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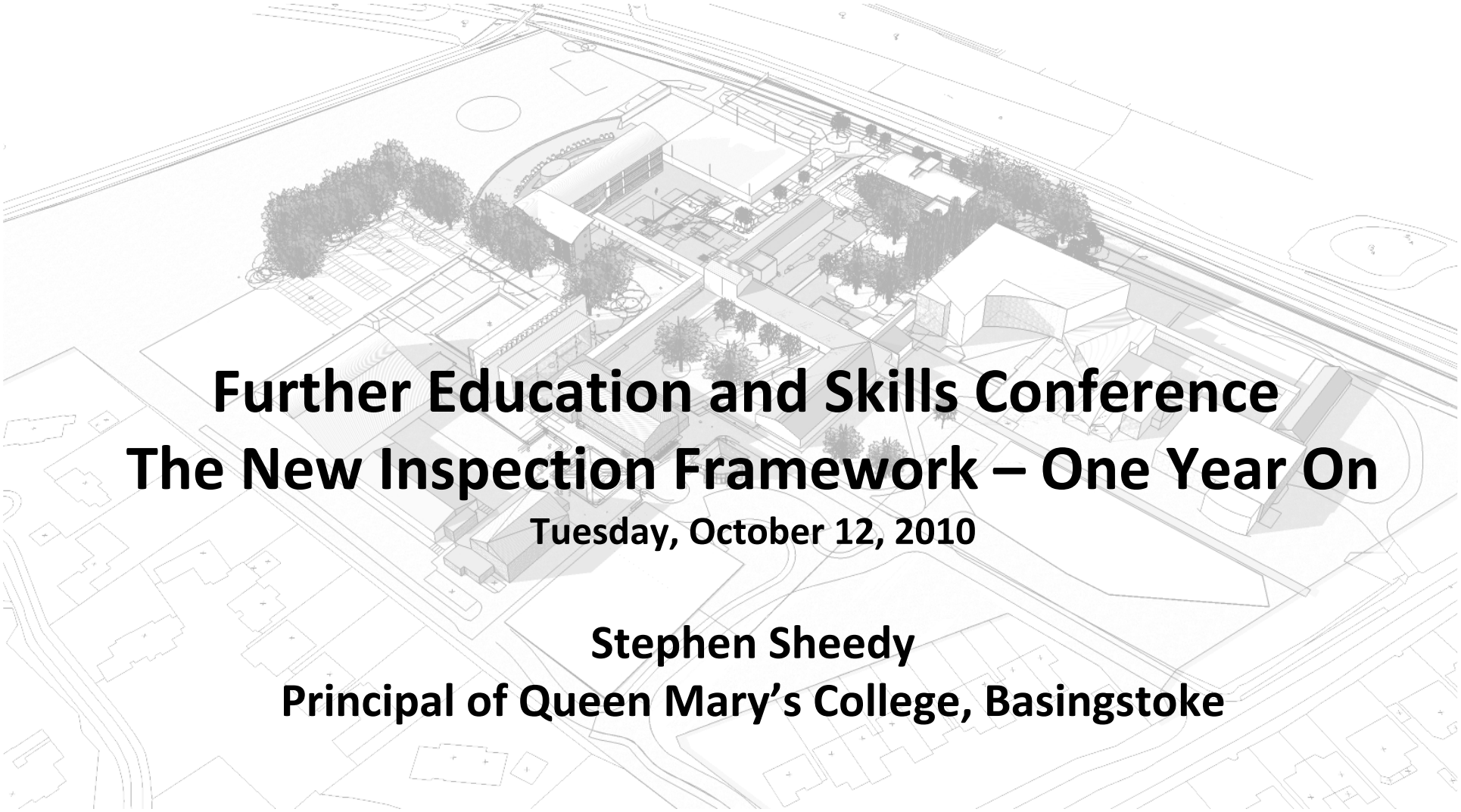

Further Education and Skills Conference
The New Inspection Framework – One Year On

Tuesday, October 12, 2010

Stephen Sheedy
Principal of Queen Mary's College, Basingstoke

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Further Education and Skills Inspections will:

- support and promote improvement
- be proportionate
- focus on the needs of users
- focus on the needs of providers
- be **transparent** and consistent
- be accountable
- demonstrate value for money.

Any limiting grades are considered before the overall effectiveness judgement is made. Limiting grades relate to safeguarding, and equality and diversity as these are considered to be essential in assuring the quality of the development and well-being of young people and adults. The grades for these two aspects may therefore limit other grades, including the grade for overall effectiveness.

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Outcomes for Students

A1. How well do learners achieve and enjoy their learning?

B1. How effectively do teaching, training and assessment support learning and development?

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Sixth Form Colleges:

Grade 1:	18%
Improved :	16%
Worsened:	58%
The Same:	26%

Effectiveness to Outcomes 100%

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Further Education Colleges:

Grade 1:	9%
Improved :	48%
Worsened:	26%
The Same:	26%

Effectiveness to Outcomes 91%

Summary

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- Get your narrative right
- Share it with all staff
  (no point in inventing one at the last minute)
- Take the principal's presentation seriously
- Give the inspectors something: acknowledge them
- Sustain open dialogue
- Don't let them miss anything you want them to see
- Challenge their narrative if it's not yours
- Watch the subject inspectors closely
- Brief the inspectors thoroughly on partnerships
- Make sure staff keep you up to date