

# Initial teacher education inspection handbook

For use from September 2015

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This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

It provides instructions and guidance for inspectors conducting inspections of ITE. It sets out what inspectors will do and what ITE partnerships can expect and provides guidance for inspectors on making their judgements.

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## Introduction

1. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from April 2015. It also sets out the main activities that inspectors will undertake when conducting inspections of ITE, and the judgements they will make and on which they will report.

### What are the legal requirements for the inspection of ITE?

2. Section 18B<sup>1</sup> of the Education Act 1994<sup>2</sup> provides the remit for Her Majesty's Chief Inspector (HMCI) to inspect initial training of teachers for schools and, when requested by the Secretary of State, a duty to do so. The Education and Inspections Act 2006<sup>3</sup> and the Education and Inspections (Prescribed Education and Training etc.) Regulations 2007<sup>4</sup> additionally define the remit of HMCI to cover the inspection of publicly funded training of further education teachers. Early Years initial teacher training (EY ITT) inspections are covered under paragraph 9 (1) of Schedule 13 (Interaction with Other Authorities), to the Education and Inspections Act 2006<sup>5</sup> in which it states that 'The Chief inspector may make arrangements with a public authority for the carrying out by him in (a) in England or Wales or (b) in Northern Ireland, of inspections of any institution or matter which he is not required or authorised to carry out by virtue of any other enactment.' Ofsted has received a written agreement on behalf of the Secretary of State that the DfE want Ofsted to carry out these inspections.
3. As a result, Ofsted is responsible for conducting inspections of:
  - all providers of programmes leading to qualified teacher status (QTS) for maintained schools<sup>6</sup>
  - programmes of further education (FE) teacher training validated by higher education institutions

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<sup>1</sup> Paragraph 13 in Schedule 14 (Amendments Relating to the Training of The School Workforce) to the Education Act 2005 substitutes Section 18A of the Education Act 1994 with Sections 18B and 18C. [www.legislation.gov.uk/ukpga/2005/18/schedule/14](http://www.legislation.gov.uk/ukpga/2005/18/schedule/14).

<sup>2</sup> Education Act 1994

[www.legislation.gov.uk/ukpga/1994/30/contents](http://www.legislation.gov.uk/ukpga/1994/30/contents).

<sup>3</sup> Education and Inspections Act 2006

[www.legislation.gov.uk/ukpga/2006/40/contents](http://www.legislation.gov.uk/ukpga/2006/40/contents).

<sup>4</sup> Education and Inspections (Prescribed Education and Training etc.) Regulations 2007

[www.legislation.gov.uk/uksi/2007/464/contents/made](http://www.legislation.gov.uk/uksi/2007/464/contents/made).

<sup>5</sup> [www.legislation.gov.uk/ukpga/2006/40/schedule/13](http://www.legislation.gov.uk/ukpga/2006/40/schedule/13).

<sup>6</sup> Where ITE partnerships provide an Assessment Only (AO) route to QTS, they will be inspected against the AO criteria: specifically, criterion A3.4 'that rigorous moderation procedures are in place to assure the reliability, accuracy and consistency of assessments of candidates against the standards for QTS.' The full AO criteria are available here: [www.gov.uk/government/publications/the-assessment-only-route-to-qts](http://www.gov.uk/government/publications/the-assessment-only-route-to-qts). There are no separate AO criteria for Early Years ITT. The AO route in Early Years has the same requirements as all other Early Years ITT routes.

- all providers of programmes leading to early years teacher status (EYTS).

## The ITE inspection framework

4. The ITE inspection framework sets out the purpose of ITE inspections, how inspections promote improvement and the principles of inspection. It explains who inspects ITE and the factors that determine the timing of an ITE inspection.

## What is the purpose of ITE inspection?

5. The inspection of an ITE partnership provides an independent external evaluation of its effectiveness and a diagnosis of what it should do to improve. It is based on the range of evidence available to inspectors, which they evaluate against a national framework.
6. Ofsted's inspections of ITE perform three essential functions:
  - They provide trainees and prospective trainees with an expert and independent assessment of how well an ITE partnership is performing and the quality of teacher training offered.
  - They provide information to the Secretary of State for Education and to Parliament about the work of ITE partnerships and the extent to which an acceptable standard of teacher training is being provided. This provides assurance that minimum standards are being met, provides confidence in the use of public money and assists accountability, as well as indicating where improvements are needed.<sup>7</sup>
  - They promote the improvement of individual ITE partnerships and the education system as a whole.

## How does inspection promote improvement?

7. Ofsted is required to carry out its work in ways that encourage the services it inspects and regulates to improve, to be user-focused and to be efficient and effective in the use of resources.<sup>8</sup>
8. Inspection acts in a number of ways to drive and support improvement in the ITE sector. It:
  - raises expectations by setting the standards of performance and effectiveness expected of ITE partnerships

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<sup>7</sup> Section 118 of the Education and Inspections Act 2006;  
[www.legislation.gov.uk/ukpga/2006/40/contents](http://www.legislation.gov.uk/ukpga/2006/40/contents).

<sup>8</sup> Sections 117(1) and 119(1) of the Education and Inspections Act 2006;  
[www.legislation.gov.uk/uksi/2007/464/contents/made](http://www.legislation.gov.uk/uksi/2007/464/contents/made).

- provides challenge and the impetus to act where improvement is needed
- clearly identifies strengths and weaknesses
- recommends specific priorities for improvement for ITE partnerships and, when appropriate, checks on and promotes subsequent progress
- promotes rigour in the way that ITE partnerships evaluate their own performance, thereby enhancing their capacity to improve
- monitors the progress and performance of ITE partnerships that are not yet good, providing challenge and support to the senior leaders and managers who are responsible.

## What are the principles of ITE inspection?

9. ITE inspections will:

- support and promote improvement by
  - establishing a clear standard for an acceptable quality of teacher training
  - adjusting the focus and type of inspection to have the greatest impact
  - clearly identifying strengths and weaknesses
  - identifying precise actions to underpin recommendations
  - explaining and discussing inspection findings with those whose work has been inspected
  - monitoring the progress and performance of ITE partnerships that are not yet good, providing challenge and support to the senior leaders and managers who are responsible
- be proportionate by
  - adjusting the frequency of inspection, with reference to previous inspection outcomes and risk assessment
  - deploying resources to where improvement is most needed or where inspection can add most value
- focus on the needs of users by
  - taking account of users' views, including trainees, newly qualified teachers (NQTs)/former trainees<sup>9</sup> and employers, when we plan and conduct inspections

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<sup>9</sup> The term 'former trainee' is used throughout this document to describe recently trained teachers in further education colleges, FE and skills and early years settings.

- drawing on users’ views to inform our judgements and the outcomes of inspection
- encouraging ITE partnerships to focus on the needs of users
- focus on the needs of ITE partnerships by
  - providing high quality and timely communication with ITE partnerships
  - making use, as far as possible, of the existing data, documentation and systems of the ITE partnership inspected and avoiding placing unnecessary burdens on them
  - taking account of an ITE partnership’s self-evaluation
- be transparent and consistent by
  - making clear and transparent judgements based on sound evidence
  - inspecting and reporting with integrity
  - having clear evaluation criteria, procedures and guidance that are well understood by ITE partnerships and users and that are readily available
- be accountable by
  - reporting the outcomes of inspection without fear or favour
  - publishing clear, accurate, timely reports that provide trainees and prospective trainees with an authoritative, independent assessment of the quality of education provided by the ITE partnership
- demonstrate value for money by
  - targeting inspection resources and deploying them effectively and efficiently
  - evaluating the outcomes and processes of inspection and making improvements where necessary.

## Who inspects ITE?

10. ITE inspectors are either Her Majesty’s Inspectors (HMI), employed directly by Ofsted, or contracted Ofsted Inspectors (OIs). ITE inspections are normally led by HMI.
11. Ofsted Inspectors (OIs) have been through a rigorous recruitment and selection process and receive initial and continuing training in ITE.
12. A small proportion of inspections may involve seconded inspectors, who are serving ITE practitioners working with Ofsted.
13. All inspectors undertake regular training to ensure that they are familiar with changes in inspection frameworks, inspection methodology and developments in educational practice.

## What determines the timing of an ITE inspection?

14. The timing of an ITE inspection is determined by the annual risk assessment process and the calendar information ITE partnerships return on an annual basis to Ofsted. The criteria used for the annual risk assessment process are published on an annual basis in the autumn term letter to ITE partnerships. The inspection arrangements will ensure that the frequency of inspection is proportionate to the performance and circumstances of ITE partnerships. This means that some ITE partnerships may be inspected more frequently than once during the current six-year cycle. A sample of good and outstanding ITE partnerships will be inspected in each year of the inspection cycle. From June 2014, inspections take place in two stages. The first stage can take place at any point during the summer term and will focus on the quality of training and observations of trainees' teaching. The second stage will occur in the autumn term following completion of the training and will focus on the quality of NQTs'/former trainees' teaching as a result of the training provided.
15. From June 2014, an ITE partnership that has been judged as requires improvement or to be inadequate will have a one-stage reinspection in the subsequent summer term of the same academic year as their stage two inspection. This will focus on the quality of training, and trainees and NQTs'/former trainees' teaching. Inspectors involved in reinspections will use the following instructions and guidance for both stage one and stage two for a reinspection. If a provider is judged to be less than good at two consecutive inspections, it is likely to be judged inadequate for overall effectiveness.<sup>10</sup>

## ITE inspection handbook

16. This handbook is in two parts:
  - Part 1: Instructions and guidance for inspectors and inspection service providers on the preparation for and conduct of stages one and two of ITE inspections
  - Part 2: Criteria and grade descriptors to guide inspectors in judging the quality of training provided by the ITE partnerships they inspect, and an indication of the main types of evidence they are likely to collect and analyse

It also contains an annex:

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<sup>10</sup> Where a QTS ITE partnership has received two consecutive confirmed Ofsted judgements of less than good for any one phase of its provision, the National College for Teaching and Leadership will withdraw the provider's accreditation. This includes where Ofsted has judged that the phase of provision was inadequate under the previous inspection framework. The full withdrawal of accreditation process from September 2013 is published at: [www.gov.uk/initial-teacher-training-itt-accreditation](http://www.gov.uk/initial-teacher-training-itt-accreditation).



- Annex A: Instructions and guidance for inspectors and inspection service providers on the preparation for and conduct of focused monitoring inspections to: (1) primary ITE partnerships to evaluate the quality and effectiveness of training in phonics; and (2) primary and secondary ITE partnerships to evaluate the quality and effectiveness of training in behaviour.

## **Part 1: Instructions and guidance**

### **Before the inspection – Stage one**

#### **Inspectors' planning and preparation**

17. The lead inspector must prepare for the inspection by gaining a broad overview of the ITE partnership's recent performance and, where relevant, how this may have changed since the last inspection. The lead inspector will summarise the outcomes of this preparation on evidence forms.
18. Inspectors must use a range of measures to develop an initial picture of the ITE partnership's performance. Planning for the inspection will be informed by analysis of:
  - the last inspection report
  - the outcomes of any risk assessment undertaken by Ofsted
  - available regional and national data, including the NQT survey (where relevant)
  - information from the online questionnaire for trainees
  - any information available on the ITE partnership's website
  - information provided to Ofsted on an annual basis by the ITE partnership
  - regional intelligence.
19. Trainees' perceptions are important in coming to a view about the effectiveness of an ITE partnership. Inspectors will use the online questionnaire for trainees as one of the sources of information to take trainees' views into account. Inspectors will also take account of results of past surveys carried out internally by the ITE partnership or externally validated data from, for example, the NQT survey (where relevant).
20. ITE partnerships may want to encourage trainees to complete the online questionnaire for trainees. It will be available from 2015, during the summer term of each academic year when stage one inspections take place.
21. Inspectors will access summary information from the online survey of trainees twice: once before the inspection begins and then again at the end of the second day of stage one of the inspection.

