

How well new teachers are prepared to teach pupils with learning difficulties and/or disabilities

This report examines the factors that contribute to good training for intending and newly qualified teachers in preparing them to meet the needs of pupils with learning difficulties and/or disabilities. It recognises the challenge of making sure the training is effective and illustrates how this might be achieved successfully.

Age group: 3–18

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Executive summary

This survey tracked the journey of teachers from their recruitment to their training until the end of their induction year. It focused on how well they had been prepared to teach pupils with learning difficulties and/or disabilities. Inspectors visited 16 providers of initial teacher education (one of which delivered two programmes) and 70 schools and interviewed over 100 trainees, newly qualified and recently qualified teachers.¹ The providers were selected, on the basis of responses to the Training and Development Agency's survey of newly qualified teachers, to give a cross-section of quality as perceived by recent trainees.² They were also selected to give a range of different types of education programmes. The inspectors observed teachers who were currently in their induction year or had recently completed it. They also conducted telephone interviews with representatives from 11 local authorities.

Initial teacher education was rarely inadequate but too much was satisfactory rather than good. There were considerable variations in practice and quality across all types and lengths of training and there was limited evaluation of the long-term outcomes of initial teacher education by the providers. Providers of postgraduate certificate in education (PGCE) courses struggled most to ensure good-quality provision within the time available but all the PGCE courses inspected were at least satisfactory in terms of preparing trainees to teach pupils with learning difficulties and/or disabilities. Many of the programmes failed to ensure that trainees understood the implications of the Disability Discrimination Act 1995, either for the school as a whole or for the individual teacher.³

The providers visited had responded well to the new professional standards for teachers.⁴ Most had used them, together with information from the Training and Development Agency for Schools' survey of newly qualified teachers, to amend their programmes. The announcement of the inspection visit had also prompted some to revise the aspects of their work that related specifically to teaching pupils with learning difficulties and/or disabilities. Therefore, the newly qualified teachers observed in schools had not necessarily followed the courses currently offered by their training institutions.

¹ The term 'providers' in this survey refers to higher education institutions for graduates and postgraduates, school-centred initial teacher training programmes, graduate teacher programmes and registered teacher programmes. For further details, see: www.tda.gov.uk/Recruit/Global/sitemap.aspx

² The Training and Development Agency for Schools conducts an annual survey of newly qualified teachers to gather their views on the quality of the initial teacher training they received. It involves all new teachers registered with the General Teaching Council for England.

³ The Special Educational Needs and Disability Act 2001 amended the Disability Discrimination Act 1995 to include schools.

⁴ For further details of the professional standards for teachers in England, in operation since September 2007, see www.tda.gov.uk/teachers/professionalstandards.aspx

At all stages of the journey, the most effective initial teacher education had a dual focus. It linked the teaching of pupils with learning difficulties and/or disabilities to other areas of professional studies, such as assessment, behaviour management and classroom organisation. At the same time, it focused on areas specific to pupils with learning difficulties and/or disabilities, such as the implementation of the Disability Discrimination Act 1995 in schools and the development of strategies to support pupils with the learning difficulties and/or disabilities most commonly found in classrooms. The most effective providers had a specific leader for the learning difficulties and/or disabilities element of the course. But, even here, there was a heavy reliance on school placement to provide most of the training. This worked well in schools where the overall provision for pupils with learning difficulties and/or disabilities was good but less well where it was satisfactory or inadequate. Even the best providers could not compensate for weaker input from schools during initial teacher education and induction.

The reliance on schools to provide the bulk of the teaching often worked to the disadvantage of the trainees. They gained experience in the areas of specific concern to the schools in which they were working but did not receive the wider coverage of learning difficulties and/or disabilities necessary to fulfil all the professional standards for the award of qualified teacher status. This left them ill-prepared for meeting the needs of pupils with a wide spectrum of learning difficulties and/or disabilities.

In two thirds of the lessons taught by new and recently qualified teachers, provision for pupils with learning difficulties and/or disabilities was satisfactory or worse. Where it was most effective, teachers had been given a firm grounding in pedagogy relating to teaching pupils with learning difficulties and/or disabilities. As well as meeting the necessary standards, they were skilled communicators, were reflective and were able to identify what promoted or detracted from learning. Above all, they accepted the responsibility for ensuring that all pupils, whatever their ability or specific needs, made good progress.

