

Natspec Quality Improvement Workshop

November 2017

Wifi – FH Conferencing
P/W@BritishQuakers

Aims for the day



- Celebrate success
- Share good practice
- Hear the Ofsted perspective
- Explore some current challenges together
- Consider how, as members of the Natspec family, we can support one another to achieve and sustain high quality provision



Natspec

Nigel Evans HMI

National lead for learners with high needs

November 08 2017



What will this presentation cover?

- Key messages from inspections
- Challenges, threats and opportunities
- Local area SEND inspections and post-16 students

Key messages from inspections

The 'big picture'

All high needs provision

- 26% improved
- 38% stayed the same
- 35 % declined

The 'big picture'

- Outstanding – 5
- Good – 50
- Requires improvement – 18
- Inadequate - 4

The negatives

- Weak quality improvement arrangements
- Ineffective performance management
- Wrong programme, wrong level
- Ineffective engagement with external partners
- Lack of specialist careers advice and guidance
- Students do not make the progress of which they are capable

The negatives

- Inadequate planning of vocational sessions to ensure students develop English and mathematics
- Managers do not plan provision that focuses sufficiently on developing students' independence
- Learning support assistants do not enable students to develop their independent study skills sufficiently
- Teachers do not plan teaching, learning and assessment that meet the needs of their students

Safeguarding

- Inappropriate use of restraint
- Lack of understanding of Deprivation of Liberty Safeguards
- Poor recording of safeguarding concerns or incidents
- Ineffective actions taken following reported incidents or concerns

Positives

- Students gain and practise their work-related skills exceptionally well
- Students benefit from extensive opportunities to participate in work-related opportunities
- Students demonstrate excellent progress both onto other courses and into employment.
- Specialist information, advice and guidance events and activities enable students to plan their routes into supported employment or further study

Positives

- Teachers and support staff use reviews very effectively
- Outstanding, high-quality specialist resources and accommodation
- Teachers and support assistants deploy a wide range of resources and adaptive technologies innovatively to support students
- Teachers use questioning techniques very well to help students to think deeply, process their thoughts and emotions, and develop their communication skills

Local area SEND inspections: one year on

- 30 inspections completed
- Children and young people needing SEND support not benefited from the Code of Practice well
- Overuse of official and unofficial exclusions
- Access to therapy services weak in half of the local areas
- Access to CAMHS poor in a third of local areas
- Needs identified well in the early years
- Poor involvement of families and young people in the planning and evaluation of services

Local area SEND inspections: one year on

- Many local area leaders unaware of the depth of frustration among parents
- The proportions of young people with EHC plans who are NEET are low but higher for those with SEND but no plan



Local area SEND inspections: one year on

- Greater focus on 16+ but still very few judgements about 19-24
- Lack of strategic approach
- Over reliance on parents to secure the next steps
- Increasing numbers progressing into employment, apprenticeships, supported internships but from a very low baseline
- Support for young people with SEND and poor mental health still too variable

Comments Observations and Questions



Achieving a good or outstanding Ofsted grade

Bernie White

8th November 2017



A good or outstanding college

- Is outward facing
- Recognises the comparative richness of resources that are available to it and uses them wisely to make a difference to young people
- Has a clear vision for the college which informs a strategy and meets needs of young people in the least restrictive environment
- Approaches the recruitment of learners with different needs strategically,
- Never quotes learners needs as reasons to dis-apply national agenda/ initiatives but uses their expertise to apply the initiatives appropriately
- Ensures that there is sufficient rigour and scrutiny in all of all key aspects of your work- systems join up and support the attainment of the highest quality service to young people



VISION

- The vision for the college is based on positive aspirations of young people
- Understands the resources and skills set required to achieve their strategic goals and implement plans to achieve and sustain positive outcomes
- The vision is compatible with an analysis of local, regional/national requirements. It is not based simply on historical delivery models.
- The vision supports innovation. Professionals and the organisation as a whole are challenged to “think outside of the box”.



