

Inspecting Further Education and Skills Provision in the States of Guernsey

Handbook for Inspecting Further Education and Skills Provision for use from
November 2021

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Introduction

1. This handbook describes the main activities that inspectors undertake when they inspect further education and skills provision in the States of Guernsey. It also sets out the judgements that inspectors will make and on which they will report.
2. The handbook has two parts:
 - Part 1. How further education and skills provision will be inspected. This contains information about the processes before, during and after inspection.
 - Part 2. The evaluation schedule. This contains the evaluation criteria inspectors use to judge the quality and standards of further education and skills provision and the main types of evidence used.
3. This handbook is a guide for inspectors on how to carry out inspections of further education and skills provision in the States of Guernsey. It is also available to providers and other organisations to inform them about inspection processes and procedures. Inspectors will apply their professional judgement when they use this handbook.

Privacy notice

4. During an inspection, inspectors may collect information about staff and learners by talking to them, by looking at documents, records and survey responses and other recorded information and by observing everyday life at the college. Inspectors may also meet with employers where appropriate. Inspectors use this information to prepare their report and for the purposes set out in the privacy policy.¹ No names will be recorded, but some of the information may make it possible to identify an individual.

Inspection and the COVID-19 (coronavirus) pandemic

5. This section sets out our approach to inspections as a result of the COVID-19 pandemic. It covers how we will reflect the COVID-19 context when making judgements. It also covers the transitional period.²

¹ Further education and skills: Ofsted privacy notice, www.gov.uk/government/publications/ofsted-privacy-notices/further-education-and-skills-ofsted-privacy-notice. Ofsted will not publish any information that identifies an individual in the report but may name the principal, the chief executive or equivalent.

² Ofsted defines the transitional period as the period for which transitional arrangements remain in place. We intend to review them in March 2022.

6. We will keep this handbook and our inspection methodology under review as circumstances change and as we continue to emerge from the pandemic.

Preparation and planning

7. During the planning call with the inspection nominee, the lead inspector will seek to understand the specific impact of COVID-19 on the provider and learners, and how leaders and managers responded to the situation.
8. This discussion will also explore how the provider implemented the curriculum and what, if any, elements of remote education remain in place at the time of inspection.
9. In this conversation, the lead inspector and nominee will agree safety protocols that the inspection team will follow to ensure that the inspection is completed in a COVID-19 secure way as necessary.

Curriculum

10. Inspectors recognise that providers may have been unable to implement the curriculum in the usual way during the COVID-19 pandemic. They will seek to understand how leaders and managers have adapted and prioritised the curriculum.
11. This will include exploring how the provider implemented the curriculum remotely. Inspectors will also look at how managers and staff have been identifying learning gaps and any new starting points of learners, and how managers and staff have been responding to that in their curriculum planning.

Personal development

12. When forming judgements about personal development, inspectors will seek to understand what took place before the pandemic, what the provider has in place currently and what its plans are.
13. Inspectors recognise that many elements of personal development that were in place before the pandemic may have been disrupted. Therefore, they will focus on understanding the steps that leaders have taken to offer or to restore a wide range of personal development opportunities.

Remote education

14. Inspectors recognise that there are some limited circumstances in which learners may need to learn remotely. Ofsted does not have a preferred model for remote education. The quality of remote education during the

periods of lockdown in Guernsey and Alderney will not impact on our judgement of the provider's education.

15. Where remote education remains in place, inspectors may observe remote teaching and training and review materials. We will only expect to see the provider's typical approach to remote education and do not expect providers to arrange anything solely for inspection.
16. To understand the implementation of the curriculum, inspectors may discuss remote education with teachers, trainers and learners. They may also review completed work and teaching materials.
17. Given the above, when we refer to the intent, implementation and impact of the curriculum and quality of education within this handbook, we are including remote education. We consider that education delivered remotely or online should be integrated into the programme of education/training and be designed to support the wider implementation of the provider's curriculum.

External data

18. Inspectors will consider available external data. However, they will be mindful of the age of this data when making judgements. Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.

Leadership

19. Inspectors will seek to understand how leaders have adapted their development plans as a result of the COVID-19 pandemic, including the rationale for any new or modified improvement priorities.

Safeguarding

20. Inspectors will consider how leaders and managers adapted approaches to safeguarding during the pandemic to make sure that: vulnerable learners were prioritised for face-to-face education as necessary, and safeguarding procedures remained effective for those receiving remote education, as well as those attending the provider.
21. Inspectors will discuss how safeguarding arrangements have changed over time because of the pandemic, and how leaders and managers have made sure that they remain effective.

Remote elements of the inspection

22. As with our practice before the pandemic, we will continue to carry out some elements of the inspection or monitoring visit using video or telephone calls, where that is the most effective means of gathering information. We may use these calls to involve staff, learners, employers, those responsible for governance, subcontractors and others.

Part 1. How further education and skills provision will be inspected

Frequency of inspection

23. The College of Further Education, part of The Guernsey Institute, will normally be inspected on a four-year cycle, as is the case with state schools in the Bailiwick of Guernsey.

Scope of inspection

24. Ofsted will normally inspect further education and skills provision for which the college is directly responsible.

25. Subcontracted provision that is part of the college's responsibility is also within the scope of inspection. Inspectors may inspect any provision carried out on behalf of the college by partners.

What inspections will cover

26. On a full inspection, inspectors will make key judgements on:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management.

27. They will also make judgements on each major type of provision offered, as set out in the table below.

Type of provision	Description of provision
Education programmes for young people	Provision for those aged 16 to 18 enrolled at the college.
Adult learning programmes	Provision for learners aged 19 and over, including those in community learning provision.
Apprenticeships	Apprenticeships at levels 2 to 5.
High Needs	Provision at all levels for learners with special educational needs and/or disabilities and who have transferred from special schools in the States of Guernsey.

28. Inspectors will take account of all types of provision in the scope of the inspection. They will grade and report on the types of provision. If the

number of learners in a particular type of provision is low, it will normally be inspected, but may not be graded. Provision for learners who have high needs will normally be graded if there are learners attending the provider, unless that number is very low.

29. The quality of provision for learners with special educational needs and/or disabilities (SEND) will always be considered during the inspection of any type of provision.
30. Sector subject areas will not be graded or reported on separately. Inspectors will use evidence about subjects to inform judgements about types of provision and key judgements.
31. The lead inspector will normally confirm to the college which types of provision will be graded separately.

Before the inspection

32. Inspectors may use a range of information to prepare for inspection, including:
 - previous inspection records
 - self-assessment reports where available
 - performance data
 - destination data where available and relevant
 - information provided, or concerns raised, by government regulators, employers, parents and carers, and learners
 - the views of learners, parents and carers, and employers
 - relevant local intelligence relating to changes in leadership or structures
 - any information about significant changes to the type of provision and the number of learners in the college.
33. The lead inspector's planning will focus primarily on how inspectors will gather evidence of learners' experiences, to evaluate the different types of provision offered by the college against the four key judgements of the inspection framework. Inspectors' evidence gathering will mainly take the form of deep dives. These will include lesson/session visits, scrutiny of learners' work/training and assessment and discussions with learners and teachers/trainers. Inspectors may carry out some inspection activities jointly with members of the college staff.
34. Inspectors may plan visits to learners at their employer's premises. These visits give inspectors the opportunity to talk to learners and employers, to discuss learning programmes and to look at learners' work. Inspectors

may carry out interviews/discussions with learners, employers and staff by telephone, through video calls or webinars.

