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Strengthening oversight: understanding Ofsted's governance agenda

11 February 2026



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To help you make the most of this session:

1. We will be recording this session and everyone who has registered will receive a copy by email. Please feel free to share this with colleagues in your network.

2. You are muted throughout the webinar so if you need assistance, please use the questions function in the top right-hand panel.

3. You can ask questions about the content of this webinar using the questions function in the top right corner of this window (the icon with a '?'), a selection of these will be addressed at the end of the session and we will address common themes in our follow-up.

Today's presenters



Kerry Boffey
CEO
Fellowship of Inspection Nominees (FIN)



Hayley Wilcox
Chief Operating Officer
Instep



Paul Sutton
Implementation Consultant
Aptem

Strengthening oversight: Understanding Ofsted's leadership and governance

February 2026

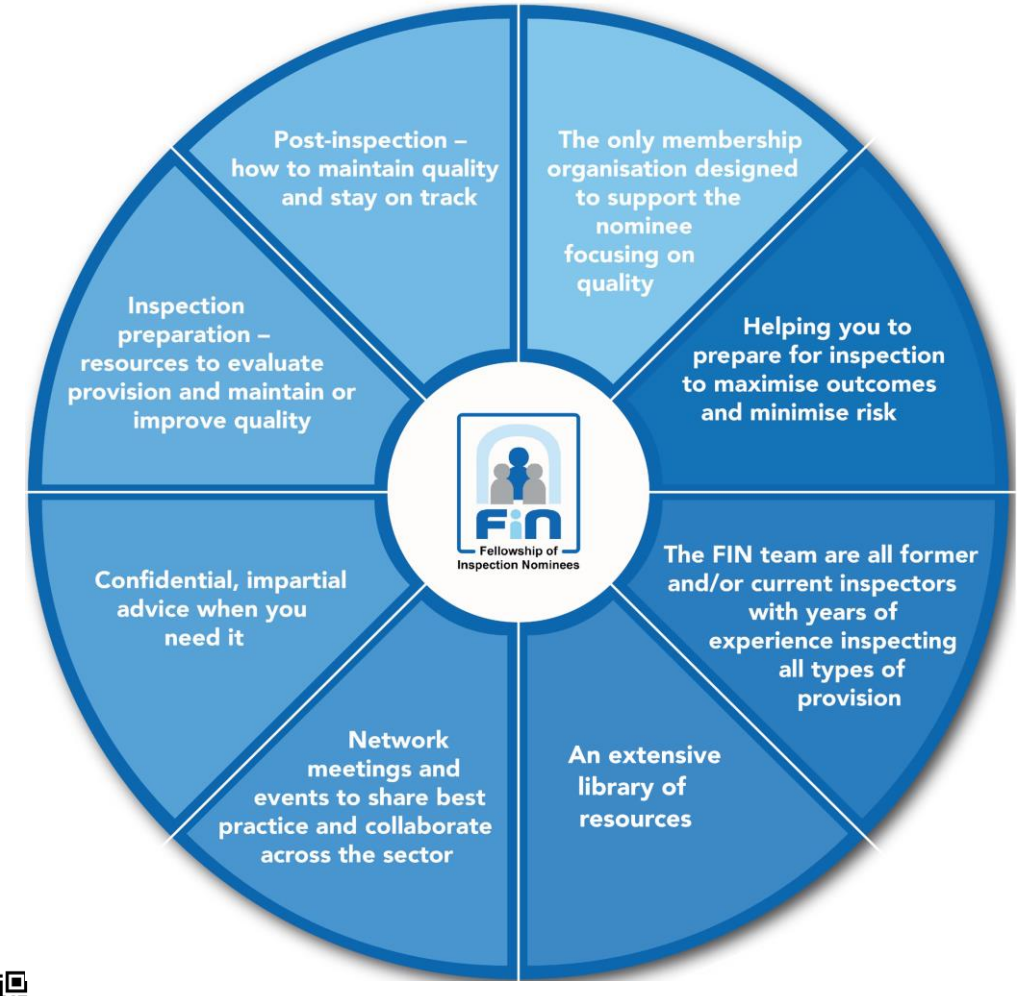


Kerry Boffey



Hayley Wilcox, Instep

What is FIN and what are the benefits?



Former Ofsted inspectors pooled their knowledge and skills to create a membership organisation to raise quality and provide effective inspection preparation to maximise outcomes and minimise risks at inspection.

"I want to express my sincere gratitude for the exceptional support and guidance Kerry and her team at FIN have provided us at Hawk Training over the years.

Your resource library has been nothing short of excellent, supplemented by engaging webinars and events, offering us a wealth of valuable information that has enriched the quality of our training provision significantly. Additionally, the feedback and scrutiny we received as part of the governance package served as a critical friend, providing insights and a perspective that further contributed to our success.

FIN's support not only helped us in the lead-up to an Outstanding Ofsted inspection but also fostered a culture of quality and excellence that is now instilled throughout the organisation."

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“New design with altered priorities:”

“Providers must look beyond headline changes to grasp the deeper implications of each inspection judgement.”

Kerry Boffey

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Overview of the old EIF

Leadership & management

- Vision and ethos
- Staff development
- Staff workload and wellbeing
- Student experience
- Governance / oversight
- Safeguarding

Grading leadership and governance

Needs attention	Expected standard	Strong standard
Leadership and governance are likely to be graded 'needs attention' when the expected standard has not been met. **This may include when one or more of the following applies:** ■ Leaders broadly understand the context in which they work, but their analysis of the provision's strengths and/or areas	**Leadership and governance meet the 'expected standard' when all the following apply:** Leaders understand the provider's strengths and areas for development. They largely take appropriate action to drive improvement and/or sustain high standards. Where an aspect of the provision falls short of the expected standard, this is dealt with quickly and effectively.	**Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders, governors and/or those responsible for oversight have a detailed insight into the provider's strengths and areas for development. This ensures that their strategic priorities are sharply focused, and that any

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Best FIT v Secure FIT



Needs attention	Expected standard	Strong standard
	Critical criteria	

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Poll

The best fit model v the secure fit model.

- We fully agree and understand that this is to raise standards and will ensure consistency.
- Partially agree, it may ensure consistency; however, it becomes a checklist, creates issues and will disproportionately negatively impact the sector.
- Disagree, the secure fit model will demoralise staff, is disproportionate, creating pressure on providers and result in a negative impact on the consistency of inspections.