PARTNERSHIPS

- Use the partnerships well to help the college and its young people to achieve these ambitions
- Local authorities - they know Local Authority views and work with them to achieve common goals
- Employers – engage and work productively with employers, developing their confidence in working with people with significant needs in the work place and coaching them as potential future employers
- Quality groups - ensure that managers and staff have opportunity for professional development through peer networks. Scrutiny of performance management systems, PDBW group, curriculum development etc.
- Parents – recognise the importance of the partnership with parents.



RECOGNISE

- The value of the resources they have at their disposal and how to use them to achieve and exceed expectations
- Individual support – tailored and sufficient to the learning
- Therapy input - within learning, strategies applied consistently by wider staff team so that students access to learning is maximised
- Vocational resources - opportunities
- Links with services - to ensure that all learners are supported well to achieve their optimum levels
- Changes in results, quality and take prompt action to address any potential negative impact



GOVERNANCE

- Recruit based on skills
- Offer real support and challenge to leaders and managers
- Balance that support and challenge to cover both financial performance and quality
- Self-sufficient in their functioning, they know where they need to focus their attention each year. They understand and address their own development needs
- The operate effectively as the critical friend for the college



SAFEGUARDING

- In action – how safe are young people?
- Do they know indicators for a young person at risk?
- Do staff know how to respond to safeguarding concerns?
- What preventative strategies/early intervention strategies are in place?
- Beyond policies and procedures - IMPACT



During inspection

- Understand and use the role of the nominee well
- Part of the inspection team
- Professional discussions challenge and seek additional evidence from team as required to enable inspectors to form judgements
- Key role in the smooth running of the inspection



Successful Colleges

- Both colleges have recently experienced a successful inspection which recognised the high quality of the service provided which leads to good outcomes for the students.
- Short presentation about how they achieved this with tips and advice for colleagues
- Opportunity for questions and answers



Ambitious College – Our Quality Journey

Linda Looney

November 2017



Who are we?



- London based Independent Specialist College
- Autism Specific - 16-25
- Part of the charity 'Ambitious About Autism'
- Opened Sept 2014 - one site in temporary accommodation - 7 learners/14 staff
- Opened 2nd campus on temporary site in Sept 2015
- Moved to 2 new permanent co-located campuses in July 2016
- Now in 4th academic year with 58 FTE learners and 114 staff on two sites - significant growth in 3 years



Two Sites – North and West London

Co-located with CONEL College



Co-located with West Thames College



Inspection History



- First ever Ofsted inspection in mid November 2015 – start of 2nd academic year: 4 inspectors/2.5 days/14 learners
- New inspection regime just in since Sept 15 which was new to inspectors as well as us
- Outcome agreed with our SAR grades – requires improvement. No surprises – although we would have preferred to be left alone for a while longer
- Ofsted Support & Challenge visits x 2
- Second inspection at end of April 17 (17 months on): 3 inspectors and 1 trainee inspector/3 days
- Outcome – good across the board – no surprise feedback as all in the SAR



What did we do?

Practical steps to improve quality

- Immediate post Ofsted action plan written in addition to our QIP – regular review
- Rapid Improvement Group (RIG) set up that met regularly to review progress against the action plan and QIP
- Termly position statements
- Developed staff understanding of Ofsted – easy read CIF, training etc.
- Changed our model – more teachers, data officer– all in same budget envelope
- Reviewed our entire TLA process to simplify and focus on working towards achieving outcomes
- Made community practice observations much more consistent and introduced/reshaped others



What did we do?

Practical steps to improve quality

- Differentiated training – TDT, SLT, Support staff with continued focus on practice development
- Focused on improving induction
- We chose not to use agency staff. Instead employ direct and upskill
- Built a strong leadership team / upskilled middle managers - they are our leaders of the future
- Focused on half termly data production and review
- Transparent with the staff on performance and steps needed to improve
- Regular quality slots in monthly SLTs – against quality cycle

Our Inspection Experience and Some Tips for Yours



- Have an organised nominee that steers the inspection where you want it to go - but don't try and hide too much!
- Know your inspectors, their professional areas and anticipate what they will probe
- Safeguarding and SCR up to date – big focus
- SLT base room – working together throughout
- Don't waste time over populating the inspectors base room
- Up to date data and position statements
- Whole team briefings before, during and after – settle those emotions
- Don't be afraid of constructive, professional challenge to inspectors

Our Inspection Experience and Some Tips for Yours



- Governance is really important – ensure they are prepared
- You must back up your assertions with evidence – don't try and blag it
- Staff knowledge and awareness is key – they get spoken to
- Very observation driven - it's all about learner experience and learner outcomes and evidencing those
- Prep your learners as much as you can – inspection can be stressful for them
- Ensure you prep the teachers, work through their planned lessons and resources. Encourage them not to try anything new
- IMPACT and OUTCOMES – focus on this as Ofsted will!