35. During the planning call with the inspection nominee, the lead inspector will seek to understand the impact of COVID-19 on the provider and learners, and how leaders and managers responded to the situation. This discussion will also explore whether the provider implemented any elements of the curriculum remotely and what, if any, elements of remote education remain in place at the time of inspection.

36. In this conversation, the nominee and lead inspector will agree safety protocols that the inspection team will follow to ensure that the inspection is completed in a COVID-19 secure way.

The role of the nominee in inspection

37. The college is invited to nominate a senior member of staff to act as the main link with the inspection team. The nominee should:

- have a detailed understanding of the provider's programmes and operations
- be sufficiently senior to ensure the cooperation of staff at all levels
- have authority to carry out the role with autonomy.

38. The nominee's responsibilities include:

- providing information for the lead inspector to support inspection planning
- liaising with the lead inspector and ensuring that documents are available, and that staff can attend meetings
- briefing the provider's staff about arrangements
- informing learners and employers about the inspection³
- attending team meetings, in particular the final gradings/judgements team meeting, and coordinating feedback arrangements at the end of the inspection.

Notification of inspection

39. Notification of further education and skills inspections normally takes place up to two working days before the inspection.

³ Inspectors may identify a number of off-site learners and employers to observe and/or interview. The nominee should make sure that they are notified, as well as any other users and partners who inspectors wish to meet.

40. Ofsted will normally notify the college and the Education Office in the morning of the notification day and will email the notification letter. The lead inspector will then contact the provider, normally by phone, as soon as possible and by the following morning at the latest. The lead inspector will establish good communications and will make sure that the arrangements for the inspection are confirmed and understood by the nominee.

Planning for the inspection

41. As soon as the provider has been notified of the inspection, the nominee should draw together information that will help inspectors to plan their activities. Such information will include:

- details of the courses/programmes being delivered and their mode of delivery
- timetables for lessons/sessions/workshops or other learning activities during the week
- a list of provider staff and a diagram of the organisational structure
- the geographical spread of training premises and learners, particularly work-based learners, and apprentices
- the names and location of employers
- contact information for key staff
- the current number of learners in the following age groups: 14 to 16; 16 to 22; 22+
- the current overall number of learners (excluding apprentices) at level 1 or below, level 2, level 3, and level 4/5, by subject area
- the current number of apprentices, according to level, and age groups and by subject area
- the current number of learners following employability programmes and those who have attended in the previous 12 months
- details of learners who are on a full-time programme but who are not working towards a substantial qualification
- the current number of learners on community learning programmes and those who have attended in the previous 12 months
- the current numbers of learners with high needs and/or SEND and their particular needs.

42. Inspectors will be aware that the provider has to accommodate the inspection while still managing day-to-day operations.
43. To ensure that the provider understands the inspection process, the lead inspector will hold a telephone planning meeting with the nominee/most senior member of staff.
44. The nominee should inform all staff, current learners, employers, and other users about the inspection, emphasising that inspectors may visit any sessions involving learners either on the provider's premises or at other locations, including learners' workplaces or online.
45. The lead inspector will draw up a pre-inspection team briefing for the inspection team and the nominee. The purpose of this briefing is to focus inspection activity and identify areas for exploration, in particular the areas of the curriculum that will be reviewed through deep dives.
46. Inspectors will select the curriculum areas they will focus on (and associated inspection activities such as which learners and employers are to be visited) taking into account a range of factors including:
 - the types of provision
 - the courses on offer, their subjects, and levels
 - the relative performance on different courses
 - the number spread and coverage of sites
 - the geographical spread of learners
 - the geographical spread of employers
 - the mode of delivery and attendance
 - information from the provider's nominee, learners, and employers.
47. The team briefing letter will provide details about the start of the on-site inspection, including the location and timing of the initial meeting.

Seeking the views of learners, parents and carers, employers, and staff

48. Learners' views are important to inspection. It is important that all learners can express their views to inspectors. This also applies to employers and any other key stakeholders. Inspectors will consider the views of learners, parents and carers, provider staff and employers. They will do this before and during the inspection. These views may have a bearing on which areas of the curriculum are chosen for deep dive activity.

49. The views of learners and staff in settings are gathered through questionnaires. The Education Office sends online links to the questionnaires to the college with the formal notification of inspection. The college is asked to encourage staff, employers and learners to complete the online questionnaires. Learners, employers and staff should complete their questionnaires by 3pm on the first day of the inspection.
50. Inspectors will speak to a range of learners and employers, often as part of the focused curriculum reviews. This may happen face-to-face or remotely, for instance through a webinar or online meeting. Ofsted may use other surveys to capture views.
51. Learners, employers, parents, and staff must be able to speak to inspectors in private to ensure that their responses are not influenced by the presence of the nominee or senior staff. Where there is an Executive Principal of further education and skills provision, they should be invited to contribute to the inspection.

During the inspection

Days allocated to inspection and inspection team members

52. Inspections will be led by one of Her Majesty's Inspectors (HMI), assisted by other HMIs and/or Ofsted Inspectors.⁴
53. A full inspection normally lasts between two and five days on site. The number of inspectors involved will vary according to the numbers of courses and learners at the college at the time. Some inspectors may only be required for part of the inspection.

Gathering and recording evidence

54. Inspections will normally begin with discussion between leaders and managers and inspectors about the strategic intent of the curriculum. Inspectors will ask about what leaders intend learners to learn; what are the end points and next steps they wish them to reach through this; what are the key concepts that they need to understand, and in what order they will learn them.
55. Inspectors will mainly gather evidence through a range of inspection activities, grouped into focused curriculum reviews, known as deep dives. These will provide evidence of the intent and effective implementation of the curriculum. These activities will be focused on curriculum areas selected by the lead inspector.

⁴ An Ofsted Inspector is an inspector who is not an HMI but is employed by Ofsted as a team inspector on further education and skills inspection.

56. Inspection activities include:

- direct observation of teaching, training, learning and assessment
- meetings and discussions with teachers, trainers, and other staff (in particular subject specialists and subject leaders) to understand the intent and implementation of the curriculum
- interviews and discussions with learners (these may happen in formal planned meetings or in more informal settings)
- scrutiny of learners' work
- evaluation of learning materials and their use by teachers, trainers, and learners
- analysis of provider and learner records, showing planning for, and monitoring of, learners' progress and destinations from their starting points
- assessment of learners' progress
- examination of what learners know, understand, can do and make as a result of their learning.

