

Responses to Ofsted's consultation 'A good education for all' on initial teacher education

This is an evaluation report on the outcomes of 'A good education for all' – Ofsted's consultation about amended inspection arrangements for initial teacher education, to be introduced in September 2012.

Published: May 2012

Reference no: 120067



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361

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Contents

Introduction	4
Executive summary	4
The consultation method	5
Key findings	5
Detailed findings and Ofsted's responses	6
What will happen next?	16
Annex A – Analysis of consultation responses by type of respondent	17

Introduction

1. Between October 2011 and January 2012 we consulted widely on proposals for new arrangements for initial teacher education (ITE) inspections from September 2012.
2. The consultation included a published document explaining the proposals and a formal 12-week online consultation process.¹
3. An evaluation report in relation to this original consultation was published on 27 April 2012 and summarises the responses to the online consultation, the pilot inspections and other feedback we received.²
4. 'A good education for all' was launched by HMCI Sir Michael Wilshaw in February 2012 across a range of remits.³ This document focuses on proposals for ITE set out in the second cross-remit consultation.

Executive summary

5. The following inspection proposals will be implemented from September 2012. Ofsted will:
 - **Introduce a single judgement of 'requires improvement' to replace the current 'satisfactory' judgement**
This will bring ITE in line with the revised four-point scale for making judgements being used in the new school and learning and skills inspection frameworks from September 2012.
 - **Introduce earlier full inspection of ITE partnerships judged as 'requires improvement'**
ITE partnerships judged to require improvement will be inspected within 12 months of their previous inspection.
 - **Introduce a protocol that limits the number of times a provider can be deemed as 'requires improvement' to two consecutive inspections before it is deemed 'inadequate'**
ITE partnerships that are 'satisfactory' at the end of August 2012 will start with a clean slate in September.
 - **Change the notice period for inspections – ITE partnerships will normally be contacted two working days before an ITE inspection is scheduled to start by the relevant inspection service provider**

¹ *The framework for the inspection of initial teacher education 2012*,

<http://www.ofsted.gov.uk/resources/framework-for-inspection-of-initial-teacher-education-2012>.

² *Responses to Ofsted's consultation on initial teacher education inspections from September 2012*,

<http://www.ofsted.gov.uk/resources/responses-ofsteds-consultation-initial-teacher-education-inspections-september-2012>.

³ *A good education for all* (120008), Ofsted, 2012; www.ofsted.gov.uk/resources/120008.

The necessary practical arrangements for the inspection will then be made by telephone between the lead inspector(s) and the ITE partnership.

■ **Introduce no-notice monitoring inspections**

inspectors will make unannounced focused monitoring inspections to primary ITE partnerships to evaluate the quality and effectiveness of training in phonics.

The consultation method

6. On 9 February 2012, we published our formal proposals for the revised inspection arrangements for ITE partnerships from September 2012. This launched a three-month consultation as part of our ongoing engagement with stakeholders and the general public.
7. When the consultation closed on 3 May 2012, we had received 218 responses from providers and other respondents, including from individuals and professional associations and organisations across the education sector, who responded on behalf of their members, and 10 responses from trainees and former trainees. In addition to the public consultation, Opinion Panel were commissioned to carry out a survey of those registered with the National Learner Panel who are currently training to be teachers or have recently completed a teacher training programme. The questions they were asked matched those in the public consultation. The total number of responses was 416 – almost three quarters of these responses were from current trainees.
8. The consultation sought responses to five questions which were linked to detailed proposals for the new arrangements. For each question, we asked respondents whether they: strongly agreed; agreed; neither agreed nor disagreed; disagreed; or strongly disagreed with the proposal. They could also add free text comments if they wished.
9. The information from the consultation has been used to inform the analysis described in this document. Discussions were also held with a range of key ITE stakeholders about the proposals.
10. Annex A includes details of who responded to the consultation.

Key findings

- The responses to the consultation were positive overall but responses to two proposals were mixed.
- A majority of respondents agreed with our proposed approaches to the introduction of a 'requires improvement' grade to replace the 'satisfactory' grade; monitoring inspections for ITE partnerships judged as 'requires improvement'; that at an ITE partnership's third consecutive inspection, if the partnership has not made sufficient progress to be judged 'good' it will be deemed 'inadequate'; and the inclusion of an additional judgement for the overall effectiveness of a whole ITE partnership.