Questions





Arden College

Pauline May and Dave Stephens

November 2017



Outcomes of the inspection

- Leaders have taken appropriate action to address all areas for improvement identified at the last inspection.
- There are high expectations set for learners through a well-managed personalised curriculum that prepares them for adulthood, independence and employment.
- The college has developed exceptional and highly effective relationships with community organisations and employers.



Outcomes of the inspection



- Outcomes for learners remain good and are improving, with nearly all learners achieving or exceeding their predicted outcomes.
- Continuously developing the curriculum including the effective integration of English and Maths that provides appropriate progression routes that enable learners to apply their skills and knowledge in a range of real life settings.
- Safeguarding is effective and thorough and the culture and implementation of health and safety practices is strong.



What did we do? Practical steps to improve quality

- Manage performance well, swiftly identify underperformance and implement actions to help staff improve.
- The quality of teaching, learning and assessment has improved over time, through a robust OTLA process.
- Leaders monitor progress effectively across accredited and non accredited learning. They are able to identify where learners exceed their expected outcomes
- Staff benefit from a wide range of continuous professional development
- Teachers plan learning well and utilise supporting staff well. Staff give learners time to process information and complete tasks independently.
- The therapy team has expanded, they provide specialist assessments in order to develop learners communication and sensory processing needs.
- Staff skilfully support learners to manage their behaviour.



Questions



Changing Cohort, Maintaining Quality

Joyce Deere



Purpose of the session



1. To reflect on the way the national student profile has changed
2. To learn about Treloar's College and the challenges it overcame to improve and maintain quality
3. To consider the implications of cohort change for individual colleges

The changing context: early provision

- Provision for children in the nineteenth century was segregated and low level, with a focus on physical, sensory and medical needs.
 - 1827 Royal school for the Deaf, Doncaster
 - 1866 College for the Blind Sons of Gentlemen, Worcester, a grammar school.
 - 1871 Royal Normal College and Academy for the Blind (RNC)
 - 1903 St Elizabeth's Centre for Children with Severe Epilepsy
 - 1908 Treloar's School and Hospital Fund
 - 1927 Derwen, becoming Derwen Training College
 - 1940 Camphill Community
 - 1949 Portland, becoming Portland Training College
- From 1944: special schools and hospital schools

The changing context: 150 years later



- From the 1970s LAs were required to provide education for children previously seen as 'uneducable' and began the closure of long stay hospital schools
- Warnock Report (1978) proposed inclusion in mainstream for children with disabilities: groundbreaking report
- Start of the social model of disability and the inclusion of all children, including those with most severe and profound learning needs
- Growth of adult training centres, supported employment factories and supported employment
- Provision in a few GFEs

Cohort after the FE and HE Act 1992



- From 1993 the disparate charitable and independent provision became inspected as Independent Specialist Colleges (around 3000 students) and GFEs became incorporated and separate for Local Authorities
- 1996 Tomlinson Report '*Inclusive Learning*' encouraged the adoption of the social model of disability, making adjustments for students, based on their individual needs, with individual funding (ground breaking)
- Expansion of provision for students with moderate learning difficulties, in GFEs, ISCs and ILPs
- More integration of students able to study at levels 1- 4 in GFEs and SFCs
- Very little provision post-16 for students with severe or profound learning difficulties

Cohorts in 2010



- Numbers of students in ISCs unchanged from 2000 (around 3000)
- Around 2.7% of pupils in schools had Statements of SEN. The highest category of need:
 - Autistic spectrum condition (19%)
 - Moderate Learning Difficulty (18%)
 - Behavioural, Emotional and Social (14%)
 - Speech, Language and Communication (13%)
 - Severe Learning Difficulty (12%)

