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# *A Culture of Fear and Anxiety*

UCU members'  
perceptions of Ofsted  
inspection in further  
education

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## Key findings

UCU conducted an online survey of its members in England working in the further education sectors to ask about perceptions of the Ofsted inspection process and its impact on members. There were 1078 respondents, 938 of whom work in the further education sector and have experienced an Ofsted inspection at a further education college. Key findings include:

### IMPACT OF FORTHCOMING OFSTED INSPECTION

- ➔ Nine in 10 (91.8%) respondents agreed or agreed strongly that 'preparation for Ofsted inspections adversely impacts my workload'.
- ➔ Nine in 10 (90.9%) respondents agreed or strongly agreed that 'preparation for Ofsted is a distraction from core teaching'.
- ➔ Over four in five (84.2%) respondents stated by agreeing or agreeing strongly that 'preparation for Ofsted inspections has a negative impact on my wellbeing'.
- ➔ More than four in five (83.3%) respondents agreed or agreed strongly that 'Ofsted inspections cause me anxiety'.

### HOW RESPONDENTS PERCEIVE THE EFFICACY OF OFSTED INSPECTIONS

- ➔ Just one in five (20.4%) respondents agreed or agreed strongly with the statement 'the Ofsted inspection process raises standards in the further education sector'.

- ➔ Nearly eight in 10 (76.9%) respondents disagreed or disagreed strongly that 'the Ofsted term 'inadequate' is an acceptable label'.
- ➔ Less than one in 10 (9.9%) respondents said that 'inspection is the best way to support improvement in further education colleges'.
- ➔ Just 0.7% of members agreed or agreed strongly that 'the Ofsted inspection process sufficiently assesses the wellbeing of staff'.

## SECTOR THOUGHTS ON ALTERNATIVES TO OFSTED INSPECTION

- ➔ More than half (56.8%) of respondents believe that 'Ofsted inspections should be abolished'.
- ➔ Four in five (79.3%) believe that 'Ofsted inspections should be more light touch'.
- ➔ Nine in ten (91.4%) staff working in the further education sector 'would like to see in alternative model of improvement/challenge in the further education sector'.
- ➔ Nearly four in five (77.8%) respondents agreed or agreed strongly that they 'would like to see a peer model of improvement/challenge in the sector'.

# Recommendations

## FOR GOVERNMENT

- ➔ Ofsted inspections should be abolished in the further education and skills sector. The sector should be funded to replace inspection with a co-designed, collaborative, sector-led, peer improvement model that is valued and trusted by staff, students, parents/carers and the wider population.
- ➔ To consult UCU with reference to the particular nature of the impact of Ofsted inspections in FE and prison education settings.
- ➔ Ofsted's duty of care towards staff in the sector must be enshrined in law.
- ➔ Government should commission an independent review of Ofsted's inspection practice and methodology. This should include looking at perceptions of inspection and patterns of sector improvement in Wales via Estyn and in Northern Ireland via the Education and Training Inspectorate<sup>1</sup> to learn the lessons of 'light-touch' inspection adopted across the nations.

## FOR OFSTED

- ➔ To consult UCU with reference to the particular nature of the impact of Ofsted inspections in FE and prison education settings.
- ➔ Ofsted should operate as a supportive organisation with a clear responsibility for supporting safer and healthier workplace practices that seek to prevent work-related stress and overwork.

- Ofsted should change its terminology. 'Inadequate' is not acceptable terminology and the profession does not believe its work should be labelled in this way. Ofsted must listen to the views and experiences of the sector.
- In the interim and ahead of the abolition of Ofsted inspection, Ofsted should consult the sector on revised judgment terminology considering a simplified satisfactory/requires improvement delineation.
- In the interim, in advance of the abolition of Ofsted inspection, Ofsted should consult the sector on the removal of the notice period ahead of inspection to prevent the foreseeable stressors rooted in this practice and to encourage a more authentic snapshot of an institution.
- Ofsted should conduct a freedom of information exercise to quantify the extent of sector investment in mocksted and inspection related-consultancy services.
- Ofsted should require institutions to publish the amount of funding that has been spent in preparation for Ofsted inspection including consultancy.

## Introduction

### OFSTED

Ofsted, the Office for Standards in Education, Children's Services and Skills, is the organisation that inspects services providing education and skills including further education colleges and is a non-ministerial department. Its stated aim is *'to be a force for improvement through intelligent, responsible and focused inspection and regulation... The primary purpose of inspection under this framework is to bring about improvement in education provision'*.<sup>2</sup>

The inspection process is governed by the Education Inspection Framework.<sup>3</sup> For the further education and skills sector, there is an associated handbook<sup>4</sup> which sets out the activities and criteria for the inspection process.

Inspectors make judgements on the overall effectiveness of an institution in addition to four judgements against: the quality of education; behaviour and attitudes; personal development and leadership and management. Sub-judgements are also made against whether inspectors believe safeguarding arrangements are effective and if students benefit from good-quality careers advice and guidance. Additionally, for the further education sector, there is an additional judgment on a college's effective contribution towards meeting the skills needs of employers, other relevant stakeholders and the local, regional and national economy.

Following inspection, Ofsted issues an inspection report which includes a headline judgment which labels a college 'outstanding', 'good', 'requires improvement' or 'inadequate'.

### TRADE UNION PERSPECTIVES

Since 2006, UCU members have raised concerns about Ofsted inspections and their relationship to practises such as mock-Ofsted inspections. Concerns have been raised about the impacts on staff ranging from stress and anxiety to an adverse impact on

professionalism. This increased concern with the process and implications led UCU members in May 2023 to call for the abolition of Ofsted inspections in further education colleges. Calls for the abolition of Ofsted inspection have intensified in the aftermath of the tragic death of headteacher Ruth Perry. In this case a coroner concluded that an Ofsted inspection carried out in November 2022 contributed to her death.<sup>6</sup>

In the school sector there have been similar concerns about the role of Ofsted inspection. This led the National Education Union (NEU) to conduct an independent report on the future of school inspection. The final report, *Beyond Ofsted*,<sup>7</sup> argued that Ofsted is in need of reform, and called for school improvement to be led by: self-evaluation; external improvement partners; and safeguarding audits conducted by local authorities. The role of Ofsted was recommended to be reformed to focus on the governance of, and capacity for, school improvement with inspector roles changing to that of providing training and expertise in school improvement.

Ofsted has belatedly launched a consultation entitled 'The Big Listen'<sup>8</sup> to consult the sector on its work. Sadly, the consultation fails to ask any of the key questions related to the concerns of our members and which are highlighted in this report. Crucially, this is a consultation process rather than the full and independent review that is urgently needed.



## Methodology

This report sets out the findings of an online survey of UCU members working in the further education sectors this includes further education colleges, adult and community education as well as prison education in England. The aim of the survey was to explore and document the experiences and perspectives of UCU members in relation to Ofsted and mock-Ofsted inspection.