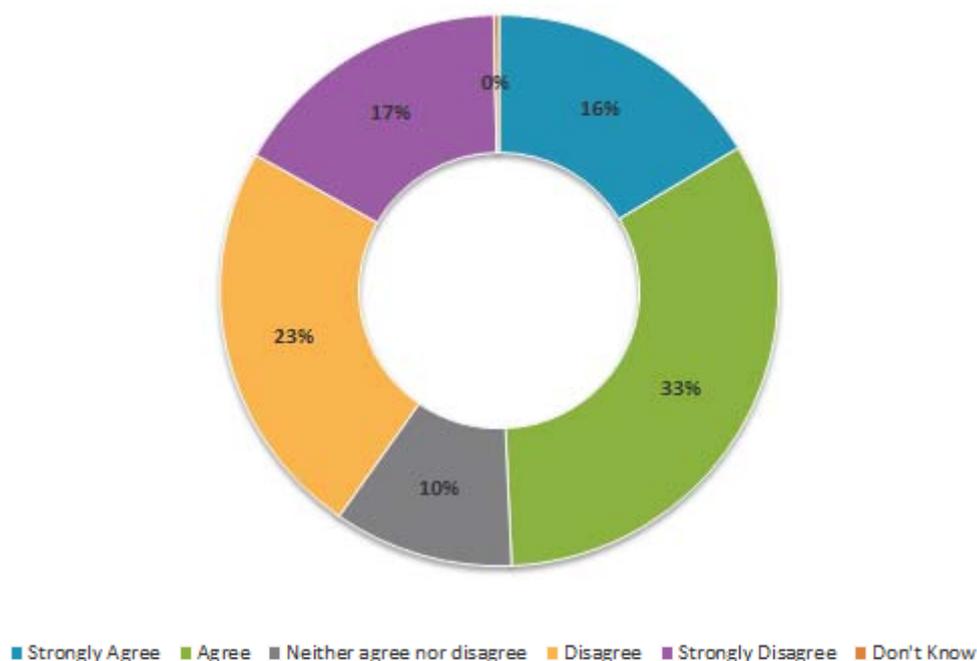
- Views on the proposal to give no notice for routine inspections and for focused inspections on the quality of phonics training were mixed. Trainees and former trainees supported the proposal but concerns were raised about the appropriateness of completely unannounced ITE inspections.

Detailed findings and Ofsted’s responses

11. A summary of all responses received, by question, appears in the charts below. Ofsted has a key responsibility to respond to consultation comments from trainees and former trainees.⁴ We have therefore separated out the results from trainees and former trainees, by question, so that their views are clearly distinguishable from those received from others involved in the public consultation.

Q1. To what extent do you agree or disagree with the proposal that a grade of ‘requires improvement’ should replace the ‘satisfactory’ grade?

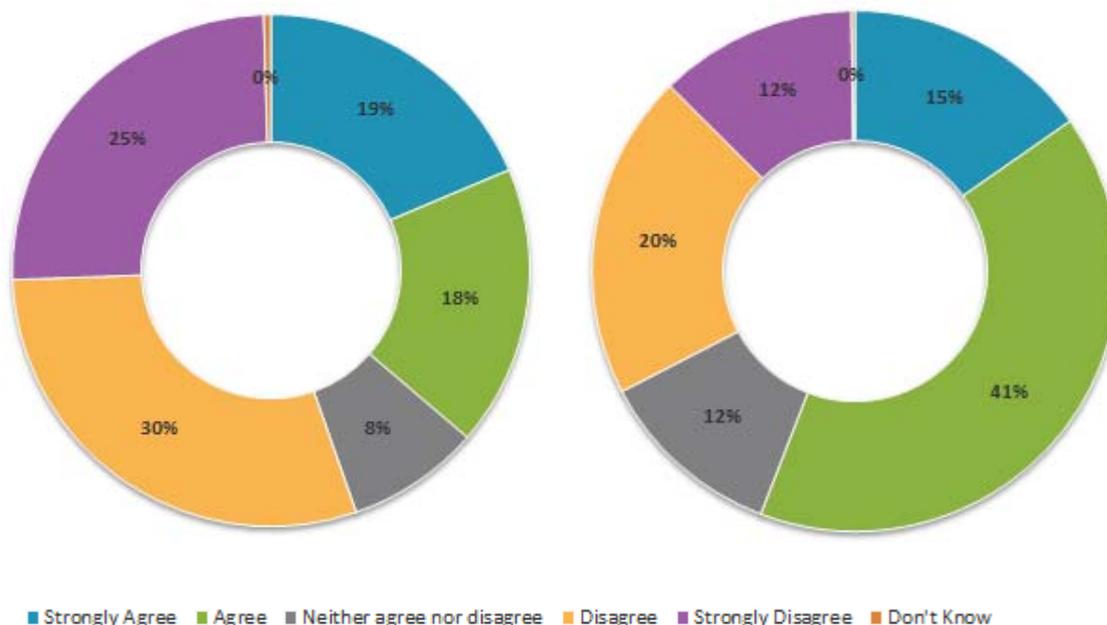
All responses



⁴ Section 119 of the Education and Inspections Act 2006 states that ‘the Chief Inspector must ensure ... that, so far as practicable, those functions are performed in a way that responds to the needs of persons for whose benefit activities within the Chief Inspector’s remit are carried on, and the views expressed by other relevant persons about such activities.’