## Notification of inspection

22. Inspectors will ask for information or evidence relating to matters that are fundamental to the work of any ITE partnership. Documentation may be provided in the form in which it is held, if it is not openly available on the ITE partnership's website.
23. Inspectors will need appropriate access to any information held on the ITE partnership's virtual learning environment or management information system. Only the minimum information necessary to carry out the inspection will be requested.
24. When inspectors make their initial telephone call to the provider's representative<sup>11</sup> at stage one, they are likely to request:
  - details of current training and assessment programmes offered by the ITE partnership, the number of trainees in each age phase and their subject(s)/specialisms
  - information about the organisation of the ITE partnership, including staff names and responsibilities
  - information about specific school, college and/or other setting and centre-based training, recruitment and selection, and other events taking place during the inspection week
  - background information on each trainee including qualifications, relevant prior experience and their current level of achievement
  - details of trainees' placements or place of work, including addresses and unique reference numbers (URNs) for schools, colleges and/or settings
  - a summary self-evaluation, including an analysis of outcomes for trainees.
25. During stage one of the inspection, inspectors are likely to request:
  - handbooks and/or materials related to any school, college and/or other setting and centre-based training observed
  - evidence of internal and external monitoring and evaluation, including external examiners' reports, and how the findings are used to improve outcomes for trainees
  - evidence of improvement plans and their impact on provision and outcomes

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<sup>11</sup> The provider's representative is nominated by the ITE partnership. The provider's representative plays an important role in liaising with the lead inspector(s) before and during the inspection. There will be ongoing professional dialogue with the provider's representative about the context of the ITE partnership's work and the emerging findings before and during the inspection.

- evidence of the quality and effectiveness of the recruitment and selection process
- evidence of the involvement of schools, colleges and/or other settings in the leadership of the ITE partnership, the recruitment and selection of trainees, the design and delivery of training and assessment, and the review, evaluation and development of provision
- evidence of involvement in the ITE partnership of schools, colleges and/or other settings in challenging socio-economic circumstances and those judged as requires improvement
- evidence of the experience and expertise of mentors and trainers
- evidence of the professional development provided for mentors and trainers
- evidence of the quality and effectiveness of the ITE partnership's work in the areas covered by any annual thematic inspections<sup>12</sup>
- evidence of how the ITE partnership has improved the quality of teachers' skills in
  - teaching early reading using systematic synthetic phonics
  - communication and language development
  - mathematics
  - promoting and managing good behaviour
  - and meeting the needs of children/pupils/learners with special educational needs and those with English as an additional language (EAL) as appropriate for the phase/age range they are being trained to teach
- evidence of how the ITE partnership meets the statutory initial teacher training criteria<sup>13</sup> or the Early Years ITT requirements<sup>14</sup>, and all relevant legislation, including that related to promoting equality and diversity, eliminating discrimination, and safeguarding.

26. It would be helpful to have a brief pen portrait of each trainee observed for inspectors during the inspection week. This is likely to include:

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<sup>12</sup> Ofsted will write to ITE partnerships at the start of each year of the inspection cycle to confirm the particular focus of any thematic inspections.

<sup>13</sup> *Initial teacher training (ITT) criteria*, DfE, February 2014;  
[www.gov.uk/government/publications/initial-teacher-training-criteria](http://www.gov.uk/government/publications/initial-teacher-training-criteria).

<sup>14</sup> *Early Years ITT requirements: supporting advice document*, National College for Teaching and Leadership, 2015;  
[www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice](http://www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice).

- a synthesis of information gathered during selection and in the early stages of the training to determine the trainee’s potential, strengths and specific training needs
  - the ITE partnership’s evaluation of the trainee’s progress against these expectations to her or his current level of achievement
  - a brief account of particular features of training that have led to the trainee’s current level of achievement
  - the record of evidence against the minimum level of practice expected of teachers as defined in the *Teachers’ Standards*,<sup>15</sup> the *Teachers’ Standards (Early Years)*<sup>16</sup> or the 2014 professional standards for further education (FE) teachers and trainers<sup>17</sup>.
27. ITE partnerships will normally be notified of each stage of their inspection two working days before that stage begins. The lead inspector will do everything possible to relieve anxiety and avoid disrupting the ITE partnership’s plans and routines.
  28. Inspectors must observe the inspectors’ code of conduct (as indicated in paragraph 99). They should be as flexible as possible, to fit in with the ITE partnership’s arrangements, while ensuring that they can gain robust evidence to support inspection judgements.
  29. The inspection support administrator will telephone the ITE partnership to inform them about the inspection. This will normally be by 9:30am on the Thursday before an inspection begins. The inspection support administrator will send confirmation of the inspection to the lead inspector and to the ITE partnership by email. This will include a letter giving formal notification of the inspection.
  30. The lead inspector will telephone the provider’s representative to introduce themselves and, where appropriate, to arrange for phase lead inspectors to contact the relevant phase leaders and managers to make the practical arrangements for the inspection.
  31. If unable to speak to the provider’s representative, the lead inspector will ask to speak to the next most senior member of staff.
  32. During this conversation, the lead inspector will:

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<sup>15</sup> *Teachers’ Standards*, DfE, 2012;

[www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011).

<sup>16</sup> *Teachers’ Standards (Early Years)*, DfE, 2013; [www.gov.uk/government/publications/early-years-teachers-standards](http://www.gov.uk/government/publications/early-years-teachers-standards).

<sup>17</sup> ‘2014 professional standards for FE teachers and trainers’;

[www.et-foundation.co.uk/supporting/programmes/professional-standards](http://www.et-foundation.co.uk/supporting/programmes/professional-standards).

- offer to talk to the provider's representative by telephone if not present that day
- request information from the ITE partnership (as indicated in paragraph 24)
- arrange for a longer telephone call with the provider's representative to discuss the ITE partnership's self-evaluation and analysis of outcomes for trainees, the inspection trails, arrangements for setting up the inspection programme and other relevant matters
- clarify any cross-phase aspects of the inspection that the lead inspector could undertake to avoid duplication: for example compliance, Disclosure and Barring Service (DBS) and safeguarding checks, or reporting and monitoring incidents of discrimination or harassment
- request information about staff absence and other practical issues
- find out whether there are particular reasons why they cannot observe any trainees or training sessions
- agree a place where the inspection team can meet.

### **Information for inspectors**

33. After receiving the information requested from the ITE partnership, lead inspectors will liaise with phase leaders and managers to select a sample of trainees to observe teaching. Inspectors will try to maximise the time available by visiting a number of trainees based in the same schools, colleges and/or other settings. Lead inspectors must check that the schools, colleges and/or other settings selected are not due to be visited as part of another known Ofsted inspection by completing a record of visit (ROV) form and emailing it to [dataacquisition@ofsted.gov.uk](mailto:dataacquisition@ofsted.gov.uk).
34. Lead inspectors must provide a letter for the ITE partnership to send electronically to any school, college and/or other setting that will be visited by inspectors as part of the ITE inspection. This letter explains that the inspector will visit the school, college and/or other setting as part of the inspection of the ITE partnership. Lead inspectors must identify the nature and timing of inspection activities to be undertaken in these settings to enable the ITE partnership to make the necessary practical arrangements. These activities are likely to include observations of trainees' teaching, discussions with trainees and mentors along with scheduling time to read trainees' files.
35. The lead inspectors will identify any centre-based training sessions and/or other events that they wish to observe and any discussions that will need to be arranged. Lead inspectors should inform the ITE partnership of these requirements promptly to enable them to make the necessary practical arrangements.

36. The ITE partnership will confirm the inspection timetable in discussion with the lead inspector and will set out the practical arrangements for the inspection team, including, for example, rooms and car parking.
37. The lead inspector should prepare and distribute brief joining instructions to the inspection team. These are likely to include:
  - essential information about the ITE partnership and the timing of the inspection
  - a brief summary of the pre-inspection information
  - a clear indication of individual inspectors' roles and responsibilities
  - inspection trails that have been shared with the leaders and managers of the ITE partnership
  - an inspection programme, including details of the trainees to be observed, the schools, colleges and/or other settings to be visited and any other inspection activities, including team meetings and how these relate to the inspection trails.
38. Lead inspectors must deploy inspection team members effectively to contribute to the evaluation of the three key judgements.
39. Inspectors must plan sufficient time for team meetings and oral feedback so that they can conclude the inspection in good time.

### **Requests for deferral**

40. Inspectors should advise ITE partnerships to consult Ofsted's policy on the deferral of inspections<sup>18</sup> before making a request for deferral.

## **During the inspection**

### **Gathering and recording evidence**

41. Inspectors must spend as much time as possible gathering first-hand evidence about the quality of training across the partnership. This should involve observations of school-, college-, other setting- and/or centre-based training delivered by mentors and trainers, and observations of trainees' teaching wherever possible. Inspectors must:
  - compare their observations with records of performance and other observations

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<sup>18</sup> *Deferring Ofsted inspections*, Ofsted, 2015; [www.gov.uk/government/publications/deferring-ofsted-inspections](http://www.gov.uk/government/publications/deferring-ofsted-inspections)

- talk to trainees about their teaching
  - gauge trainees' understanding and engagement in their own professional development
  - seek trainees' views about their training.
42. Inspectors must record their evidence clearly and legibly on evidence forms, ensuring that relevant sections of the form are completed for all evidence-gathering activities. Summary evaluation forms are used for recording analyses of data and the evidence that underpins key judgements. They will outline the main points of discussion when feeding back to senior leaders and managers.
43. Evidence forms are the main record of the evidence that has been considered in the inspection and may be scrutinised for retrieval or for quality assurance monitoring and in the event of a complaint.

### **Observations of teaching and training**

44. The key purpose of teaching and training observations is to evaluate the quality of teaching and training, and their contribution to the learning of children/pupils/learners. Inspectors should also identify ways in which teaching and training can be improved. These observations and discussions with trainees, mentors and trainers must provide robust evidence to enable inspectors to:
- judge the accuracy of the ITE partnership's assessment of trainees and the precision of its self-evaluation
  - thoroughly test out issues from the pre-inspection analysis and inspection trails
  - gather evidence on how well trainees teach and how well trainees and groups of trainees are prepared to meet the minimum level of practice expected of teachers as defined in the *Teachers' Standards*, the *Teachers' Standards (Early Years)*, or the 2014 professional standards for FE teachers and trainers, by the end of their training
  - devise detailed and specific recommendations on how to improve trainees' teaching and the quality of training they receive.
45. Lead inspectors may ask for a number of the teaching observations to be jointly carried out with mentors and/or trainers. For these observations, the mentor or trainer rather than the inspector would feed back to the trainee. Inspectors would normally expect to see a detailed written lesson plan for every lesson they observe taught by trainees. They will also expect trainees to have the following documentation with them in their school, college or setting:
- teaching files containing lesson plans, schemes of work and teaching resources
  - trainees' self-evaluations and/or reflective journals

- information about children's/pupils'/learners' progress
- profiles/portfolios of evidence
- subject knowledge audits and records
- records of feedback, meetings with mentors and tutors, and reviews of targets
- assignments, directed tasks and feedback sheets.