There were 1078 respondents, 938 of whom work in the further education sector and have experienced an Ofsted inspection at a further education college. The overwhelming majority (92.3%) of respondents had experienced an Ofsted inspection at a further education college.

The survey was available between July and September 2023.

Whilst these findings include respondents from the prison education sector, due to the unique nature of the prison regime and the prison education commissioning model, further research and consultation with staff is required before the recommendations can be considered in full to the prison education sector.

### EQUALITY BREAKDOWN

This section identifies representation from across the protected characteristics where respondents shared this information at the end of the survey. A further breakdown of respondents and results segmented by protected characteristics and minoritised groups is available in the annex of this paper.

- ➔ Respondents came from across the age spectrum, with over a third of respondents (37.9%) aged between 46-55.
- ➔ On gender, nearly three in five (57.5) of respondents were women, just over a third

(36.3%) of respondents were men; 5.1% of respondents said they 'prefer not to say'; 0.7% of respondents were non-binary; 0.4% of respondents selected 'not listed – write in'. 95.3% of respondents were the same gender as assigned at birth, with 0.5% saying they were not the same gender as assigned at birth

- ➔ 92.5% of respondents were white. 7.5% of respondents were Black. UCU uses the term 'Black' in a political sense to refer to people who are descended, through one or both parents, from Africa, the Caribbean, Asia (the Middle-East to China) and Latin America. It refers to those from a visible minority who have a shared experience of oppression. 5.9% of respondents selected 'prefer not to say'.
- ➔ 81.9% of respondents were not disabled. 11.9% of respondents were disabled. 6.2% of respondents selected 'prefer not to say'.
- ➔ 78.9% were heterosexual. 13.2% selected prefer not to say, 7.2% of respondents were LGBT+ and 0.7% selected not listed [write-in].
- ➔ 81.9% of respondents were not disabled. 11.9% of respondents were disabled. 6.2% of respondents selected 'prefer not to say'.
- ➔ 78.9% were heterosexual. 13.2% selected prefer not to say, 7.2% of respondents were LGBT+ and 0.7% selected not listed [write-in].

## Findings

### OFSTED-READY: PREPARATION FOR OFSTED

#### Stress, anxiety and fear

*... So really, we had been on full preparation and alert for 3 years. And that means stress.*  
(woman, white, not disabled, age 56-60)

Respondents were asked a range of questions about the ways in which they are expected to be ready for Ofsted inspection. The findings highlighted a number of activities and impacts caused by preparation for Ofsted inspection.

Nine in 10 (91.8%) respondents agreed or agreed strongly that preparation for Ofsted inspections adversely impacts my workload. This additional workload is compounded by the fact that nine in 10 (90.9%) respondents agreed or strongly agreed that preparation for Ofsted is a distraction from core teaching. Qualitative comments from members reiterated these sentiments.

*Excessive paperwork and spreadsheets seem to take priority over actual teaching.*  
(man, Black, not disabled, age 36-40)

*... There was a huge amount of paper work unnecessary in my opinion that I was expected to redo even though it was perfectly adequate. Going in on days off and the weekend were expected prior to the visit which just increased the stress and anxiety for all the staff.* (woman, white, not disabled, age 56-60)

*High levels of stress. Lots of initiatives being started purely for the purposes of achieving a good grade at inspection. Very little focus on what the learners are actually gaining from any of these initiatives. Huge focus on impractical levels of planning, despite also giving assurances they aren't interested in planning documents.*

*(woman, white, not disabled, age 41-45)*

More than four in five (83.3%) respondents agreed or agreed strongly that 'Ofsted inspections cause me anxiety'. Nearly eight in 10 respondents (78.7%) agreed or strongly agreed with the statement 'Ofsted inspections cause me an unmanageable amount of stress'. Indeed, over four in five (84.2%) respondents stated by agreeing or agreeing strongly that 'preparation for Ofsted inspections has a negative impact on my wellbeing'.

*Colleagues told me I was 'lucky to be away' during one Ofsted inspection at my college – I was off because I was having chemo for cancer. That's how stressed they were. (woman, white, disabled, age 61-65)*

*Overly stressful for too long, two years of hearing, Ofsted, Ofsted... before they arrived. (woman, white, not disabled, age 41-45)*

*It is a fearmongering process with the SLT [senior leadership team] putting their anxieties onto staff without any regard for staff wellbeing. I am a confident and professional teacher who has no concerns about my teaching practice. However, my managers are always whipping up an atmosphere of fear around OFSTED inspections. (woman, white, not disabled, age 51-55)*

Almost eight in 10 (77.1%) respondents said that they 'fear letting the team down' in relation to preparation for Ofsted inspection showing not only an individual stress but a collective, organisational, stress caused by Ofsted inspections. Half (52.2%) of respondents stated that they feared that a negative Ofsted outcome could result in professional reprisal by strongly agreeing or agreeing that 'I fear a negative Ofsted outcome could result in me losing my job'.

*The biggest issue with Ofsted inspections is how it makes middle managers panic. They are getting constant pressure from above and push it down to the staff 'below'. Every email is a barking order marked 'URGENT' and even if you're good at your job, it creates a culture of fear and causes anxiety. My old college was downgraded from a grade 1 to a grade 3 and they disciplined 47 members of staff as a result, looking for scapegoats. [woman, white, not disabled, age 36-40)*

*'Managers are seriously in fear of losing their jobs...(Man, white, not disabled, age 46-50)*

### **The impact of mock-Ofsted inspections**

More than seven in 10 members (71.9%) who responded to the survey said that their organisations carry out a mock-Ofsted inspection. Mock-Ofsted or 'mocksted' inspections are the process whereby an internal or often externally commissioned team of staff conduct a mock-inspection in order to prepare staff for a forthcoming inspection and receive feedback on how a college might perform and the actions that might secure an improved grading. More than six in 10 (65.3%) respondents agree or agree strongly that mock-Ofsted inspections cause them an unmanageable amount of stress. Concerns were also raised about

the level of time and resource that go into this practice, and how these amplify the stress and anxiety experienced by staff. Members said:

*They have little value and place exceptional stress on already overworked staff colleagues' (woman, white, disabled, age 61-65)*

*The college is using much needed resources by employing mocksted consultants on hundreds of pounds a day in order to get ahead of the process. I have personally been subjected to a level of professional disrespect in front of a class and my line manager by Mocksted inspector. Judgements and comments were made which could only be considered racist and unacceptably disrespectful. (woman, Black, disabled, age 56-60)*

*Often worse than the real thing! Sometimes senior staff would try to impose their own (dubious) style of teaching on everyone else in order to 'please' Ofsted inspectors. This often had the effect of undermining the confidence of staff who taught in different ways. (man, white, not disabled, age 41-45)*

### **Workload and health and safety: how the impacts of inspection are compounded**

Many respondents put forward their concerns about the preparation required for Ofsted inspections. This was often shared alongside a recognition that some of the preparation is not truly required by Ofsted but is driven rather by a managerial perception of what Ofsted might require. Again, many respondents also linked this preparation to being a distraction from the core focus of teaching and learning.