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Leadership and governance

(Whole provider level)

Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional

- **Clarity of vision and strategic direction from leaders**: Effective leadership establishes clear priorities and strategic direction, guiding the organisation toward its goals.
- **Inclusive culture**: Ethical decision-making forms the foundation of a positive organisational culture and governance.
- **Continuous improvement**: Using data and quality assurance processes effectively supports continuous improvement, enhancing performance.
- **Care of staff**: Management of staff workload, morale and wellbeing, and effective CPD for staff.
- **Governance oversight, challenge and accountability**: Strong governance structures ensure accountability, supporting performance through oversight mechanisms.

Grading

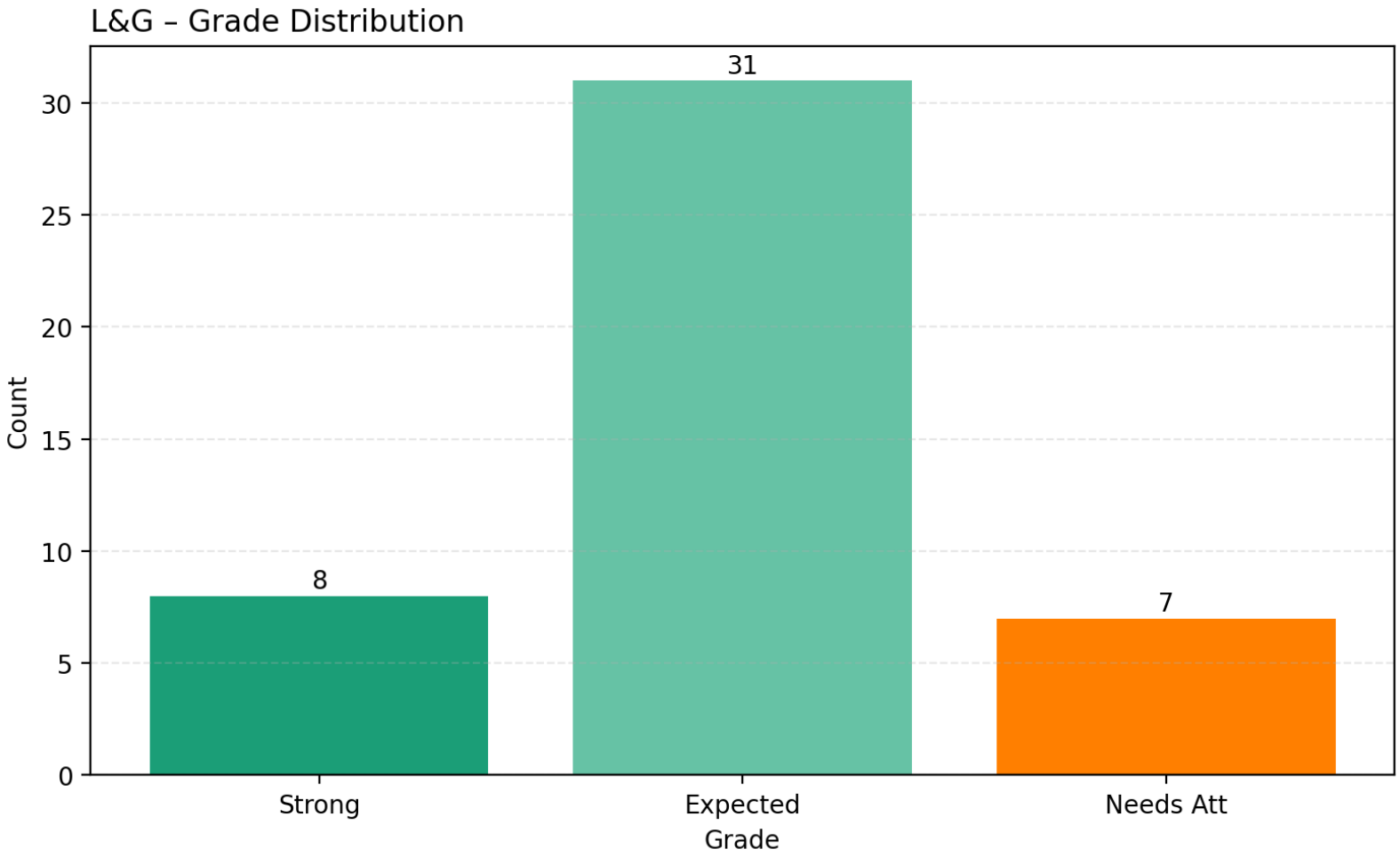
Urgent improvement

In summary:

- Slow or lack of ability to identify and/or prioritise the right issues and action
- Actions taken have had little or no impact on learners'/apprentices' experiences.
- Lack of track record of improvement or, insufficient improvements since appointment.
- Failure to meet statutory duties
- Poor decisions negatively impact learners and apprentices.
- Unsustainable workloads on staff,
- Bullying and harassment go unnoticed or unchallenged.