Providers and other respondents

Trainees and former trainees



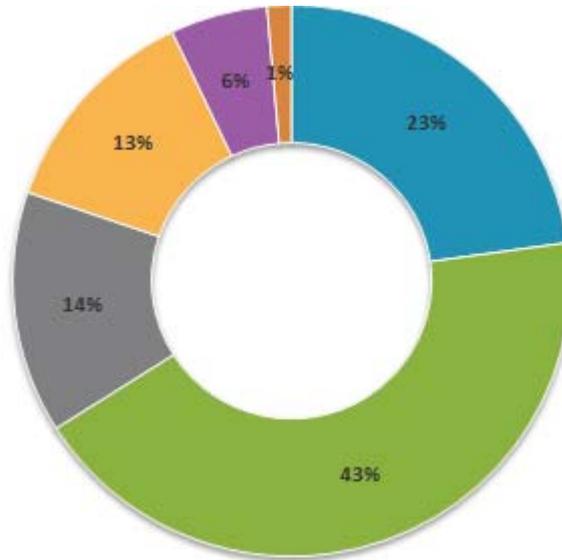
12. The majority of responses were positive. Overall support was stronger from trainees and former trainees than from other respondents. Those in favour of the proposal indicated that the change in terminology was of less importance than the recognition that improvement was needed, and supported the proposal as a way of raising standards. Comments indicated that respondents felt this change would encourage improvement and promote action amongst ITE partnerships.

What we propose to do in light of the consultation findings

- We will replace the 'satisfactory' grade with a grade of 'requires improvement' in the new ITE inspection framework from September 2012. This will bring ITE in line with the revised four-point scale for making judgements being used in the new schools and learning and skills inspection frameworks from September 2012.

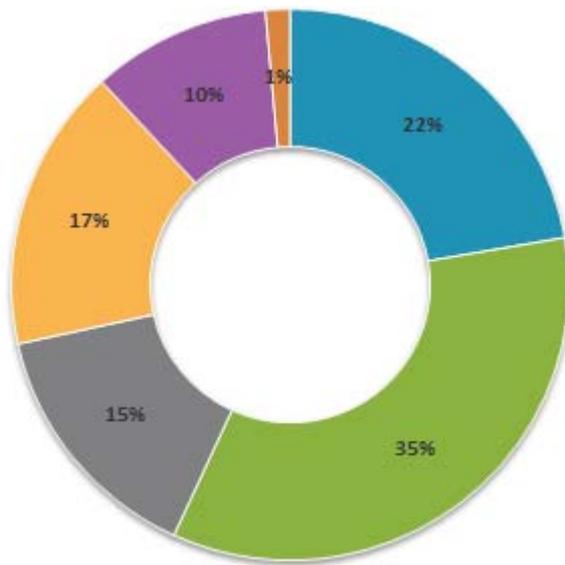
Q2. To what extent do you agree or disagree that Ofsted should conduct a monitoring inspection for ITE partnerships judged as 'requires improvement' within 12 months of their previous inspection?

All responses



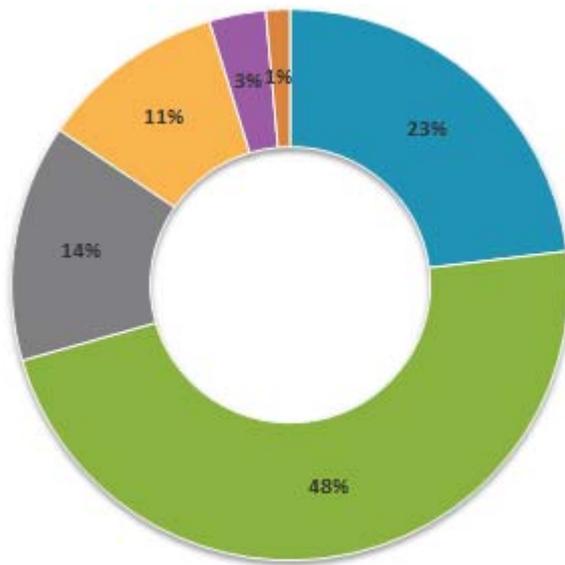
■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

Providers and other respondents



■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

Trainees and former trainees



■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

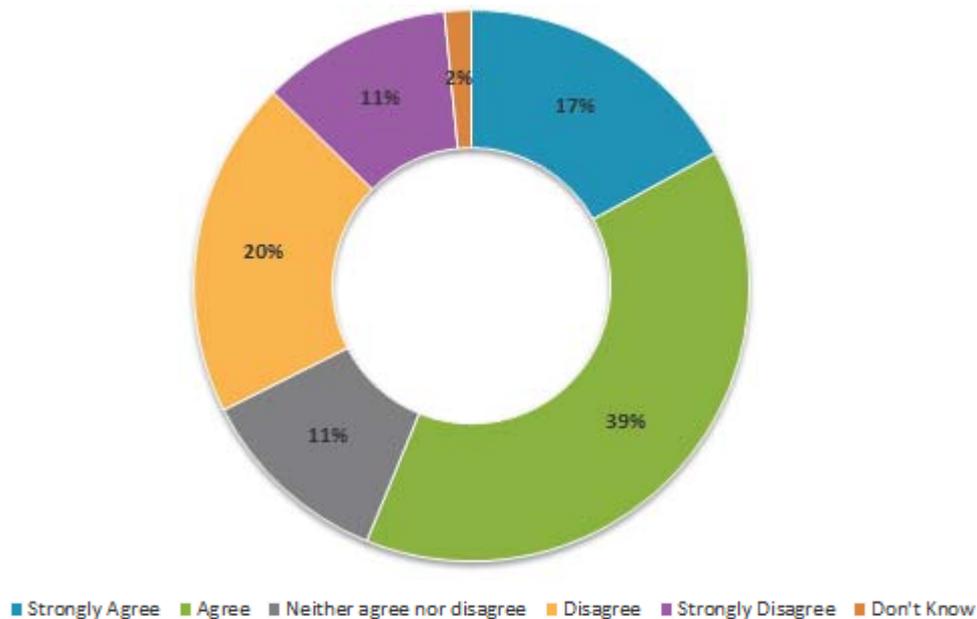
13. This proposal was strongly supported, and was seen as a welcome move. Respondents who commented noted that ITE partnerships should not be allowed to continue to offer poor-quality training. Trainees and former trainees indicated that the earlier an institution improves the better the quality of training they and others will receive.

