to be 'causing concern' if one or more of the following applies: The curriculum lacks ambition, structure or coherence. Leaders have not considered the curriculum's content and sequencing sufficiently.	**Leadership of the curriculum**			Where a provider is secure in all evaluation areas, and strong across all the themes in curriculum, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: ▪ embedded and sustained over time ▪ making a tangible difference to learners' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work
	The curriculum is limited in breadth, depth or ambition in some courses/subjects and/or for some groups of learners. Some curriculum/course leaders do not have the expertise, support or time they need to design, adapt or adopt an appropriate curriculum. The curriculum in some courses/subjects is not designed effectively to build up learners' knowledge and skills sequentially and cumulatively. Teaching, revisiting or practising knowledge and skills are not given enough time.	Leaders make sure that the curriculum is ambitious and designed to equip learners with the knowledge, skills and attributes they need to make sustained progress and to prepare them for their next steps. Curriculum/course leaders have the expertise and/or support they need to ensure that the curriculum achieves its aims. These curriculums are well designed to build learners' knowledge and skills sequentially and cumulatively. Leaders make sure that the curriculum allows enough time for teaching, practising and revisiting content, and for addressing any gaps in learners' knowledge as quickly as possible.	The curriculum is expertly designed to enable learners to develop secure, deep and fluent knowledge. This paves the way for future learning. The curriculum, whether designed, adapted or adopted, has been expertly developed over time to ensure its continued quality, effectiveness and, where relevant, subject-specific rigour.	
	Securing knowledge and skills to access learning and for future learning			
	Leaders do not identify those learners who are struggling to access their learning. They do not put in place support for those learners.	Leaders prioritise securing the knowledge and skills that learners need to access the courses they are studying.	Leaders make sure that all learners have proficient skills in order to excel at the specific programmes they are studying or training in.	

	This is tailored to the specific needs of each learner and the course they are studying.		▪ being (or will be) shared externally to support system improvement.
	Inclusive curriculum culture and practices		Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.
	Weaknesses in curriculum design and/or poorly considered adaptations limit access to parts of the curriculum for some learners, including those with SEND and/or those in receipt of high-needs funding.	Leaders make sure that all learners have full access to the curriculum and are enabled to achieve well. Any adaptations to the curriculum are made carefully to avoid limiting expectations for any learners. Leaders take all reasonable steps to make sure that learners, including those who are disadvantaged, those with SEND and/or those in receipt of high-needs funding, can study an equally ambitious curriculum.	Leaders make sure that all learners gain the knowledge and skills to prepare them well to access the full curriculum and the next stage of learning.	Successful submissions will be published as part of a series of best practice reporting.

Developing teaching and training (provision type level)

Causing concern	Attention needed	Secure	Strong	Exemplary
Developing teaching and training is likely to be 'causing concern' if one or more of the following applies: Leaders have an inaccurate understanding of the quality of teaching. Leaders are not doing enough to tackle weaknesses in the education that learners receive. Learners' experiences in lessons do not help them learn the planned curriculum effectively. Leaders do not do enough to make sure that teachers develop the expertise to teach the curriculum. Teachers' expectations are too low for all learners or for particular groups of learners.	**Leadership of teaching and training**			Where a provider is secure in all evaluation areas, and strong across all the themes in developing teaching and training, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: ▪ embedded and sustained over time ▪ making a tangible difference to learners' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work
	Leaders take action to improve the quality of teaching, although this does not always fix the underlying causes of weaknesses. Leaders' actions are overly generic or superficial.	Leaders have an accurate and informed understanding of the quality of teaching and training, including for learners with SEND and/or those in receipt of high-needs funding. This includes the quality of course or subject teaching, as well as whole-provider strengths and areas for development.	Leaders have a nuanced understanding of the quality of teaching and training across all types of provision and different courses or subjects. Focused actions, with clear milestones and desired outcomes, drive continuous improvements in the quality of teaching and training.	
	Professional development			
	Leaders take a generic approach to professional development, which undermines the quality of teaching and training in particular courses or subjects. There are inconsistencies in the quality of professional development, or it is not targeted well enough to have a sustained impact on the quality of teaching.	Leaders have a professional development programme that draws on training, practice and coaching, to build and sustain an effective team of teachers/trainers and support staff, including those new to the profession. This professional development programme enables all staff to effectively implement, where relevant: ▪ the demands of each subject curriculum ▪ the necessary adaptations to meet the needs of learners including those with SEND.	Leaders have developed a highly effective professional learning culture in which staff take responsibility for their professional learning and are keen to continually improve their expertise, drawing on the practice of others and on high-quality research evidence.	