### **Feedback and discussion with trainees, mentors and trainers**

46. The quality and professionalism of inspectors' interaction with trainees, mentors and trainers is essential to developmental inspection – a process that is valued for the insights it provides – as well as being integral to the code of practice. People whose work is being evaluated expect and deserve to know the inspector's views.
47. Inspectors should be aware of the effect of their presence in lessons and in training sessions.
48. Inspectors should offer feedback to the trainees they observe teaching, unless it has been a joint observation, and to mentors and trainers whose sessions they observe where it is practical to do so. The feedback arrangements for these sessions will be explained to those involved.
49. Feedback on teaching and training sessions observed will identify the main strengths and weaknesses of the activity observed focusing on:
  - children's/pupils'/learners' learning and the trainee's contribution to this  
or
  - trainees' professional development and the mentor's and trainer's contribution to this  
and
  - the quality of training observed
  - the quality of teaching observed as a result of the training provided
  - how teaching or training could be improved.
50. Inspectors should be clear in feedback that their comments reflect the part of the session observed and are not a judgement on the individual. They are used as part of the evidence to make judgements about the quality of the ITE partnership.
51. Other discussion that might take place at the same time as the feedback might include:
  - the context and content of the session



- where it fits into a sequence or programme of sessions
- other teaching and learning activities that are used
- the extent to which trainees are monitored and supported.

### **The use of data on inspection**

52. Inspection involves the use of a range of data about the ITE partnership's performance, but, in particular, involves the most recent assessment and tracking data on trainees' outcomes. This will include a focus on the outcomes for trainees and trends over time.
53. The data, including that provided by the ITE partnership, will be used to check:
- the accuracy of the ITE partnership's assessment of trainees
  - the robustness and precision of the ITE partnership's self-evaluation, particularly on outcomes for trainees and trends over time
  - how well the ITE partnership is using data to improve or sustain outcomes for trainees.

### **Meetings with stakeholders**

54. Inspectors may conduct meetings or hold telephone discussions with individuals, or small groups of:
- trainees
  - trainers
  - mentors
  - phase leaders and managers
  - members of the strategic partnership committee
  - other stakeholders
- or
- the provider's representative, phase leaders and managers.

### **Engaging with the provider's representative, phase leaders and managers**

55. Inspection has the strongest impact on improvement when the ITE partnership understands the evidence and findings that have led to the judgements and recommendations for improvement. Lead inspectors should usually invite a maximum of two nominated phase leaders and managers to act as observers at team meetings. This will ensure that they are:
- kept up-to-date with how the inspection is proceeding
  - given the opportunity to present additional evidence.

56. The lead inspector should meet with the provider's representative during the inspection to:
- provide an update on emerging issues and to enable the ITE partnership to provide any further relevant evidence
  - allow the provider's representative to raise any concerns, including those related to the conduct of the inspection or the conduct of individual inspectors
  - alert the provider's representative to any serious concerns that may lead to the ITE partnership being judged inadequate and/or non-compliant with initial teacher training (ITT) criteria and other statutory requirements.
57. The notes of any key points of discussions with the provider's representative will be recorded on an evidence form.

### **Team meetings during the inspection**

58. The inspection team for each phase will:
- meet briefly at the end of each day, where possible,<sup>19</sup> to discuss emerging findings - up to two nominated phase leaders and managers of the ITE partnership will be invited as observers
  - record the outcomes of all team meetings on evidence forms.

### **Providing feedback to the ITE partnership**

59. Following the end of stage one of the inspection, the lead inspector will email a *summary of oral feedback form* to the provider's representative. This summarises the emerging positive features and emerging areas for improvement at the end of stage one of the inspection process.
60. Lead inspectors will return a final version of the record of visit (ROV) form to [dataacquisition@ofsted.gov.uk](mailto:dataacquisition@ofsted.gov.uk), confirming which schools, colleges and/or other settings were visited during stage one of the inspection. They will also send the summary of oral feedback form and the phase lead inspector's ITE summary evaluation forms to the inspection support administrator at the end of stage one of the inspection.

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<sup>19</sup> Where a brief meeting at the end of the day is not possible, team members will discuss their findings by telephone with the lead inspector, who will discuss these with phase leaders and managers or the provider's representative.

## Before the inspection – Stage two

### Inspectors' planning and preparation

61. The lead inspector must prepare for the second stage of the inspection by reviewing the summary evidence from the first stage of the inspection and the summary of oral feedback form provided at the end of the first stage of the inspection. The lead inspector will summarise the outcomes of this preparation on evidence forms.

### Notification of inspection

62. Inspectors will ask for information from the ITE partnership about improvements made since stage one of the inspection process and about the destinations of NQTs/former trainees, including those observed at stage one, as well as addresses and unique reference numbers (URNs) for employing schools, colleges and/or other settings.
63. For each NQT/former trainee observed, it is essential for inspectors to have:
- the ITE partnership's assessment of the trainee at the end of their training
  - any targets that the ITE partnership set for a trainee for their induction.
64. ITE partnerships will normally be notified of the second stage of their inspection two working days before it begins.
65. The inspection support administrator will telephone the ITE partnership to inform them about the second stage of their inspection. This will normally be by 9:30am on the Thursday before an inspection begins. The inspection support administrator will send confirmation of the inspection to the lead inspector and to the ITE partnership by email. This will include a letter giving formal notification of the second stage of the inspection.
66. The lead inspector will telephone the provider's representative to re-introduce themselves and, where appropriate, to arrange for phase lead inspectors to contact the relevant phase leaders and managers to make the practical arrangements for stage two of the inspection.
67. If unable to speak to the provider's representative, the lead inspector will ask to speak to the next most senior member of staff. During this conversation, the lead inspector will:
- offer to talk to the provider's representative by telephone if that person is not present that day
  - request information from the ITE partnership (as indicated in paragraphs 62 and 63) and receive information about staff absence and other practical issues

- find out whether there are particular reasons why they cannot observe any NQTs/former trainees
- agree a place where the inspection team can meet.

### Information for inspectors

68. After receiving information requested from the ITE partnership, lead inspectors will liaise with phase leaders and managers to select a sample of NQTs/former trainees to observe. Some of these are likely to be employed in partnership settings, schools and colleges and some may be employed in areas beyond the ITE partnership. A small proportion of trainees sampled at stage one may also be sampled at stage two. Lead inspectors must check that the schools, colleges and/or other settings selected are not due to be visited as part of another known Ofsted inspection by completing a record of visit (ROV) form and emailing it to [dataacquisition@ofsted.gov.uk](mailto:dataacquisition@ofsted.gov.uk).
69. Lead inspectors must provide a letter for the ITE partnership to send electronically to any school, college and/or other setting that will be visited by inspectors at stage two. This letter explains that the inspector will visit the setting as part of the inspection of the ITE partnership. Lead inspectors must identify the nature and timing of inspection activities to be undertaken in the setting to enable the ITE partnership to make the necessary arrangements. These activities are likely to include observations of NQTs'/former trainees' teaching, discussions with NQTs/former trainees, induction tutors and headteachers, principals and/or other senior staff.
70. Lead inspectors will identify any further discussions they might need to arrange, and inform the ITE partnership of these requirements promptly to enable them to make the necessary practical arrangements.
71. The ITE partnership will confirm the inspection timetable in discussion with the lead inspector and will set out the practical arrangements for the inspection team.
72. The lead inspector should prepare and distribute brief joining instructions for their inspection team. These are likely to include:
  - essential information about the ITE partnership and the timing of stage two of the inspection
  - the summary of oral feedback form provided at the end of stage one of the inspection
  - a clear indication of individual inspectors' roles and responsibilities
  - an inspection programme, including details of the NQTs/former trainees to be observed, the schools, colleges and/or other settings to be visited and any other inspection activities, including team and grading meetings.

73. Lead inspectors must deploy inspection team members effectively to contribute to the evaluation of the three key judgements and come to a collective view about the overall effectiveness of the ITE partnership.
74. Lead inspectors must plan sufficient time for team, grading and moderation meetings and feedback so that they can conclude the inspection in good time.

### **Requests for deferral**

75. Inspectors should advise ITE partnerships to consult Ofsted's policy on the deferral of inspections before making a request for deferral.

## **During the inspection**

### **Gathering and recording evidence**

76. Inspectors must spend as much time as possible gathering first-hand evidence about the quality of NQTs'/former trainees' teaching and how well prepared they are for employment as a result of their training.
77. Inspectors must record their evidence clearly and legibly on evidence forms, ensuring that all relevant sections of the form are completed for all evidence-gathering activities. Summary evaluation forms are used for recording analyses of data and the evidence that underpins key judgements, and for summarising the main points of discussion when feeding back to senior leaders and managers.
78. Evidence forms are the main record of the evidence that has been considered in the inspection and may be scrutinised for retrieval or for quality assurance monitoring and in the event of a complaint.

### **Observations of teaching and learning**

79. The key purpose of teaching and learning observations is to evaluate the quality of NQTs'/former trainees' teaching and training, and their contribution to the learning of children/pupils/learners. Inspectors should identify ways in which teaching and training can be improved. These observations and discussions with NQTs'/former trainees and induction tutors, headteachers, principals and/or other senior managers will be used to consolidate existing evidence from stage one of the inspection about the quality of training NQTs'/former trainees have received and how well they were prepared for induction and employment.

### **Feedback and discussion with NQTs'/former trainees, induction tutors, headteachers, principals and/or other senior managers**

80. Inspectors should offer feedback to the NQTs'/former trainees they observe. The feedback arrangements will be confirmed to those involved.

81. Feedback on teaching sessions observed will identify main strengths and weaknesses of the activity observed, focusing on:
- children's/pupils'/learners' learning and the NQTs'/former trainees' contribution to this
  - how teaching could be improved
  - NQTs'/former trainees' professional development and the contribution of their initial teacher training to this
- and
- the quality of teaching observed as a result of the training provided by the ITE partnership.
82. Inspectors should be clear in feedback that any judgements that are given reflect the part of the session observed and are not a judgement on the individual. They are used as part of the evidence to make judgements about the quality of the ITE partnership.
83. Other discussions that might take place at the same time as the feedback might include:
- the context and content of the session
  - where it fits into a sequence or programme of sessions
  - other teaching and learning activities that are used
  - the extent to which NQTs/former trainees were prepared for employment and induction.

### **Engaging with the provider's representative, phase leaders and managers**

84. Lead inspectors should usually invite up to two nominated phases leaders and managers to act as observers at team and grading meetings, and the provider's representative to cross-phase grading meetings. This will ensure that they:
- are kept up-to-date with how the inspection is proceeding
  - understand how the inspection team reaches its judgements
  - have opportunities to clarify how evidence is used to reach judgements
  - are given the opportunity to present additional evidence.
85. The lead inspector should meet with the provider's representative during the inspection to:
- provide an update on emerging issues and to enable the ITE partnership to provide any further relevant evidence

- allow the provider's representative to raise any concerns, including those related to the conduct of the inspection or the conduct of individual inspectors
- alert the provider's representative to any serious concerns that may lead to the ITE partnership being judged inadequate and/or non-compliant with initial teacher training (ITT) criteria and other statutory requirements.