What we propose to do in light of the consultation findings

- Given the decision to replace the 'satisfactory' grade with a grade of 'requires improvement', ITE partnerships judged to require improvement will be inspected within 12 months of their previous inspection.

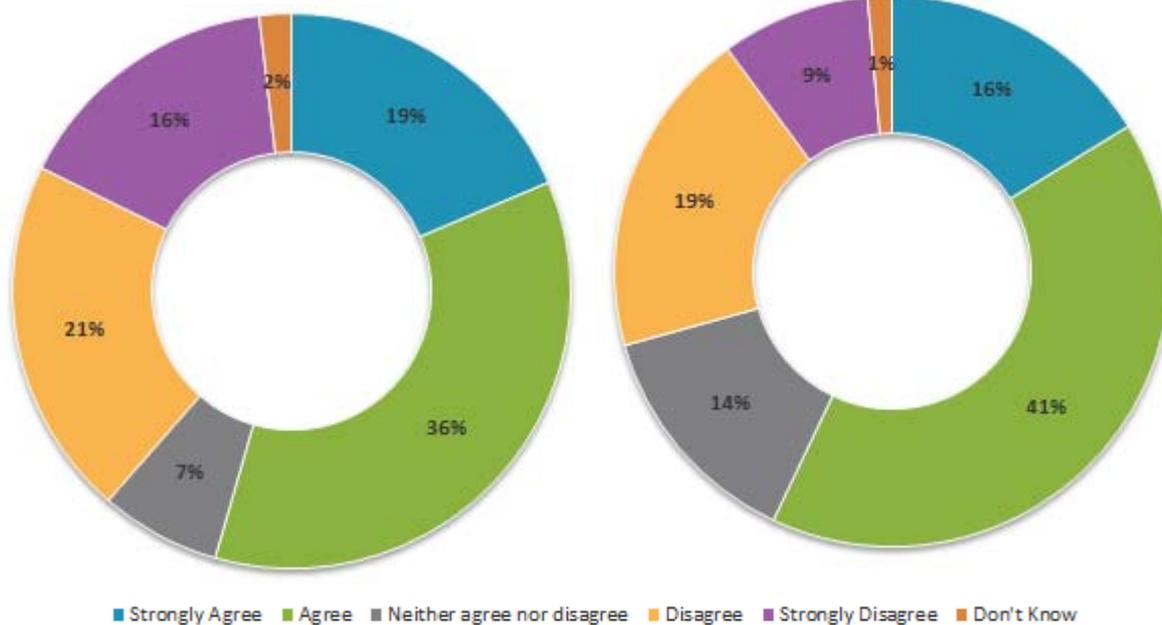
Q3. To what extent do you agree or disagree that if an ITE partnership has not made sufficient progress to be judged 'good' by its third inspection it will be deemed 'inadequate'?

All responses



Providers and other respondents

Trainees and former trainees



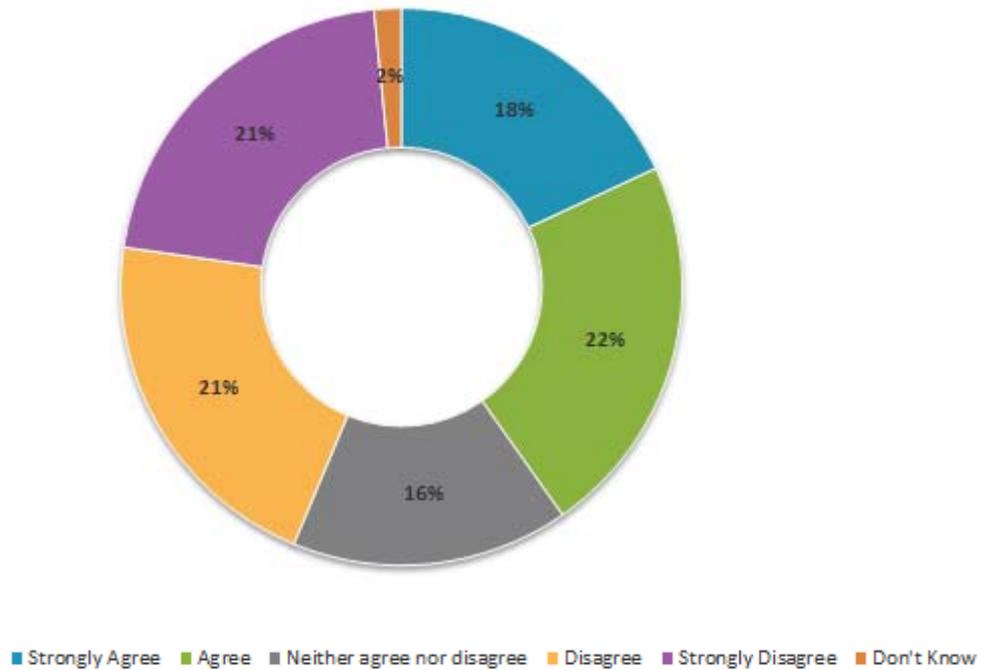
14. Overall this proposal was well supported. The majority of respondents agreed or strongly agreed. Respondents indicated they felt this was reasonable given the link between quality ratings and ITE allocations. Trainees' and former trainees' responses indicated that such an approach should ensure greater improvement over time and encourage ITE partnerships to take responsibility for their own improvement. A number of respondents indicated that they felt the starting point for change should be from September 2012.

