

Inspection of initial teacher education 2008–11

Proposed inspection schedule

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Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk

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Proposed inspection schedule¹

The requirements for initial teacher education set by the Government constitute essential criteria for evaluation. In reaching judgements, therefore, inspectors will evaluate the extent to which providers meet the requirements for initial teacher education for provision leading to qualified teacher status (QTS) and/or the requirements for teachers in the further education system.

Main inspection judgements

It is intended that there will be **two main judgements and grades**:

- the overall effectiveness of the provision
- the capacity of management and leadership at all levels to secure further improvement and/or sustain high quality.

These judgements will be separately applied to primary provision, secondary provision, provision in the further education system and, in 2008–11, employment-based routes to QTS.

The overall effectiveness of the provision will be determined through the question: *how effective is the provision in securing high quality outcomes for trainees?*

The outcomes are defined as:

- trainees' achievements
- the extent to which individual and groups of trainees make progress
- the proportion of trainees who successfully complete the course and progress to employment and/or gain qualified/associate teacher learning and skills (Q/ATLS) status.²

In reaching this judgement about the **overall effectiveness of provision**, evidence will be gathered and considered against the following:

- How well do trainees achieve?
- To what extent do selection arrangements support high quality outcomes?
- How well do training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?
- To what extent is the provision across the partnership of consistently high quality?

¹ This document is related to the inspection of initial teacher training education 2008–11 consultation on changes to the inspection arrangements available from www.ofsted.gov.uk/publications/080003.

² This takes account of trainees on pre-service courses (QTS or in the further education system) and those undertaking in-service training (in the further education system).

- How effectively is the provision across the partnership monitored and evaluated?
- How effective are the actions taken to ensure consistency and high quality across the partnership?
- To what extent is best value for money achieved?

In reaching the judgement about the **capacity of leadership and management at all levels to secure further improvement and/or to sustain high quality outcomes**, evidence will be gathered and considered against the following:

- How effectively does the management at all levels assess performance in order to improve or sustain high quality?
- How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?
- How effectively does the provider plan for improvement?

For each of these questions the Inspection Schedule indicates the evidence that inspectors will gather to enable them to reach judgements.

Evidence for the overall effectiveness judgement

Achievements

How well do trainees achieve?

Inspectors will evaluate:

- how well, by the end of the training programme, the cohort of trainees meets the QTS Standards or the assessment requirements of the training programme for Q/ATLS.

The factors contributing to trainees' achievements

To what extent do selection arrangements support high quality outcomes?

Inspectors will evaluate:

- how well selection arrangements meet current requirements and legislation, including for equalities and diversity
- how well the provider ensures the recruitment of trainees with the qualities and attributes required to complete the course successfully and to achieve the QTS Standards or attain Q/ATLS status
- how well the provider defines and meets local and/or national needs
- how well the provider meets recruitment targets, including those for specific groups

- how well the provider monitors trainees' progress and achievements, and, where appropriate, future career paths to evaluate the effectiveness of selection.³

How well do training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?

Inspectors will evaluate:

- how well the training prepares trainees to meet the QTS Standards or the requirements of the relevant learning and skills qualification
- the extent to which the training has consistently high, but realistic, expectations of all trainees and groups of trainees
- the effectiveness of procedures for monitoring trainees' progress, the quality of the feedback they are given and how well the targets they are set enable them to make progress and fulfil their potential
- how well the training ensures equality of access for all trainees
- the quality of the initial needs analysis and how well this informs the training programmes for individual and groups of trainees
- how well the elements of the training combine to ensure individual and groups of trainees make progress
- how well the training promotes equality of opportunity and good race relations and values diversity
- the accuracy of the final assessments of trainees' achievements
- how well the support and guidance given to trainees enables them to complete the course successfully and progress to employment and/or gain Q/ATLS status.

Ensuring high quality provision across the partnership

To what extent is the provision across the partnership of consistently high quality?

Inspectors will evaluate:

- the extent to which there is a clear rationale for the training programme which sets clear expectations and is understood across the partnership
- the extent to which the partnership ensures a coherent training programme
- the extent to which the partnership ensures consistent and effective application of systems and procedures, including assessment arrangements
- how well the diversity across the partnership is valued and used to promote equality of access and opportunity, and good race relations

³ This relates particularly to the period of professional formation following training for those in the further education system, but should also include the analysis of destinations data for QTS trainees.