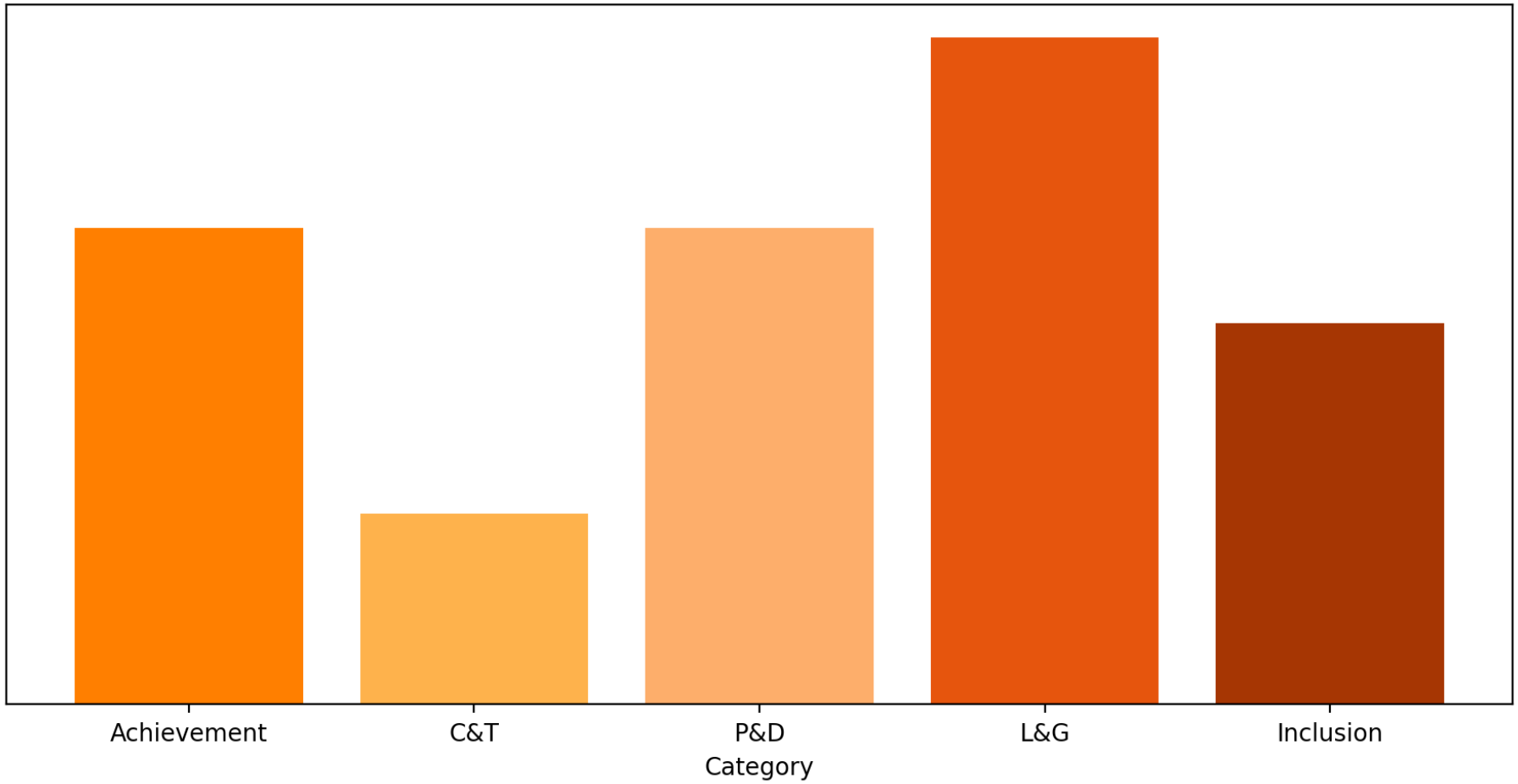
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FIN analysis - Inspection reports published to date: 46

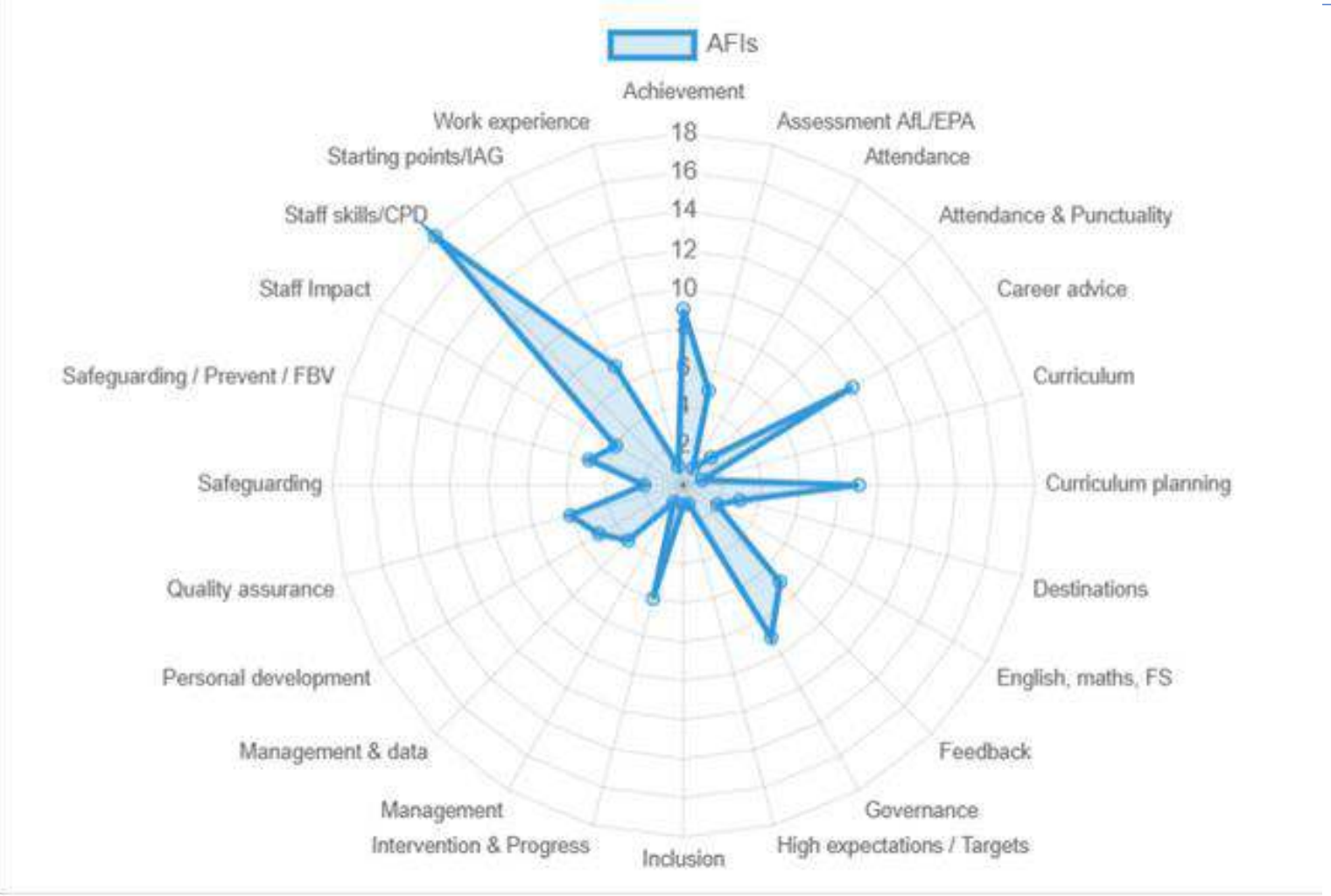


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Needs Attention – Combined Counts by Category