What we propose to do in light of the consultation findings

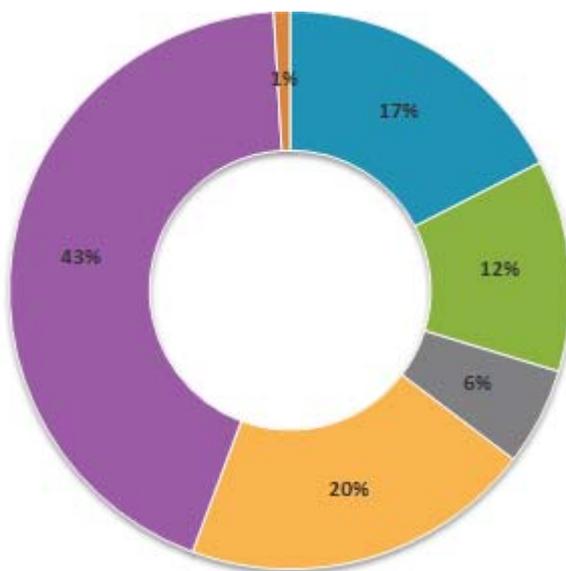
- From September 2012, ITE inspections will focus on where improvement is needed most. We will normally limit the number of times a provider can be judged as 'requires improvement' to two consecutive inspections before it is considered to be 'inadequate' for overall effectiveness. ITE partnerships that are 'satisfactory' at the end of August 2012 will start with a clean slate in September.

Q4. To what extent do you agree or disagree that there should be a no-notice approach for monitoring inspections where ITE partnerships are judged as 'requires improvement' and focused monitoring inspections on the quality of phonics training?

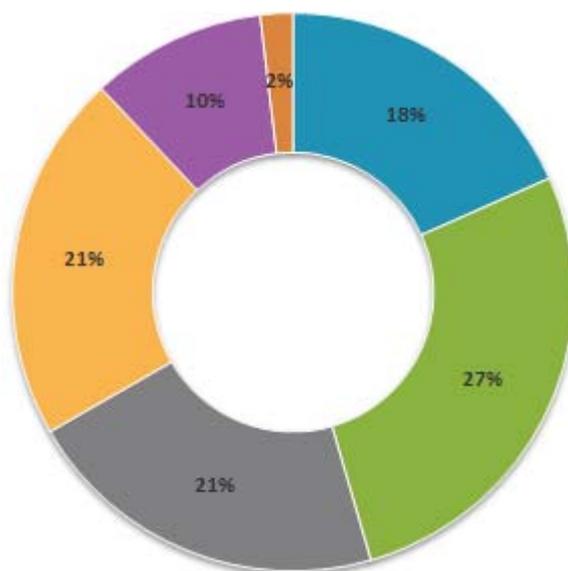
All responses



Providers and other respondents



Trainees and former trainees



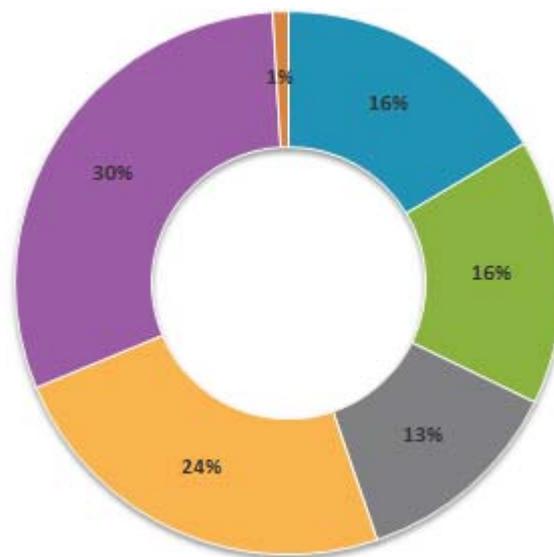
15. Respondents to this question had mixed views. Trainees and former trainees agreed with the proposal. They expressed concerns that if ITE partnerships were given notice of an inspection they may be able to hide problems from inspectors,

which in turn might inhibit their improvement. More trainees than former trainees strongly agreed with this proposal.