Adaptations do not meet learners' needs, or they reflect low expectations for particular learners or groups of learners.		Where teachers/trainers are expected to teach in areas outside their expertise, they are supported to build their confidence, expertise and subject knowledge. Teachers/trainers are supported to keep up to date with their professional practice and with technological developments.		▪ being (or will be) shared externally to support system improvement. Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally. Successful submissions will be published as part of a series of best practice reporting.

High-quality teaching and training

	Weaknesses in teachers/trainers' subject knowledge result in curriculum content not being taught as effectively as it could be. Teachers/trainers' explanations and/or the activities they provide do not build on, consolidate or develop learners' knowledge effectively enough. Learners are not given enough opportunities to revisit important content and concepts. Assessment is not precise, so teachers/trainers do not know enough about what learners understand and can do, and therefore they cannot adapt their teaching accordingly.	Leaders support teachers/trainers to have a secure knowledge and understanding of the curriculum(s) they teach and how learners learn, so that they make effective decisions. Teachers/trainers explain new content clearly, connecting new information with what learners already know. They introduce new content and concepts in a meaningful context. Teachers/trainers revisit important content and concepts regularly so that they learn them securely and remember them. Teachers/trainers check learners' understanding systematically. They identify and remedy any knowledge gaps or misconceptions. They give effective feedback that supports learners to improve.	Teachers/trainers are expert at translating curriculum content into explanations and learning activities. These teaching choices are highly sensitive to, and effective in, the context of particular courses and subjects. Teachers/trainers are expert at checking learners' understanding and adapting their teaching to meet learners' needs.	

	Teachers/trainers understand the importance of the language and vocabulary, both spoken and written, specific to the courses/subjects they teach. They explicitly teach these.	

Inclusive teaching culture and practices		
Adaptations to teaching/training are not effective enough in tackling the most significant barriers to learning, particularly for those learners with SEND. They fail to support learners' longer-term achievement and progress.	Teachers/trainers have the expertise and knowledge to make well-judged adaptations to overcome barriers to learning for learners, particularly those with SEND and/or those in receipt of high-needs funding. Any adaptations do not lower expectations for learners or limit their access to the curriculum unnecessarily. Teachers/trainers use targeted interventions effectively, in conjunction with high-quality teaching, for learners who need additional support. Staff draw on the advice of specialists where available, to improve their teaching. This includes identifying the right resources or activities to support accessibility. Activities, including assessment and materials, are adopted, adapted or designed to meet identified learning needs and to develop knowledge, skills and behaviours.	Appropriate and well-judged adaptations help learners to overcome the most significant barriers to learning, particularly those learners with SEND and/or those in receipt of high-needs funding. These adaptations effectively enable learners to learn the curriculum, so they secure the knowledge and skills they need for future learning or their planned next steps.