57. Evidence drawn from these different activities and focused on specific curriculum areas should provide valid, reliable and sufficient evidence of the quality of education and training when brought together.

58. Evidence from the deep-dive activities will also inform the other key judgements: behaviour and attitudes, personal development and leadership and management.

59. Other inspection activities may also be undertaken to gather evidence in relation to the key judgements.

60. Inspectors may also gather evidence from:

- documents relating to leadership and management (for example, records relating to safeguarding or notes from meetings), documents relating to personal development and behaviour (for example, records relating to attendance or tutorial or enrichment activities).

61. Inspectors will collect, analyse and record evidence and judgements on paper or in electronic form. It is essential that records accurately reflect discussions. Inspectors should clearly identify information that was provided in confidence.

62. The evidence forms, together with any briefings, plans or instructions prepared by the lead inspector, and responses from learners and employers, either in hard copy or in electronic form, contribute to the evidence base. The lead inspector is responsible for assuring the quality of evidence.
63. Inspectors may not indicate which sessions they plan to observe. The team reserves the right to visit any learner or employer and may cancel or add visits to ensure that enough evidence is collected. Inspectors will not normally give feedback to individual members of staff following these sessions.

Observations of teaching and training

64. An important element of the inspection approach will be to visit lessons, workshops, or sessions where teaching, training, learning and assessment are happening. Inspectors may often invite appropriate staff from the college to take part in joint observations of such sessions.
65. Ofsted has no preferred teaching or assessment style. Inspectors judge the quality of education by the ways in which learners acquire knowledge, develop skills and adopt successful behaviours for work and success in life or study. Teaching staff should plan their lessons and other activities as usual and should not prepare anything specifically for inspectors.
66. Observation is primarily useful for gathering evidence about curriculum implementation and how teaching and training sessions contribute to the quality of education and training. Inspectors can use observations to gather evidence about how well staff implement the curriculum by looking at teaching of one or more subjects, and by triangulating observations with evidence collected through discussions with staff, learners, and, where relevant, employers, and through work scrutiny.
67. Observation is not about evaluating individual teachers or trainers; there will be no grading of the teaching or training observed by inspectors. Instead, inspectors will view teaching, training and learning across a sample of the provision to provide evidence that will inform inspection judgements.
68. Observation is also useful for gathering evidence that contributes to other key judgements, including behaviour and attitudes. Observation enables inspectors to see direct evidence about how behaviour is managed and how behaviours and attitudes are developed in learning sessions. This evidence will complement the other evidence that inspectors gather about behaviour and attitudes during inspection.

Work scrutiny

69. Inspectors may scrutinise learners' work to inform their judgements about the impact of the education provided. Inspectors will not evaluate individual pieces of work. Inspectors will connect work scrutiny to lesson observation and, where possible, conversations with learners, staff and, where appropriate, with employers. Inspectors may invite appropriate staff from the provider to take part in joint scrutiny of learners' work.
70. Inspectors can use work scrutiny to evaluate learners' progress and progression through their course of study. Work scrutiny will show whether learners know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally. Inspectors will synthesise what they find to contribute to their overall assessment of the quality of education across the college.

The use of data

71. Inspectors may use whatever range of data that is available. Before and during the inspection, inspectors will analyse the performance of the provider using the most recent available data. Analysis may be at college level and/or for individual subjects or types of provision. Although data alone will not lead directly to judgements, the primary data that measures success for each type of provision will provide important evidence for judging the impact of the quality of education.
72. Inspectors will evaluate learners' progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, skills and behaviours and whether they have achieved their individual, challenging targets. They will also take account of destinations data where such exists.
73. Inspectors will not look at internal progress and attainment data on GCSE and A-level courses where fixed-time final examinations make up the entire assessment of the course. Similarly, inspectors will not normally look at predicted in-year achievement and attainment data more generally. That does not mean staff cannot use such data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on leaders' generation, analysis and interpretation of performance data. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information.

The self-assessment report

74. Inspectors will use self-assessment reports, or equivalent documents where these exist, to assess risk, monitor standards and plan for

inspection. Staff should share any existing reports/plans with the lead inspector following notification of the inspection.

75. Ofsted does not require self-assessment to be provided in a specific format. Any assessment that is provided should be part of the provider's processes and not generated solely for inspection purposes. Inspectors will in any case use other readily available information about the provider.

Meetings during inspection

76. Inspectors are likely to have several different meetings with college staff for different purposes. They will be concerned to minimise disruption to the college's regular business and to the inspection team's focus on assessing the quality of education and training. Meetings will be kept brief and purposeful.

77. Inspections will normally begin with in-depth discussion with senior leaders and managers about the provider's curriculum to establish the intent of the curriculum and quality of education. This initial meeting will also provide useful insights into leadership and management and other areas. There may be other meetings with senior leaders, including the nominee as necessary, as the inspection progresses.

78. The inspection team will hold meetings. They may be meetings of the whole team or between two or more inspectors. They may be held remotely online or by telephone or face-to-face. These may include:

- an initial team meeting to brief the inspection team about the context and nature of further education in the States of Guernsey. The meeting will also be used to discuss the schedule for the inspection, to clarify any queries relating to team members' roles
- a meeting for the nominee to hear the emerging judgements and identify any opportunities to provide additional evidence
- a grading/progress judgement meeting on the final day of the inspection to reach judgements about the provision.

79. The nominee may attend inspection team meetings, although they may not contribute to decisions about inspection judgements. By taking part in discussions about evidence collected during the inspection, the nominee can help to ensure that all appropriate evidence is considered. Any concerns about evidence should be raised with the lead inspector. The nominee will report to their colleagues on the progress of the inspection.

80. The lead inspector will hold a feedback meeting for senior staff and invitees to hear the key messages at the end of the inspection.

Reaching final judgements

81. Inspectors will discuss emerging findings with the nominee and, where appropriate, with senior staff.
82. The lead inspector will ensure that the inspection team agrees the judgements using the descriptors in part 2 of this handbook. The judgements will reflect all the evidence considered by the inspection team. The evidence base must support the judgements convincingly.

Providing feedback

83. Before leaving, the lead inspector should ensure that the provider is clear:
 - about the grades awarded for each judgement area
 - that the grades awarded are provisional and, although unlikely, may be subject to change through moderation and quality assurance
 - that the points provided in the feedback, subject to any change, will be generally reflected in the report, although the text of the report may differ from the oral feedback
 - about the main findings and areas for improvement
 - about the procedures that will lead to the publication of the report
 - about the complaints procedure.

After the inspection

Arrangements for publishing the report

84. The lead inspector is responsible for writing the inspection report and submitting the evidence to Ofsted shortly after the inspection ends. The text of the report will explain the evaluation outcomes and reflect the evidence. The findings in the report should be consistent with the feedback given to the college at the end of the inspection.
85. Inspection reports will be quality assured before we send a draft copy to the college and the Education Office. The draft report is restricted and confidential to the relevant personnel (as determined by the college and agreed by the Education Office) and should not be shared more widely or published.
86. The college will be invited to comment on the draft report and informed of the timescales in which to do so.