Cohort Change by 2017

- Publication of the Children and Families Act 2014
- In 2017 around 2.8% pupils in schools had EHCPs, but with a significantly changed profile of needs:
 - Autistic spectrum condition (27%)
 - Speech, Language and Communication (14%)
 - Severe Learning Difficulty (12.9%)
 - Moderate Learning difficulty (12.6%)
 - Social, emotional and mental health (12.4%)

Increased participation, increasing complexity of need



- Ofsted reports from 1990s had identified the lack of specialist knowledge in working with students with the most complex needs, who mainly comprised a very small number.
- Ofsted survey 2011: 'Progression post 16' identified that only 13% of young people with SEND participated at 18 years of age, compared with 52% of their peers.
- Ofsted survey 2016 'Moving Forward' found that almost half of the providers visited 'did not have adequate strategies, experience or expertise to ensure that they were able to support their learners with profound and multiple learning difficulties or disabilities.'
- But: Local Area SEND reviews 2016/17 found that 'The proportions of young people who have SEND who are not in education, employment and training were low, particularly for those who had an EHC plan.'

Implications for Provision



Task 1

- On your tables, discuss with your colleagues where your college is in relation to increasingly complex/changing needs of students.
- Write 'cohort change' in the middle of the flipchart paper.
- Using only one colour, identify on a spidergram, what challenges need to be overcome in order to maintain quality, in a situation where the needs of the students are changing/have changed, particularly where they are becoming more complex and /or profound.

Treloar's College Case Study



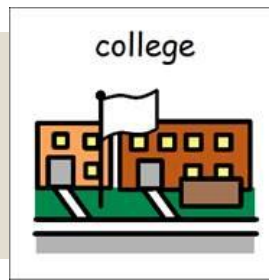
- During the presentation, consider the types of change that the staff at Treloar's College have made in order to be found outstanding.



Treloar College – Journey back to Outstanding

Implications of an increasingly
complex cohort of students

Treloar College – about us



- The disabilities of our students are clustered at the most challenging end of the spectrum of complexity
- Our ability to offer learners progression at different levels within a knowledgeable and understanding environment is a huge advantage and serves to explain why our work unlocks an individual's potential
- Treloar College provides vocational and academic courses from pre-entry level to level 3. Learners are individually timetabled along pathways ranging from 'Interactive and Sensory', 'Creative and Enterprise', 'Vocational' and 'Pathway to Work' study areas.
- Many of our advanced level learners study with one of our partners, Alton College, where they are fully supported in and out of class by Treloar's Learning Support Assistants.

Student Numbers 2016-17 academic year

- Student Numbers 2016-17: 85
- Pre Entry: 7
- Entry: 39
- Level 1 – 3: 39
- Disability:
 - 68% cerebral palsy;
 - 18% Duchene Muscular Dystrophy
 - 14% other individual complex disabilities
- 22 are Gastro fed
- 28% are non verbal ; 11% are verbal supported by AAC



Ofsted Inspection in Nov 2011 – Inadequate

Our Inspection in November 2011 found:

- College does not have the level of specialism required to work with its current cohort, where the great majority of students have complex needs
- Teachers and Support Assistants have not received sufficient training in working with students with high levels of need. Teaching and learning are inadequate for these students.
- College does not adequately capture the distance travelled in relation to other significant aspects of provision to show students have made important gains, for example independent living

Our provision did not meet our changing cohort of students

Immediate actions taken

- Visited a large number of other specialist providers (colleges and schools) to gain knowledge (best practice) of how they:
 - Designed and delivered their programmes of study – including the qualifications used
 - How multi –disciplinary delivery worked in practice for their courses
 - Staff structure, arrangements and expertise
 - Software, systems and processes in place for baselining and recording student progress, evidencing progress
 - Staff training and qualifications
 - Facilities they used to deliver learning (outside of classroom) – design, space, layout, equipment
 - Enrichment programmes

As a result we:

- Changed our curriculum to the four new pathways – Interactive and Sensory Pathway for pre-entry students
- Set up a multi disciplinary team improvement working group to prepare individual 24 hour timetables for students

Challenges

- Recruitment of staff to meet student need – volume and expertise
- Redundancies as some teachers did not have the expertise or the willingness to re-train to work with complex students
- Restructuring
- Meeting increasingly complex medical needs
- Transition Support needed for students and their families – not funded provision
- Facilities design and use of facilities to meet changing need
- Review of Curriculum offer – including finding qualifications that met students needs, that LAs are willing to fund places for (EHCP outcomes often stipulate which type of qualifications or LAs will not fund without qualifications)
- Evidencing and Recording progress of students – small steps and breadth
- Staff Expertise - finding the right qualifications and training for staff - which met our needs

Staffing



- We have 297 college staff - a huge increase in the last 4 years to meet the needs of increasingly complex students
- SSA role – new role work across the classrooms and houses, promote learning , assessment and therapy opportunities over the whole waking day curriculum, increased understanding of students needs, allows for increased staffing at times when needed - we have 228 SSAs
- Increased night staff – care, health care and nursing
- Increased nursing team plus introduction of house based nurses
- Nurse Practitioner to facilitate the increased need for staff training and practice checks
- Medicines Management Technician
- Play Therapist
- Educational Psychologist
- VI Specialist



Staffing

- Head of Safeguarding – SMT role
- Head of Quality – SMT role
- Assistive Technology led by an OT
- Therapists
- **Progress and Transition Co-ordinator team** - key role in the organisation - work with the student and their family before they start until up to 6 months after they leave Treloar's. Co-ordinate the weekly MDT meetings and ensure they are monitoring student progress. Supporting the student in preparing for life after Treloar's



Facilities - Residential

- Developments on Gauvain and Evans house to better match the needs of students – matching facilities to students' intended residential destination e.g. small group living etc.
- All CQC provision now has en-suite facilities for every student, which enables us to better meet individual needs, including dignity, respect and personal choices.
- All houses have developed sensory facilities and leisure facilities to meet needs of the changing cohort
- Quieter areas for sensory students including separate spaces for complex feeding



Facilities - general

- Sensory rooms
- Technology Hub – LRC. One stop shop – assistive technology, ILT, LRC etc.
- Outdoor facilities – increased sensory facilities, as well as other sporting facilities
- Classrooms – hoists in most classrooms, small break out rooms for students with complex needs
- Sensory and interactive classroom
- Hydrotherapy pool and Rebound Therapy Facility
- Day Care areas
- Increased use of I Pads – all classes now have direct access to these
- Increased used of range of communication devices
- Increased used of assistive technology to facilitate learning, independence and communication



Technology

technology



- EMAR – electronic medication record system – we administered 261,185 medications in the 2016/17 academic year
- Caresys YPP- electronic care plan – Live system so always up to date with student needs accessible by MDT and any staff working with the student.
- Dieticians Software
- Increased use of Databridge for students ILP and incidental learning
- Student and parent portal (consent for over 16s) - live access to student's targets and goals etc., other information on progress and used as a communication tool to keep parents informed



Technology

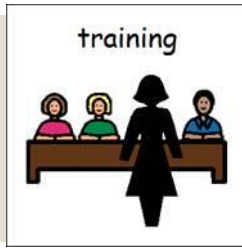
technology




- Developments in SharePoint – creating a student information dashboard which pulls information from multiple data sources; incident reporting system; learning ladders
- Technology Hub – brings together our technology based staff into a single unit aiming to create a community of practice and expertise focused on our Technology Vision and the delivery of the ICT Strategy.
- Provide a bespoke and individual server using mainstream technology wherever possible, but often students need additional adaptations to access these well, or to access multiple technologies smoothly