- the effectiveness of the professional development of all trainers in securing and sustaining high quality training and consistent and reliable assessments of trainees.

How effectively is the provision across the partnership monitored and evaluated?

Inspectors will evaluate:

- how well the provider monitors and evaluates the quality of the training and assessment across the partnership, including the analysis of data and other information about trainees' progress and achievements, and how well diversity is valued and equal opportunities and good race relations are promoted
- the extent to which all partners are involved in reviewing, planning and delivering the training programme
- the quality of internal and external moderation of the assessment of trainees' progress and achievements
- the extent to which the provider takes account of a wide range of evidence, including the views of former trainees, their employing institutions and other stakeholders, to evaluate the quality of the training
- the effectiveness of quality assurance procedures in securing high quality training across the partnership.

How effective are the actions taken to ensure consistency and high quality across the partnership?

Inspectors will evaluate:

- how well the outcomes of monitoring and moderation are used to ensure that provision across the partnership is of high quality
- the quality and impact of the actions taken to deal with identified shortcomings
- the extent to which the necessary actions are communicated across the partnership and responsibilities for implementation are understood clearly.

Best value

To what extent is best value for money achieved?

Inspectors will evaluate:

- how effectively resources are deployed to secure the best possible outcomes
- the extent to which the provider can demonstrate that best value for money is achieved.

Evidence for the capacity of the management and leadership at all levels to improve further and/or sustain high quality

How effectively does management at all levels assess performance in order to improve or sustain high quality?

Inspectors will evaluate:

- the extent to which the assessment by management of performance covers all aspects of the provision (including the requirements and legislation for equalities and diversity), is incisive, rigorous and accurate, and based on reliable evidence
- how well the assessment by management of performance, including the analysis of trainees' achievements over time, provides a secure basis to plan for further improvements.

How well does leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?

Inspectors will evaluate:

- how well change is anticipated, and national and local initiatives are responded to
- to what extent workforce planning and development are effective in preparing to meet the demands created by these changes
- the extent to which the leadership at all levels uses innovative and creative approaches to deal with change, implement improvement and assess impact.

How effectively does the provider plan for further improvement?

Inspectors will evaluate:

- the extent to which leadership at all levels has a track record in securing improvement and/or sustaining high quality outcomes
- the extent to which planning leads to continuous improvement and/or the maintenance of high quality
- how well planning identifies priorities and set targets
- how well managers at all levels monitor progress against improvement targets, and evaluate success.

Grade profile

The grade profile will include the grades for the two main judgements and the sub-grades within each of these main judgements.

A separate grade profile will be included for primary provision, secondary provision, provision in the further education system and, in 2008–11, employment-based routes to QTS. For those providers with more than one phase, route or sector a commentary at the beginning of the report will draw together key strands from the grade profiles to provide an overview and judgement of the quality of the provision.

Inspection judgements

All graded judgements will be made using the Ofsted four-point scale:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate.

For each of the reported grades, additional guidance will be provided to indicate how the judgements will be made. Where necessary, the guidance produced will be specific to the provision for initial teacher education for schools and that for the further education system.

Overall effectiveness

To be at least satisfactory, all of the Government's requirements for initial teacher education must be met, as appropriate for provision leading to QTS or provision in the further education system.

		GRADE
How effective is the provision in securing high quality outcomes for trainees?		
Trainees' achievements	How well do trainees achieve?	
The factors contributing to trainees' achievements	To what extent do selection arrangements support high quality outcomes?	
	How well does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	
Ensuring high quality provision across the partnership	To what extent is the provision across the partnership of consistently high quality?	
	How effectively is the provision across the partnership monitored and evaluated?	
	How effective are the actions taken to ensure consistency and high quality across the partnership?	
Best value	To what extent is best value for money achieved?	

Capacity to improve further

To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?	
How effectively does the management at all levels assess performance in order to improve or sustain high quality?	
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiative?	
How effectively does the provider plan for improvement?	