

WEBINAR

2 October 2025

Ofsted – New Framework 3 months on:

Spotlight on Inclusion



Rebecca Rhodes, Associate Director, UVAC

Rebecca Perry-Tomlinson, His Majesty's Inspector & Specialist Advisor

Further Education and Skills Policy, Ofsted

Sarah Lonsdale | His Majesty's Inspector and Specialist Adviser

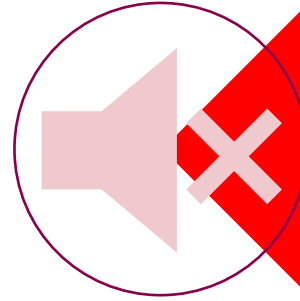
Further Education and Skills

UVAC
UNIVERSITY VOCATIONAL AWARDS COUNCIL

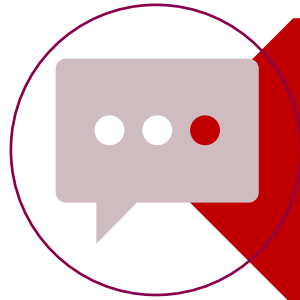
Welcome!



No recording today but a set of slides with full notes from the session will be available



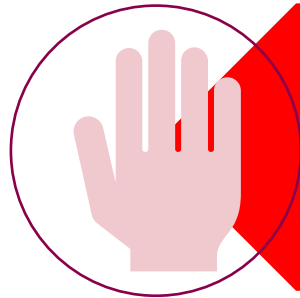
You are on mute at the start but can unmute yourselves at any point



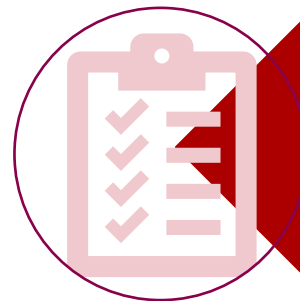
The chat is open to everyone



Please stay on at the end for the feedback survey



Select the Hand icon to raise your hand or hover over 'React' for other icons



Resources are available through links in the resources slide/slide pack

UVAC

Agenda

1 Spotlight on - Inclusion

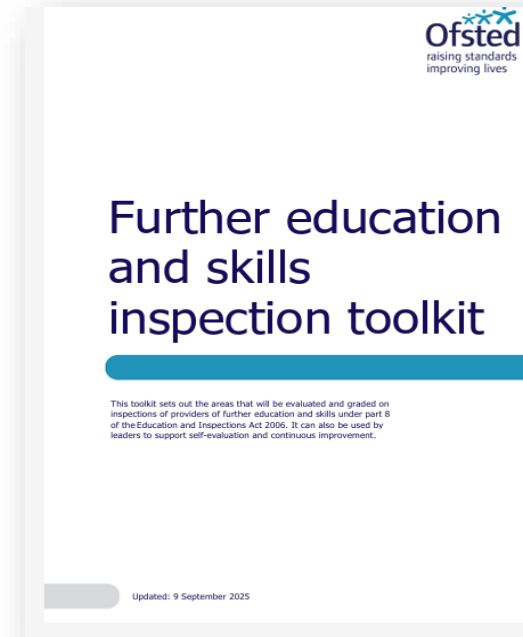
2 Q and A

3 Ofsted Update & Q and A

4 Resources & Future Ofsted Sessions

UVAC

Core Documents



Ofsted Operating guide for FE and skills inspections:

- How inspectors carry out full inspections
- what inspectors do during an inspection
- Who inspectors engage with and how
- How inspectors feed back to leaders
- How findings are reported

FE and skills Inspection Toolkit

- The standards inspectors use to evaluate provision
- Guidance on applying them across different provider types,

Core Documentation

FE and skills inspection operating guide

- A step-by-step guide for inspectors on how to inspect an FE and skills provider

FE and skills inspection toolkit

- What inspectors and providers use to discuss the quality of provision on inspection

Information about FE and skills inspections

- For provider staff and leaders, parents and carers and the wider public

FE and skills monitoring operating guide

- Guidance for inspectors on how to monitor FE and skills providers

Ofsted Spotlight on Inclusion



Ofsted Update – Ofsted requested that their input was not recorded and that their slides were not shared. The following slides are a summary of their slide pack and the information shared by the presenters

You find information about other Ofsted sessions session on the UVAC resources pages <https://uvac.ac.uk/webinar/ofsted-updates/>



Session Overview

- This is a core principle for Ofsted:
 1. The session focused on Ofsted's evolving expectations around inclusion within the renewed inspection framework, particularly for apprenticeship provision in HE settings.
 2. The discussion combined policy clarification, inspection methodology, and practical implications, with a strong emphasis on how inclusion is understood, evidenced, and evaluated during inspection.
 3. A key message throughout was that inclusion is both a leadership responsibility and a lived experience within teaching and learning, and inspectors are seeking alignment between the two.