The survey identified a major weakness in the monitoring of the journey from recruitment to induction and beyond. At present, responsibility for monitoring rests with the provider until the trainees take up their first post. It then passes, with variable success, to the school and local authority. Only those individuals undergoing the journey see it as a whole, and they are not always sufficiently well informed to assess its quality. Local authorities must be encouraged to place greater emphasis on the monitoring and evaluation of how teachers are supported in this area during their induction year.

Key findings

- The high reliance on school placements to provide training in teaching pupils with learning difficulties and/or disabilities led to considerable differences in the quality of provision. School practice and policy varied in relation to initial teacher education and to the induction of newly qualified teachers. Even the best

providers could not compensate fully for weak input from schools during initial teacher education and induction.

- Less than half the schools visited provided good induction into teaching pupils with learning difficulties and/or disabilities. In just over half of the 77 lessons seen, which were taught by new and recently trained teachers, the quality of teaching and learning for pupils with learning difficulties and/or disabilities was satisfactory. In 12, it was inadequate.
- Of the 16 providers, only 10 made provision that was good or better in their initial teacher education for teaching pupils with learning difficulties and/or disabilities; five were satisfactory and one was inadequate.
- Considerable variations existed in practice and quality across all types and lengths of initial teacher education. Providers of PGCE courses struggled most to ensure good-quality provision within the time available but all the PGCE courses inspected were at least satisfactory in terms of preparing trainees to teach pupils with learning difficulties and/or disabilities.
- The most effective provision at all stages not only developed trainees' understanding of generic issues relating to learning difficulties and/or disabilities but extended this further through additional work specifically focusing on this area.
- Other than the trainees themselves, no one had an overview of the whole training journey. There was insufficient coordination of the quality assurance and moderation procedures used by the providers and the schools.
- Induction often focused on schools' priorities. These outweighed the trainees' need for a wider coverage of the professional knowledge and skills necessary to meet all the core standards for newly qualified teachers.
- Although new teachers' planning of other adults' work was generally satisfactory, their monitoring of it was weaker.
- The role of local authorities in induction depended on local funding arrangements. This led to too much variability in the quality of induction programmes and in the rigour with which they were monitored.

Recommendations

The Training and Development Agency for Schools should:

- ensure that initial teacher education providers make clear to trainees what a training programme should include if it is to prepare them well to meet the needs of pupils with learning difficulties and/or disabilities
- ensure that those responsible for monitoring induction provision are fully aware of what constitutes good practice in teaching pupils with learning difficulties and/or disabilities

- exemplify the professional standards relating to teaching and learning for pupils with learning difficulties and/or disabilities to ensure greater consistency in judging whether the standards are met.

Providers should:

- ensure that a person with appropriate expertise monitors the quality of tuition in teaching pupils with learning difficulties and/or disabilities
- ensure that a focus on teaching pupils with learning difficulties and/or disabilities permeates the courses they offer and that the programmes include sessions that deal specifically with the most up-to-date examples of effective practice in this area
- emphasise the importance of good leadership and management of the work of other adults to improve the outcomes for pupils with learning difficulties and/or disabilities.

Providers and local authorities should:

- ensure more rigorous evaluation of the provision for learning difficulties and/or disabilities in schools, so that they can adapt courses and programmes to minimise the differences in their style and quality of provision, as well as in the experiences of intending teachers.

All training partners should:

- ensure that new teachers are equipped to evaluate how effectively lessons enable pupils with learning difficulties and/or disabilities to make good progress.

Schools should:

- provide newly qualified teachers with sufficient opportunities to prepare them effectively for the start of their career and to give them a good grounding in all the professional standards, including those relating to teaching pupils with learning difficulties and/or disabilities.

Initial teacher education

1. The initial teacher education providers visited had responded well to the new professional standards for teachers. Most had used them, together with information from the Training and Development Agency's survey of newly qualified teachers, to amend their programmes. The announcement of the inspection visit had also prompted some to revise the aspects of their work that related specifically to teaching pupils with learning difficulties and/or disabilities. Therefore, the newly qualified teachers observed in schools had not necessarily followed the courses currently offered by their initial teacher education institutions.

2. Only one of the providers visited had evaluated the longer term impact of its courses by researching the quality and effectiveness of its former trainees after they had been working for a year or more in schools. Many of the providers had informal systems for evaluation, through links with partnership training schools, but these were insufficient to evaluate long-term outcomes.