16. The majority of responses from providers and others disagreed or strongly disagreed with this proposal. Many respondents indicated concerns about the appropriateness of this approach for the ITE sector and whether inspectors would be able to access the information and gather the evidence they would need to make accurate judgements about quality and requirements.

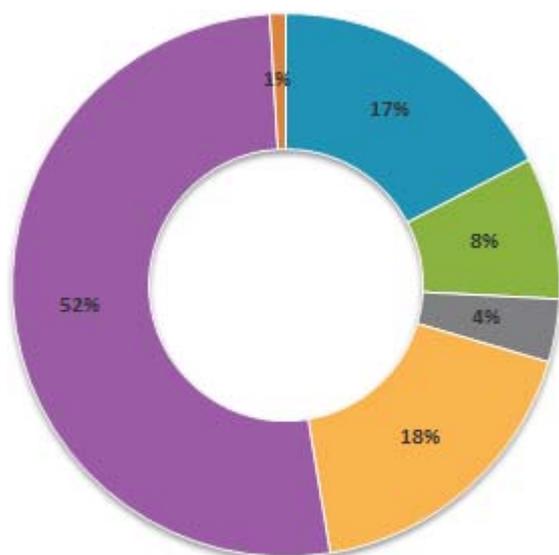
To what extent do you agree or disagree that no-notice inspections should be completely unannounced?

All responses

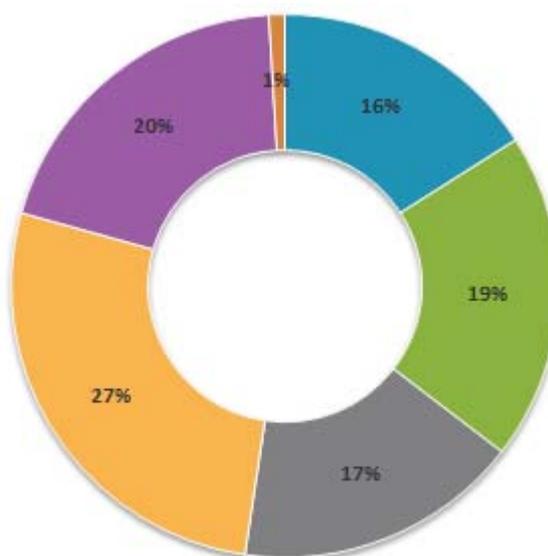


■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

Providers and other respondents



Trainees and former trainees

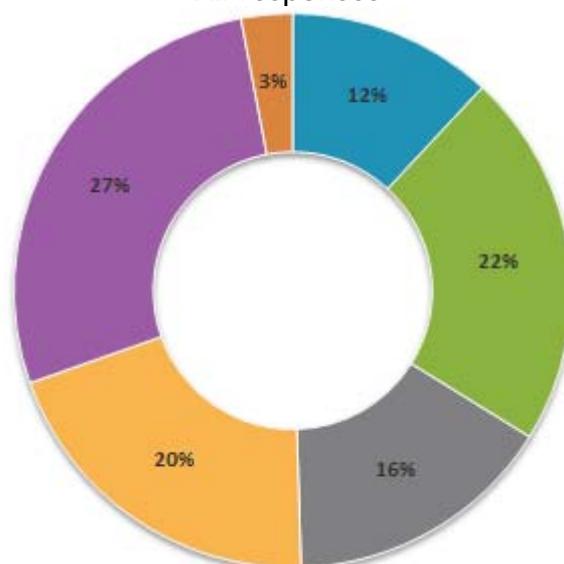


■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

17. The majority of responses from providers and other respondents and trainees and former trainees to the second part of this proposal were negative. Respondents cited the complex arrangements that need to be made to capture the reality of ITE partnerships where trainees and former trainees are distributed across a large number of schools across a wide geographical area. They felt this would prove impossible for providers of ITE and partner schools and colleges without appropriate notice.

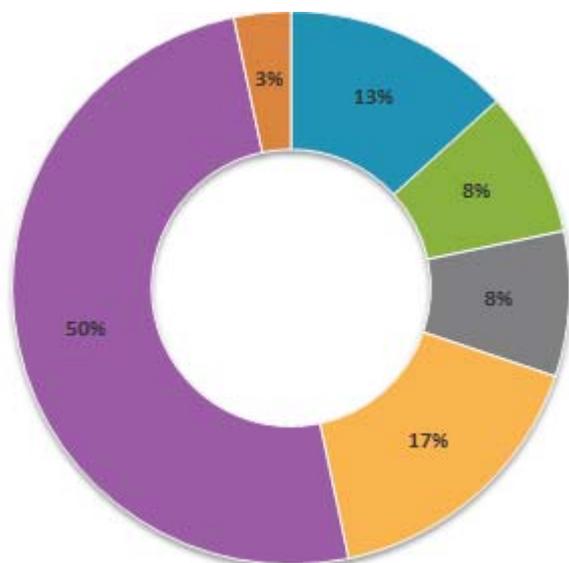
To what extent do you agree or disagree that ITE partnerships should be contacted by the lead inspector 15 minutes before arriving?