### **Team and grading meetings during the inspection**

86. The inspection team for each phase will:

- meet briefly at the end of each day, where possible,<sup>20</sup> to discuss emerging findings - the phase leaders and managers of the ITE partnership will be invited as observers
- meet at the end of the inspection for a grading meeting - a maximum of two phase leaders and managers from the ITE partnership are invited as observers, but all judgements are made by inspectors and the inspection team
- meet with other inspection teams at a cross-phase grading meeting, where relevant, to finalise judgements and identify areas for improvement - the phase leaders and managers and the provider's representative are invited as observers, but all judgements are made by inspectors and the inspection team
- record the outcomes of all team meetings on evidence forms.

### **Reaching final judgements**

87. Towards the end of the inspection, the team will hold a phase grading meeting to consider the evidence available and make its final judgements. The lead inspector is responsible for ensuring that judgements about the ITE partnership are agreed collectively by the inspection team, with reference to the grade descriptors in the evaluation schedule (Part 2 of this handbook), and that they are strongly supported by evidence. Inspectors identify the strengths and weaknesses of the ITE partnership and what it must do to improve. Final judgement grades will be recorded and key points for feedback will be identified as the meeting progresses.
88. Where there are multi-phase inspections, phase teams will also meet in a cross-phase grading meeting to agree that final judgements across the phases are consistent, that similar evidence leads to similar judgements and that the grade

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<sup>20</sup> Where a meeting is not possible, team members will discuss their findings by telephone with the lead inspector, who will discuss these with phase leaders and managers or the provider's representative.

criteria are interpreted in the same way. Lead inspectors will also agree the points to be included in the commentary at the start of the report.

### **Providing feedback to the ITE partnership**

89. Before leaving, the lead inspector must ensure that the ITE partnership is clear about:
- the grades awarded for each key judgement
  - the fact that inspection outcomes are restricted and confidential to the relevant senior personnel (as determined by the ITE partnership) until it receives the final report
  - the main findings of the inspection
  - the recommendations for improvement
  - the procedures leading to the publication of the report
  - the complaints procedure
  - the post-inspection survey
  - where relevant, the implications of the ITE partnership being judged to be inadequate, non-compliant or as requires improvement.
90. At the discretion of the lead inspector, other senior staff who have not been present at team or grading meetings may attend this feedback meeting.
91. The lead inspector should explain to those present that the purpose of the feedback is to provide the main findings from the inspection and to set out how the ITE partnership can improve further. Lead inspectors should provide an opportunity for members of the ITE partnership to seek clarification about the judgements, but discussion is likely to be brief. An inspector will complete an evidence form summarising the key points raised at the feedback meeting.

## **After the inspection**

### **The inspection report**

92. Following the inspection, the lead inspector sends a final version of the ROV to [dataacquisition@ofsted.gov.uk](mailto:dataacquisition@ofsted.gov.uk) and the evidence base to the inspection support administrator. The lead inspector writes a report about the main findings of the inspection. The findings should be consistent with those given orally to the ITE partnership.
93. The report usually contains sections for the different phases inspected. In ITE partnerships where there are a small number of trainees across both primary and secondary phases, the report will provide one set of judgements covering both the primary and secondary age phases.



## Arrangements for publication of the report

94. The lead inspector completes the report during day one and two after the inspection and uploads it to the inspection team portal by no later than 9am on the fourth working day after the inspection.
95. Normally within 15 working days of the end of the inspection, the ITE partnership will be notified that the report is available for factual accuracy check (FAC) in the provider portal through a system generated email. The inspection support administrator progresses this process if necessary. The ITE partnership will have five working days to complete the FAC through the provider portal.
96. The lead inspector will respond to the ITE partnership's comments about factual accuracy through the inspection team portal. The FAC comments of both the provider and the lead inspector will be reviewed by the appropriate Regional Director in liaison with National Lead for ITE, including FE if appropriate. Thereafter, the ITE partnership will receive an electronic version of the report normally within 23 working days of the end of the second stage of the inspection. After that time, the report will be published on the Ofsted website normally within 28 working days of the end of the inspection.
97. The inspection service administrator emails the final version of the report to:
  - the ITE partnership
  - the lead inspector
  - the National College for Teaching and Leadership (where relevant).

## The code of conduct for inspections

98. So that inspection is productive and beneficial, it is important that inspectors and ITE partnerships establish and maintain an appropriate working relationship based on courtesy and professional behaviour. Inspectors are expected to uphold the code of conduct below.

### Inspectors' code of conduct

99. Inspectors are required to uphold the highest professional standards in their work and to treat everyone they encounter during inspections fairly and with respect. Inspectors will:
  - evaluate objectively, be impartial and inspect without fear or favour
  - evaluate provision in line with frameworks, regional and national data, the *Teachers' Standards*, the *Teachers Standards (Early Years)* or 2014 professional standards for FE teachers and trainers, and statutory and initial teacher training criteria and requirements
  - base all evaluations on clear and robust evidence

- have no declared connection with the ITE partnership that could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- try to minimise the stress on those involved in the inspection
- act in the best interests and well-being of stakeholders
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

### **The ITE partnership's engagement with inspectors**

100. Ofsted expects ITE partnerships to play their part by ensuring that inspectors can conduct their inspections in an open and honest way and evaluate the ITE partnership objectively. Ofsted expects ITE partnership staff to:

- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their inspections in an open and honest way
- enable inspectors to evaluate the ITE partnership objectively against the inspection framework
- provide evidence that will enable inspectors to report honestly, fairly and reliably about the ITE partnership
- liaise with inspectors to minimise disruption, stress and bureaucracy
- ensure that the health and safety of inspectors is not prejudiced while they are on the ITE partnership's premises
- maintain a purposeful dialogue with inspectors
- draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- understand the need for inspectors to observe practice and talk to those they observe without the presence of a manager.

## **Quality assurance and complaints**

### **How are inspections quality assured?**

101. Responsibility for assuring the quality of the inspection and the subsequent report lies with the lead inspector and with Ofsted internally. The lead inspector

is expected to set clear expectations for the inspection team and ensure that those expectations are met. The lead inspector must ensure that all inspection judgements are supported by and recorded in evidence and that the way in which the inspection is conducted meets the expected standard.

102. Some inspections are subject to external quality assurance by HMI. This might consist of a telephone call to discuss progress, or an on-site visit during either/or at both stages of the inspection process. When an external quality assurance visit is scheduled, the lead inspector will explain clearly the purpose and likely format of the visit during the initial telephone conversation with the provider's representative.
103. Lead inspectors are asked to contact the National Lead for ITE, including FE, if an ITE partnership is likely to be judged outstanding or inadequate or as requires improvement, or if there is any potential aspect of non-compliance.
104. All ITE partnerships are invited to take part in a post-inspection survey so that their views about the quality of the inspection are obtained and contribute to the development of inspection.

### **What happens if an ITE partnership has a concern or complaint during the inspection?**

105. If an ITE partnership raises a concern during the course of an inspection, the lead inspector must do all that is possible to remedy the problem. The complaints procedure encourages ITE partnerships to speak to the lead inspector where they have a concern. This is because it is often easier to resolve issues on the spot and this helps to avoid formal complaints later.
106. If the ITE partnership is dissatisfied with the lead inspector's response or in any case wishes to take the complaint further, the complaints procedure is on the Ofsted website ([www.gov.uk/government/organisations/ofsted/about/complaints-procedure](http://www.gov.uk/government/organisations/ofsted/about/complaints-procedure)).
107. If a formal complaint is raised during or after the first stage of an ITE inspection, it will not be possible to investigate concerns about judgements as no judgements will have been made at this stage. Complaints about conduct and/or administration of the inspection will be considered if submitted to Ofsted within 10 working days of the incident of concern as set out in the complaints procedure. Lead inspectors must make it clear to providers that any complaint about conduct and/or administration at the first stage of the inspection must be made within 10 days of completion of that part of the inspection.

## **Part 2: The evaluation schedule, criteria and grade descriptors**

108. Inspectors evaluate the extent to which initial teacher education (ITE) partnerships enable trainees to meet the minimum level of practice expected of




teachers by the end of their training. This is defined in the *Teachers' Standards*, the *Teachers Standards (Early Years)*, or the 2014 professional standards for (further education (FE) teachers and trainers. Inspectors also evaluate whether ITE partnerships meet the statutory initial teacher training criteria and requirements, and all relevant legislation, including that related to safeguarding, promoting equality and diversity, and eliminating discrimination.

109. The evaluation schedule sets out criteria and grade descriptors to guide inspectors when judging the quality of the ITE partnerships they inspect. The schedule also indicates the main types of evidence they are expected to collect and analyse. This guidance is not exhaustive and does not replace the expert judgement of inspectors.
110. The evaluation schedule is designed to apply to the specific context of each ITE partnership being inspected. Inspectors should apply grade descriptors in relation to the phase of ITE they are inspecting. Inspectors will use the evaluation schedule in conjunction with the instructions and guidance in Part 1 of this handbook.

### **Judging the quality of an ITE partnership**

111. ITE inspection is primarily about evaluating how well trainees are trained to be good or better teachers.
112. For each phase inspected, inspectors must evaluate:
  - the extent to which the ITE partnership secures consistently high-quality outcomes for trainees.
113. To make this judgement, inspectors must evaluate each of the three key judgements:
  - Outcomes for trainees
  - Quality of training across the partnership
  - Leadership and management of the partnership.
114. They do this by answering the following three key questions.
  - What is the quality of outcomes for trainees?
  - How well does the ITE partnership prepare trainees to teach children/pupils/learners in schools/colleges or other settings in different circumstances, and for the age range, and/or subject(s)/specialisms for which they are being trained?
  - How well do leaders and managers at all levels of the ITE partnership ensure that the best outcomes are achieved and sustained?

**Table 1 - Key judgements and key questions**

Overall effectiveness	The extent to which the ITE partnership secures consistently high-quality outcomes for trainees	
<b>Outcomes for trainees</b>		<p><b>What is the quality of outcomes for trainees?</b></p> <ul style="list-style-type: none"> <li>■ Attainment</li> <li>■ How well trainees teach</li> <li>■ Completion rates</li> <li>■ Employment rates</li> </ul>
<b>Quality of training across the partnership</b>		<p><b>How well does the ITE partnership prepare trainees to teach children/pupils/learners in schools/colleges or other settings in different circumstances, and for the age range, and/or subject(s)/specialisms for which they are being trained?</b></p> <ul style="list-style-type: none"> <li>■ Overall consistency, coherence and quality of all aspects of the training</li> <li>■ High-quality training and support that prepares trainees with the skills they need</li> <li>■ The quality and range of placements</li> <li>■ Subject and phase-specific mentoring</li> <li>■ The accuracy of assessment</li> </ul>
<b>Leadership and management of the partnership</b>		<p><b>How well do leaders and managers at all levels of the ITE partnership ensure that the best outcomes are achieved and sustained?</b></p> <ul style="list-style-type: none"> <li>■ Vision for excellence</li> <li>■ The engagement of schools, colleges and/or other settings</li> <li>■ The rigour of recruitment and selection process</li> <li>■ Effective monitoring and evaluation</li> <li>■ Compliance with ITT criteria and requirements</li> <li>■ Capacity to improve further</li> </ul>

115. In judging the quality and effectiveness of the ITE partnership in securing consistently high-quality outcomes for trainees, inspectors will decide whether the ITE partnership is outstanding, good, requires improvement or is inadequate.
116. In making these judgements, inspectors will analyse the evidence available and decide which grade descriptor best meets the essential emboldened text in the descriptors and provides the best fit. Inspectors will check all the criteria for the inadequate grade before considering judgements at a higher level. When evidence indicates that any of the bullet points in the descriptor for inadequate applies, then it is likely that this aspect of the ITE partnership's work will be judged inadequate.
117. For each of the three key judgements, inspectors will use the following scale.
- grade 1: outstanding
  - grade 2: good
  - grade 3: requires improvement
  - grade 4: inadequate.
118. In making their judgements, inspectors must draw on all the available evidence, use their professional knowledge and consider the guidance in this handbook, particularly the grade descriptors.