Good teachers

3. The most effective new and recently trained teachers seen had a firm grounding in the pedagogy relating to learning difficulties and/or disabilities. As well as meeting all the necessary standards, they:
 - were skilled communicators
 - enjoyed the responsibility for ensuring that all pupils made good progress
 - had a good understanding of what led to good learning, and adapted their teaching in the light of this to ensure that all pupils, including those with learning difficulties and/or disabilities, made good progress academically, personally and socially
 - had very effective strategies for establishing clear classroom rules, based on respect for all pupils and high expectations of effort and achievement
 - understood the need to teach new concepts well and made sure that pupils with learning difficulties and/or disabilities received high-quality teaching at key times during a sequence of lessons
 - monitored the effectiveness of other adults' work to ensure that their classroom organisation helped all pupils to make good progress
 - provided a range of opportunities to enable pupils with learning difficulties and/or disabilities to take greater responsibility for their own learning.

Taught element

4. In the most effective programmes observed, providers and schools formed a strong partnership, with clearly defined roles and responsibilities. The schools took an active part in recruitment, in developing courses and in managing placement experiences, including those relating to teaching pupils with learning difficulties and/or disabilities. Mentors in these schools were adept at assessing trainees against the standards for qualified teacher status. The most effective providers required all trainees to have some experience of working or volunteering in schools before starting the course. This included working with pupils with learning difficulties and/or disabilities.
5. There were considerable variations in the initial teacher education provided to prepare trainees to teach pupils with learning difficulties and/or disabilities. In all but one of the providers visited, the programme was at least satisfactory and in 10 it was good or better. Two programmes were outstanding. One was a primary PGCE course provided through school-centred initial teacher training and the other a secondary PGCE course based in a higher education institution. However, even the best providers could not compensate fully for weaker input

on learning difficulties and/or disabilities by schools. The higher education institutions providing PGCE courses had the most difficulty in ensuring good-quality training on matters relating to learning difficulties and/or disabilities. This was because of the limited time available to them. However, all the PGCE courses inspected provided at least satisfactory preparation for teaching pupils with learning difficulties and/or disabilities and one was outstanding in this respect.

6. The most effective programmes gave a high priority to preparing trainees to meet the needs of all pupils with learning difficulties and/or disabilities. They identified staff with relevant expertise to monitor the quality of the work and to ensure that trainees met the required standards. Their programmes included a compulsory module taught centrally by the provider, with support from teachers and staff from other professional services. Combined with good support during their school experience, this ensured that the trainees were prepared effectively to teach pupils with learning difficulties and/or disabilities.

A provider gave all its trainees an ePortfolio. This enabled them to keep records of their work, with interactive comments from their tutors, and to map their progress against each of the standards for the award of qualified teacher status. They knew exactly what they were working on, what needed to happen next in their learning and which standard was being assessed by each activity, irrespective of the placement or taught module. They were very enthusiastic about this aspect of assessment and referred to their ePortfolios at the end of a teaching session, at the end of the day and after a placement had finished. One trainee said: 'My friends on other PGCE courses don't have this and they are envious. It saves me time, keeps assessment relevant to what I'm doing and helps me manage my work better.'

7. The most effective providers visited built on trainees' experiences and helped them challenge and evaluate the effectiveness of different types of provision for pupils with learning difficulties and/or disabilities. They referred trainees to the latest national reports on best practice in this field. Four institutions, however, did not make sufficient use of the available expertise across departments to influence their programme.
8. Trainees welcomed the opportunities they were given to work in special schools or mainstream schools with additionally resourced bases for pupils with learning difficulties and/or disabilities. When these placements were well organised and had a clear purpose, they gave trainees a good understanding of the range of pupils' learning difficulties and/or disabilities and boosted their confidence in teaching. The pilot materials from the Training and Development Agency for

Schools, used by two providers, were very effective in preparing trainees to meet the needs of pupils with learning difficulties and/or disabilities.⁵

9. The benefits of the approach taken by the best providers were reflected in one inspector's comments:

The value of an inclusive approach to learning difficulties and/or disabilities, combined with a two-week placement in a special school, has given these students a clear advantage in meeting individual needs routinely in their work. The course has enabled students to reflect on their practice and think of ways in which they can use their learning in their future career as teachers, as their comments show:

- 'I will be thinking of making a more sensory curriculum.'
- 'I have a better understanding of different assessment and learning techniques.'
- 'I am going to show routines pictorially.'
- 'I will be modelling more activities.'
- 'I will do far more team teaching and know how to manage adults much better, even though I am young.'