87. Typically, the college will receive an electronic version of the final draft report within 21 working days of the end of the inspection.
88. Usually 25 days after the end of the inspection, the report will be published on the States of Guernsey website.
89. In all cases, the inspection process should not be treated as complete until all inspection activity has been carried out and the final version of the report has been sent to the college.

The inspection evidence base

90. The evidence base for the inspection must be retained for the time specified in Ofsted's guidance.⁵

Quality assurance and complaints

Quality assurance of inspection

91. All inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the code of conduct set out in the education inspection framework.
92. Ofsted monitors the quality of inspections through a range of formal processes. Senior HMI or HMI may visit to quality assure inspections. Inspection evidence bases and reports are subject to quality assurance monitoring and moderation. The lead inspector will be responsible for feeding back to the team inspectors about the quality of their work and their conduct.
93. All providers are invited to take part in a post-inspection evaluation in order to contribute to inspection development.

Handling concerns and complaints

94. The great majority of our work is carried out smoothly and without incident. If concerns do arise during an inspection, they should be raised with the lead inspector as soon as possible, in order to resolve matters before the inspection is completed. The lead inspector will seek advice where necessary. Any concerns raised, and actions taken will be recorded in the inspection evidence.

⁵ 'Retention and disposing of information'. Inspectors can access this through the Ofsted engagement hub:
<https://ofstedengagement-hub.ofsted.gov.uk/user/login?destination=home>.

95. If it is not possible to resolve concerns during the inspection, the college may wish to lodge a formal complaint. The lead inspector will ensure that the college knows that it is possible to make a formal complaint and that it should liaise with the Education Office in order to do this.

Part 2. The evaluation schedule: how further education and skills provision will be judged

Background to the evaluation schedule

96. Inspectors must use the evaluation schedule alongside the guidance set out in part 1 of this document, 'How further education and skills providers will be inspected', and the inspection framework. Inspectors will also use their professional judgement in the application of criteria and framework.
97. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret grade descriptors in relation to the type(s) of provision inspected and the context of the provision in the States of Guernsey.
98. In line with the inspection framework, inspectors will make judgements on the following four key judgement areas and apply these to each provision type:
- quality of education
 - behaviour and attitudes
 - personal development
 - leadership and management.
99. Ofsted has drawn the criteria for each of these judgements from inspection experience, areas of consensus in academic research and research that Ofsted has carried out.
100. Inspectors use the following four-point scale to make all judgements, including, where applicable, on the effectiveness of the different types of provision offered:
- grade 1: excellent
 - grade 2: good
 - grade 3: requires improvement
 - grade 4: inadequate.

The evaluation schedule and grade descriptors

Provision types

101. Inspectors must use all their evidence to evaluate what it is like to be a learner at the provider. In making their judgements about provision types,

inspectors will consider whether the quality of provision is good or whether it exceeds good and is therefore excellent. If it is not good, inspectors will consider whether it requires improvement or is inadequate.

102. Inspectors will first judge the overall effectiveness of each type of provision inspected. To do this, they will apply the grading criteria set out in the inspection framework for each key judgement area. The section 'Evaluating types of provision' sets out how inspectors will evaluate the effectiveness of each type of provision. The inspection report will include a numerical grade for each type of provision inspected.

103. Inspectors will then grade the four key judgements for provision as a whole. Where there are differences in grades given for types of provision, inspectors will consider the following when awarding the grade for the whole provision:

- the number of learners in each provision type
- the impact of the weaker areas on learners' overall experience and the quality of education received. Inspectors will always make a written judgement about the effectiveness of the arrangements for safeguarding learners.

Evaluating types of provision

Education programmes for young people

104. To achieve comparability with the way in which Ofsted inspects and judges 16 to 19 provision in schools, the considerations below align with those in the Guernsey school inspection handbook.

105. Inspectors will review any provision for learners aged 14 to 16 enrolled full time at the college and any provision for learners on traineeships aged 16 to 19 as part of this judgement.

106. Inspectors will consider how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of provision for learners, including the most disadvantaged and learners with SEND.

107. Inspectors will consider how leaders and teachers develop or adopt a purposeful curriculum that provides progression and stretch, as well as mathematics and English for all learners, including those without GCSE legacy grades A* to C (reformed grades 9 to 4), as well as, where relevant, work experience or industry placements and non-qualification activities.

108. Inspectors will review how high-quality impartial careers guidance enables learners to make progress and move on to a higher level of qualification, employment, further training or independent living when they are ready to do so.
109. Inspectors will use observations of teaching and training activities, and discussions with learners, teachers, support staff and, where relevant, employers, to consider how well learners develop personal, social and independent learning skills.
110. Inspectors will judge how well learners achieve high levels of punctuality and attendance, and how well their conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or for progress to higher levels of study and/or independence.
111. Inspectors will also consider whether arrangements for safeguarding learners are appropriate and effective.

Adult learning programmes

112. Adult learning comprises a rich variety of learning and training, such as programmes for those with SEND, vocational training, employability training and community learning.
113. Inspectors will judge, where appropriate, how well the curriculum, including the wider curriculum, for each strand of adult learning programmes has a clearly defined purpose that is relevant to the education and training needs and interests of learners, to local employment opportunities, and supports the specific needs of the Bailiwick.
114. Inspectors will judge how effectively leaders and managers focus public funding on people who are disadvantaged and least likely to participate in education and training, and work with other partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances.
115. Inspectors will assess how well leaders and managers use community learning funding to develop learning programmes and projects that develop stronger communities, where appropriate.
116. Inspectors will judge how effectively staff work with learners, employers and other partners to ensure that teaching, learning and assessment enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals.

117. Where appropriate, inspectors will judge how well providers record and recognise learners' progress and achievements to inform teaching and support programmes to help learners reach their goals.
118. Inspectors will also consider whether arrangements for safeguarding learners are appropriate and effective.

Apprenticeships

119. Inspectors will consider how well leaders and managers ensure that the apprenticeship curriculum meets the requirements of employers.
120. Evidence will include the extent to which the staff engage with employers to:
- complete an apprenticeship commitment statement or similar
 - plan any initial assessment, training, assessments, review points and milestones throughout
 - agree any additional qualifications to be included, if any, and monitor and support apprentices, including those with SEND, to progress quickly, gain new knowledge, skills and behaviours and achieve to their full potential.
121. Inspectors will judge how well trainers, assessors, coaches/mentors and/or other staff communicate up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs.
122. Inspectors will determine whether apprentices acquire knowledge effectively so that they demonstrate the required skills and behaviours that enable them to complete their apprenticeships, contribute to their workplace and fulfil their career aims through progress to their intended job roles or other sustained employment, promotion or, where appropriate, a move to a higher level of apprenticeship or qualification.
123. Inspectors will also consider whether arrangements for safeguarding learners are appropriate and effective.

