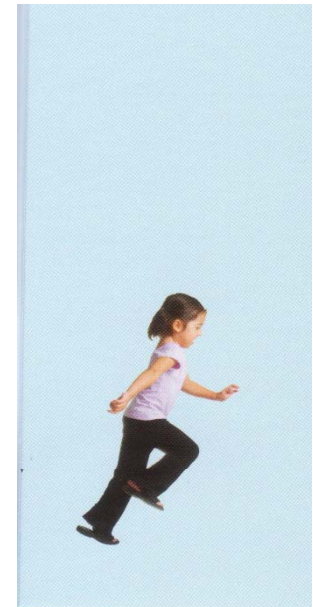
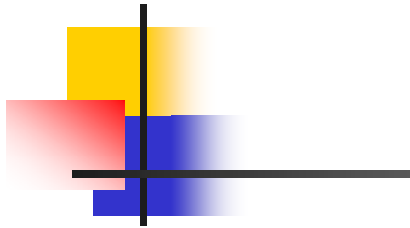




a view from the bridge

- the annual report of Her Majesty's Chief Inspector of Education, Children's Services and Skills







a view from the bridge

- first annual report by Sir Michael Wilshaw
- 4 parts:-
 - overall state of the nation commentary
 - detailed reports on:
 - ❖ early years
 - ❖ schools
 - ❖ learning and skills
- launch of Data View: a digital tool enabling comparisons of regional and local performance of schools, colleges and childcare providers
- report on social care provision coming in Summer 2013

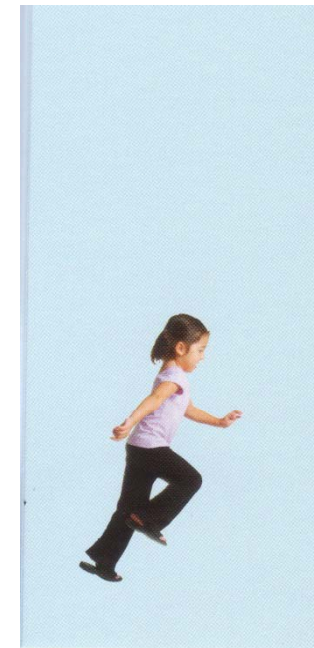


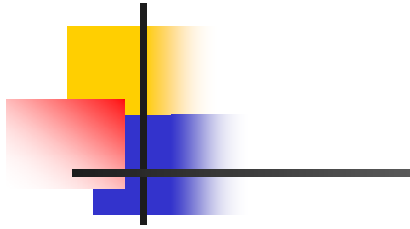




a view from the bridge – key messages

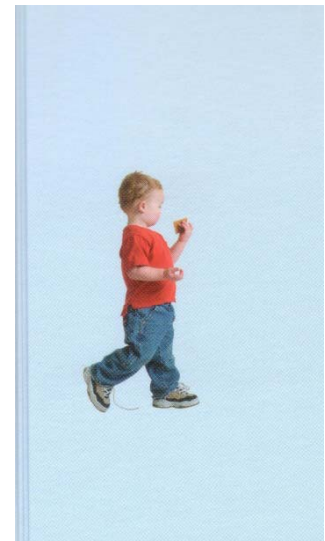
- schools are getting better.....but more to do to close the gaps
- too much variation – between schools; across local authorities; among childcare and early year providers
- concerns about match of post 16 college provision with employers' needs

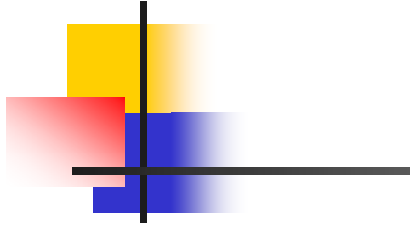




a view from the bridge – early years

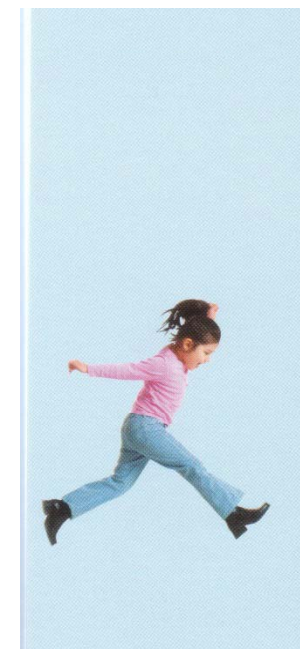
- improving but more to do
- best provision in pre-school – better than by childminders
- challenges:
 - variability
 - expertise and qualifications
 - school 'readiness'
 - interaction with children
- the 'to do' list:
 - targeting support, guidance and training
 - monitoring improvement...and decline
 - linking stronger providers to weaker ones

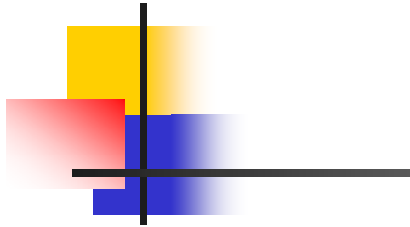




a view from the bridge - schools

- reason to be cheerful: schools are getting better
- but more to do with the 30%
- challenges:
 - satisfactory, requires improvement
 - narrowing gaps
 - regional variations
 - learning and life chances
- the 'to do' list:
 - relentless and collective focus on teaching and learning
 - ambition for every child
 - tackle gaps
 - take bold, brave and early action





a view from the bridge – learning and skills

- satisfactory...but could do much better
- staying in learning **and** succeeding in learning
- challenges:
 - NEETS
 - measuring employability impact
 - consolidation before growth
 - maximising apprenticeship potential
- the 'to do' list:
 - progression into work
 - governance focused on impact and outcomes
 - quality of teaching and learning –
vocationally competent **and** work ready



