

AI Won't Save FE.

*But it might give FE the space
to save itself.*

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The Compliance Industrial Complex

2005

Retention dips → Build a tracker



2012

Quality concerns → Create observation framework



2019

EIF changes → Rewrite every document



*Layer after layer. Every one well-intentioned.
Every one choking the system.*



Most colleges are using AI to write documents nobody reads, faster.

That's not transformation.

That's just more efficient mediocrity.

The Wrong Question vs The Right One



What can AI do?

Leads to faster documents,
better-formatted templates,
more polished compliance.


What can AI stop us having to do?

Leads to removed processes,
recovered time, space for
the work that actually matters.

A Curriculum Manager's Week

 Data pulls & formatting


3-4 hrs

 Action plans & QIPs

2-3 hrs

 Reports for SLT /
governors

2 hrs

 Actual teaching &
learning focus

?

A Real Example: Self-Assessment

WITHOUT AI

Weeks

of curriculum areas pulling data
from different systems

Formatting narratives
that describe what the numbers already show

Review processes
where SLT ask questions answerable
by looking at the data directly



WITH AI

Minutes

AI produces first-draft area review
from real college data

Flags anomalies automatically
identifies trends across years

**The point isn't the document.
It's the conversation that happens next.**

AI doesn't replace the thinking. It removes the barriers to thinking.

Two Kinds of AI

And most of the sector is only using one of them.



General AI

ChatGPT / Claude / Gemini

Trained on the internet's idea of education.
Knows what Ofsted used to want. Generates plausible content fast.

*A very sophisticated photocopier
of existing practice.*



RAG AI

Your Data / Your Context / Your Truth

Connected to your retention data, student voice,
achievement gaps, destinations. Grounded in
your evidence.

*Not a shortcut.
A critical friend.*

Same Question. Different AI. Different Answer.



"How can we improve retention on Level 2 programmes?"



General AI responds:

"Consider early intervention strategies, regular tutorials, enhanced learning support, peer mentoring programmes, and improved induction processes."

Fine. True. Useless.



RAG AI responds:

72% of L2 withdrawals occurred wks 6-10

83% had attendance below 75% in wks 3-5

40% lower withdrawal with work placement

Actionable. Specific. Yours.

One gives you templates. The other gives you truth.

Hallucination

Misinformation / Disinformation ?

ChatGPT 5.2

can you summarise the ofsted framowrk

Here's a clear, simple summary of the Ofsted framework (Education Inspection Framework – EIF) used to inspect schools in England:

What Is the Ofsted Framework?

The **Ofsted framework** is the system used by Ofsted (Office for Standards in Education) to inspect and grade schools, colleges, and early years settings in England.

Its purpose is to judge the **quality of education and care** and ensure children and young people receive high standards of teaching and support.

The 4 Key Judgement Areas

Schools are graded in four main areas:

- 1 **Quality of Education**

This is the most important area.

Inspectors look at:

- The curriculum (what is taught and why)
- How well it is taught

ChatGPT 5.2

can you summarise the ofsted toolkit

Here's a clear and simple summary of the **Ofsted Toolkit** used in schools:

What Is the Ofsted Toolkit?

The **Ofsted Toolkit** is not an official Ofsted document. It's a **school-created or trust-created support resource** that helps leaders and staff prepare for inspection under the **Ofsted Education Inspection Framework (EIF)**.

It translates the inspection framework into practical actions, evidence prompts, and self-evaluation tools. Think of it as a **school's internal inspection readiness guide**.

What the Toolkit Usually Covers

Although formats vary by school or trust, most toolkits are structured around the **four key judgement areas**:

- 1 **Quality of Education**

The toolkit typically includes:

- Curriculum intent statements
- Subject overviews and progression maps
- Deep dive preparation questions
- Evidence of implementation

Producing more predictable Answers

Temperature Settings

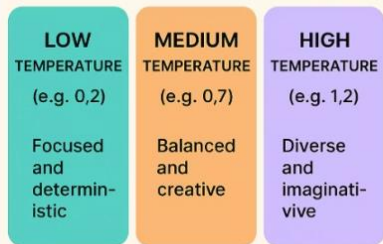
Settings such as **temperature** can reduce randomness.

Lower settings produce more predictable answers. KnowledgeFlow, Enterprise Co Pilot

Higher settings increase creativity but also error. Chat GPT, Claude

Temperature in AI

RANDOMNESS





Kritical Friend Katy



Creative Carl

Kritical Friend Katy (RAG AI) KnowledgeFlow

Best for:

- Accurate answers
- Policy and process questions
- Knowledge lookup
- Decision support
- "What is the correct answer?"

How it behaves:

- Focused and deterministic
- Grounded in trusted sources
- Gives clear, direct responses
- Doesn't try to keep the conversation going
- Same question → same answer

Good when you want:

Confidence over creativity

Creative Carl (Medium Temperature AI) e.g Chat GPT Free CoPilot

Best for:

- Brainstorming ideas
- Exploring options
- Drafting content
- Asking "what if?"
- Early-stage thinking

How it behaves:

- More creative and conversational
- Suggests multiple possibilities
- Encourages follow-up questions
- Feels fun, popular, and engaging
- Answers may vary each time

Good when you want:

Inspiration over precision

BIAS

this if the UK don't have a firework less cheesy

Image created • Creative Carl in vibrant fun mood



Creative Carl

AI Doesn't Build Culture

But it can clear the ground so culture can grow.



MEETINGS

Team meetings: 45 mins going through spreadsheets everyone's seen



Conversations shift to students, pedagogy, what's actually working

LEADERSHIP

Managers spend weekends writing SARs



Time spent reading critically, challenging analysis, asking better questions

DEVELOPMENT

CPD requests: 'How do I fill in this template?'



CPD requests: 'How do I teach this better?'

*You don't grow a garden by adding more things to it.
Sometimes you grow it by removing what's choking the plants already there.*

This Is Not Cognitive Offload



Cognitive Offload

"Let the machine think for me"

Staff deskilled. Judgement atrophied.
Dependency created. Quality hollow.



Cognitive Liberation

"Remove the noise so I can focus"

Bureaucratic barriers removed.
Practitioners freed to think, teach,
and lead with expertise.

The difference between AI that weakens your people and AI that empowers them.

But None of This Works If People Don't Feel Safe

28%

of UK adults feel confident
using AI in daily life
— despite 97% awareness

56%

of employers rate their
AI knowledge as beginner
or novice

61%

of employers have no
staff currently working
with AI at all



The Vicious Cycle

Low confidence + low skills + fear of judgement = staff
won't challenge AI outputs, won't experiment, won't
adopt.

They either avoid AI entirely or use it uncritically. Both
are dangerous.

AI won't stick if people don't feel safe using it.



What the Research Says

MIT/Infosys (2025): 83% of leaders say psychological
safety measurably improves AI success.

Organisations that encourage experimentation move
3x more AI projects to production.

The Monday Morning Question

"If we could remove 30% of the admin processes in this college overnight, what would our staff do with that time?"

"We'd worry about compliance"

You have a trust problem. No amount of AI fixes that.

"They'd probably just do less"

You have a culture problem. Your people have disengaged.

"They'd teach better"

Now you know what your AI strategy should be.



AI won't save FE.

*But it might just give FE the space
to remember what it's supposed
to be about.*

FEA-I | Instant Knowledge. Better Results.

www.fea-i.co.uk