High Needs provision

124. Provision identified as being for learners with high needs in the States of Guernsey refers to provision for learners who have transferred from special schools in the States of Guernsey.

125. Inspectors will consider the extent to which:
- leaders, managers and staff challenge learners to develop their independence, improve their communication skills, make relevant personal choices and decisions, and prepare themselves for adult life.
126. Inspectors will judge how successfully learners participate in good-quality and individually tailored learning programmes that lead to further training and/or to greater independence in their everyday lives.
127. Inspectors will evaluate how effectively leaders and managers coordinate any specialist support, including speech and language development, behaviour management, occupational therapy and physiotherapy, so that learners develop the skills they need.
128. Where appropriate, inspectors will determine the extent to which the choice of accreditation helps learners progress towards further learning, vocational training, employment and independent living.
129. Inspectors will judge whether procedures for recognising and recording learners' progress and achievement are rigorous and purposeful and support achievement.
130. Inspectors will determine whether staff are suitably qualified and/or have appropriate expertise to support learners with high needs. They will determine whether learning resources, including assistive technologies, are to the required standard and whether they are used effectively to support learners to overcome their barriers to achieving their learning goals.
131. Inspectors will judge how successfully learners develop skills to enhance their employment opportunities and/or independence in their everyday lives, including through any meaningful work experience, and how well they take an active part in their local communities.
132. Inspectors will also consider whether arrangements for safeguarding learners are appropriate and effective within the requirements of the States of Guernsey.

Quality of education⁶

133. Inspectors will take a rounded view of the quality of education that a provider delivers to its learners.
- Inspectors will consider the provider's curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to acquire to fulfil their aspirations for learning, employment and independence.
 - They will also consider the way teachers teach and assess to support learners to build their knowledge and to apply that knowledge as skills.
 - Finally, inspectors will also consider the outcomes that learners achieve as a result of the education they have received.

Intent

134. In evaluating educational intent, inspectors will primarily consider the curriculum leadership provided by senior and subject leaders.
135. The evaluation focuses on factors that contribute to learners receiving effective education and training that enables them to achieve highly.
- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage. In this way, it can powerfully deal with social disadvantage.
 - It is clear what the curriculum is preparing learners for. It is also clear what learners need to know and do at the end of their learning or training programmes.
 - Leaders, managers and teachers have planned and sequenced the curriculum so that new knowledge and skills build on previous teaching and learning and ensure that learners develop the new knowledge and skills they need.
 - The curriculum reflects the provider's local and regional context by dealing with learners' typical gaps in knowledge and skills.
 - The provider's curriculum intent will have regard to the needs of learners, employers, and the specific needs of the Bailiwick, and the regional and national economy as necessary.

⁶ This covers the quality of education and training. Where teachers and teaching are referred to, this should be understood to cover trainers and training too.

- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND and meets their needs.

The curriculum

136. The curriculum sets out the aims of a programme of education and training. It also sets out the structure for those aims to be implemented, including the knowledge, skills and behaviours to be gained at each stage. It enables the evaluation of learners' knowledge and understanding against those expectations.

137. Providers taking radically different approaches to the curriculum will be judged fairly. The inspectorate recognises the importance of providers' autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing and are able to show that it has been implemented effectively, then inspectors will assess a provider's curriculum favourably.

Sources of evidence specific to curriculum intent

138. Inspectors will draw evidence about leaders' intent for the curriculum principally from discussion with senior and subject leaders. Inspectors will explore:

- how leaders have ensured that a subject curriculum includes content identified as most useful and that this content is taught in a logical progression, systematically for all learners to acquire the intended knowledge, skills and behaviours based on their starting points
- how leaders ensure the curriculum supports learners' progression and provides knowledge and/or skills for the future (including through non-qualification activity where relevant)
- how learners see links between different areas of knowledge and skills and recognise that some knowledge and skills are transferable
- how carefully leaders have thought about the sequence of teaching knowledge and skills to build on what learners already know and can do. Inspectors will also consider any documentary evidence that leaders wish to provide in the format that the provider normally uses. Inspectors will not request materials to be produced or provided in any specific format for inspection.

Implementation

139. In evaluating the implementation of the curriculum, inspectors will focus on how the curriculum is taught.

140. We will focus on the following factors:

- teachers have expert knowledge of the subjects they teach and, where they do not, leaders support them to deal with gaps so that learners are not disadvantaged by ineffective teaching
- teachers enable learners to understand key concepts, presenting information clearly and promoting discussion
- teachers check learners' understanding effectively, identifying and correcting misunderstandings
- teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently
- leaders and staff have designed and deliver the subject curriculum in a way that allows learners to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what learners know and can do and towards defined end points
- teachers use assessment to check learners' understanding to inform teaching
- teachers use assessment to help learners embed and use knowledge fluently, develop their understanding, gain, extend and improve their skills and not simply memorise disconnected facts.

Assessment

141. When used effectively, assessment can help learners to embed and use knowledge fluently and show that they are competent in their application of skills. The results of effective assessment help teachers to produce clear and actionable next steps for learners. However, assessment is too often carried out in a way that creates unnecessary burdens on staff and learners. It is therefore important that leaders and teachers understand its limitations and avoid its excessive use in producing data that serves little purpose.

142. Inspectors will evaluate how assessment supports the teaching of the curriculum, while not driving teachers towards excessive individualisation, differentiation or interventions that are almost impossible to deliver without lowering expectations of some learners and/or driving up teacher workload.

Sources of evidence specific to curriculum implementation

143. The following activities will provide inspectors with evidence about the provider's implementation of its intended curriculum:

- discussions with subject specialists, subject leaders and teachers about the curriculum that learners follow, the intended end points towards which those learners are working, and their view of how those learners are progressing through the curriculum
- reviews of curriculum plans or other long-term planning in whatever form teachers and/or subject leaders usually produce and use them
- observations of classes, workshops and other activities
- scrutiny of work produced by learners
- interviews with learners
- discussions with teachers
- discussions with subject specialists and leaders about the pedagogical content knowledge of teachers, and what is done to support them
- discussions with staff, including specialist staff, who support learners in the development of their knowledge, skills and behaviours.

144. To allow the effective triangulation of evidence, inspectors will ensure that they gather a variety of these types of evidence in relation to the same sample of learners. Inspectors will also ensure that the samples of learners they choose are sufficient to allow them to reach a valid and sufficiently reliable judgement on the quality of education offered.

Impact

145. When inspectors evaluate the impact of the education provided by the provider, they will focus on what learners have learned, and the skills they have gained and can apply.

146. Inspection will consider the following factors:

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what learners have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations, end-point assessments and tests.
- Inspection will focus on whether the provider ensures that the most disadvantaged learners and learners with SEND gain the knowledge and skills they need to succeed in life.