## **Outcomes for trainees**

### **Criteria and outline guidance**

119. Outcomes are evaluated in terms of four separate areas:
- attainment
  - how well trainees teach
  - completion rates
  - employment rates.
120. For each phase inspected, inspectors must gather evidence on each of these criteria to reach their overall judgement about how well individual trainees benefit from their training.
121. Inspectors must test the ITE partnership's response to individual needs by observing how well it helps all trainees to become good or better teachers. Where inspection evidence reveals that variations in the quality of provision have an adverse impact on particular groups, inspectors will identify this as an area for improvement.

122. Depending on the type of ITE partnership and where relevant, inspectors will pay particular attention to the achievement of:

- trainees in different primary, secondary and FE subject(s)/specialisms
- QTS trainees following core undergraduate, professional graduate and postgraduate training routes and/or School Direct or School Direct (salaried) routes or EYTS trainees on different training routes
- trainees following specific age-range training programmes
- trainees placed in particular schools, colleges and/or settings or clusters of schools, colleges and/or settings
- in-service/pre-service cohorts of trainees in FE colleges and other FE and skills settings
- FE trainees undertaking different types of training qualifications
- trainees working in other learning and skills settings, for example work-based learning
- trainees with protected characteristics as defined in the Equality Act 2010.<sup>21</sup>

### Attainment

123. Attainment is defined as the standard reached by a trainee at the end of the training provided. For primary and secondary trainees, this is how well they meet the minimum level of practice expected of teachers as defined in the *Teachers' Standards*. For early years ITT trainees, this is how well they meet the minimum level of practice expected of teachers as defined in the *Teachers' Standards (Early Years)*.

124. The Teachers' Standards state that:

'Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of qualified teacher status (QTS). Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's Requirements for Initial Teacher Training.'

125. Inspectors must consider whether trainees awarded QTS have demonstrated the *Teachers' Standards* in full or whether early years ITT trainees have demonstrated the *Teachers' Standards (Early Years)* in full.

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<sup>21</sup> This includes trainees identified by gender, sexual orientation, gender identity, ethnicity or age, and trainees of different faiths, disabled trainees and those who have special educational needs.

126. The 2014 professional standards for FE teachers and trainers define the professional requirements of teachers, trainers and tutors of post-16 learners, and underpin good teaching practice in the sector. This includes describing the skills, knowledge, values and attributes of those individuals training to work in the sector. The new standards are intended for trainees, teachers and trainers of post-16 learners working in further education colleges (excluding sixth form colleges), the community, commercial and charitable organisations, industry, the armed and uniformed services, prisons/offender learning and other public sector organisations and their employers.
127. The 2014 professional standards are designed to:
- set out clear expectations of effective practice in education and training
  - enable teachers and trainers to identify areas for their own professional development
  - support initial teacher education
  - provide a national reference point that organisations can use to support the development of their staff.

### How well trainees teach

128. When inspectors observe teaching they are also observing the children's/pupils'/learners' responses, including in lessons and from work in their books/folders. The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of children/pupils/learners.
129. When assessing the quality of primary and secondary trainees' teaching over time, inspectors should refer to the *Teachers' Standards* in full. When assessing the quality of early years ITT trainees' teaching over time, inspectors should refer to the *Teachers' Standards (Early Years)* in full.
130. In part one of the *Teachers' Standards*, standards for teaching are presented as separate headings, numbered from one to eight. They state that:
- 'A teacher must:
- set high expectations which inspire, motivate and challenge pupils
  - promote good progress and outcomes by pupils
  - demonstrate good subject and curriculum knowledge
  - plan and teach well-structured lessons
  - adapt teaching to respond to the strengths and needs of all pupils
  - make accurate and productive use of assessment
  - manage behaviour effectively to ensure a good and safe learning environment



- fulfil wider professional responsibilities.'

131. In part two, the standards for professional and personal conduct state that:

'A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

'Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

'Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

'Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.'

132. The *Teachers' Standards* include a series of bullet points on pages 6–9 and state that:

'The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that standard.'

133. The standards set out the key areas in which a teacher should be able to assess her or his own practice and receive feedback from colleagues. Inspectors must ensure that the ITE partnership has systems and procedures in place for trainees to be appropriately assessed and receive feedback to support their professional development.

134. All trainees should adhere to an appropriate standard of professional conduct, determined by the ITE partnership's code of professional conduct, including conduct on the use of social media and appropriate professional dress for the context in which they are working.

135. When assessing the quality of FE trainees' teaching, inspectors should refer to the trainees' competence in teaching a particular area of specialism and the 2014 professional standards for FE teachers and trainers.

## Completion rates

136. Completion rates are defined as the proportion of trainees who successfully complete their training and, in the case of primary and secondary trainees, achieve qualified teacher status (QTS) or in the case of early years ITT trainees achieve early years teacher status (EYTS). Judgements will be based on comparisons with national and regional benchmark data where available.

## Employment rates

137. Employment rates are defined as the proportion of trainees who either secure or continue in employment as teachers. Judgements will be based on comparisons with national and regional benchmark data where available.

## Grade descriptors: Outcomes for trainees

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

<b>Outstanding (1)</b>
<ul style="list-style-type: none"> <li>■ <b>All</b> primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct. or</li> <li>■ <b>All</b> early years trainees awarded EYTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards (Early Years)</i> by the end of their training. Trainees demonstrate excellent practice in the majority of the standards and all related to their personal and professional conduct. or</li> <li>■ <b>All</b> FE trainees meet the 2014 professional standards for FE teachers and trainers by the end of their training. Trainees demonstrate excellent practice in the majority of the standards and all related to their personal and professional conduct.</li> <li>■ Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</li> <li>■ Completion rates are consistently high.</li> <li>■ Employment rates are consistently high.<sup>22</sup></li> <li>■ There are no significant variations in the outcomes achieved by different groups of trainees.</li> </ul>

<sup>22</sup> 'Consistently high' is defined as being well above national and regional benchmark data for the last three years.

<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ <b>All</b> primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct.</li> <li>or</li> <li>■ <b>All</b> early years ITT trainees awarded EYTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards (Early Years)</i> by the end of their training. Trainees demonstrate excellent practice in some of the standards and all related to their personal and professional conduct.</li> <li>or</li> <li>■ <b>All</b> FE trainees meet the 2014 professional standards for FE teachers and trainers by the end of their training. Trainees demonstrate good practice in some of the standards and all related to their personal and professional conduct.</li> <li>■ Much of the quality of trainees' teaching over time is good; some is outstanding.</li> <li>■ Completion rates are above national and regional benchmarks.</li> <li>■ Employment rates are above national and regional benchmarks.</li> <li>■ Outcomes for almost all trainees and groups of trainees are at least good.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ <b>All</b> primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training.</li> <li>or</li> <li>■ <b>All</b> early years ITT trainees awarded EYTS meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards (Early Years)</i> by the end of their training.</li> <li>or</li> <li>■ <b>All</b> FE trainees meet the 2014 professional standards for FE teachers and trainers by the end of their training.</li> <li>■ The quality of trainees' teaching over time requires improvement as it is not yet good.</li> <li>■ Completion rates are either in line and not improving, or just below national and regional benchmarks.</li> <li>■ Employment rates are either in line and not improving or just below national and regional benchmarks.</li> <li>■ The quality of outcomes for all groups of trainees requires improvement as it is not yet good.</li> </ul>
<p><b>Inadequate</b></p> <p>Outcomes are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Trainees awarded QTS fail to meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training.</li> <li>or</li> <li>■ Trainees awarded EYTS fail to meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards (Early Years)</i> by the end of their</li> </ul>

training.

or

- Trainees fail to meet the 2014 professional standards for FE teachers and trainers by the end of their training.
- The quality of trainees' teaching over time is weak such that it contributes to children's/pupils/learners or groups of children/pupils/learners making inadequate progress.
- Completion rates are consistently below national and regional benchmarks.
- Employment rates are consistently below national and regional benchmarks.
- There are wide gaps in the attainment of different groups of trainees.

## Quality of training across the partnership

### Criteria and outline guidance

138. The quality of training is evaluated in terms of:

- the overall consistency, coherence and quality of all aspects of the training
- high-quality training and support that prepares trainees with the skills they need
- the quality and range of placements
- subject- and phase-specific mentoring
- the accuracy of assessment.

139. For each phase inspected, inspectors gather evidence on each of these criteria to reach their judgements.

140. Inspectors must evaluate the quality and effectiveness of training across the partnership in ensuring that the best outcomes for trainees are achieved and sustained. Trainees must meet the minimum level of practice expected of teachers as defined in the *Teachers' Standards* for primary and secondary trainees, the *Teachers' Standards (Early Years)* for early years ITT trainees or the 2014 professional standards for FE teachers and trainers. Inspectors must also ensure that the ITE partnership complies with the initial teacher training (ITT) criteria or Early Years ITT requirements.

141. Judgements on the quality of training across the partnership will be based predominantly on first-hand evidence gained from:

- direct observation of a sample of trainees' teaching at stage one and NQTs'/ former trainees' teaching at stage two of the inspection
- direct observation of school-, college- and/or setting- and/or centre-based training (where possible).

142. Direct observation will be supplemented by a range of other evidence, including work in children's/pupils'/learners' books or folders, enabling inspectors to evaluate the impact that training has on trainees' and NQTs'/former trainees' quality of teaching over time and professional development. Inspectors should use discussions to probe trainees' and NQTs'/former trainees' knowledge and understanding of relevant phase, subject and curriculum issues.

143. Additional evidence relating to the quality of training may include:

- analysis of data on the outcomes for trainees
- interviews with trainees, NQTs/former trainees, trainers, mentors, induction tutors (where relevant) and children/pupils/learners
- joint observations with mentors, trainers and/or induction tutors
- interviews with headteachers, principals and/or other senior staff and employers
- analysis of trainees' teaching files and records of evidence, including the feedback they receive and the developmental targets they are set in relation to the *Teachers' Standards*, the *Teachers' Standards (Early Years)* or the 2014 professional standards for FE teachers and trainers during and at the end of their training
- analysis of relevant training materials
- case or impact studies provided by the ITE partnership.