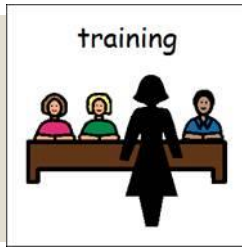


Training



- All teachers complete a Level 5 SEN qualification – developed by ourselves with awarding body accreditation. Some of our teachers have also completed MAs in SEN
 - Teacher tracker monitoring
 - External peer review/sharing of good practice
 - All SSAs complete a Level 3 SEN qualification
 - SSA training programme – e.g. facilitating learning, students complex communication needs, Eating and drinking , medication administration, complex care procedures, moving and positioning.
- 
- A photograph showing a group of people, mostly women, seated in a classroom or meeting room, facing a large screen. A woman is standing at the front, presenting to the group. The room has large windows and modern furniture.
- There are 48 Clinical Competencies that staff may need to be trained in, in order to support our students appropriately - SSAs
 - Large number of Practice Checks and Observations are an embedded as part of the staff supervision process – by education, nurses and therapists

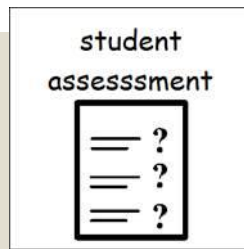
Training



- Makaton and ELKLAN training
- Therapist training – e.g. Sensory Integration, Bobath, Dysphagia, Paediatric Splinting for the Neurologically Impaired hand, Paediatric Respiratory Course
- Rigorous monitoring of PDRs and PDPs, Supervisions
- Support packages in place for staff working with students with increasingly complex and poorly young people to support their emotional well-being:- 24/7 counselling, bespoke support workshops, on site Chaplain, Mental Health First Aid training, Loss, Grief & Bereavement training, Counselling training, Mindfulness sessions.



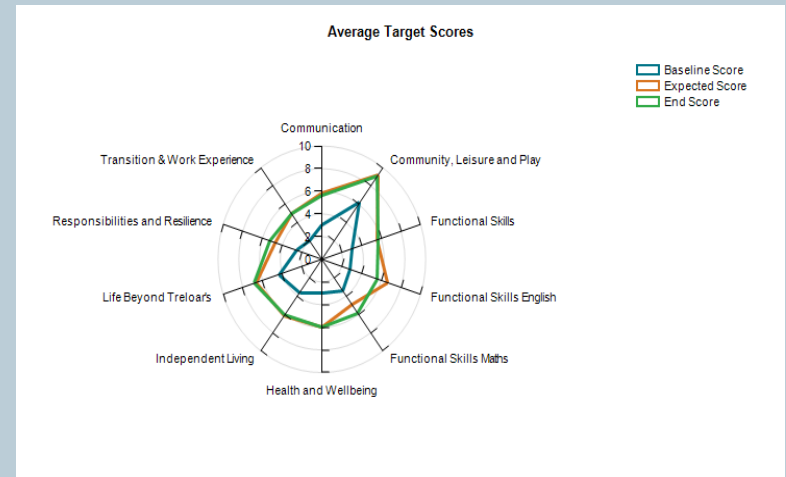
Student Assessment



- Two stage assessment process as part of admission process (including an overnight stay) not only ensures we can meet students complex needs from the moment they start, but enables us to clearly identify the times when we are unable to meet students' needs. On these occasions we support family to find a more appropriate setting.
- Improved transition process for students between school and college
- ILP targets linked to student's EHCP goals under the domains of learning, communication, health and wellbeing, independent living, accessing the community and leisure, life after Treloar's, responsibilities and resilience

Student Assessment

- 15 point distance travelled scheme for all targets – context/environment is familiar or not familiar, level/skill of staff support needed, consistency of ability - using the same domains
- IMPACT assessments
 - developed for lower cognitive level students - more holistic
- Student monitoring tracker – half termly
- MDT working
- Functional Skills assessments



- Introduction of new curriculum pathways:

- Interactive and Sensory,
- Creative and Enterprise,
- Vocational
- Alton College



- All students have a personalised timetable
- Change of timetable with staggered breaks to meet students complex care routines
- Blended trans-disciplinary delivery
- Changes made to employability curriculum within vocational area to better link to future aspirations/needs

- More rigorous observations of T&L with intensive mentoring for staff who need to enhance their practice
- Emphasis on Functional Skills as an area for development
- All students with 'D' grades in English and Maths enrolled on GCSE retakes
- Use of different qualifications and awarding bodies to better meet student needs and linked to their aim of placement (intended destination)
- Much more focus on meeting objectives within the EHCP and targeting staff support to develop identified areas (e.g. work experience) to ensure what we are doing is future focused