Achievement (provision type level)

Causing concern	Attention needed	Secure	Strong	Exemplary
Achievement is likely to be 'causing concern' if one or more of the following applies: Leaders have a poor understanding of weaknesses in learners' achievement and the reasons for this. Leaders have not tackled weaknesses effectively over time or have not acted swiftly to stem a decline in achievement. Achievement rates are significantly lower than comparable national rates, based on learners' starting points. Learners have significant gaps in their knowledge and/or skills. These are not tackled quickly or effectively. Learners have not gained the knowledge	**Achievement in national tests and examinations**			Where a provider is secure in all evaluation areas, and strong across all the themes in achievement, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: ▪ embedded and sustained over time ▪ making a tangible difference to learners' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work
	Achievement rates, including those of learners with SEND and/or those in receipt of high-needs funding, are below comparable national rates, based on learners' starting points, and learners do not achieve as well as they could or should.	Achievement rates, including for those of learners with SEND and/or those in receipt of high-needs funding, are broadly in line with comparable national rates and/or learners achieve as expected, based on their starting points.	Achievement rates, including those of learners with SEND and/or those in receipt of high-needs funding, are significantly better than comparable national rates and/or learners achieve well, based on their starting points.	
	Learners achieving well and developing detailed knowledge and skills as they progress through the curriculum			
	Learners' progress is slow because they do not develop their knowledge and/or skills securely or quickly enough. Learners do not progress to their intended destinations or take their next steps. Learners' work is of poor quality.	Leaders ensure that learners develop appropriate knowledge and skills as they progress through the intended curriculum. This is evident in the quality of learners' work. Any gaps in their knowledge or skills are closed quickly. Learners have pride in the quality of work they produce. It is of a consistently high quality and demonstrates progress against the curriculum. Learners with SEND and/or those in receipt of high-needs funding achieve well from their starting points, and where relevant, against their individual targets.	Learners develop rich knowledge and skills that prepare them well for advanced study or further training/employment. Disadvantaged learners and those with SEND and/or those in receipt of high-needs funding achieve strongly across the curriculum, and their achievement is sustained over time.	

and/or skills to allow them to complete their course and achieve well. Learners have not developed appropriate attitudes or behaviours and are ill-prepared for future learning and/or work. Learners cannot make progress in their courses and qualifications because they lack essential English, mathematics or digital skills.		Disadvantaged learners achieve at least as well as their peers. Gaps between the achievement of those who are disadvantaged, and non-disadvantaged learners are narrowing quickly.		• being (or will be) shared externally to support system improvement. Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally. Successful submissions will be published as part of a series of best practice reporting.
	Attitudes to learning and work			
	Learners do not always maintain positive attitudes to learning, and this hinders their progress.	Learners have positive attitudes to learning and work and a realistic understanding of expected standards.	Learners show professional behaviour in their practice and interactions.	
	Relevant skills to access learning			
	Learners do not develop English, mathematics and, where relevant, digital skills to the standard required for their course or qualification.	Learners develop relevant skills to access their learning. This might include, for instance, competency in English, mathematics and, where relevant, digital skills.	Learners develop confidence, competence and fluency in English, mathematics and, where relevant, digital skills, to a standard that prepares them well for work and life beyond their course or qualification.	

Participation and development (provision type level)

Causing concern	Attention needed	Secure	Strong	Exemplary
Participation and development are likely to be 'causing concern' if one or more of the following applies: Leaders fail to create an environment and culture that supports positive attendance and participation. Barriers to attendance are not identified or dealt with. Learners' attendance is poor, and this has a significant negative impact on developing their knowledge and/or skills or their ability to complete their course effectively. The provider does not prepare learners well for life and work. Staff do not motivate, engage or encourage learners to develop and make progress. Learners, or groups of learners, are ill-	**Strategic leadership**			Where a provider is secure in all evaluation areas, and strong across all the themes in participation and development, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: ▪ embedded and sustained over time ▪ making a tangible difference to learners' learning, development and well-being ▪ being used and/or adapted internally to support and improve other areas of the provider's work
	Leaders have an inaccurate understanding of the environment they have created or have given it little thought.	Leaders have created a safe and positive learning environment in which staff and learners' well-being is prioritised, participation is assured, and learners are well prepared for the next stage of education, training and employment.	Leaders have an astute understanding of the learning environment they have created. The work they do to ensure the well-being of staff and learners is highly valued and has a significant positive impact. Consequently, learners' participation is high. The morale and retention of staff are high. Staff and learners feel respected and safe within the provider setting.	
	Attendance and participation			
	Leaders do not identify and tackle barriers to attendance well enough, particularly those for disadvantaged learners, those with SEND and/or those in receipt of high-needs funding. Learners do not attend and participate regularly. This slows their development of knowledge and/or skills.	Leaders have high expectations for learners' attendance and participation. They have an appropriate strategy in place and promote this well. Leaders identify the root causes of poor attendance and participation, deal with any problems and remove the barriers that might prevent some learners from attending. Consequently, learners attend well or improve their attendance over time.	Leaders' steps to identify and tackle barriers to learners attending regularly result in sustained high attendance or rapid and notable improvement over time. Staff have a high-profile, effective role in promoting good attendance. Training and support underpin their supportive but challenging conversations with learners whose attendance needs to improve.	