'If we get it right
for the most
disadvantaged
and vulnerable,
we get it right
for everyone'

Sir Martyn Oliver
Ofsted Chief Inspector

UVAC

Ofsted Slides Summary

Inclusion as a Strategic and Cultural Priority

- Inclusion is now a graded, standalone evaluation area, reflecting its increased importance within the framework.
- The emphasis is not on producing a written “strategy” document, but on demonstrating a genuine organisational culture of inclusion.
- Leaders are expected to show how they:
 - Identify learners’ needs early and accurately
 - Put systems in place to reduce barriers
 - Ensure learners’ voices inform support decisions
- Inspectors are particularly interested in whether leaders’ intentions translate into effective practice on the ground.

Why Inspectors want to know about a provider’s approach to inclusion

- To develop an understanding of the provider’s context
- to build a picture around the inclusive culture
- to explore the quality of education and training that all learners and apprentices receive
- to ensure all learners and apprentices can fully access their education and training.

Ofsted Slides Summary

Understanding “Inclusion” in Practice

- Inclusion is defined operationally rather than formally; it focuses on removing barriers to learning and wellbeing.
- Broad groups are considered (though not exhaustive), including:
 - Economically disadvantaged learners e.g. in receipt of high needs funding
 - Learners with SEND or disabilities
 - Those with social care or youth / justice backgrounds
 - Disadvantaged learners and apprentices.
 - Learners and apprentices with SEND or in receipt of high-needs funding.
 - Learners facing other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics or contextual or temporary barriers (e.g. bereavement, illness, caring responsibilities)
- The largest and most relevant group for HE providers is often the “other barriers” category, reflecting adult learners’ complex life circumstances.
- Importantly, the approach is not about labelling learners, but about identifying and responding when barriers affect progress.

Ofsted Slides Summary

A strengthened Inspection Approach to Inclusion

- . Inclusion is evaluated through two lenses:
 - Whole-provider level → leadership actions and systems
 - Provision-level (teaching, curriculum, achievement) → how inclusion is enacted in practice
- . Inspectors aim to understand:
 - The provider's context
 - The types of barriers learners face
 - How effectively those barriers are addressed
- . There is explicit recognition that:
 - Inclusion will look different in every provider
 - There is no single model of “good practice”

Ofsted Slides Summary

Inspectors will:

- Establish who the learners and apprentices are that have barriers to their learning and/or well-being
- discuss the providers approach to inclusion during planning calls
- request a list of learners/apprentices to select for case sampling
- begin a professional dialogue with leaders about the provider context and how they create a culture of inclusion.

- Speak with leaders, learners and apprentices
- Use relevant data to understand learners' contexts
- Use case sampling to evaluate how support works in practice
- Conduct learning walks to evaluate inclusion in action.

- Meet with the leader who has oversight of SEND and/or the leader for inclusion on day 1.
- Undertake other meetings with relevant leaders.
- Have discussions with teaching and support staff.
- Review documentation.
- Undertake a learning walk with a leader.

Ofsted Slides Summary

Case Sampling

- Inspectors select a small number of learners (typically ~2 per inspector) who face barriers.
- These learners are followed through a “journey-based” evidence approach, examining:
 - Initial assessment and identification of need
 - Support provided
 - Progress and outcomes
 - Learner and staff perspectives #
- Case sampling is:
 - A tool for triangulation, not the sole basis for judgement
 - Supplemented by broader evidence across the provision
- Providers are expected to identify relevant learners themselves, rather than relying on Ofsted to define them.

Case Sampling

- Case sample learners/apprentices will be included in inspection activities such as:
 - visiting them in their learning environments/workplaces
 - speaking to them and/or their employer
 - discussions with staff who support these learners/apprentices
 - reviewing support plans, EHC plans and other relevant documentation

Ofsted Slides Summary

Evidence Gathering

- Importantly, inspection does not depend on live teaching sessions—other evidence sources are used where needed.
- Inspectors will gather evidence about the experiences of learners/apprentices selected for case sampling as part of their inspection activities.
- Normally two learners/apprentices chosen for each team inspector.
- The case sample will be discussed during the planning calls.
- Each inspection will have three joint learning walks:
 - Inclusion
 - Curriculum, teaching and training, and achievement
 - Leadership and governance
 - ‘Tell us’ then ‘show us’