Food and Drink

- Smaller dining rooms
- Most houses now have their own dining rooms
- Diet Chefs
- Eating and Drinking Training and practice checks
- Blended Diets
- Moulded Food
- Team of Dieticians – part of the Nutrition support teams with our dysphasia specialists



Other considerations of an increasingly complex student cohort



- Deprivation of Liberty (DOLs) applications and training needed for staff on process and implications
- Understanding Mental Capacity - increased training needs for staff and clear processes to ensure assessments take place which are clearly documented.
- Student Consent - Training of staff, innovative and personalised communication strategies to gain students' consent, processes and recording systems
- Governance - recruitment of governors with varied expertise , including increased clinical expertise, increased training needs

Reflecting on change



Task 2

- Discuss the extent to which your table had identified the challenges, by adding any additional changes to the spidergram. Use a different colour to show your additions.
- Discuss how these challenges apply to your own organisations, and where there might be different challenges.

Changing cohort, maintaining quality



Useful links

- *Progression post-16 for learners with learning difficulties or disabilities*, Ofsted, 2011;
www.gov.uk/government/publications/progression-from-school-for-those-with-learning-difficulties-or-disabilities.
- *SEND code of practice: 0 to 25 years*, Department for Education and Department of Health, 2014;
www.gov.uk/government/publications/send-code-of-practice-0-to-25.
- *Moving Forward? How well the further education and skills sector is preparing young people with high needs for adult life*; [www.gov.uk/government/publications/Moving forward? How well the further education and skills sector is preparing young people with high needs for adult life](http://www.gov.uk/government/publications/Moving_forward?How_well_the_further_education_and_skills_sector_is_preparing_young_people_with_high_needs_for_adult_life)

Good Governance in Specialist FE

Ruth Thomas



‘The knowledge
and skills required
for effectiveness in
setting the strategic
direction of the
organisation...’

‘Decision-
making Boards
which operate
effectively as
strategic
decision-makers
are able to
provide the
foundation’

‘scrutinise the
self-assessment
and rigorously
challenge
managers and
leaders on the
progress’

‘They have
taken strong
and decisive
action to secure
improvements.’

Ofsted
quotes
from
2016 &
2017

‘Governors are
well qualified
and have a wide
range of
professional
expertise...’

‘Effective
boards play a
key role in
setting and
managing risk
appetite and
tolerance.’

‘Effective
boards are
well-
informed...
&
‘They enable
productive
relationships’

‘Governors have a
very good
understanding of
the students’
experience at the
college, and of
the strengths and
weaknesses of
the provision’

Ofsted
quotes
from
2016 &
2017

**Do your
governors have
a sound
educational
knowledge?**

**What do your
governors know
about quality
assurance and
quality
improvements?**

**How do your
governors engage
in TL&A?**

**How are you
developing
their
understanding
?**

**How are you
maintaining
knowledge
gained?**

**How well do they
challenge you
around TL&A?**



**Do enough
to keep
learners
safe?**

**Have rigorous
vigilance of
wider
safeguarding?**

**Are your
governors
effective in
protecting
all their
learners?**

**What is your
Board's
understanding
around British
values and
Prevent?**

**Do governors
receive
appropriate
safeguarding
training?**

**How well do
governors
challenge you
around
safeguarding?**

Table discussion



Think about:

- Your Board and its role in
 - Quality improvement
 - Quality assurance

What is your good practice and what are your key areas to improve?

Decide on 3 key areas to take back to your Colleges and to your Governing Board.



Working together to improve quality



1. How could **Natspec** support members to improve quality?
2. How could **members** support one another to improve quality?



Looking ahead

- New framework for 2019
- Opportunities to contribute to the development of the new CIF in the New Year
- Stronger focus on research and analysis
- External research will be used where Ofsted lacks expertise
- Making better use of inspections to gain insight
- Look out for the research plan at the launch of the Annual Report



Ofsted on the web and on social media

www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

 www.slideshare.net/ofstednews

 www.twitter.com/ofstednews