144. Inspectors must evaluate the extent to which trainees benefit from:

- the overall consistency, coherence and quality of all aspects of the training, for example through
  - the design and delivery of the training
  - the experience and expertise of trainers
  - the provision of training that builds on what trainees have already achieved and experienced before starting their training programme
  - the identification of trainees' prior experience, relevant subject and curriculum knowledge and understanding, and response to trainees' specific training needs
  - the links between generic phase and specific subject or curriculum training
  - opportunities for trainees to observe and learn from good and outstanding practice
  - opportunities for trainees to gain practical experience of working successfully in schools, colleges and/or settings in challenging socio-economic circumstances and those judged as requires improvement

- high-quality training and support that prepares trainees with the skills they need to
  - critically evaluate their own teaching
  - meet the needs of those they teach
  - show through their teaching that they understand how children/pupils/learners learn
  - use a range of approaches to teaching and learning, including information and communication technology (ICT) and educational technology where relevant
  - recognise the signs that may indicate disability or special educational needs and make the necessary preparation to help children/pupils/learners overcome any barriers to their learning, including those for whom English is an additional language (EAL)
  - make effective use of other adults, including teaching assistants, to improve children’s/pupils’/learners’ progress
  - promote and manage good behaviour through effective teaching to ensure a good and safe learning environment
  - develop strategies to promote and manage good behaviour successfully and tackle bullying, including cyber and prejudice-based bullying
  - develop the literacy (reading, writing and communication) and mathematical skills of their children/pupils/learners and understand the causes of low achievement among some groups of children/pupils/learners
  - challenge and motivate children/pupils/learners in settings, schools and colleges where attainment is low
  - use effective strategies to support the learning and progress of children/pupils/learners from underperforming groups.
  - use effective strategies to support the learning and progress of children/pupils/learners eligible for the pupil premium
  - work within the current and new curriculum, examination and assessment arrangements, including for vocational education and training where relevant
  - understand how to use continuous assessment and summative tests effectively to evaluate the quality of their teaching and the progress of their children/pupils/learners.

and for primary trainees to:

- teach early reading and demonstrate a clear understanding of systematic synthetic phonics, communication and language development

- teach early mathematics and demonstrate a clear understanding of appropriate teaching strategies
- teach physical education and demonstrate good subject knowledge and teaching strategies, including for pupils/learners with special educational needs.

and for early years ITT trainees to:

- demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading
  - demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics
  - understand early childhood development and its impact on learning.
- the quality and range of placements, including:
- how well placement arrangements are made
  - the provision of a range of high-quality placements in which trainees develop their teaching skills.

It is particularly important:

- to work with the full range of schools, colleges and/or settings and children/pupils/learners, including those who are disabled or have special educational needs, those with EAL and those from different cultural backgrounds
  - to work across their chosen age-phase
  - to work with different types of learners in FE and the English/mathematics requirements of the 16-19 study programmes where relevant
  - to develop their skills in promoting and managing children's/pupils'/learners' behaviour successfully
  - to encounter and learn from good and outstanding practice
  - to gain practical experience of working successfully in schools, colleges and/or other settings in challenging socio-economic circumstances and those judged as requires improvement
  - for primary trainees to teach systematic synthetic phonics on a regular basis.
- subject- and phase-specific mentoring that:
- is provided by experienced and expert mentors
  - responds to trainees' specific training needs, including enhancing their subject and curriculum knowledge and phase expertise
  - improves trainees' teaching skills

- models good practice in teaching
- provides high-quality coaching and mentoring, and access to relevant subject association guidance to enhance trainees’ professional development.
- the accuracy of assessment, including:
  - the provision of accurate assessment, high-quality oral and written feedback
  - precise short- and longer-term developmental targets to improve trainees’ teaching and ensure that agreed actions are implemented
  - accurate and rigorous final assessments for the award of qualified teacher status in relation to the Teachers’ Standards for primary and secondary trainees, the award of early years teacher status for early years ITT trainees or the 2014 professional standards for FE teachers and trainers.

## Grade descriptors: Quality of training across the partnership

Note: These descriptors should not be used as a checklist. They must be applied consistently to ensure that judgements about the quality of training across the partnership link to the judgement about outcomes (the emboldened text) and then by adopting a ‘best fit’ approach which relies on the professional judgement of the inspection team.

<b>Outstanding (1)</b>
<ul style="list-style-type: none"> <li>■ <b>Much of the training, as judged through the impact on outcomes for trainees, is outstanding and never less than consistently good.</b></li> <li>■ High-quality training prepares trainees and NQTs/former trainees to teach exceptionally well, demonstrating:           <ul style="list-style-type: none"> <li>– strong subject and curriculum knowledge</li> <li>– phase expertise</li> <li>– the ability to use a range of teaching and learning strategies to great effect</li> </ul> </li> <li>■ High-quality training enables all trainees and NQTs/former trainees to develop into confident and competent professionals who demonstrate consistently high standards of personal and professional conduct.</li> <li>■ Trainees are well prepared to accurately assess achievement using new curricula, continuous assessment and summative tests, examinations and assessment arrangements, including for the Early Years Foundation Stage statutory assessment (where relevant) and demonstrate through their planning and teaching that their children/pupils/learners, including those who are disabled and those who have special educational needs, make good progress.</li> <li>■ Outstanding training in behaviour equips trainees with the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning.</li> <li>■ Expert mentors and trainers have consistently high expectations and work</li> </ul>



collaboratively to ensure training is coherent and highly relevant to the needs of trainees.

- High-quality, complementary placements meet trainees' needs very well and ensure that trainees gain substantial practical experience to develop their evaluative and practical teaching skills effectively in different schools, colleges and/or other settings in challenging socio-economic circumstances and those judged as requires improvement.
- High-quality training enables trainees to teach reading, writing, communication and mathematics effectively to enhance the progress of children/pupils/learners they teach.
- High-quality training enables trainees to: understand the causes of low achievement; challenge and motivate children/pupils/learners where attainment is low; and use effective strategies to support underperforming groups.
- **Primary training** in early reading, systematic synthetic phonics, communication and language development and primary mathematics is of outstanding quality and ensures that trainees have gained sufficient practical experience to teach these aspects confidently and competently by the end of their training.
- Assessment of trainees is rigorous and precise. Consistently high-quality oral and written feedback and challenging short- and longer-term developmental targets support trainees' critical reflections, enabling them to analyse, evaluate and improve their practice.

## Good (2)

- **The quality of training across the partnership, as judged by the impact on outcomes for trainees, is consistently good, with some examples of outstanding training.**
- High-quality training prepares trainees and NQTs/former trainees to teach well, demonstrating:
  - good subject and curriculum knowledge
  - phase expertise
  - the ability to use a range of teaching and learning strategies to great effect
- Trainees and NQTs/ former trainees are well prepared for their role as professionals and consistently demonstrate the high standards of personal and professional conduct required.
- Training prepares trainees to assess children's/pupils'/learners' achievement and plan and teach lessons that enable children/pupils/learners, including those who are disabled and those who have special educational needs, to make at least expected progress.
- Training in ensuring good behaviour is of high quality and means that trainees are confident and prepared to promote and manage behaviour in the classroom well.
- Effective mentors and trainers work well together to ensure that training is cohesive and identifies and meets the needs of trainees.
- Targeted use of good training placements ensures that trainees have sufficient practical experience to develop their teaching skills in different types of schools, colleges and/or settings, including those in challenging socio-economic circumstances, and those judged as requires improvement.

<ul style="list-style-type: none"> <li>■ Good training enables trainees to develop the reading, writing, communication and mathematical skills of the children/pupils/learners they teach.</li> <li>■ Good training enables trainees to understand how to challenge and motivate children/pupils/learners where attainment is low and use strategies to support underperforming groups.</li> <li>■ <b>Primary training</b> in early reading, systematic synthetic phonics, communication and language development, and primary mathematics is of consistently good quality and ensures that trainees have sufficient opportunities to teach these aspects with increasing confidence and competence by the end of their training.</li> <li>■ Assessment of trainees is accurate and consistent. Good quality oral and written feedback is used to set well-focused short- and longer-term developmental targets that support trainees to improve their practice.</li> </ul>
<p><b>Requires improvement (3)</b></p>
<ul style="list-style-type: none"> <li>■ The quality of training across the partnership, as judged by the impact on outcomes for trainees, requires improvement as it is not yet good.</li> <li>■ Final assessments of trainees are accurate in determining whether trainees have met the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards, the Teachers' Standards (Early Years)</i> or the 2014 professional standards for FE teachers and trainers.</li> </ul>
<p><b>Inadequate (4)</b></p>
<p>Training across the partnership is likely to be inadequate where <b>any</b> of the following apply.</p> <ul style="list-style-type: none"> <li>■ The quality of training across the partnership, as judged by the impact on outcomes for trainees is inadequate.</li> <li>■ Trainees and NQTs/former trainees are insufficiently prepared to teach children/pupils/learners in the age range and/or subject(s)/specialisms for which they are trained.</li> <li>■ Trainees and NQTs/former trainees are insufficiently prepared to enable them to demonstrate the consistently high standards of personal and professional conduct required.</li> <li>■ Mentors and trainers lack the expertise required to support trainees' professional development or have low expectations.</li> <li>■ Placements fail to meet trainees' needs or provide them with sufficient opportunities to develop their teaching skills or demonstrate that they can promote good behaviour or manage behaviour effectively in a range of schools, colleges and/or settings, including those in challenging socio-economic circumstances and those judged as requires improvement.</li> <li>■ Training fails to equip trainees with the expertise required to enable children/pupils/ learners to communicate, read, write or use mathematics as well as they should.</li> <li>■ <b>Primary trainees</b> are insufficiently prepared to teach systematic synthetic phonics and/or primary mathematics.</li> <li>■ Assessment is inaccurate.</li> <li>■ Poor quality oral and written feedback and the lack of appropriate developmental short- and longer-term targets inhibit trainees' reflections and their ability to improve their teaching.</li> </ul>

Or:

- final assessments of trainees at the pass/fail boundary are inaccurate.

Or:

- the ITE partnership fails to comply with the initial teacher training criteria or the Early Years ITT requirements.

## Leadership and management of the partnership

### Criteria and outline guidance

145. The effectiveness of leadership and management is evaluated in terms of:

- how relentlessly leaders and managers pursue a vision for excellence, focused on improving or sustaining high-quality provision and outcomes for trainees
- how effectively schools, colleges and/or other settings are engaged in the ITE partnership, including those in challenging socio-economic circumstances and those judged as requires improvement
- the rigour of the recruitment and selection process
- evidence of effective monitoring and evaluation
- how well the partnership meets current statutory initial teacher training criteria and requirements and all relevant legislation
- demonstrable capacity to bring about further improvement.

146. Within the context of the ITE partnership, inspectors must examine the impact of leaders and managers at all levels in improving or sustaining high-quality provision (training and assessment) and outcomes for trainees. Inspectors should take account of ongoing changes to the ways in which ITE partnerships are being led and managed. Inspectors must also consider the success of leaders and managers of the ITE partnership in preparing trainees to meet the minimum level of practice expected of teachers as defined in the *Teachers' Standards*, the *Teachers' Standards (Early Years)* or the 2014 professional standards for FE teachers and trainers. They should also ensure compliance with the initial teacher training statutory criteria and requirements and all relevant legislation.