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Needs attention - extracts

- Governors do not have sufficiently thorough oversight of the quality of curriculum, teaching and training. While they bring valuable industry, supply-chain, finance and policy expertise, they do not have a detailed enough understanding of teaching and education. As a result, they do not provide the high level of scrutiny, challenge or educational insight required to further drive improvements in the quality of education.
- Leaders do not analyse the data available to them well enough to understand what is working well or what needs to improve. For example, they do not analyse thoroughly enough the reasons why a few apprentices fall behind with their studies or leave the apprenticeship early.
- However, leaders do not fully inform governors of the outcomes of quality assurance processes so that governors can support them to improve the taught elements of the apprenticeships.
- Those responsible for governance have limited oversight of the quality of the provision.

Data



Data has become paramount:

- Collection
- Analysis
- Driving action

FESIT

Ofsted's data on your provision.

"What is it like to be a disadvantaged learner at this provider?"

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"The quality and curriculum team meets each month after carrying out activities that include observing lessons, reviewing progress reports, examining achievement data, checking examination results and gathering feedback from apprentices. They share information from these activities with the excellence committee, which then provides useful insights for the quarterly governance meetings. This process helps leaders and governors to understand fully what is working well and identify areas for improvement, enabling them to provide challenge and support for staff where needed."

Poll

Currently, in our provision, those who provide governance have:

- Detailed and complete understanding of all barriers our learners face.
- Some understanding of all barriers our learners face.
- Very little/not enough understanding of all barriers our learners face.

Fellowship of Inspection Nominees

From Compliance to Impact:

Strengthening Inclusion Oversight

Support Assessment	Cognitive Assessment		Declared LLDD		English and/or Maths IA		Late Identified		None		Other	
ILR Year	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
24/25	246	23.3%	94	8.9%	31	2.9%	51	4.8%	601	56.9%	34	3.2%
25/26	205	38.2%	59	11.0%	10	1.9%	14	2.6%	241	45.0%	7	1.3%

QAR - Achievement

Achievement = Achievers / Leavers (withdrawals + completed)

Needs Identified	Need Identified			No Identified Needs		
ILR Year	Leavers	Achievers	%	Leavers	Achievers	%
24/25	211	160	75.8%	496	358	72.2%
25/26	123	65	55.1%	354	203	60.6%

Grade	Distinction		Merit		Pass	
ILR Year	Achiever	%	Achiever	%	Achiever	%
⊟ 24/25						
Need Identified	106	66.3%	7	4.4%	47	29.4%
No Identified Needs	264	73.7%	16	4.5%	78	21.8%
⊟ 25/26						
Need Identified	46	70.8%	2	3.1%	17	26.2%
No Identified Needs	169	83.3%	3	1.5%	31	15.3%

- Still very much a work in progress, however applying markers to the learner profile has allowed us to create an Inclusion Dashboard.
- These data extracts identify who our current live learners are with support needs, current achievement rates and EPA outcomes.
- Refinement needed to include a wider scope; deprived areas, free school meals for those up to 22 years old, L1 FS (currently only applying markers to those at E3) and care leavers.

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Providers insights:

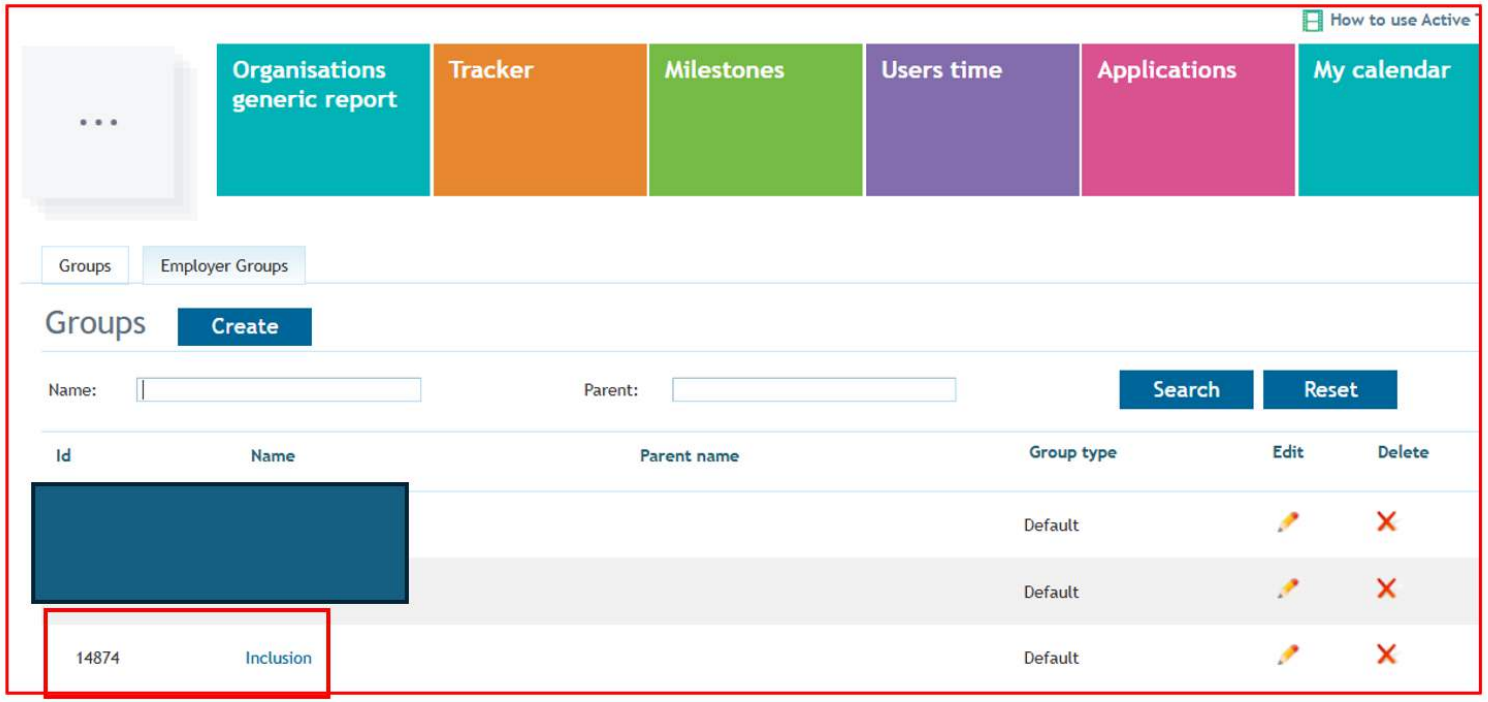
- What is a recent change or improvement you have made to your management information system?