*The Ofsted inspections appears to me as a process of the management panicking and pestering the teaching staff to do a whole load of extra tasks. The implication being that the everyday work of the department is sub-standard and would not pass an Ofsted inspection without changing everything. A lot of pressure to put up policy posters and be knowledgeable about your students to a ridiculous and impossible standard... (man, white, disability status: did not answer, age 46-50)*

The responses display a sense that the impacts of Ofsted preparation are so great that they may risk breaching Health and Safety at Work legislation. Indeed, more than three in five (64.8%) of respondents felt that the impact of Ofsted inspections constitutes a health and safety issue. Nearly a quarter (23.8%) of respondents agreed or strongly agreed that Ofsted-related work had been a 'contributing factor' to them being bullied.

*The extra workload is simply unmanageable and a very negative experience for very little benefit/impact on student attainment or staff health and well-being) (woman, white, not disabled, age 61-65)*

*As a manager I have witnessed professional, resilient teaching colleagues and managers destroyed by stress, fear and bullying from senior managers, that place the 'magical' grade they think they are worthy of above the health and well-being of caring, hardworking staff. (woman, white, disabled, age 61-65)*



**Figure 1: Thinking about the ways in which you are asked to be 'Ofsted-ready' by your organisation, what are your thoughts on the following statements?**

	Stongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/not applicable	Responses
Preparation for Ofsted inspections adversely impacts my workload Count Row %	589 64.7%	247 27.1%	29 3.2%	27 3.0%	12 1.3%	7 0.8%	911
Preparation for Ofsted inspection is a distraction from core teaching Count Row %	581 63.8%	247 27.1%	35 3.8%	31 3.4%	4 0.4%	12 1.3%	910
The Ofsted inspection process negatively impacts student interests Count Row %	297 32.6%	328 36.0%	207 22.7%	61 6.7%	9 1.0%	9 1.0%	911
Ofsted inspections cause me an unmanageable level of stress Count Row %	440 48.3%	277 30.4%	117 12.8%	61 6.7%	8 0.9%	8 0.9%	911
Mock-Ofsted inspections cause me an unmanageable level of stress Count Row %	334 36.7%	261 28.6%	128 14.1%	50 5.5%	6 0.7%	132 14.5%	911
Ofsted inspections cause me anxiety Count Row %	449 49.3%	310 34.0%	76 8.3%	52 5.7%	16 1.8%	8 0.9%	911
Mock-Ofsted inspections cause me anxiety Count Row %	350 38.4%	286 31.4%	93 10.2%	49 5.4%	9 1.0%	124 13.6%	911
I have a fear of 'letting the team down' in relation to preparation for Ofsted inspection Count Row %	399 43.8%	303 33.3%	94 10.3%	82 9.0%	25 2.7%	8 0.9%	911
Ofsted-related work has been a contributing factor to me being bullied Count Row %	87 9.5%	130 14.3%	216 23.7%	220 24.1%	121 13.3%	137 15.0%	911
I fear a negative Ofsted outcome could result in me losing my job Count Row %	193 21.2%	282 31.0%	195 21.4%	168 18.4%	35 3.8%	38 4.2%	911
The impact of Ofsted inspections constitutes a health and safety issue Count Row %	265 29.1%	325 35.7%	192 21.1%	67 7.4%	18 2.0%	44 4.8%	911
Preparation for Ofsted inspections has a negative impact on my wellbeing Count Row %	433 47.5%	334 36.7%	79 8.7%	46 5.0%	9 1.0%	10 1.1%	911
Totals Total Responses							911

## EXPERIENCE OF INSPECTIONS

### Does inspection support improvement?

*Regardless of what is written by those that advocate the Ofsted process, their presence creates the 'observer effect' - as does any observation. It is not natural, one's behaviour changes with this effect. The majority of individuals find this to be debilitating. Very few flourish. The fight or flight response kicks in whether we like it, hide it, control it or not. Our body's [sic] have a physical reaction to this and more often than not, it is in the form of stress and anxiety. In order to 'survive' (note the word here!), why do we have to pretend that the 'inspector' (again, note the word) is not in the room, to function in a way that allows one not to be totally self-conscious? The worst part of an observation, is the damage it actually does to the learning in that session. It can restrict true, incidental, natural, beautiful learning. The tutor sticks to the lesson plan and does not digress. Better to just get through it with something 'acceptable' than risk the chance of being ridiculed and chastised! Once by the 'inspectorate', then by the manager, then work colleagues, then SLT [senior leadership team], then the establishment as a whole. Such a supportive and positive working process, eh??*

(woman, white, not disabled, age 51-55)

A number of statements were put to survey respondents to understand more about the ways in which those working in the further education sector perceive the inspection process and its value. Here, the responses suggest that staff have concerns about the effectiveness of inspection in relation to achieving its stated aim of raising standards in education. Just one in five (20%) of respondents agreed or agreed strongly that inspection raises standards in

the further education sector whilst more than half of respondents (54.3%) disagreed or disagreed strongly with the statement 'the Ofsted inspection process raises standards in the further education sector'. There was, similarly, a questioning of whether Ofsted inspections 'help my organisation to improve' - just 20.4% of respondents agreed or agreed strongly whilst more than half (53.3%) of respondents disagreed or disagreed strongly with the statement.

*If Ofsted were run properly then negative outcomes for inspections would lead to colleges receiving more support and help to improve. This isn't what happens, and so it just adds more pressure and negativity. This doesn't help raise standards in any way, it just creates fear and stress. (woman, white, disabled, age 36-40)*

### Staff safety

A key finding in this section was that just 0.7% of members agreed or agreed strongly that the Ofsted inspection process sufficiently assesses the wellbeing of staff. In recent times, much attention has been paid to the impact of Ofsted and its procedures on site and its judgment scale. Comments regarding how Ofsted inspections present a challenge to staff wellbeing were identified as threefold. This related to knowledge of and preparation for an inspection, the experience of inspection whilst Her Majesty's Inspectors (HMI) are on site, and the absence of consideration of staff wellbeing in the assessment of an institution's provision. Even amongst the minority of respondents who were in favour of inspection, these concerns were often raised.

*In recent inspections I have found that the level of pressure put on staff to go above and beyond a realistic workload on preparation for the inspection to be extremely stressful and adversely impacts mental health and wellbeing. I feel that the inspections are not a true reflection of the organisation as we have to perform. The inspectors are very quick to point out flaws however they never or rarely share any good practices they see with colleges. (woman, white, not disabled, age: 36-40)*

*Ofsted should focus more on the teachers' wellbeing, the conditions of work and the way they are treated in the workplace.  
(woman, ethnicity: prefer not to say, not disabled, age: prefer not to say)*

*Why are staff not surveyed for Ofsted inspections?  
(man, white, not disabled, age 56-60)*

*Inspections do support a more professional environment, however how staff are prepared, and the impact on wellbeing needs to be considered.  
(woman, white, not disabled, age 51-55)*

Respondents were clear about the relationship between positive staff wellbeing and improvement at an institutional level.