- Assessments and examinations are useful indicators of the outcomes learners achieve, but they only represent a sample of what learners have learned. Inspectors will balance these with their assessment of the standard of learners' work from the evidence they gather on inspection.
- Learning must build towards a goal. At each stage of learners' education, they are being prepared for the next stage of education, training or employment. Inspectors will consider whether learners are ready for their next steps.
- Inspectors will also consider whether learners are ready for the next stage and are going to appropriate, high-quality destinations.

Sources of evidence specific to curriculum impact

147. Inspectors will gather evidence of the impact of the education offered by the provider from the following sources:

- any performance information about learners' progress and attainment
- evaluations of learners' progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, skills and behaviours and whether they have achieved their individual, challenging targets
- evidence of the progress that learners make, drawing together the evidence from the interviews, observations, work scrutiny and documentary review described above (see 'Sources of evidence specific to curriculum implementation')
- any information provided by the college about the destinations to which their learners progress when they leave the provision
- discussions with learners about what they remember of the knowledge and skills they have acquired and how their learning enables them to connect ideas.

148. Inspectors will not look at internal progress and attainment data on GCSE and A-level courses where fixed-time final examinations make up the entire assessment of the course. Similarly, inspectors will not normally look at predicted in-year achievement and attainment data.

149. Inspectors will put more focus on the curriculum and less on providers' generation, analysis and interpretation of performance data. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information.

Balancing intent, implementation and impact to reach a quality of education judgement

150. Inspectors will not grade intent, implementation and impact separately. They will reach a single-graded judgement for the quality of education and training, drawing on all the evidence they have gathered, and using their professional judgement.

Grade descriptors for quality of education

151. For the quality of education provided to be judged excellent, it must meet the following criteria:

Excellent (1)

The provider meets **all** the criteria for a good quality of education securely and consistently; and

- The quality of education provided by this provider is exceptional.
- In addition, all the following apply.

Intent

- The provider's curriculum intent is strong. Teachers have a firm and common understanding of the intended curriculum and what it means for their practice.

Implementation

- The provider's implementation of the curriculum is consistently strong. Across all parts of the provider, including in any subcontracted provision, and for learners with SEND, teaching and training are of a high quality, and training activities contribute well to delivering the curriculum intent.
- The work that learners do over time embodies consistently demanding curriculum goals and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Impact

- The impact of the taught curriculum is strong. Learners acquire and develop high-quality skills and produce work of a consistently high standard.
- Learners consistently achieve highly, particularly the most disadvantaged. Learners with SEND achieve the best possible outcomes.

152. To judge whether the quality of education is good, requires improvement or is inadequate, inspectors will adopt a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life. (If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.)
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. (If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.)
- The provider is ambitious for all its learners, including those with SEND, and this is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. (If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.)
- Learners study the intended curriculum; providers ensure this by teaching all components of the full programmes of study.

Implementation

- Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. Where relevant, teachers have extensive and up-to-date vocational experience.
- Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check learners' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary, but without having to use unnecessary, time-consuming, individual approaches to presenting subject matter.
- The work that teachers give to learners is demanding and ensures that learners build knowledge and acquire skills, improving what they already know and can do.
- Teachers encourage learners to use subject-specific, professional and technical vocabulary well.

- Teachers work effectively with support staff to ensure that all learners achieve as they should.
- Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers and trainers select and produce reflect the provider's ambitious intentions for the course of study. This clearly supports the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.

Impact

- Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Learners make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Where appropriate, this is reflected in results from national examinations, or in the qualifications or apprenticeship standards obtained.
- Learners are ready for the next stage of education, employment or training. They have gained qualifications or have met the standards and go on to destinations that meet their interests and aspirations and the goal of their course of study. Learners with SEND have greater independence in making decisions about their lives.

Requires improvement (3)

- The quality of education is not yet good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Learners experience a jumbled,

- disconnected series of lessons/training that do not build their knowledge, skills or understanding.
- Learners' experiences in lessons or sessions contribute weakly to their learning of the intended curriculum.
- The curriculum does not prepare learners for the opportunities, responsibilities and experiences of life in modern society.
- Weak assessment practice results in teaching that fails to meet learners' needs.
- Learners do not develop or improve the English and mathematical skills they need to succeed in their next stage, whether their next stage of education, or in training or employment or greater independence.
- The attainment and progress of learners are consistently low and show little or no improvement over time, indicating that learners are underachieving considerably.
- Learners with SEND do not benefit from a good-quality education. Staff expectations of them are low. Staff do not identify learners' needs accurately and are therefore unable to support learners' development effectively.
- Learners have not attained the qualifications, skills or behaviours appropriate for them to progress to their next stage of education, training or employment.

Behaviour and attitudes

153. This judgement considers how leaders and staff create a safe, disciplined and positive environment within the provider and the impact this has on the behaviour and attitudes of learners.

154. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to learners' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- a calm and orderly environment in the provider, classroom, workshop and workplace as an essential factor for learners to be able to learn
- the setting of clear expectations for behaviour across all aspects of provider life, including at work
- a strong focus on attendance at and punctuality to learning and work settings so that disruption is minimised, and learners gain valuable employability skills

- learner motivation and positive attitudes to learning are important predictors of attainment
- a positive and respectful provider culture in which staff know and care about learners
- an environment, where learners feel safe because staff and learners do not accept bullying, harassment or discrimination. Staff deal with such matters quickly and effectively whenever they occur.

Learners with particular needs

155. The provider may be working with learners with particular needs to improve their behaviour or their attendance. Where this is the case, behaviour and conduct that reflect the provider's high expectations and their consistent, fair implementation are likely to indicate improvement in the attendance, punctuality and conduct of these learners.

156. Some learners, or groups of learners, who have particular needs may have weak attendance or display challenging behaviour. When this is the case, inspectors will evaluate the impact of the provider's high expectations, the consistent, fair implementation of policies, the support given by the provider to the learners, and their impact on the sustained improvement of the attendance and behaviour of these learners.

Sources of evidence specific to behaviour and attitudes

157. Inspectors will use evidence gathered during the inspection as well as evidence of trends in learners' behaviour and attitudes. Inspectors will use evidence from visits to learning sessions and training workshops, including visits to learners at work or on work placements. Inspectors will also gather evidence from interviews with learners, staff, employers and other partners, for which documents such as attendance registers may also be used.

158. Inspectors' judgements about learners' behaviour and attitudes are concerned with their attitudes to learning and, where appropriate, to work, and the development of the skills relevant to their learning programme. Inspectors' judgements also take account of learners' ability to demonstrate appropriate behaviour for the learning and the work environments. Inspectors will consider the main purpose of the type of provision when they prioritise the impact that each of the criteria has on learners' behaviour and attitudes.

159. The learner and staff surveys used in inspection contain questions about safeguarding, how respondents feel about the provider and how well supported and respected they feel they are. Inspectors will meet leaders to account for the results of the learner and staff interviews and surveys.