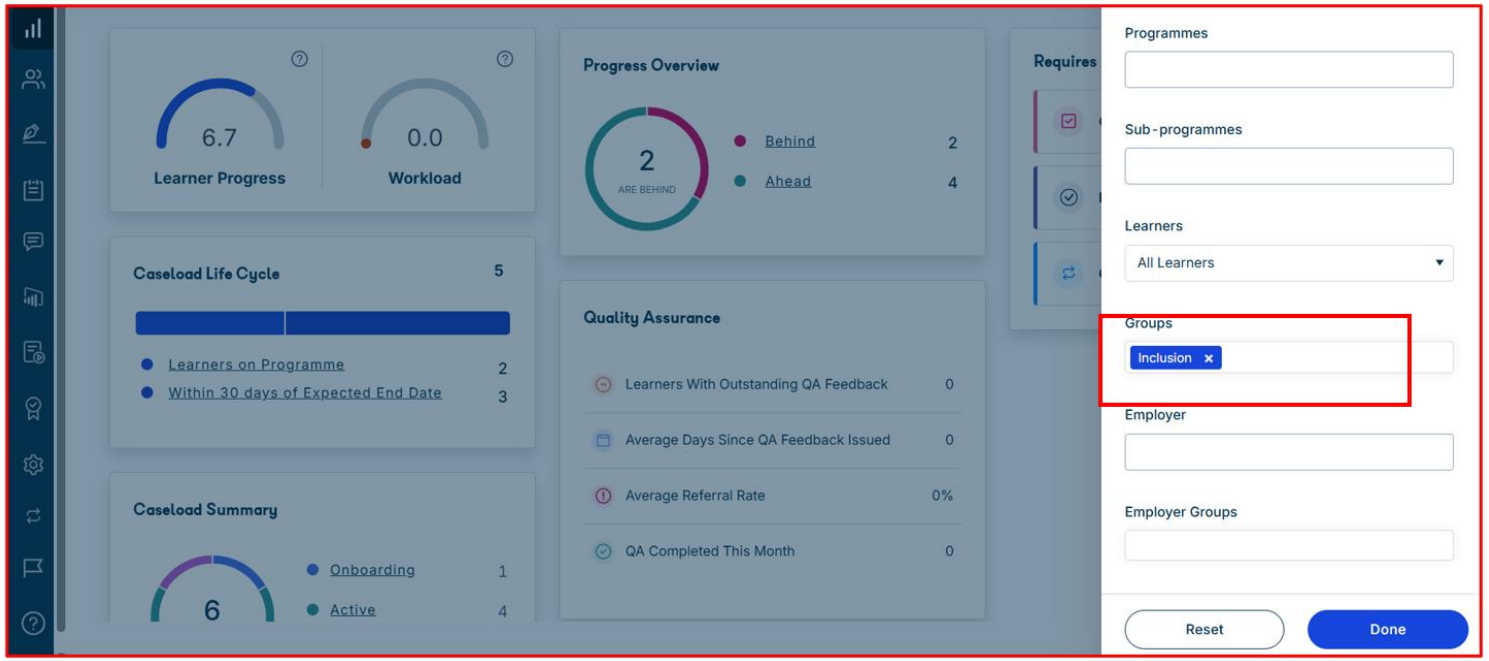
- What are your challenges?

- What steps have you overcome to address challenges?

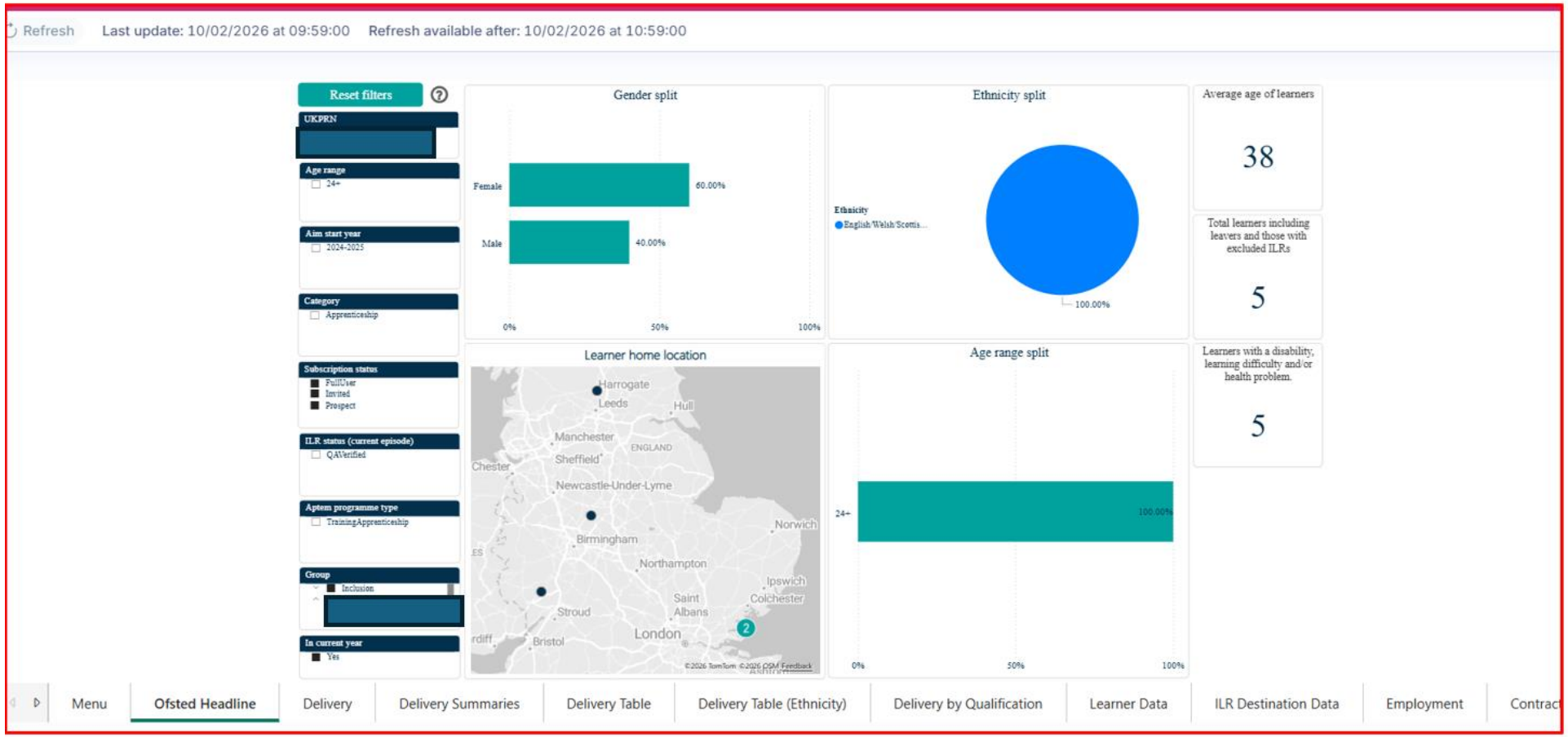
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Inclusion groups example in Aptem