147. Inspectors must consider:

- how relentlessly leaders and managers pursue a vision for excellence focused on improving or sustaining high-quality provision and outcomes for trainees, for example through
  - the rigorous implementation of well-focused improvement plans based on robust and perceptive self-evaluation and impact on outcomes data
  - a thorough analysis of outcomes for trainees, including improvements in trainees' practice in teaching reading using systematic synthetic phonics, promoting and managing good behaviour, and meeting the needs of children/pupils/learners who are disabled or those who have special educational needs
  - the consistent application of effective policies and procedures across the ITE partnership

- training that uses the most up-to-date research to promote high levels of subject and curriculum knowledge and excellence in teaching
- providing high-quality professional development for all mentors and trainers involved in the ITE partnership
- the provision and analysis of accurate and detailed information on trainees' performance
- effective liaison with employing settings, schools and colleges, in the local area/region, in order to promote high quality induction of NQTs/former trainees
- providing support for setting, school and college improvement
- strategic and effective engagement in the system-wide leadership of ITE to address local, regional and national concerns, including those related to teacher quality, supply and retention issues
- how effectively schools, colleges and/or other settings are strongly engaged in the ITE partnership, for example through their involvement in
  - strategic leadership and management
  - recruitment and selection of trainees
  - the design and delivery of training and assessment
  - and the review, evaluation and development of provision
 with
  - schools, colleges and/or other settings in challenging socio-economic circumstances and those judged to require improvement
 and in FE with
  - employer and business engagement
- the rigour of the recruitment and selection process in
  - recruiting high-quality trainees that meet the needs of local, regional or national employers and the needs of the wider educational community, including schools, colleges and/or settings in challenging socio-economic circumstances and those judged as requires improvement
  - selecting candidates with appropriate qualifications, excellent subject/specialist knowledge and a demonstrable aptitude for teaching
  - placing applicants on a training programme that makes best use of their skills, aptitudes and previous experience and develops their subject knowledge where appropriate
- evidence of effective monitoring and evaluation, for example through

- monitoring the performance of trainees and the quality of training and assessment, including acting on findings to improve or sustain high-quality outcomes for trainees
  - evaluating accurately the performance of the ITE partnership relative to other ITE partnerships
  - drawing on satisfaction surveys of trainees, NQTs/former trainees and responses to the NQT Survey (where appropriate) to review and improve provision
  - actively seeking feedback on the performance of NQTs/former trainees from employers to improve the quality of training and outcomes for trainees
  - monitoring the preparation of trainees for employment and induction.
- how well the partnership meets current statutory initial teacher training criteria and requirements and all relevant legislation, including that related to
    - promoting equality and diversity
    - eliminating discrimination
    - safeguarding, including e-safety
  - demonstrable capacity to bring about further improvement as shown by a combination of
    - a track record of improving or maintaining high-quality provision
    - improvements in the quality of training, including national priority areas for ITE, and the impact this has on improving trainees’ practice over time
    - sustaining or improving high-quality trainee outcomes.

## Grade descriptors: Leadership and management of the partnership

Note: These descriptors should not be used as a checklist. They must be applied consistently to ensure that judgements about the leadership and management of the partnership link to the judgements about outcomes and the quality of training across the partnership (the emboldened text) and then by adopting a ‘best fit’ approach that relies on the professional judgement of the inspection team.

<b>Outstanding (1)</b>
<ul style="list-style-type: none"> <li>■ <b>The pursuit of excellence in all of the ITE partnership’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or sustain, the highest levels of provision and outcomes over a sustained period of time. Leaders and managers base their actions on a deep and accurate understanding of local, regional and national needs and the ITE partnership’s performance and</b></li> </ul>

**strengths.**

- Rigorous and well-embedded quality assurance systems are used extremely effectively to sustain high-quality outcomes and to continuously improve the quality of provision across the ITE partnership.
- Improvement planning is based on the rigorous, accurate and systematic analysis of internal and externally validated data, thorough self-evaluation and is extremely responsive to satisfaction surveys from employers, trainees and former trainees, including the Newly Qualified Teacher (NQT) survey (where appropriate), who attest to the high quality of the training.
- All leaders and managers focus relentlessly on continually improving the quality of provision and outcomes for trainees.
- Mentors and trainers are of the highest quality and benefit from high-quality and well-focused professional development. As a result, the quality of training across the partnership is likely to be outstanding or at least consistently good and improving.
- Schools, colleges and/or other settings are influential in shaping the provision and are heavily involved in recruitment and selection, and the strategic leadership and management of the ITE partnership.
- The partnership must include schools in challenging socio-economic circumstances and those judged as requires improvement; these schools are strongly engaged with the partnership.
- Rigorous selection procedures ensure that the best possible trainees are recruited to meet specific local, regional and national needs. Trainees selected demonstrate excellent subject and curriculum knowledge, or a clear potential to develop this during their course, and have a strong aptitude for teaching.
- The performance of trainees and groups of trainees is monitored extremely rigorously from the point of selection to final assessment to ensure that all who are awarded qualified teacher status (QTS) or early years teacher status (EYTS) become good or better teachers, with excellent subject knowledge, by the end of their training and are well prepared for employment.
- Engagement and liaison with employers ensures an effective continuum from initial teacher training to induction and continuing professional development for NQTs/former trainees.
- Leaders and managers oversee and take responsibility for trainees' safe use of technology and social media.

**Good (2)**

- Key leaders and managers consistently communicate high expectations and ambition for the ITE partnership.
- Self-evaluation is robust and the ITE partnership's actions have been carefully planned, and are concerted and effective.
- Robust quality assurance systems enable the ITE partnership to continue improving the quality of provision and outcomes for trainees. Where weaknesses are identified, appropriate interventions are used to secure rapid improvements.
- Improvement planning is based on the accurate analysis of internal and externally evaluated data and realistic self-evaluation and is responsive to satisfaction surveys from employers, trainees, former trainees and the NQT survey (where appropriate).

<ul style="list-style-type: none"> <li>■ The quality of training is good and/or improving strongly as a result of accurate monitoring and professional development that is of good quality and closely matched to the needs of mentors and trainers.</li> <li>■ Schools, colleges and/or other settings are closely involved in the leadership and management and other aspects of the ITE partnership, including the engagement of settings, schools and colleges in challenging socio-economic circumstances and those judged as requires improvement in the partnership.</li> <li>■ Comprehensive selection procedures are used to assess trainees' potential to meet a local, regional or national need. Trainees' subject and curriculum knowledge is assessed accurately and they demonstrate a positive aptitude for teaching.</li> <li>■ The performance of trainees and groups of trainees is monitored effectively to ensure that most trainees awarded QTS or EYTS become at least good teachers by the end of their training.</li> <li>■ Accurate and detailed information is provided to support the induction and continuing professional development of NQTs/former trainees.</li> </ul>
<p><b>Requires improvement (3)</b></p>
<ul style="list-style-type: none"> <li>■ The leadership and management of the partnership meet all relevant statutory criteria and requirements for initial teacher training and all relevant legislation, but requires improvement.</li> <li>■ Leaders and managers are able to demonstrate the capacity to tackle important improvements.</li> </ul>
<p><b>Inadequate (4)</b></p>
<p>Leadership and management of the partnership are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Leaders and managers are not taking effective steps to secure the quality and consistency of provision across the partnership or to improve outcomes for trainees.</li> <li>■ Capacity for further improvement is limited because current leaders and managers have been ineffective in securing essential improvements since the last inspection. Self-evaluation lacks rigour and is inaccurate in its evaluation of provision and outcomes.</li> <li>■ Improvement planning is not based on the accurate analysis of internal and externally evaluated data and realistic self-evaluation, and is unresponsive to satisfaction surveys from employers, trainees, former trainees and the NQT survey (where appropriate).</li> <li>■ Schools, colleges and/or other settings are insufficiently involved in the leadership and management of the partnership, the selection of trainees, the design and delivery of training and assessment and the review, evaluation and development of provision. Selection procedures lack the rigour required to assess trainees' potential to meet local, regional or national needs accurately and/or lead to low attainment, completion and employment rates.</li> <li>■ Any of the statutory criteria and requirements for initial teacher training or relevant legislation related to promoting equality and diversity and for eliminating discrimination or safeguarding are not met.</li> <li>■ The partnership fails to provide accurate and detailed information to support the induction and continuing professional development of NQTs/former trainees.</li> </ul>



- Leaders and managers do not support trainees' safe use of technology and social media.

## Overall effectiveness

148. For each phase inspected, inspectors must evaluate:

- the extent to which the ITE partnership secures consistently high-quality outcomes for trainees.

149. In judging overall effectiveness, inspectors must take account of the full range of evidence, including the three key judgements, and will then decide whether the ITE partnership's overall effectiveness for each phase is outstanding, good, requires improvement or is inadequate.

## Criteria and outline guidance

150. Inspectors must cover the main contributory judgements:

- outcomes for trainees
- the quality of training across the partnership
- the leadership and management of the partnership.

151. Inspectors must also consider:

- the extent to which the initial teacher training (ITT) provided by the ITE partnership is compliant with the relevant statutory ITT criteria or Early Years ITT requirements and all relevant legislation, including that related to promoting equality and diversity, eliminating discrimination and safeguarding.

### Outstanding (1)

- The ITE partnership demonstrates that it is making a significant strategic contribution to the quality, supply and retention of new teachers.
- The ITE partnership's practice ensures that it engages strongly with schools, colleges and/or settings in challenging socio-economic circumstances and those judged as requires improvement as members of its partnership
- The ITE partnership's practice consistently reflects the highest aspirations for trainees and expectations of mentors and trainers are exacting.
- The ITE partnership ensures that best practice is spread effectively in a drive for continuous improvement.
- The quality of training across the partnership is outstanding in all aspects, including in literacy and behaviour – and systematic synthetic phonics for **primary trainees** – and highly relevant to trainees' needs.
- Outstanding training contributes to outstanding outcomes for all trainees or, in exceptional circumstances, outcomes that are good and rapidly improving.
- The leadership and management of the partnership are outstanding.
- The ITE partnership has an outstanding reputation with its trainees, NQTs/former trainees, schools, colleges and/or settings, other partners and employers, and its trainees are very well prepared to join the profession as good

<p>or better teachers.</p> <ul style="list-style-type: none"> <li>■ The partnership ensures that all trainees are well prepared for the rigours of the classroom and liaises highly effectively with employers in the local area/region to ensure a smooth continuum between initial teacher training, induction and continuing professional development.</li> </ul>
<p><b>Good (2)</b></p>
<ul style="list-style-type: none"> <li>■ The ITE partnership takes effective action to enable most trainees to become at least good teachers.</li> <li>■ The ITE partnership's practice ensures that it engages with schools, colleges and/or settings in challenging socio-economic circumstances and those judged as requires improvement appropriately in its partnership.</li> <li>■ Trainees benefit from training that is at least good in all aspects, including in literacy and behaviour and for <b>primary trainees</b>, in systematic synthetic phonics.</li> <li>■ High-quality training contributes to good and improving outcomes for all trainees.</li> <li>■ Leaders and managers are good and play a significant role in sustaining or improving the quality of provision and trainees' outcomes.</li> <li>■ A positive climate for professional development for mentors and trainers exists.</li> <li>■ The ITE partnership is well respected by its trainees, NQTs/former trainees, schools, colleges and/or other settings, other partners and employers, and its trainees are well prepared for employment in the teaching profession.</li> </ul>
<p><b>Requires improvement (3)</b></p>
<ul style="list-style-type: none"> <li>■ Initial teacher training is compliant with statutory criteria and requirements and/or all relevant legislation, including that related to promoting equality and diversity, eliminating discrimination and safeguarding.</li> <li>■ The quality of the ITE partnership in securing consistently high-quality outcomes for trainees requires improvement. Although there may be significant good practice, the ITE partnership is performing less well than might be reasonably expected in one or more of the key areas. This would be shown where any of the three key judgements are graded as requires improvement (grade 3).</li> </ul>
<p><b>Inadequate (4)</b></p>
<p>Overall effectiveness is likely to be inadequate if inspectors judge any of the following to be inadequate:</p> <ul style="list-style-type: none"> <li>■ Outcomes for trainees</li> <li>■ Quality of training across the partnership</li> <li>■ Leadership and management of the partnership</li> </ul> <p>or:</p> <ul style="list-style-type: none"> <li>■ Initial teacher training is non-compliant with statutory criteria and requirements and/or all relevant legislation, including that related to promoting equality and diversity, eliminating discrimination and safeguarding.</li> </ul>