All responses

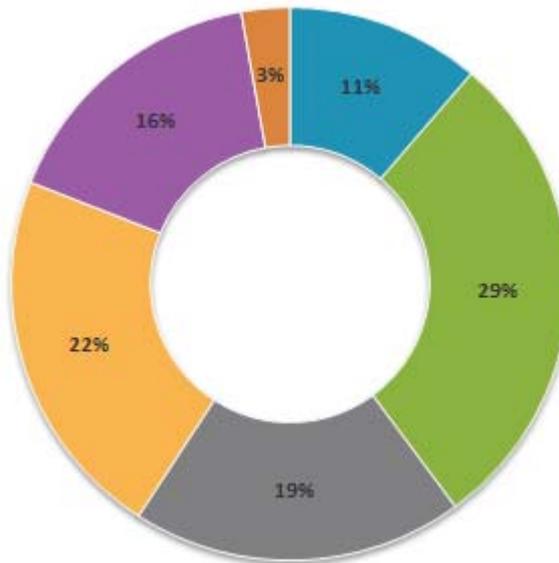


■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

Providers and other respondents



Trainees and former trainees



■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

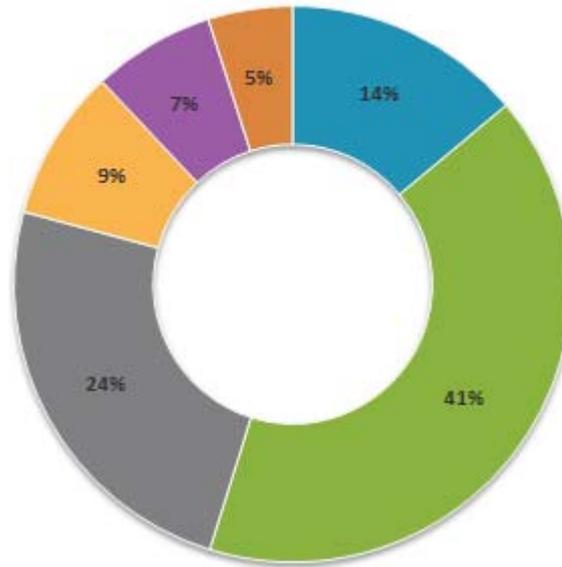
18. Responses to the third part of the proposal that inspectors should contact ITE partnerships 15 minutes before arriving were mixed. The majority of responses from trainees and former trainees supported the proposal. In contrast, the majority of other respondents disagreed or strongly disagreed. Those who opposed the proposal suggested that ITE partnerships should be given a 24-hour notice period to pull together the necessary paperwork, or said a short notice period should be given.

What we propose to do in light of the consultation findings

- Unannounced focused monitoring inspections to primary ITE partnerships to evaluate the quality and effectiveness of training in phonics will be introduced as part of the new ITE inspection framework.
- We will, however, provide a short period of notice before each ITE inspection. This will normally be two working days for all ITE partnerships inspected from September 2012 and not three working weeks as proposed in the earlier ITE inspection framework consultation.
- ITE partnerships will be contacted by the relevant inspection service provider two working days before an ITE inspection is scheduled to start. The necessary practical arrangements for the inspection will then be made by telephone between the lead inspector(s) and the ITE partnership.

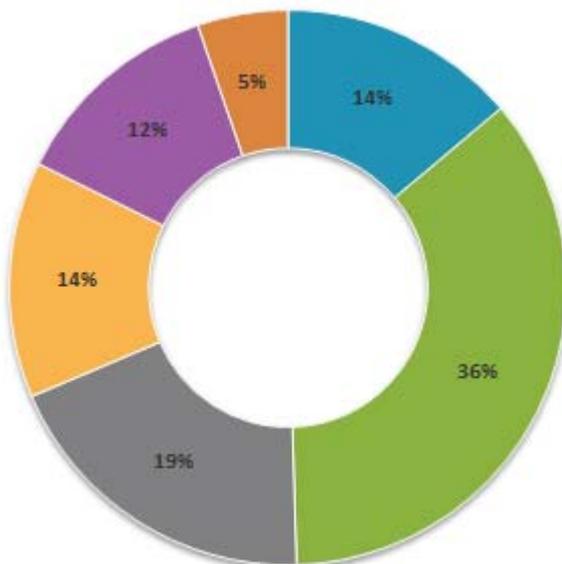
Q5. To what extent do you agree or disagree with the introduction of an additional judgement for the overall effectiveness of a whole ITE partnership?