160. Inspectors will carry out other evidence-gathering activities that include, but are not limited to:

- observing learners' behaviour in a range of learning environments at different times of the day
- observing learners' punctuality in arriving at learning sessions and to work
- observing learners' courtesy, respect for and good manners towards each other and adults, and pride in themselves and their provider and/or employer
- reviewing documentary evidence about behaviour, including how the provider tackles challenging behaviour
- gathering the views of learners, employers, parents, staff, and other stakeholders
- gathering evidence about the typical behaviour of learners who are not on site during the inspection
- balancing evidence seen during the inspection and evidence of trends.

Grade descriptors for behaviour and attitudes

161. For the behaviour and attitudes of a provider to be judged excellent, it must meet the following criteria:

Excellent (1)

The provider must meet **all** the criteria for good behaviour and attitudes, securely and consistently; and

- Behaviour and attitudes at this provider are exceptional.

In addition, the following apply.

- Learners have consistently high levels of respect for others. They play a highly positive role in creating an environment in which they value and nurture difference. Bully and harassment are never tolerated.
- Learners demonstrate consistent and highly positive attitudes and commitment to their education and/or training. They are persistent in the face of difficulties. Where learners struggle with this, the provider takes intelligent, swift and highly effective action to support them.

- There are many examples of commitment beyond the basics, for example, high participation in skills competitions or social action projects.
- Learners behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education and/or training. Where learners struggle with this, the provider takes intelligent, fair and highly effective action to support them to succeed in their programme of learning.

162. To judge whether behaviour and attitudes are good, requires improvement or are inadequate, inspectors will adopt a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- Providers have high expectations of learners' behaviour and conduct and these are applied consistently and fairly. This is reflected in learners' behaviours and conduct.
- Learners' attitudes to their education or training are positive. They improve their attitudes over time. They understand their rights and responsibilities as learners. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
- Learners have high attendance and are punctual. This includes participation in any distance learning activities, such as online learning and the use of virtual learning environments.
- Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured. Learners feel safe and rarely experience bullying, harassment or discrimination. If incidents occur, learners feel safe and confident to report them, knowing that staff will take swift and appropriate action.

Requires improvement (3)

- Behaviour and attitudes are not yet good.
- Learners feel safe and confident in reporting incidents of bullying, harassment or discrimination, knowing that staff will take swift and appropriate action.

Inadequate (4)

Behaviour and attitudes are likely to be inadequate if any one of the following applies:

- Learners' lack of engagement, motivation or enthusiasm inhibits their progress and development.
- A significant minority of learners show a lack of respect and self-discipline. Learners ignore or rebut requests to moderate their conduct and are not ready for progression or the world of work.
- Attendance is consistently low and shows little sign of sustained improvement.
- Incidents of bullying, harassment or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Learners have little confidence in the provider's ability to tackle bullying, harassment or discrimination successfully.
- Learners are not safe, or do not feel safe, at the provider or at work or subcontractor settings.

Personal development

163. The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's intent to provide for the personal development of learners, and the quality of the way in which they do this.

164. As the provider is working with learners, those learners are also being influenced by other factors in their home environment, their community and elsewhere. Providers can teach and train learners how to build their confidence and resilience, for example, but they cannot determine how well young people and adult learners draw on this. Similarly, providers cannot make their learners active, engaged citizens, but they can help them understand how to engage with society and provide them with plentiful opportunities to do so.

165. Providers can take effective action to prepare learners for many aspects of life, but the impact of this work may not be seen until many years later. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a provider offers and will look to see what learners know but will not attempt to measure the impact of the provider's work on the lives of individual learners.

166. The judgement focuses on the dimensions of the personal development of learners that our education system has agreed, either by consensus or statute, are the most significant:

- developing responsible, respectful, active citizens who can play their part and know how to become involved in public life
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully.

Sources of evidence specific to personal development:

167. To inform this judgement, inspectors will use evidence gathered during the inspection and evidence of trends in learners' personal development over time. Inspectors will use evidence from visits to learning sessions and training workshops, including visits to learners at work or on work placements. Inspectors will gather evidence from interviews with learners, staff, employers and other partners. Evidence will also include information provided through learner, employer and parent questionnaires.

168. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered

- how well leaders develop learners' character through the quality of education that they provide
- where appropriate, the quality of debate and discussions that learners have
- learners' understanding of the protected characteristics and how they can promote equality and diversity, and how they celebrate the things we have in common
- the quality of careers information, education, advice and guidance, and how well these benefit learners in choosing and deciding on their next steps.

Grade descriptors for personal development

169. For personal development to be judged excellent, it must meet the following criteria:

Excellent (1)

The provider meets **all** the criteria for good in personal development securely and consistently; and

- Personal development at this provider is exceptional.

In addition, the following applies:

- The provider consistently and extensively promotes the personal development of learners. The provider goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. Opportunities for learners to develop their talents and interests are of exceptional quality.
- The provider ensures that participation in these activities is very high, particularly among those from disadvantaged backgrounds, and all benefit from these opportunities and experiences.

170. To judge whether personal development is good, requires improvement or is inadequate, inspectors will adopt a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents

- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence and, where relevant, help them know how to keep physically and mentally healthy.
- The provider prepares learners for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for encounters with the world of work.
- The provider prepares learners for life in modern society by: teaching them how to protect themselves from radicalisation and extremist views, helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding and appreciation of diversity.

Requires improvement (3)

- Personal development is not yet good.

Inadequate (4)

Personal development is likely to be inadequate if any one of the following applies:

- A significant minority of learners do not understand how and why to live healthy, positive lives.
- Leaders and staff, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity.
- Leaders and staff do not protect learners from radicalisation and extremist views when learners are vulnerable to these. Policy and practice are poor, which means that learners are at risk.
- The provider does not ensure that learners have access to unbiased information about potential next steps, high-quality careers guidance, and opportunities to experience the world of work.

Leadership and management

171. Inspectors will look at the work of senior leaders, subject leaders and others with leadership and management roles when reaching this judgement.

172. This judgement is about how leaders and managers ensure that the education and training delivered by the provider have a positive impact on all learners, including those with SEND. It focuses on the areas in which

inspection evidence and research show that leaders and managers can have the strongest impact on the quality of education and training provided. Important factors include:

- leaders' high expectations of all learners and the extent to which these are embodied in day-to-day interactions with and support for learners
- the extent to which leaders focus their attention on the education and training they provide, leading to better outcomes for learners and continued and sustainable improvement
- the alignment of continuing professional development for teachers, trainers and other staff with the curriculum, and the extent to which it develops teachers' subject expertise and pedagogical knowledge, so that they deliver a high quality of education and training
- the extent to which leaders ensure that learners benefit from effective teaching and high expectations in classrooms, in workshops or other learning environments and at work
- whether leaders engage with learners, parents, their community and employers to plan and support the education and training that learners receive
- the extent to which leaders consider the workload and well-being of their staff to enable them to deliver a high-quality education and to develop and strengthen the quality of the workforce
- the extent to which leaders' and managers' high ambitions are for all learners, including those who are difficult to engage.