## **Annex A. Instructions and guidance for focused monitoring inspections**

### **Background**

152. These monitoring inspections focus solely on the quality and effectiveness of phonics training in primary initial teacher education (ITE) partnerships and behaviour training in primary and secondary ITE partnerships and are undertaken as part of the ITE inspection framework. Inspectors will focus on trainees' skills in teaching early reading using systematic synthetic phonics or promoting and managing good behaviour as appropriate.
153. ITE partnerships are selected for either ITE inspections or focused monitoring inspections based on an annual risk assessment process that uses a range of data available to Ofsted. This includes, but is not limited to, the results of the National College for Teaching and Leadership's Newly Qualified Teacher (NQT) survey. High priority will be given to focused monitoring inspections where responses to the NQT survey or Ofsted's trainee online questionnaire indicate significant and/or repeated dissatisfaction with NQTs' preparedness to teach phonics or promote and manage good behaviour.
154. ITE partnerships will receive their next ITE inspection in accordance with routine inspection scheduling arrangements. Focused monitoring inspections cannot change the primary or secondary inspection grade for overall effectiveness, but if the monitoring inspection raises concerns about the standard of training provided, then this may influence the timing of the next inspection of the ITE partnership.
155. This guidance sets out the judgements that inspectors make and report on when evaluating the quality and effectiveness of phonics or behaviour training and the range and types of evidence they will use.
156. All monitoring inspections are carried out in accordance with the principles and code of conduct for inspectors as set out in paragraph 99.
157. Focused monitoring inspections are led by a specialist ITE lead inspector, who is allocated three days to plan, conduct and report on the inspection event. S/he may be joined by up to three team inspectors for each phase on the second day of the inspection, depending on the size of the primary and/or secondary ITE partnership.

## Evaluating the quality and effectiveness of training in phonics and behaviour

### Introduction

158. In all focused monitoring inspections, inspectors are required to evaluate the quality and effectiveness of training in phonics or training in behaviour.
159. Inspectors make their judgements using the four-point scale:
- 1 is outstanding
  - 2 is good
  - 3 is requires improvement
  - 4 is inadequate.
160. Inspectors must make their judgements by carefully considering the evidence gathered and by using their professional judgement.

### Outline guidance

161. Inspectors must consider first-hand evidence – including a sample of observations of trainees and NQTs teaching phonics or promoting and managing good behaviour – and observations of any school- or centre-based phonics or behaviour training taking place at the time of the focused monitoring inspection.
162. Inspectors should take account of the following in their evaluation:
- the quality and effectiveness of training in preparing trainees to teach phonics to children/pupils/learners or promote and manage good behaviour in the age range for which they are trained
  - whether trainees, 'if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics' by the end of their training or whether trainees 'manage behaviour effectively to ensure a good and safe learning environment'<sup>23</sup>
  - any specific issues raised in the last inspection report about phonics or behaviour and whether these have been tackled effectively and are showing clear signs of improvement
  - the views of trainees, NQTs, mentors, trainers, induction tutors and employers on the quality of training in phonics or behaviour and its impact on trainees' and NQTs' teaching and pupils'/learners' learning

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<sup>23</sup> *Teachers' Standards*, DfE, 2012;  
[www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011).

- the effectiveness of the ITE partnership's work in seeking and responding to satisfaction surveys, including those from trainees, NQTs, induction tutors and employers about the quality of training in phonics or behaviour
- the quality of outcomes for trainees in relation to how well trainees teach phonics or promote and manage good behaviour
- the quality, coherence and rigour of school- and centre-based training in phonics or behaviour
- the quality and effectiveness of training materials, directed tasks, assignments and audits related to phonics or behaviour
- the quality and effectiveness of placement schools in providing experiences that develop trainees' confidence and competence in the teaching of phonics or promoting and managing good behaviour
- the expertise and effectiveness of mentors and other trainers in providing high-quality training in phonics or behaviour
- the way trainees' knowledge, understanding and ability to teach phonics or promote and manage good behaviour is tracked, and the effectiveness of interventions to improve trainees' progress and development
- the effectiveness of leaders and managers in ensuring that the quality and effectiveness of the training in phonics or behaviour, and the outcomes for trainees in phonics or behaviour, are sustained or improving.

## **Focused monitoring inspections**

163. The lead inspector will telephone the ITE partnership the afternoon before the first of their three days allocated to the inspection to inform the provider's representative of the inspection and their expected time of arrival to complete on-site preparation. This phone call could take place on any day of the week. Focused monitoring inspections usually take place during the spring term. If the provider's representative is unavailable, the lead inspector will ask to speak to the most senior member of staff present. If it is not possible to contact the ITE partnership, the lead inspector will inform the ITE partnership of the focused monitoring inspection on arrival.
164. Inspectors and ITE partnerships should follow the guidance for deferral in paragraph 40.
165. As soon as it is certain that the focused monitoring inspection can take place, the lead inspector will notify the inspection support administrator who will send formal confirmation to the ITE partnership by email. The email will include contact details for the inspection support administrator and an outline of the arrangements for the publication of the focused monitoring inspection letter after the event.
166. Inspectors should make initial preparations for the inspection prior to contacting the ITE partnership and should complete their on-site preparation with the

provider's representative during the afternoon of the first day. When doing so, they should be flexible enough to gather secure evidence to evaluate and report on the main focus of the inspection. Wherever possible, inspectors should maximise the time available by visiting a number of trainees and NQTs based in particular schools, colleges and/or settings.

## During the inspection

### Inspection activities

167. Inspection activities should involve:

- observations of school- and/or centre-based training in phonics or behaviour
- lesson observations of trainees and NQTs teaching phonics or promoting and managing good behaviour
- analysis of directed tasks, assignments and audits related to phonics or behaviour
- scrutiny of the ITE partnership's records and documentation, including:
  - data on outcomes
  - training materials
  - evaluations of the quality of school- and centre-based training in phonics or behaviour
- tracking documentation used to measure trainees' progress in phonics or behaviour
- discussions with:
  - individual and/or groups of trainees and NQTs
  - trainers, mentors, induction tutors and employers
  - key staff involved in training in phonics or behaviour
- leaders and managers
- examination of additional documentation, including, for example:
  - reports or action plans from the National College for Teaching and Leadership and/or other key partners
  - minutes – particularly when, for example, a separate committee has been established to oversee progress on phonics or behaviour provision
  - analysis of trainees', NQTs' and employers' views on the impact of actions taken to improve phonics or behaviour training
  - case or impact studies provided by the ITE partnership.

168. While discussions are important, the main focus will be on gathering first-hand evidence, including:
- observations of school- and/or centre-based training in phonics or behaviour and
  - trainees' and NQTs' teaching of phonics or promotion and management of good behaviour.
169. Inspection activities will be tightly focused on:
- issues that relate directly to the quality and effectiveness of training in phonics or behaviour
  - any concerns raised by the pre-inspection analysis or during the inspection, including those raised by trainees in the trainee online survey.

### **Recording evidence**

170. Inspectors will follow the guidance on completing evidence forms in paragraphs 41 and 42.

### **Engaging with the provider's representative and phase leaders and managers**

171. The principles for engaging with the provider's representative and leaders and managers are set out in paragraphs 55-57 and should be applied during focused monitoring inspections. The lead inspector should exercise discretion in adapting and extending the approach according to the ITE partnership's circumstances.
172. It is important that professional dialogue is maintained throughout the inspection. Emerging strengths and issues should be discussed during feedback at the end of the inspection and should not be a surprise to the ITE partnership.
173. Throughout the inspection, inspectors are asked to thoroughly probe the areas of concern and acknowledge where the ITE partnership has been successful in tackling areas for improvement.

### **Feedback on observations of trainees, newly qualified teachers and school- and centre-based training sessions**

174. Feedback on the quality of teaching and learning in phonics or behaviour is an integral and essential part of the inspection. Inspectors must follow the guidance for feedback and discussion in paragraphs 46-51.



## Oral feedback at the end of the inspection

175. Inspectors must provide brief oral feedback at the end of the focused monitoring inspection. It is the lead inspector's responsibility to manage the meeting.
176. The lead inspector and provider's representative should decide which members of the ITE partnership will attend the feedback, especially where the feedback is challenging or raises sensitive issues.
177. The feedback must:
- report on the range of evidence gathered
  - explain the focused monitoring inspection judgement
  - make clear that the text of the monitoring letter will be quality assured and may differ slightly from the wording of the oral feedback, although it will contain the same clear messages and the judgements will not change.
178. If the monitoring inspection has raised serious concerns, this may affect the timing of the next ITE inspection. The lead inspector will make sure that the ITE partnership is aware of this and will inform the National Lead for ITE. However, the likely timing of any further inspection will not be indicated to the ITE partnership.

## The monitoring inspection letter

179. The letter will be published on Ofsted's website within 15 days of the end of the inspection.
180. The lead inspector completes the letter on the day after the inspection and uploads it to the inspection team portal by no later than 9am on the third working day after the inspection.
181. Normally within eight working days of the end of the inspection, the ITE partnership will be notified that the letter is available for factual accuracy in the provider portal through a system generated email. The inspection support administrator progresses this process if necessary. The ITE partnership will have one working day to complete the factual accuracy check (FAC) through the provider portal.
182. The lead inspector will respond to the ITE partnership's comments about factual accuracy through the inspection team portal. The FAC comments of both provider and lead inspector will be reviewed by the appropriate Regional Director in liaison with the National Lead for ITE, including FE if appropriate. Thereafter, the ITE partnership will receive an electronic version of the letter normally within 14 working days of the end of the second stage of the inspection. After that time, the letter will be published on the Ofsted website, normally, within 19 working days of the end of the inspection.

183. The inspection service administrator emails the final version of the letter to:

- the ITE partnership
- the lead inspector
- the National College for Teaching and Leadership.

184. In general, monitoring letters are expected to be between 700 and 1,000 words in length. Inspectors will make professional judgements about the extent of detail needed to clearly explain the quality and effectiveness of an ITE partnership's training in phonics or behaviour, depending on the complexity of circumstances. The letter will include:

- the judgement made (using the four-point scale set out in paragraph 117 on the quality and effectiveness of training in phonics or behaviour
- the quality of outcomes for trainees in relation to how well trainees teach phonics or promote and manage good behaviour
- the quality of training across the partnership in preparing trainees to teach phonics or promote and manage good behaviour confidently and competently
- the effectiveness of leadership and management in ensuring that the quality and effectiveness of the training in phonics or behaviour, and the outcomes for trainees in phonics or behaviour are sustained or improving.