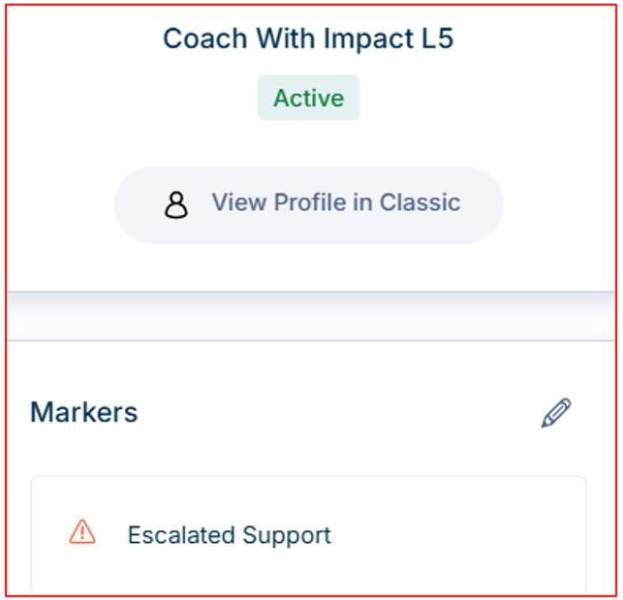




Inclusion groups example in Aptem



Markers and UGR in Aptem



Markers	Special educational need	Education Health Care plan	Disabled students allowance	Primary health problem
Escalated Support	No	No	No	Other medical condition (for example epilepsy, asthma, diabetes)
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Mental health difficulty
Escalated Support	No	No	No	Other physical disability
Escalated Support	No	No	No	Other disability
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Other medical condition (for example epilepsy, asthma, diabetes)
Escalated Support	No	No	No	Mental health difficulty
Escalated Support	No	No	No	Mental health difficulty
Escalated Support	No	No	No	Hearing impairment
Escalated Support	No	No	No	Other medical condition (for example epilepsy, asthma, diabetes)
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Other specific learning difficulty (e.g. Dyspraxia)
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Dyslexia
Escalated Support	No	No	No	Disability affecting mobility
Escalated Support	No	No	No	Moderate learning difficulty
Escalated Support	No	No	No	Dyslexia

Quality assurance

Governors drive improvements

Evidence: Quality assurance is explicit governance responsibility
New requirement: Governors must show how oversight improves teaching/learning

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Inclusion

- Planning, execution and evaluation of inclusion

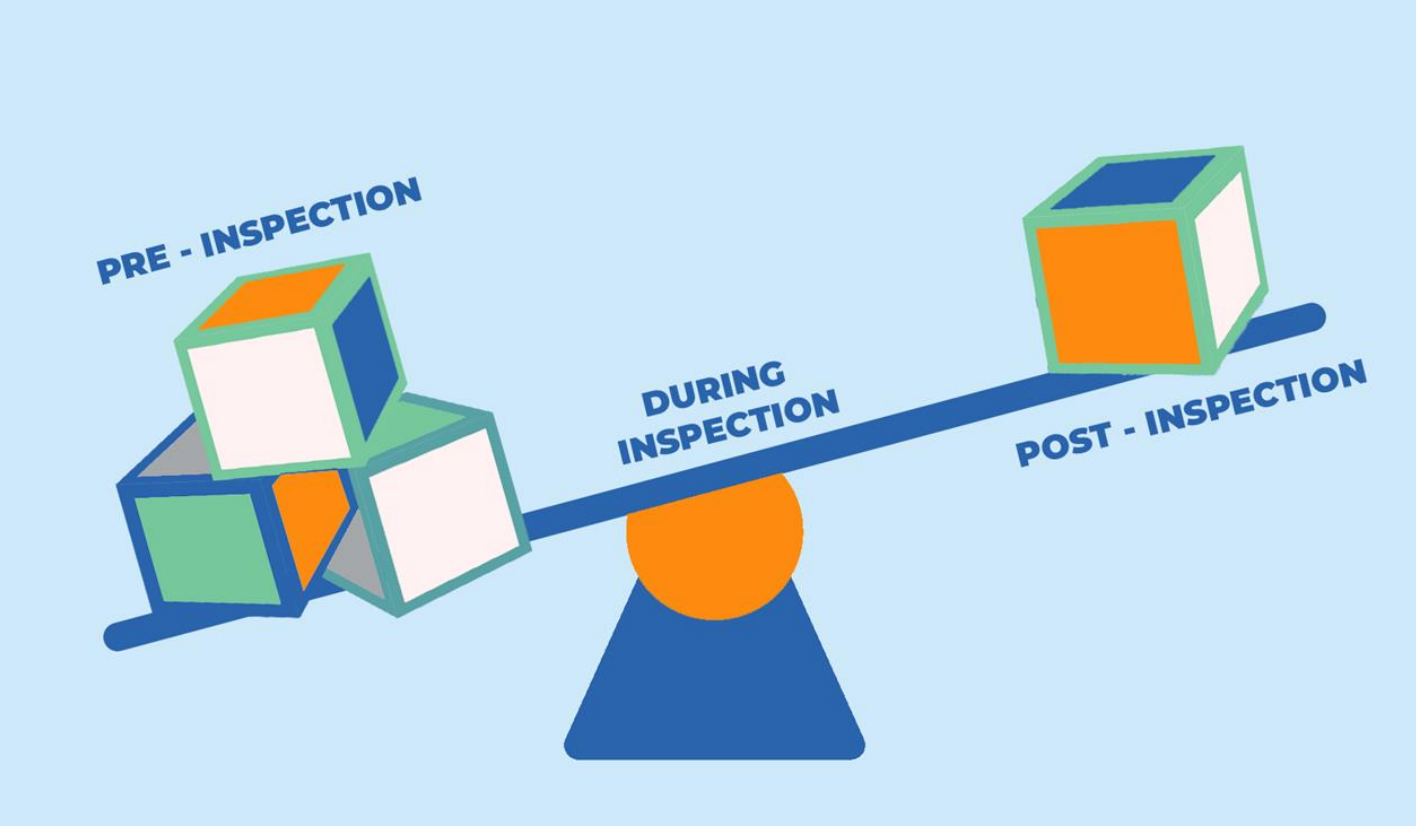
Safeguarding and inclusion carry significant weighting.