*I think that if an organisation looks after the wellbeing of the staff properly, and has a culture of support, encouragement and openness, staff feel empowered to make suggestions to leaders for improvement, to support each other's practice and to engage in non-compulsory CPD for the good of the organisation as a whole.  
(woman, white, not disabled, aged 46-50)*

## The importance of lexicon

The lexicon employed by Ofsted in their ratings was strongly challenged. UCU members were asked about Ofsted's use of terminology. Just one in 10 respondents (11.7%) agree or agree strongly that the Ofsted term 'inadequate' is an acceptable label. A number of respondents referred to the one-word Ofsted judgments as problematic and failing to give sufficient nuance.

*... Inadequate is a term that should not be used, this is such a damaging word for staff, students and the organisation. (woman, white, not disabled, age 61-65)*

*One-word descriptors for colleges gives a very incomplete picture. If we have to have gradings, let's have them be more nuanced...(woman, white, not disabled, age 61-65)*

*just a rating, paints over all the hard work, care and effort that each individual puts into their day to day. I worked hard to get here. I never worked so much, for so little. I am still so passionate about teaching. They don't see that. (woman, black, not disabled, age 41-45)*

*I would like to see... "satisfactory" restored as the mid-point of 5, as was the case pre 2010. (woman, white, disabled, age 61-65)*

## Inspection methodology as inauthentic

The majority of respondents questioned the authenticity of the inspection process. Just 7.8% of respondents agreed or agreed strongly that Ofsted inspects an authentic version of a further education college. Nearly four in five (77%) respondents disagreed or disagreed strongly with the same statement.

*Ofsted inspections are prepared for, they are not the true reflections... (woman, Black, not disabled, age 18-25)*

*It's all a very false process... which is so frustrating. It means the real issues college staff face are never addressed. My experience is that SLT [senior leadership teams] sit back and rest on their laurels post inspection and ignore the issues. At the end of the day it means toxic environments aren't challenged and staff wellbeing continues to be undermined. (woman, white, disability status: prefer not to say, age 65+)*

*They need to see the real college. (woman, white, disabled, age 26-30)*

Many respondents used the free-text space in the survey to highlight their belief that Ofsted inspections should be no-notice as a means of increasing the authenticity of the process, but also as a means of reducing staff stress which can begin as soon as Ofsted make a notification call.

*Doesn't reflect real practice, things are put on for the purposes of Ofsted. An unannounced [visit] would give a truer reflection. (woman, white, not disabled, age 31-35)*

*Inspections would have more impact in my opinion if they were unannounced. The college is able to put things in place for the inspection that slowly fall away from focus*

*afterwards. Communication with other FE (Further Education) colleges in the region around what they have done successfully would be more beneficial because we would be sharing good practice and having peer to peer conversations.*

(woman, white, disability status: prefer not to say, age 36-40)

### **Professionalism and the on-site conduct of His Majesty's Inspectors (HMIs)**

Respondents were often keen to assert their professionalism and were clear about the ways in which they feel Ofsted inspections do not support this. Less than one in 10 (9.9%) of respondents believed that 'the Ofsted inspection process enhances my professionalism'. Conversely, More than seven in 10 (72.4%) of respondents disagreed or disagreed strongly.

*The college management went too far in adding unreasonable stress prior to the visit - which shows a lack of confidence in its teaching staff and our professionalism.*

(woman, white, not disabled, age 51-55)

Several members raised themes about inspectors' subject-level expertise and their behaviour when interacting with staff and students. Ofsted does have a complaints procedure<sup>[3]</sup> for recently inspected providers, however, the range of comments in this regard is noteworthy. Many comments referred to rude and intimidating inspectors.

*I remember being pushed out of my classroom by an inspector so he could immediately talk about me to the students without me being present. There was a lack of trust and a deliberate exercise of power, reinforcing harmful hierarchies within the education system. Gender: did not answer, white, not disabled, age 56-60)*

*I do feel strongly that if you are being inspected then the person doing the inspecting should be a subject specialist. (man, white, not disabled, age 41-45)*

*... some inspectors have been down-right rude and I have had colleagues that have felt bullied, intimidated and very upset through this process. I would argue that inspection is no longer fit for purpose. (woman, white, not disabled, age 61-65)*

*An inspector had to apologize after making a student with needs cry because of his aggressive questioning. (woman, white, not disabled, age 51-55)*

### **The significance of the wider context**

Respondents were keen to highlight practical limitations around 'presenting' the college. Concerns around the wider social, political and economic context of the sector and terms and conditions were outlined for the ways in which they can negatively impact the staff and student experience and thereby an Ofsted inspection.

*It is a frightening time to be 16 years old. Whilst Ofsted do focus on the wellbeing and personal development of students, I don't think this tallies with what the government do in terms of education. For example, the constant focus on grades and measurable outcomes overlooks the progress made by students [for] whom achieving a 4 at GCSE maths simply may not be possible. The move away from coursework based course choices in favour of exams disadvantages those who do not perform well in exam conditions. Exams are not always a good indication of a person's ability and understanding of a subject. Yet there is always the threat of 'doing away' with non-exam focused vocational courses. For a lot of students, simply turning up is enough of a challenge. (woman, white, disability status: prefer not to say, age 31-35)*

*The major issues at the present are a lack of funding from government. The pay in FE is lower than it has ever been, I currently earn now what I did twelve years ago. The wage rises we have had do not ever meet inflation. Colleagues who work in this sector have a primary profession, then they train as teachers, then they earn a great deal less than they did when they were in their primary profession. It is very hard for people to understand the level of workload that we have, there is the planning for outstanding teaching, the marking of work, tutorials, managing students often complex lives, the CPD (Continuing Professional Development), the training and team meetings, so holidays are now, not time to relax but time to try to keep up with the demands of the job. Recruitment and enrolment have become longer and more teaching staff are involved through the summer, so time to take holiday is reduced. Generally people are more tired, more stressed and more anxious more of the time. Many experienced colleagues have decided to leave, many have retired or returned to their professions as it is far less stressful, and they can earn a living wage. This lack of investment in both the college building, equipment, work-life balance and support for staff will eventually make the sector unable to recruit staff. (woman, white, not disabled, age 61-65)*

### **Ofsted inspection: a developmental process?**

Over two thirds of staff (67.4%) disagreed or disagreed strongly with the statement 'I experience Ofsted as a developmental process'. Only one in 10 respondents (12.4%) said with agreed or agreed strongly with the statement. In addition to this, respondents were pessimistic when asked if the Ofsted inspections positively influence teaching. Just 7% of respondents agreed or agreed strongly that this was the case whilst nearly three in four (74%) of respondents disagreed or disagreed strongly.