prepared for their next steps. Careers advice and guidance are not tailored to learners' needs. This prevents them from making informed choices about their next steps. Bullying, abuse, harassment and/or discrimination are frequent and not dealt with appropriately. Learners have little confidence in leaders' capacity to deal with concerns or issues, so do not report them.	**Wider opportunities**		• being (or will be) shared externally to support system improvement. Once the provisional grades are confirmed and the provider's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally. Successful submissions will be published as part of a series of best practice reporting.
	Leaders do not make sure that learners' knowledge is detailed enough for the demands of their courses or qualifications. Learners' preparedness for life and work is not secure. Opportunities for additional learning or for participating in activities that broaden learners' experiences are limited.	Leaders carefully identify the range of knowledge and skills that learners need to have in order to be well prepared for the next stage of their lives, employment and training. Staff support learners to participate in activities that develop the knowledge, skills and attributes they need to progress to their next steps. Staff equip learners with age-appropriate knowledge and understanding of British values, diversity and respect for the protected characteristics, as defined in law. Leaders have an accurate understanding of learners' needs. Where appropriate, they have designed a suitable range of wider opportunities that prepare younger learners for adult life, such as citizenship programmes, volunteering and opportunities outside their taught courses, such as those related to developing leadership qualities.	Leaders have in place a programme of opportunities that is expertly designed and tailored to meet the needs of learners within the context of the courses they are studying. Leaders have established strong links with employers and other organisations to ensure that these opportunities meet learners' needs.	
	Learners' preparedness for their next steps		
	Teachers/trainers do not ensure that learners' knowledge is detailed enough to enable them to make progress or secure their next steps.	Learners have the knowledge they need to make informed decisions about their next steps. Learners know how and where to get help and support in relation to their rights and responsibilities.	Learners are very well prepared for their next steps. Careers advice and guidance are of a high quality, structured and sequenced effectively for all learners.	

	Careers advice and guidance are limited and do not provide learners with all the information they need to make informed choices.	Careers advice and guidance provide learners, including those with SEND and/or those in receipt of high-needs funding and/or those who are disadvantaged with the information they need to make informed decisions about their next steps. Leaders have planned a relevant programme of work-related learning that meets the requirements of the 16 to 19 study programme. This takes account of students' needs and career aspirations. Leaders have established effective partnerships with local employers and higher education institutions to fulfil this.	Careers provision is tailored to meet the needs, ambitions and aspirations of learners.	
	Dealing with bullying and harassment			
	Bullying, harassment and discrimination are not dealt with effectively.	Leaders create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated and in which everyone is treated respectfully. Leaders are quick to identify any potential concerns and take swift and highly effective action. Staff and learners recognise unacceptable behaviour, know how to report it and are confident that it will be dealt with appropriately.	Work to support learners affected by, or who may be responsible for, bullying is of a consistently high quality. It contributes to a cohesive and positive environment for education and training.	