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Power of Influence

Providers and nominees have more influence over their inspection now – pre inspection than during or post. FIN can help support your nominee and the organisation with long term improvements and preparation.



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Not a FIN member yet?

Join our **register for free** and take part in one of our **fact-finding webinars**, designed to cut through the noise and provide clear, practical insight.
Receive an invite to a FIN focused session explorng the key issues, emerging expectations and real-world implications, giving you the opportunity to hear from experts, reflect on evidence, and ask informed questions in a supportive setting.

By registering, you'll:
Gain early insight into current and upcoming developments
Explore the facts behind the headlines — not opinions or sales pitches
Connect with professionals facing similar challenges
Learn how membership can support you moving forward

Registration is free, with no obligation.
Join a fact-finding webinar to understand more, stay informed, and decide whether becoming a member is right for you.

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Inspection Nominees

Additional services

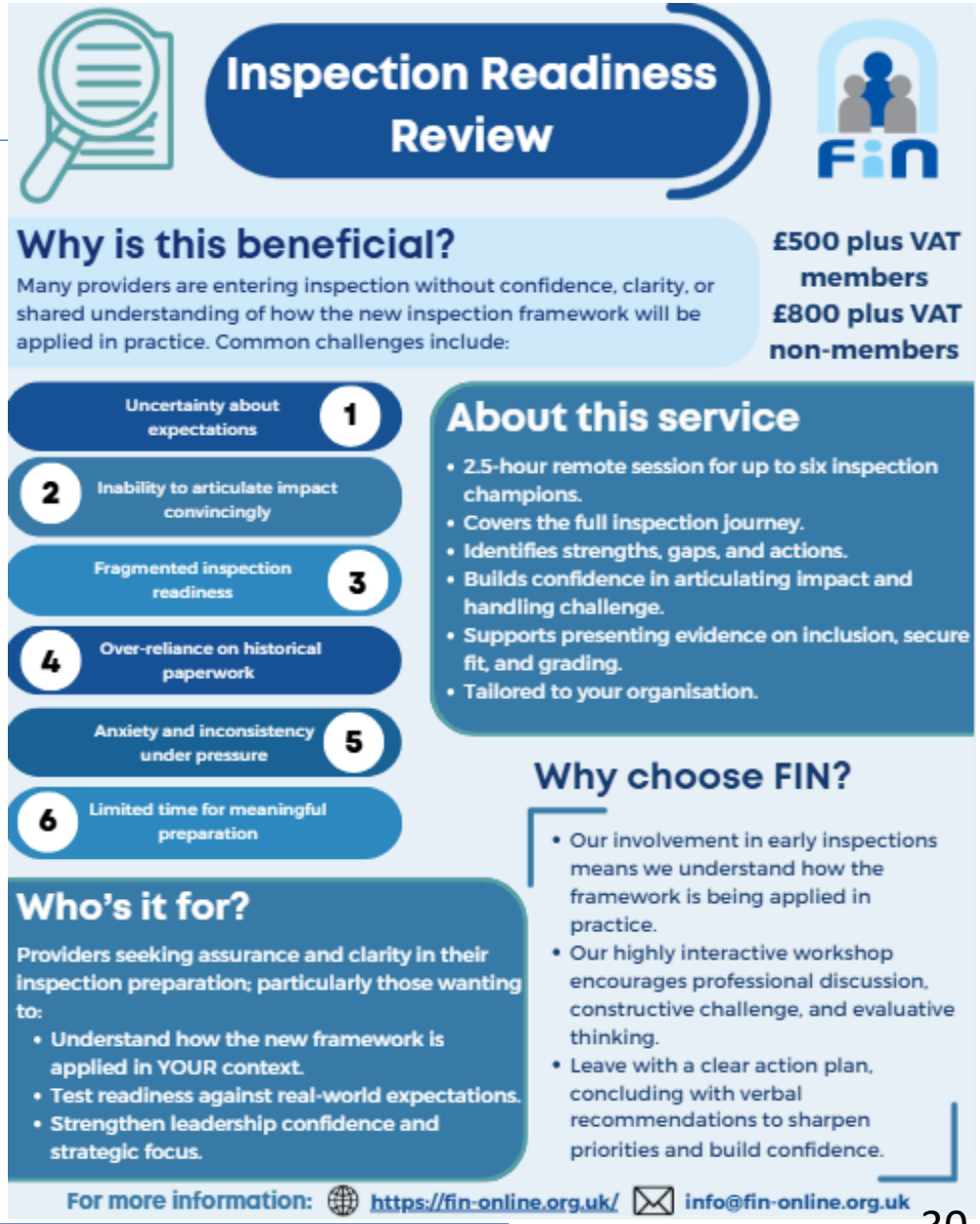
NEW

Inspection Readiness Review

Taking bookings for Inspection Readiness Reviews against the new framework.