*Stressful, not driven by a genuine desire to improve education, an opportunity for management to be autocratic, critical, and sloping-shouldered.  
(woman, black, not disabled, age 56-60)*

*As I work on Wales my experience is with Estyn but the same things apply. I work in a prison and although inspectors realise we are at the mercy of the prison they do not have enough influence to bring about any change.  
(woman, white, not disabled, age 61-65)*

### **The worst of impacts: violent descriptors, trauma, mental health problems and the threat of dismissal**

Sadly, it is noteworthy that themes of fear and violence come through in the language choices of respondents when referring to Ofsted and how inspection informs the professional experience. This language is indicative of the way in which the psychological stress of the inspection process and the associated preparatory activities manifest for staff in the further education sector. The impact of these are not to be underestimated and highlight the need for a trauma-informed engagement approach in relation to sector improvement.

*...Ofsted has become a stick to beat us with, a threat every time another monitoring system or level of bureaucracy is added to our everyday workload.  
(man, white, not disabled, age 41-45)*

*As staff, you are on tender-hooks[sic] as it approaches a year that you will/may fall into inspection... and we all beat ourselves up trying to reach outstanding/now excellence. It*

*is unsustainable & does not show a true reflection.  
(woman, white, not disabled, age 51-55)*

*It is a gut punch that those higher up in the college system flaunt an Outstanding result, whilst remaining deaf to the plight of the staff who have actually delivered this result for them. (woman, white, not disabled, age 46-50)*

*I'm so happy I am unlikely to experience another Ofsted before I retire. The last one was traumatic'.(woman, white, not disabled, age 61-65)*

### Questioning the methodology

Some respondents were keen to point out the high-stakes impact of a negative Ofsted judgement. Staff are palpably aware that an Ofsted inspection can begin with stress and anxiety for staff, but that a negative judgement can lead to insidious outcomes including dismissal from employment and ill mental health.

*I've been through 7 or 8 Ofsteds in a variety of roles from teacher to management... Managers will often use Ofsted as a stick to beat their staff with without being able to define what Ofsted are looking for. The managers suffer too and a bad Ofsted is more likely to result in them losing their jobs than teaching staff. Everyone knows that the inspection is a 'snap-shot' and that you can be lucky or unlucky. In terms of Ofsted inspections doing what it they're supposed to be doing, i.e. raising standards, I think it's not an effective process. (man, white, not disabled, age 51-55)*

*Ofsted inspections are a snap shot of FE and are detrimental to individuals[sic] mental health, which has resulted in one of our tutors leaving the department.  
(woman, white, not disabled, age 56-60)*

**Figure 2: Thinking about Ofsted inspections overall (not preparation for Ofsted or mock-Ofsted) what are your thoughts on the following statements?**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/not applicable	Responses
The Ofsted inspection process raises standards in the further education sector Count Row %	19 2.0%	169 18.0%	233 24.8%	303 32.2%	208 22.1%	8 0.9%	940
Ofsted inspections help my organisation to improve Count Row %	19 2.0%	173 18.4%	237 25.2%	311 33.1%	193 20.6%	6 0.6%	939
Ofsted inspects an authentic version of a further education college Count Row %	8 0.9%	65 6.9%	132 14.1%	348 37.1%	374 39.9%	10 1.1%	937
I experience Ofsted inspections as a developmental process Count Row %	12 1.3%	104 11.1%	174 18.6%	351 37.5%	280 29.9%	14 1.5%	935
The Ofsted inspection process has positively influenced my teaching Count Row %	10 1.1%	55 5.9%	140 14.9%	346 36.9%	348 37.1%	38 4.1%	937
The Ofsted inspection process enhances my professionalism Count Row %	9 1.0%	83 8.9%	153 16.3%	355 37.9%	323 34.5%	13 1.4%	936
Inspection is the best way to support improvement in further education colleges Count Row %	9 1.0%	83 8.9%	117 12.5%	316 33.7%	401 42.8%	11 1.2%	937
The Ofsted inspection process sufficiently assesses the wellbeing of staff Count Row %	4 0.4%	3 0.3%	51 5.4%	218 23.3%	644 68.9%	16 1.7%	936
I believe that the Ofsted term 'inadequate' is an acceptable label Count Row %	36 3.8%	74 7.9%	93 9.9%	239 25.5%	481 51.4%	13 1.4%	936
I believe Ofsted works independently of government Count Row %	12 1.3%	57 6.1%	228 24.3%	269 28.7%	283 30.2%	88 9.4%	937
Totals Total Responses							940



## THE FUTURE OF INSPECTION

More than half of respondents favour the abolition of Ofsted inspection

When asked about the future of inspection and what this should look like, more than half (56.8%) of respondents believe that Ofsted inspections should be abolished. Four in five respondents (79.3%) believe that Ofsted inspections should be more light touch.

*Ofsted is a damaging, flawed system which provides no real tangible benefits for teachers or students. In fact, it increases already overburdened workloads, stress and often results in sickness absence and a crisis of confidence and professional delivery. It is a serious H&S [health and safety] issue that is outdated and needs to be abolished.* (woman, black, disabled, age 56-60)

*An approach not politically governed would serve best. FE needs a new process that workers respect and have trust in. Abolish the headings and create different outcomes that recognise positives as well as areas for improvements.* (woman, white, not disabled, age 36-40)

### Support for an alternative model of improvement

With respect to what might replace the current system, respondents were clear both in quantitative and qualitative terms. The majority (91.4%) of staff working in the further education sector would like to see in alternative model of improvement/challenge in the further education sector. Indeed, 77.8% of respondents agreed or agreed strongly that they would like to see a peer model of improvement/challenge in the sector and 72.9% of respondents agreed or agreed strongly that they would like to see the use of communities of practice as a model of improvement in the further education sector.

Although there is a need for external accountability, I think that colleges should be primarily responsible for their own improvement. Observations should focus primarily on staff development and should be supplemented by a process of peer-observation and sharing of practice. (man, white, not disabled, age 65+)

*I believe a more positive approach such as expert peer review should replace Ofsted inspection.* (woman, Black, not disabled, age 36-40)

*... collaboration of a community of colleges to share ideas of best practice and ways to deal with specific challenges. Working with similar colleges (areas, cohorts, needs) would be far more supportive.* (man, white, not disabled, age 61-65)

*Learner feedback. They are surprisingly honest! Working together to improve. Peer mentoring. Teaching triangles.* (woman, white, disabled, age 51-55)

*Real improvement would come from better workload and life balance for staff. Ensuring that all teachers are qualified and well supported.* (woman, white, disabled, age 56-60)

### Suggested amendments to the existing process

There is low support for the current inspection methodology. Less than one in 10 (9.9%) of respondents believed that 'inspection is the best way to support improvement in further education colleges. Whilst the majority of respondents reject inspection as the prevailing

improvement methodology, some members saw a role for Ofsted as part of a collaborative and supportive peer organisation. Here, there were descriptors of the ways in which Ofsted could adjust some of its own practices with a view to being more cognisant of the impacts of inspection.