Learning Walks and Evidence Gathering

- Learning walks now include a specific inclusion-focused walk, alongside leadership and curriculum walks.
- Providers can use this as an opportunity to:
 - Showcase strong practice
 - Demonstrate improvement journeys
 - Highlight systems or processes
- Inspectors also gather evidence through:
 - Discussions with leaders, staff, and learners
 - Work scrutiny
 - Progress reviews
 - Observation of learning (where available)

Ofsted Slides Summary

Inclusive Practice in Teaching and Curriculum

- Inspectors look for evidence that:
 - Staff understand how to identify and reduce barriers
 - Teaching and curriculum are adapted appropriately
 - External support and specialist input are used effectively
- In achievement and development, inspectors consider:
 - Whether learners with barriers make sustained progress
 - Whether they achieve comparable or improved outcomes
 - Whether they feel valued, respected, and included

Scope to consider

- Inclusive curriculum teaching and training practices
- Inclusive achievement: attainment and progress
- Inclusive achievement: progress through the curriculum
- Inclusive participation and development

Ofsted Slides Summary

Proportionality and Judgement

- Case sampling is **small-scale and proportionate**, designed to test systems rather than dominate judgement.
- Inspectors emphasised that:
 - Judgements are based on **the whole provision**, not just sampled learners
 - Inclusion evidence is **triangulated across multiple sources**

Ofsted Slides Summary

Emerging Provider Reflections

- The session concluded with a synthesis of what effective practice looks like, highlighting:
 - The importance of staff training and awareness
 - Having fit-for-purpose support services
 - Clear and accessible processes and systems
 - Ongoing evaluation of effectiveness and impact
- Leadership visibility and decision-making were identified as critical to demonstrating effectiveness.

Ofsted Slides Summary

Inclusive Practice in Teaching and Curriculum

- Inspectors look for evidence that:
 - Staff understand how to identify and reduce barriers
 - Teaching and curriculum are adapted appropriately
 - External support and specialist input are used effectively
- In achievement and development, inspectors consider:
 - Whether learners with barriers make sustained progress
 - Whether they achieve comparable or improved outcomes
 - Whether they feel valued, respected, and included

Wider Ofsted UPDATE



Webinars & Surgeries – LLE, Units and Modular Approaches

Events : www.uvac/events		March	April	May	June	July
LLE/Units	LLE Surgeries (9-10.30 / 11.30 -1.00 /2.30 -4)		Wed 22 April	Tue 19 May	Thu 11 June Wed 24 June	Wed 15 July
Webinars 9.30-11.00 except *						
Rules	Funding Rules			TBC		
Rules	Final 2025/2027					<u>Wed 5th Aug</u>
LLE/Units	Effective Module Design for LLE and App Units		<u>Wed 15 April</u>	<u>Thu 14 May</u>	<u>Tue 16 June</u>	
LLE/Units	Targeting LLE for Individuals		<u>Tue 21 Apr</u> 1.30-3*	<u>Thu 7 May</u>	<u>Tue 23 June</u>	
LLE/Units	Working with Employers to establish Modular Delivery		<u>Wed 29 Apr</u>	<u>Wed 27 May</u>	<u>Wed 1 July</u>	
Ofsted Lessons 6 months on		FACE TO FACE EVENT				<u>23 July</u>
Ofsted	Member Experiences in Inspection		<u>28 April</u>			

PLEASE let us know when you get the call. We will be able to incorporate your learning into future sessions

UVAC 2026 Member SURVEY



- [UVAC 2026 MEMBER SURVEY – Fill in the form HERE](#)



HAVE YOUR SAY about the services that you need:

- Responses are currently taking an average of 14 minutes
- We welcome responses from all staff in member organisations as every experience is different
- Deadline - end April
- Feedback will inform member services from August

STATE OF THE NATION UPDATE [TOMORROW](#) REGISTER on the UVAC EVENTS PAGE or [HERE](#)

Resources



Next STEPS



Slides and Resources HERE
**FAQ uploaded and updated
monthly HERE**



**Queries and Questions to:
R.Rhodes@bolton.ac.uk**



Next Webinars
Register on the Events Page HERE

UVAC

Useful Resources & Links

- [Ofsted Education - FE& Skills Blog](#)
- [Ofsted FE & Skills FAQ](#)
- [Ofsted New framework overview for FE and Skills](#)
- [Ofsted 'Renewed Approach' to Inspection](#)
- [Ofsted 2 minute overview of the new report card](#)
- [Find an Ofsted Inspection Report](#)
- [FE Inspectors Pen Portraits](#)
- [2025 FE & Skills Inspections & Outcomes as at 31 August 2025](#)



Thank You

Please stay on line for the short feedback survey – This will appear as we close the session.

Rebecca Rhodes
Associate Director
R.Rhodes@uvac.ac.uk
07720 888 149