Your Route
To Inspection Success

High Quality Teaching & Learning: The Route to Inspection Success

March 2011

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The current Common Inspection Framework & that to come....

- Success Rates remain core for all learners, all groups: prove it...
- Value-added & progression: increasingly important
- Show ‘ambition’: prove it...
- Greater focus on teaching & learning sessions: are your staff and learners prepared? Is this part of your every-day practice?

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What is current & what might change?

- Previous ‘broader outcomes’ become less important, given the Education Bill & changes to Ofsted criteria?
- Standards & outcomes remain fundamental
- Less resource for Ofsted & more emphasis on ‘desk-top’ data to assess need for ‘intervention’ & ‘monitoring’
- ‘Freedoms’ from Ofsted for ‘Good’ / ‘Outstanding’ colleges but, watch any in-year fall in standards

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Do we need Ofsted & other external assessment / support bodies?

- Jury is out: we have to prove we can self-regulate rigorously
- Need to be open and support each other when there are difficulties
- Provide thorough and rigorous ‘peer support’: prove it
- Is Ofsted ‘useful’? Without it, do we run the risk of being ‘complacent’?
- What is the role of LSIS in this (or other bodies)?

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Regardless of any new Inspection regime, it's about quality teaching and learning & support

- It's about the 'basics': good IAG, aspirations, attendance, target setting, monitoring, support, encouragement, intervention, learner engagement, success & progression
- It's about brilliant teaching and support which encourage and inspire
- It's about motivating our staff in a climate of cuts: Human Resources are so much more important now than ever before

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What did Ofsted tell an Outstanding college?

- Ensure that lessons have sufficient content, pace and challenge and that teachers use an appropriate range of strategies to check knowledge and understanding
- Ensure all lesson and course planning includes relevant differentiated activities tailored to the needs of individual students
- Develop greater consistency and clarity in written feedback in order to help students improve the quality of their work

Community engagement
Policy, planning, capacity to improve, leadership
The learner experience - delivery
What do we want for our learners?

Happy

A Good Teacher

1 they allway's smile
2. they could laugh in class
3. they could be happy
4. they like P.E, Numeracy and reading
5. they like children.
6. they play football with us at break
7.

A Bad teacher

1. they allway's shout
2. A grimp'y teacher
3. A teacher that allway's tell's you off
4. A teacher that don't like your work
5. A teacher dont lik chidren
6. a teacher that take's are play time a way
7. A teacher how du Sont like teaching us

A teacher of course, must know allot but that doesn't mean that they can be teacher. The need to know how to explain things well, otherwise how will their students learn? Also, they need to understand when a child is worried and give good advice instead of ignoring. listening helps and giving examples when students are stuck. They need to set a good example, for others and need a good sense of humor. Being helpful is good too.

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So, tell your story for Inspection success & ensure your learners are telling theirs

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- What are the ‘stories’ you can tell about your students and college?
- What did you initiate?
- Why was this important?
- Was there too much or too little ‘initiation’?
- Who did it come from in the college?
- Did this really make a difference?
- Did it lead to permanent change for the better?
- Did all those things you did lead to better outcomes for learners?
- How has all your effort contributed to better Ofsted gradings?