*Ofsted feel like an enemy, a judging body. We want them to feel like supporters, believing in our own vision. We are on the front line with our students and have face to face understanding of their characters, needs, strengths and vision. We need to be trusted to inspire, and knowing industry as we do, we know how to prepare them.*  
(woman, white, not disabled, age 51-55)

*Ofsted could still inspect but lose the grading and make them less 'inspections' and more 'visits' with less outward impact. This means an inspector might still wander around and look at what is happening in classrooms and behind the scenes, but they would then work as a mentor with SLT to improve standards as opposed to judge, grade and leave.*  
(woman, white, not disabled, age 36-40)

*A government that actually understands the pressures facing young people. But aside from that, I don't know. I don't think Ofsted themselves are the issue. I think colleges need to be inspected on some level. I think the grading is perhaps too quantitative and does not take into account the wider issues facing the college. There is also too much riding on the result in terms of finances.*  
(woman, white, disability status: prefer not to say, age 31-35)

*I wish there was a new model that would not cause so much stress and unnecessary workload on staff just to prepare for the inspection that does not truly reflect what happens in the college anyway.* (woman, white, not disabled, age 36-40)

*More funding would be the best way. Otherwise peer group assessments and observations that are developmental.* (woman, white, not disabled, age 56-60)

### **Towards genuine improvement**

There are interesting examples of institutional approaches to improvement. One respondent highlighted noteworthy changes to practice in their organisation.

*... My organisation is slowly changing the way it deals with improvement, CPD and staff observation - which are used to prepare for Ofsted. Peer observations have already been introduced and we already have COPs [communities of practice] for different curriculum areas (although I think these could be improved further). This year, observations of teachers won't include a judgement or grade and teachers can no longer be placed on performance improvement plans solely based upon the observation of their teaching practice... My college has a TLA [teaching, learning and assessment] team, who are there to support teachers. The team is made up of experienced teachers who can advise and coach teachers with their teaching practice.*  
(woman, white, not disabled, age 41-45)

A considerable number of respondents referred to the wider systems impacting the further education sector at present suggesting that rather than via inspection, improvement would be seen by systems reform. Inadequate funding for the sector was often cited here.



*I'd like to see more sharing of good practice across the sector. At the moment my college does not have money for staff to do external CPD which means skills and knowledge fall behind. (woman, white, disability status: prefer not to say, age 65+)*

*We all have the same issues and they can all be traced back to an inadequate funding system, which leads to staff shortage to support teaching, admin and wellbeing support. I don't think we can improve much until this is rectified – all we do is patch up as much as we can so we 'look ok.' (woman, white, not disabled, age 51–55)*

*Real improvement would come from better workload and life balance for staff. Ensuring that all teachers are qualified and well supported. (woman, white, disabled, age 56–60)*

*An approach not politically governed would serve best. FE needs a new process that workers respect and have trust in. (woman, white, not disabled, age 36–40)*

### **What the improvement process should look like**

UCU members were clear in their understanding of the change needed to support improvement in the further education sector. Members articulated what an alternative model to inspection in the further education and skills sector might look like. In this regard, members are keen to collaborate to explore the principles for an alternative to Ofsted inspection across the further education and skills sector.

*... Peer support would be much more beneficial for the students and quality of teaching as well as well-being of staff.*

*(woman, ethnicity: prefer not to say, not disabled, age 36–40)*

*Sharing of best practice, coaching opportunities, and mentoring for teachers and leaders. (man, black, not disabled, age 41–45)*

*I like the suggestion of the collaboration of a community of colleges to share ideas of best practice and ways to deal with specific challenges. Working with similar colleges (areas, cohorts, needs) would be far more supportive.*

*man, white, not disabled, age 61–65)*

*The focus should be on development rather than inspection. If a development officer was able to spend a few weeks every year in the same college, there would be a sense of continuity and support, rather than severe judgement.*

*(woman, white, not disabled, age 41–50)*

*Improved opportunities for CPD and staff training and making the teaching/learning curriculum relevant to changing times...(man, Black, not disabled, age 61–65)*

**Figure 3: Thinking about the future of inspection what are your thoughts on the following statements?**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/not applicable	Responses
Ofsted inspections should be more light-touch Count Row %	350 38.8%	365 40.5%	114 12.6%	34 3.8%	13 1.4%	26 2.9%	902
Ofsted inspections in the further education sector should be abolished Count Row %	325 36.0%	188 20.8%	202 22.4%	143 15.9%	29 3.2%	15 1.7%	902
I would like to see an alternative model of improvement/challenge in the further education sector Count Row %	541 60.0%	283 31.4%	56 6.2%	9 1.0%	5 0.6%	8 0.9%	902
I would like to see the exploration of a peer model of improvement/challenge * in the further education sector Count Row %	370 41.0%	332 36.8%	126 14.0%	33 3.7%	12 1.3%	29 3.2%	902
I would like to see the use of communities of practice ** as a model of improvement/challenge in the further education sector Count Row %	317 35.1%	341 37.8%	167 18.5%	16 1.8%	7 0.8%	54 6.0%	902
<b>Totals</b> Total Responses							902

## How UCU will drive forward our work for a fairer approach

These findings highlight a series of serious concerns about the Ofsted inspection process and confirm the urgent need for reform. To this end, UCU will:

- ➔ continue our campaign for the abolition of Ofsted inspections and its replacement with a developmental methodology
- ➔ organise webinars and dissemination tools for the survey findings and UCU campaign
- ➔ support branches to call for employers to undertake preventative organisation level stress risk assessments of the current inspection regime
- ➔ develop a toolkit and material to support branches and reps
- ➔ explore partners to pilot a model of peer challenge in the further education and skills sector
- ➔ support branches to meet with management and begin dialogue around reform of Ofsted, and
- ➔ work with sister education unions to achieve our aims.

# Conclusion

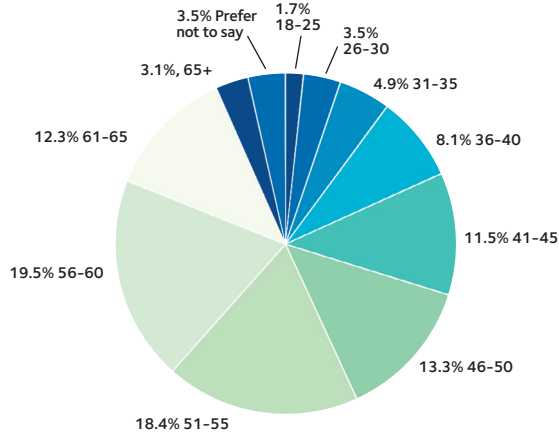
Ofsted is consulting the sector on its work, however, this consultation does not go far enough and omits some of the most pressing questions in relation to the health and safety of staff whilst at work. The findings of this research show that overall in England, UCU members have grave concerns about the stress, anxiety and adverse impact on health and wellbeing they experience as a result of Ofsted inspections and preparation for an Ofsted inspection. Our findings show that Ofsted inspections create a major health and safety risk for staff who experience significant levels of stress and anxiety both during and in the lead up to inspections. Respondents describe the Ofsted inspection process as traumatic. Respondents were concerned about the conduct of His Majesty's Inspectors (HMI) when on-site with descriptors of rude and intimidating interactions. There is a crisis of confidence in the Ofsted inspection process. The vast majority of UCU members believe that Ofsted terminology, in particular, the judgement 'inadequate' is unacceptable. This statistically representative study shows clearly that UCU members wish to move away from an inspection model and towards an alternative, peer-led, model of improvement. UCU members have passed a motion calling for the abolition of Ofsted inspections.