Evaluating the impact of external support

173. If the college has received support, inspectors will not evaluate and report on the quality or nature of the support. They will comment on any action that the college has taken as a result of support and the impact that this has had on the quality of provision.

Safeguarding

174. Inspectors will always have regard for how well providers help and protect learners so that they are kept safe.

175. Although inspectors will not provide a separate grade for this aspect of a provider's work, they will always make a written judgement in the leadership and management section of the inspection report about whether the arrangements for safeguarding the learners are effective.

176. Where safeguarding is ineffective, this is likely to lead to a judgement of inadequate leadership and management. The following are examples of what ineffective safeguarding might include:

- learners' behaviour towards each other is unsafe, putting learners at risk of harm
- incidents of bullying or prejudiced and discriminatory behaviour, either direct or indirect, are common
- learners or groups of learners do not feel safe in the provider, the workplace or in a subcontractor's premises
- leaders and managers do not handle safeguarding allegations about staff members and adults who may be a risk to learners and vulnerable adults appropriately
- leaders and managers do not have suitable arrangements for learners to raise concerns, for identifying vulnerable adults or for ensuring that safer recruitment approaches are followed
- leaders and managers do not always act in the best interests of learners to protect them, including online
- leaders and managers do not identify learners who may need early help, and who are at risk of harm or have been harmed
- leaders and managers do not secure the help that learners need, and do not refer in a timely way to those who have the expertise to help
- leaders fail to protect learners from the dangers of radicalisation and extremism.

177. There may be circumstances when it is appropriate to judge a provider as requires improvement, rather than inadequate, when there are minor weaknesses in safeguarding arrangements that are easy to put right.

178. 'Inspecting Safeguarding in Early Years, Education and Skills Settings'⁷ sets out the approach that inspectors should take to inspecting safeguarding in providers. This should be read alongside the framework and this handbook.

⁷ 'Inspecting safeguarding in early years, education and skills settings', Ofsted, 2019:
www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills.

179. In addition, inspectors should be familiar with relevant guidance on safeguarding:

- 'Keeping children safe in education: statutory guidance for schools and colleges'⁸
- 'Working together to safeguard children'⁹
- 'Positive environments where children can flourish'.¹⁰

Inspectors will always have regard for how well learners are helped and protected so that they are kept safe. Inspectors will be familiar with the Bailiwick Care and Support Framework¹¹, the Guernsey and Alderney Children's Law 2008¹², the Capacity (Bailiwick of Guernsey) Law, 2020 and relevant local policy guidance relating to safeguarding in schools and colleges.

Sources of evidence specific to leadership and management

180. Inspectors will gather a range of evidence from meetings with leaders, managers and staff and evidence of their work across the provider, including in any subcontracted provision.

181. Inspectors will use documentary evidence to evaluate the impact of the work of leaders and managers, currently and over time, in conjunction with evidence gathered from staff, learners, employers and relevant partners. This includes, but is not limited to:

- Information from meetings with leaders to evaluate how well they fulfil their duties
- documentary evidence that demonstrates the effectiveness of the provision for all learners and its continuous and sustainable improvement

⁸ 'Keeping children safe in education', Department for Education, October 2019; www.gov.uk/government/publications/keeping-children-safe-in-education--2

⁹ 'Working together to safeguard children', Department for Education, February 2019; www.gov.uk/government/publications/working-together-to-safeguard-children--2

¹⁰ 'Positive environments where children can flourish: a guide for inspectors about physical intervention and restrictions of liberty', Ofsted, March 2018; www.gov.uk/government/publications/positive-environments-where-children-can-flourish

¹¹ The Guernsey Care and Support Framework; <http://iscp.gg/CHttpHandler.ashx?id=113753&p=0>

¹² The Children (Guernsey and Alderney) Law 2008 <http://www.guernseylegalresources.gg/CHttpHandler.ashx?id=70711&p=0>

- information from interviews with staff and learners to evidence how well leaders have created a positive culture
- any evidence the provider has from regularly surveying staff and the way in which leaders and managers have responded to concerns raised by staff, parents or employers
- responses to any staff, learner, employer and parent/carer questionnaires.

Grade descriptors for leadership and management

182. For the leadership and management of a provider to be judged excellent, it must meet the following criteria.

Excellent (1)

The provider meets **all** the criteria for good leadership and management securely and consistently; and

- The leadership and management of this provider is exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, vocational, technical, and pedagogical content knowledge builds and develops over time and improves the quality of education provided to learners.
- Leaders' engagement with learners, employers, parents and the local community/economy is very effective. They provide clear and direct evidence of how this engagement benefits learners and ensures continuous and sustainable improvement.
- Leaders ensure that frequent and meaningful engagement takes place with staff at all levels, so they can be confident that concerns will be identified. When concerns are identified, in particular about workload, leaders deal with them appropriately and quickly.
- Staff consistently report high levels of support for well-being concerns.

183. To judge whether leadership and management are good, requires improvement or inadequate, inspectors will adopt a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject and teaching knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge, and up-to-date vocational expertise of staff build and improve over time.
- Leaders ensure that all learners, including those with SEND and disadvantaged learners, get the information, advice, guidance and support to achieve their next steps and move on to positive destinations. Leaders provide the support for staff to make this possible.
- Leaders engage effectively with their community, including, where relevant, parents/carers, employers, local services and organisations responsible for local and regional economic planning.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload.
- Leaders protect staff from harassment, bullying and discrimination.
- The provider has an effective culture of safeguarding that enables staff to: identify, help and protect learners who may need early help or who are at risk of neglect, abuse, grooming, exploitation, radicalisation or extremism. Leaders help learners to reduce their risk of harm by securing the support they need or referring in a timely way to those who have the expertise to help. Leaders ensure safer recruitment procedures have been followed and allegations about adults and learners who may be a risk to others have been shared with appropriate Guernsey agencies.

Requires improvement (3)

- Leadership and management are not yet good.
- Safeguarding is effective. If any weaknesses in safeguarding exist, these are not difficult to rectify, and there are no serious failings that leave learners being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if any one of the following applies:

- Leaders are not doing enough to tackle a poor quality of education or training. This significantly impairs the progress of learners, including the most disadvantaged and learners with SEND.
- Leaders are not aware of, or do not take effective action to stem, the decline in the quality of provision.
- The curriculum fails to meet the needs of learners, employers, the local community or local and regional economies, reflected in the low proportion of learners who progress to destinations relevant to their career or learning aims.
- The curriculum does not equip learners with the skills, knowledge or understanding required to prepare them for life or enable them to progress to their next steps.
- Leaders and managers, through their words, actions or influence, directly and/or indirectly undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour or prejudiced actions and views.
- Safeguarding is ineffective. The provider's arrangements for safeguarding learners do not meet statutory requirements and do not protect learners, or the provider takes insufficient action to remedy weaknesses following a serious failure of safeguarding arrangements.
- Leaders and managers are not protecting learners from exploitation or abuse. Policy and practice are poor, which means that learners are at risk.



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