All responses

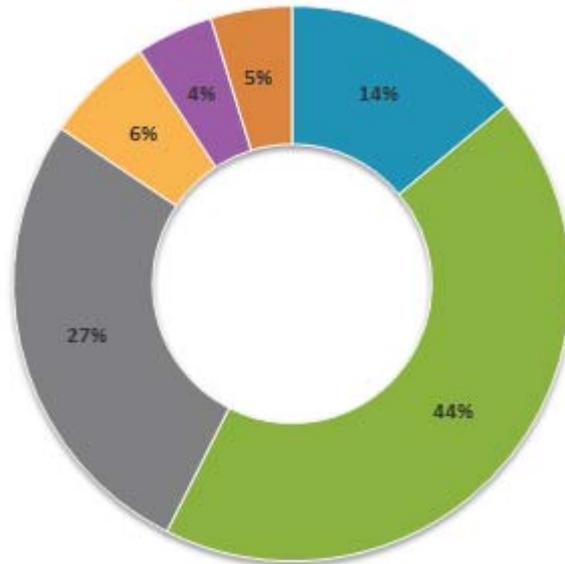


■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

Providers and other respondents



Trainees and former trainees



■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree ■ Don't Know

19. A majority of respondents supported the introduction of an additional judgement on the overall effectiveness of a whole ITE partnership. Some respondents raised specific concerns about this proposal where partnerships were particularly

complex. Other respondents indicated that this approach would fail to represent the diversity and distinctiveness of a range of existing different types of ITE partnership across primary, secondary and further education provision.

What we propose to do in light of the consultation findings

- After the consultation was launched it became apparent that a number of changes in the way teacher training will be delivered in the future will be reviewed. In light of this, Ofsted does not propose to introduce an additional judgement for the overall effectiveness of a whole ITE partnership as part of the new ITE inspection framework from September 2012. Ofsted will, however, continue to monitor and review the appropriateness of this approach once there is greater clarity about the proposals for ITE in the further education sector and employment-based routes and as the nature of ITE partnerships continues to evolve. In the meantime, Ofsted will reconsider its criteria for the award of 'outstanding provider' in the ITE context.

What will happen next?

20. On 29 June 2012, we will publish the ITE inspection framework setting out the arrangements for inspection from September 2012. This will be based on the earlier *Framework for the inspection of initial teacher education 2012* consultation, as well as this consultation, and will include:
 - guidance for inspectors
 - an evaluation schedule and grading criteria
 - guidance for inspectors involved in focused monitoring inspections to evaluate the quality and effectiveness of training in phonics.
21. During summer 2012, we will disseminate the ITE inspection framework at a series of regional conferences to representatives from ITE partnerships. Inspector training will take place in September 2012. This will familiarise inspectors with the new inspection arrangements before inspections begin in November 2012.

Annex A – Analysis of consultation responses by type of respondent

The public consultation received 228 responses – almost three times the number of responses to the earlier *Framework for the inspection of initial teacher education 2012* consultation. Some respondents indicated both their type as well as their type of organisation, so the total number of respondents in Tables 1 and 2 appears greater than the actual number of responses received.

Table 1. Numbers of online respondents by type

Type of respondent	
Former trainee	5
Member of the public	17
Teacher/lecturer	88
Trainee	5
Employee of an ITE provider	50
Other	27
Prefer not to say	6

A significant number of responses received were from individuals working in different sectors of education. More than a quarter of the individual respondents identified themselves as teachers and lecturers and a further fifth as employees of an ITE provider.

Table 2. Numbers of online respondents by type of organisation

Type of organisation	
Further education college	4
Higher education institution-led partnership	28
Local authority	3
School	17
School-centred initial teacher training partnership	9
Employment-based initial teacher training partnership	3
Independent training provider	4
Other	14
Prefer not to say	3

Almost a quarter of respondents indicated they were responding on behalf of an organisation. Of these, approximately two fifths were from higher education institution-led ITE partnerships.

Not every respondent answered all the questions in the consultation. Where proportions of responses to specific questions are used in the analysis, these relate to the total who responded to the specific question, not to the consultation overall.

List of those organisations responding to the consultation

- Alban Federation
- Association of School and College Leaders
- Baycroft School
- Bournemouth Poole & Dorset Secondary SCITT
- Bromley Schools' Collegiate
- Burton and South Derbyshire College
- Cambridge Regional College
- Cornwall SCITT
- Craven College
- Devon Primary SCITT
- Dorset Teacher Training Partnership
- East Sussex LA
- Edge Hill University
- Federation of Awarding Bodies
- GL Education Group
- Kent County Council
- Kirkby Avenue Primary School
- Manchester Metropolitan University ITE Partnership
- National Deaf Children's Society (NDCS)
- Nottingham Trent University
- Roehampton University
- School of Education and Social Work, University of Sussex
- St Mary's University College
- St Nicholas Catholic Primary School
- St. Peters CofE Middle School
- St. Cedd's Church of England Primary School
- Suffolk & Norfolk Initial Teacher Training
- The Dyslexia-SpLD Trust
- The George Eliot School Nuneaton
- Threemilestone Primary School, Truro

- Tor View School
- Tribal Education
- Universities' Council for the Education of Teachers (UCET)
- University of Worcester, Institute of Education
- University of Bedfordshire
- University of Brighton
- University of Bristol
- University of Chichester
- University of Hertfordshire
- University of Huddersfield
- University of Hull
- University of Reading
- Wessex Schools Training Partnership