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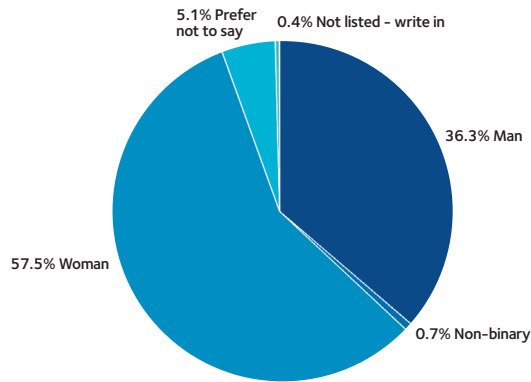
# Annex

## EQUALITY GROUPS

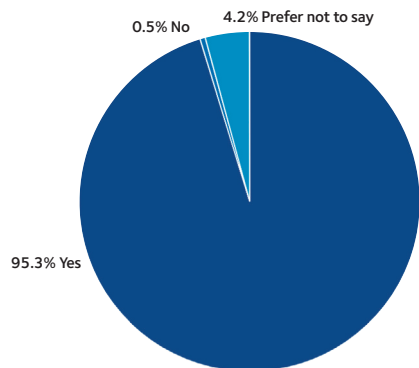
**Chart A: Respondents by age**



**Chart B: Respondents by gender**

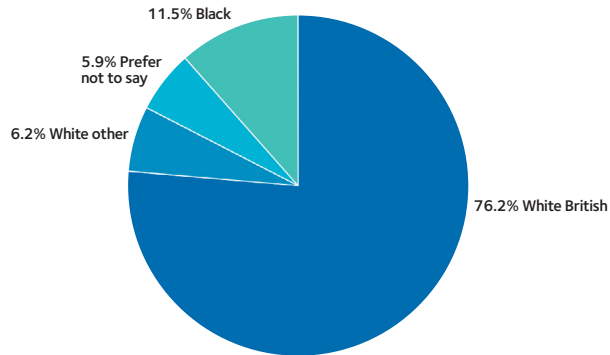


**Chart C: Is your gender the same as you were assigned at birth?**

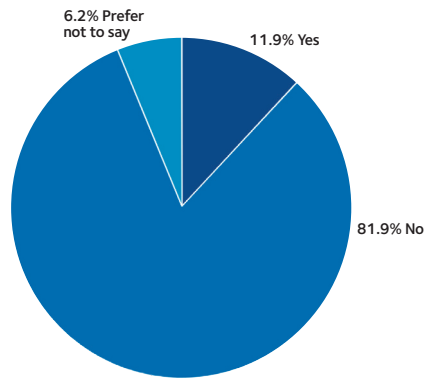


**Chart D: What is your ethnicity?**

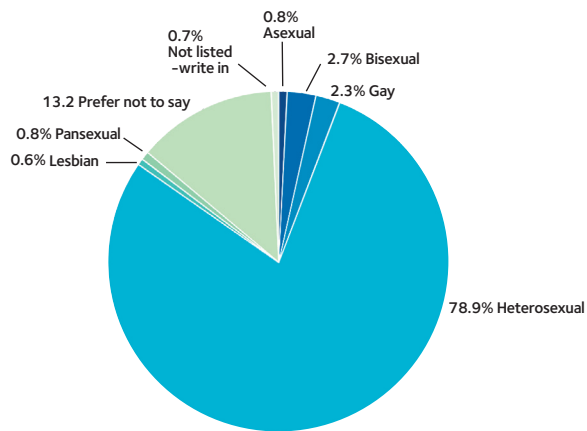
UCU uses the term 'Black' in a political sense to refer to people who are descended, through one or both parents, from Africa, the Caribbean, Asia (the Middle-East to China) and Latin America. It refers to those from a visible minority who have a shared experience of oppression.



**Chart E: Disability status**



**Chart F: Sexual orientation**



# Comparing between groups

This section looks at differences across groups of people by exploring the variance in responses by disability status, ethnicity, gender and sexual orientation across responses to four key statements:

1. The Ofsted inspection process raises standards in the further education sector
2. Ofsted inspections cause me an unmanageable level of stress
3. Ofsted-related work has been a contributing factor to me being bullied
4. Ofsted inspections in the further education sector should be abolished

## THE OFSTED PROCESS RAISES STANDARDS IN THE FURTHER EDUCATION SECTOR

### Disability

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Yes</b>						
Count	2	15	28	29	27	1
Row %	2.0%	14.7%	27.5%	28.4%	26.5%	1.0%
<b>No</b>						
Count	12	135	172	224	152	4
Row %	1.7%	19.3%	24.6%	32.0%	21.7%	0.6%
<b>Prefer not to say</b>						
Count	2	9	10	20	12	0
Row %	3.8%	17.0%	18.9%	37.7%	22.6%	0.0%



**Ethnicity**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Black</b>						
Count	4	19	17	27	14	0
Row %	4.9%	23.5%	21.0%	33.3%	17.3%	0.0%
<b>White</b>						
Count	11	130	184	228	166	4
Row %	1.5%	18.0%	25.4%	31.5%	23.0%	0.6%
<b>Prefer not to say</b>						
Count	1	10	8	18	13	1
Row %	2.0%	19.6%	15.7%	35.3%	25.5%	2.0%
<b>Not listed - write in</b>						
Count	0	0	3	1	1	0
Row %	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%

**Gender**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Man</b>						
Count	9	55	67	89	88	3
Row %	2.9%	17.7%	21.5%	28.6%	28.3%	1.0%
<b>Woman</b>						
Count	6	96	134	161	94	1
Row %	1.2%	19.5%	27.2%	32.7%	19.1%	0.2%



**Sexual orientation**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>LGBTQ+</b>						
Count	3	11	14	20	14	0
Row %	4.8%	17.7%	22.6%	32.3%	22.6%	0.0%
<b>Heterosexual</b>						
Count	10	131	171	212	147	5
Row %	1.5%	19.4%	25.3%	31.4%	21.7%	0.7%
<b>Prefer not to say</b>						
Count	3	15	25	40	30	0
Row %	2.7%	13.3%	22.1%	35.4%	26.5%	0.0%
<b>Not listed - write in</b>						
Count	0	2	1	1	2	0
Row %	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%

**OFSTED INSPECTIONS CAUSE ME AN UNMANAGEABLE LEVEL OF STRESS**

**Disability**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Yes</b>						
Count	62	29	6	4	0	1
Row %	60.8%	28.4%	5.9%	3.9%	0.0%	1.0%
<b>No</b>						
Count	323	218	93	52	8	5
Row %	46.2%	31.2%	13.3%	7.4%	1.1%	0.7%
<b>Prefer not to say</b>						
Count	26	13	9	5	0	0
Row %	49.1%	24.5%	17.0%	9.4%	0.0%	0.0%