For a quote and scoping call,

contact: info@fin-online.org.uk



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When you sign up to the Register of Nominees and Quality Directors today!



Benefits of registering include:

- Monthly detailed inspection analysis identifying trends and patterns to help our members understand the change in landscape and prepare for inspection.
- Reflection newsletter, discussing topical themes and updates. Available to download and share across your organization.
- Periodically receive complimentary invites to networking events and working groups.
- On occasion receive exclusive offers and discounts to CPD and training events.

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FIN library – Member-only access over 300 resources

1. Inspection preparation



A100. A pre-inspection readiness check



A101. An overview guide to preparation



A102. Last-minute inspection readiness check



A103. Making the most of your role as nominee



A104. Triangulating evidence



A105. Nominee cross organisation support team



A106. Team inspection preparations



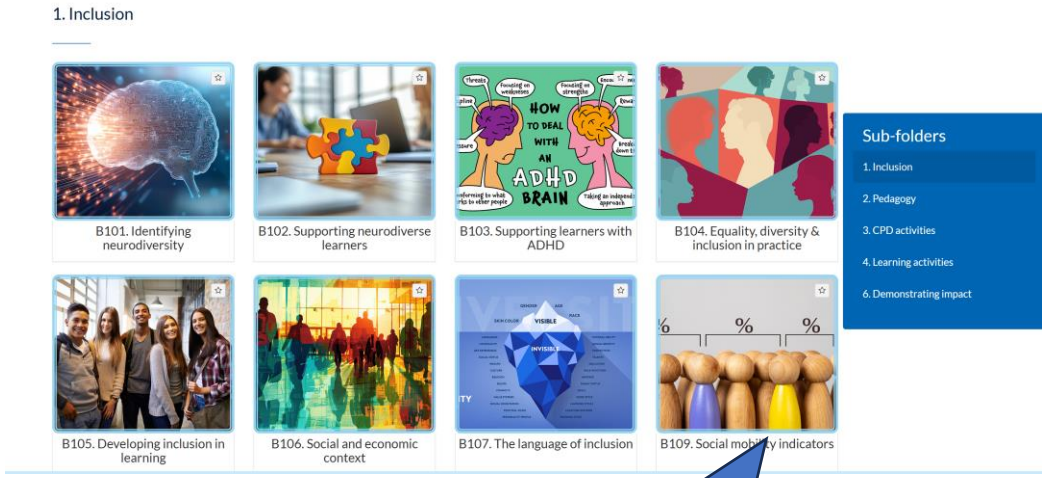
A107. Nominee PowerPoint intro presentation

Sub-folders

1. Inspection preparation
2. Managing data
3. Questions worth asking
4. Quality indicators
5. Quality Assurance
6. SAR and QIP development
7. Governance

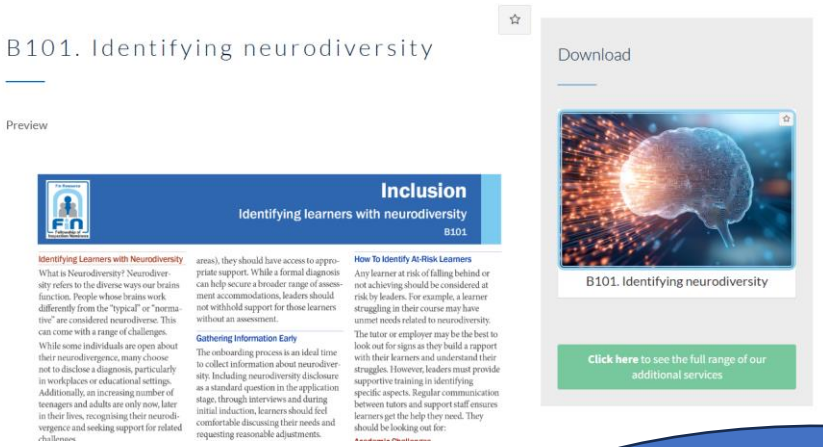
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FIN library – Member-only access over 300 resources



FIN resources are excellent! They have saved us £1000's and hours of work!
ITP – member since 2020

We joined FIN for the networking and inspection support, which have been excellent. The resource library was an unexpected bonus and its amazing!
University - member since 2022



The library of resources is superb!
Employer provider – member since 2019

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FIN Upcoming Events



Safeguarding and Prevent Networking Group



Strategic Safeguarding for DSLs



Skills Bootcamps Networking group

NEW



Inclusion Networking group

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More info on our website:

Inspection bootcamp - nominee training



2 day Essential Inspection Preparation / Nominee Bootcamp

Business and Technology Centre, Stevenage, Herts SG1 2DX

Day One - 10:00-17:00, Day Two 09:30 - 16:00

£ £ 250.00 / delegate DEPOSIT (ex VAT)

Final balance of £ 400.00 due before event

More info on our website:

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Funding compliance resources now available!

8. Funding Rules


A801. Funding Rules - Apprenticeship Agreement



A802. Funding Rules - Apprenticeship Training Plans


A803. Funding Rules - Off-the-job training


A804. Funding Rules - The ILR


A805. Funding Rules - The PDSAT online checker


A806. Funding Rules - RPL calculations


A807. Funding Rules - Documenting and common errors


A808. Funding rules - Co-investment and employers

Our brand-new Funding Compliance resources are now LIVE!

Find them in Leadership, Management & Governance → Section 8: Funding Rules.

Designed exclusively for FIN members, these resources provide practical guidance and support to help you confidently meet funding compliance requirements.


A809. Funding rules - Co-investment by employer type


A810. Funding Rules - Invoicing co-investment


A820. Funding rules - Compliance indicator off-the-job


A821. Funding rules - Compliance indicator evidence pack


A822. Funding rules - Compliance indicator ILR entry



A823. Funding rules - Compliance indicator Training Plan effectiveness

https://members.fin.sphr.uk/resource-categories/74

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And finally...



Whatever you do, don't do it for inspectors, do it for the learners!

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Any questions?



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Recent and upcoming events

aptem.co.uk/#events



aSpire 2026

Aptem customer conference
14 May 2026



Webinars

Preparing for DfE audit: a practical guide with Karl Bentley



Industry events

The Apprenticeships Conference

A Day with Ofsted – AELP

ATC 2026

A Day with the Departments

Apprenticeship Guide Awards

Quality Professional Awards

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Thank you

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