**Ethnicity**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Black</b>						
Count	49	16	6	6	2	2
Row %	60.5%	19.8%	7.4%	7.4%	2.5%	2.5%
<b>White</b>						
Count	343	223	97	50	6	4
Row %	47.4%	30.8%	13.4%	6.9%	0.8%	0.6%
<b>Prefer not to say</b>						
Count	19	20	7	5	0	0
Row %	37.3%	39.2%	13.7%	9.8%	0.0%	0.0%
<b>Not listed - write in</b>						
Count	4	0	1	0	0	0
Row %	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%

**Gender**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Man</b>						
Count	145	86	46	29	5	0
Row %	46.6%	27.7%	14.8%	9.3%	1.6%	0.0%
<b>Woman</b>						
Count	242	155	56	30	3	6
Row %	49.2%	31.5%	11.4%	6.1%	0.6%	1.2%



**Sexual orientation**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>LGBTQ+</b>						
Count	3	11	14	20	14	0
Row %	4.8%	17.7%	22.6%	32.3%	22.6%	0.0%
<b>Heterosexual</b>						
Count	10	131	171	212	147	5
Row %	1.5%	19.4%	25.3%	31.4%	21.7%	0.7%
<b>Prefer not to say</b>						
Count	3	15	25	40	30	0
Row %	2.7%	13.3%	22.1%	35.4%	26.5%	0.0%
<b>Not listed - write in</b>						
Count	0	2	1	1	2	0
Row %	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%

**OFSTED-RELATED WORK HAS BEEN A CONTRIBUTING FACTOR TO ME BEING BULLIED**

**Disability**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Yes</b>						
Count	21	16	30	16	7	12
Row %	20.6%	15.7%	29.4%	15.7%	6.9%	11.8%
<b>No</b>						
Count	55	100	158	176	101	109
Row %	7.9%	14.3%	22.6%	25.2%	14.4%	15.6%
<b>Prefer not to say</b>						
Count	7	7	14	11	7	7
Row %	13.2%	13.2%	26.4%	20.8%	13.2%	13.2%



**Gender**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Man</b>						
Count	41	48	76	55	54	37
Row %	13.2%	15.4%	24.4%	17.7%	17.4%	11.9%
<b>Woman</b>						
Count	34	68	111	139	57	83
Row %	6.9%	13.8%	22.6%	28.3%	11.6%	16.9%

**Ethnicity**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Black</b>						
Count	9	15	25	16	9	7
Row %	11.1%	18.5%	30.9%	19.8%	11.1%	8.6%
<b>White</b>						
Count	67	98	162	179	102	115
Row %	9.3%	13.6%	22.4%	24.8%	14.1%	15.9%
<b>Prefer not to say</b>						
Count	5	10	14	10	7	5
Row %	9.8%	19.6%	27.5%	19.6%	13.7%	9.8%
<b>Not listed - write in</b>						
Count	1	0	3	0	0	1
Row %	20.0%	0.0%	60.0%	0.0%	0.0%	20.0%



**Sexual orientation**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>LGBTQ+</b>						
Count	3	11	14	20	14	0
Row %	4.8%	17.7%	22.6%	32.3%	22.6%	0.0%
<b>Heterosexual</b>						
Count	10	131	171	212	147	5
Row %	1.5%	19.4%	25.3%	31.4%	21.7%	0.7%
<b>Prefer not to say</b>						
Count	3	15	25	40	30	0
Row %	2.7%	13.3%	22.1%	35.4%	26.5%	0.0%
<b>Not listed - write in</b>						
Count	0	2	1	1	2	0
Row %	0.0%	33.3%	16.7%	16.7%	33.3%	0.0%

**OFSTED INSPECTIONS IN THE FURTHER EDUCATION SECTOR SHOULD BE ABOLISHED**

**Disability**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Yes</b>						
Count	40	21	25	10	3	3
Row %	39.2%	20.6%	24.5%	9.8%	2.9%	2.9%
<b>No</b>						
Count	249	148	148	123	22	9
Row %	35.6%	21.2%	21.2%	17.6%	3.1%	1.3%
<b>Prefer not to say</b>						
Count	15	8	17	8	4	1
Row %	28.3%	15.1%	32.1%	15.1%	7.5%	1.9%



**Ethnicity**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Black</b>						
Count	31	12	20	12	6	0
Row %	38.3%	14.8%	24.7%	14.8%	7.4%	0.0%
<b>White</b>						
Count	262	158	154	120	17	12
Row %	36.2%	21.9%	21.3%	16.6%	2.4%	1.7%
<b>Prefer not to say</b>						
Count	13	6	16	9	6	1
Row %	25.5%	11.8%	31.4%	17.6%	11.8%	2.0%
<b>Not listed - write in</b>						
Count	3	2	0	0	0	0
Row %	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%

**Gender**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>Man</b>						
Count	131	56	58	52	10	4
Row %	42.1%	18.0%	18.6%	16.7%	3.2%	1.3%
<b>Woman</b>						
Count	158	115	113	82	16	8
Row %	32.1%	23.4%	23.0%	16.7%	3.3%	1.6%



**Sexual orientation**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/ not applicable
<b>LGBTQ+</b>						
Count	18	12	15	14	2	1
Row %	29.0%	19.4%	24.2%	22.6%	3.2%	1.6%
<b>Heterosexual</b>						
Count	247	146	143	112	18	10
Row %	36.5%	21.6%	21.2%	16.6%	2.7%	1.5%
<b>Prefer not to say</b>						
Count	41	19	30	13	8	2
Row %	36.3%	16.8%	26.5%	11.5%	7.1%	1.8%
<b>Not listed - write in</b>						
Count	2	2	1	0	1	0
Row %	33.3%	33.3%	16.7%	0.0%	16.7%	0.0%

Notes

- <sup>1</sup>UCU does not represent further education workers in Scotland.
- <sup>2</sup>(2023), Ofsted, 'Education Inspection Framework Guidance' available at: <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023>
- <sup>3</sup><https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023>
- <sup>4</sup><https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2022#what-inspections-will-cover>
- <sup>5</sup><https://www.ucu.org.uk/article/12949/Further-Education-Sector-Conference#l1-ofsted-inspections-must-go>
- <sup>6</sup>Courts and Tribunals Judiciary, (2023), Ruth Perry: Prevention of future deaths report, London. Available at: <https://www.judiciary.uk/prevention-of-future-death-reports/ruth-perry-prevention-of-future-deaths-report/>
- <sup>7</sup>Perryman, J. et al., (2013), Beyond Ofsted: an inquiry into the future of inspection, London: University College London, available at: <https://beyondofsted.org.uk/wp-content/uploads/2023/11/Beyond-Ofsted-Report.pdf>
- <sup>8</sup>Available at: <https://www.gov.uk/government/consultations/ofsted-big-listen>