10. Other programmes relied on optional dissertations to enhance the work on learning difficulties and/or disabilities. This approach was less effective because, in most cases, less than a quarter of the trainees chose a topic related to learning difficulties and/or disabilities, although more chose topics related to inclusion. Three of the providers made it clear that all the dissertations had to include aspects of learning difficulties and/or disabilities within them. Many of the programmes failed to ensure that trainees understood the implications of the Disability Discrimination Act 1995, either for the school as a whole or for the individual teacher.⁶

A provider with a large and renowned SEN [special educational needs] department ensured that all its courses included well-timed inputs on learning difficulties and/or disabilities. Initial assessments were used to identify specific areas on which trainees needed to work. Through a compulsory module, which included a taught element and experience in school, they had the opportunity to track, reflect on and evaluate the progress made by pupils with learning difficulties and/or disabilities and so relate theory to practice. There was a consistent emphasis on learning difficulties and/or disabilities throughout all programmes, which was

⁵ These materials, focusing on pupils with special educational needs, were piloted in undergraduate primary initial teacher training from 2006 to 2007.

⁶ The Special Educational Needs and Disability Act 2001 amended the Disability Discrimination Act 1995 to include schools.

further emphasised through a dedicated 'inclusion week'. Trainees recognised the benefits they gained from these experiences.

11. Many of the programmes made effective use of the Teacher Training Resource Bank, funded by the Training and Development Agency for Schools, and other relevant online materials to help trainees augment their study of teaching pupils with learning difficulties and/or disabilities. Schools reported that trainees involved in the graduate teacher programme usually assumed a high level of responsibility for pursuing their own research and seeking further information on a topic. This was less evident amongst those studying on other types of programmes. Many of the trainees interviewed on the graduate teacher programme recognised that this 'self-starter' approach was a key element of success on the course.

School placement

12. The best providers had a good knowledge of the quality of the schools they used for placements and were rigorous in ensuring that trainees had varied experiences across different types of institution. All the providers visited claimed that they made sure that their trainees had a wide variety of experiences. However, approximately half the new teachers interviewed contradicted this, saying that the practicalities of travel arrangements had taken precedence over providing a breadth of experience. A few new teachers also reported that, during their initial teacher education, they had been actively discouraged from gaining experience in more challenging schools. One provider recognised that provision was not ideal:

'If we know a school is not giving our trainees what they need – and learning difficulties and/or disabilities can often be an aspect of practice which is overlooked – it is difficult, within the time constraints, to fill the gaps. We try to do this using the second placement. But we are aware that some of our trainees are being exposed to very good practice with regard to teaching of pupils with learning difficulties and/or disabilities whilst for others this is only OK. We hope that none of our trainees is seeing poor models of practice, as we don't use those schools.'

13. Few of the providers had procedures to determine the quality of learning difficulties and/or disabilities provision within schools, other than through Ofsted's inspection reports. Given the change in emphasis for shorter inspections these do not provide the same amount of information as in the past. Therefore, providers need to seek additional information to determine the quality of learning difficulties and/or disabilities provision in schools identified for the placement of students.
14. The schools best equipped to provide placements for trainees were those that evaluated their own practice carefully. They had effective mechanisms for tracking pupils with learning difficulties and/or disabilities which focused on

their academic and social progress. They used individual education plans only when these added value to pupils' learning and not as the sole measure of progress. These schools were honest about the challenges of working with pupils with learning difficulties and/or disabilities. They gave trainees the best opportunities to reflect on good provision within individual classrooms and across the school. Observations by tutors from the providers and staff from the schools focused strongly on what all pupils were learning. They enabled trainees to see clear links between teaching and learning and to reflect on the quality of the lesson in terms of the outcomes for pupils, including for those with learning difficulties and/or disabilities.

Transition from initial teacher education to the first year of teaching

15. The schools and local authorities in the survey made limited use of the 'career entry and development profile' in the context of determining trainees' knowledge and understanding of providing for pupils with learning difficulties and/or disabilities.⁷ Where it was used, the document provided a basis for the first discussion with induction mentors and helped to establish a framework for evaluation. Too often, however, the targets from the initial teacher education provider were seen as inappropriate or irrelevant and many of the new teachers in the survey were unclear why some of these had been included.
16. Transition from initial teacher education to the first year of teaching was most effective when the provider and the schools collaborated closely. The portfolio, kept during initial teacher education, provided the focus for a professional discussion and informed the career entry targets. The new teachers who had received the best preparation were able to reflect on their practice and identify their development needs accurately. They had high expectations of pupils with learning difficulties and/or disabilities, and of themselves in helping pupils to meet these expectations. They also recognised fully their responsibility to do so. The better schools took account of new teachers' previous learning and experiences and quickly established an induction programme which built on them.

At the beginning of the academic year, the school conducted a thorough assessment of new teachers' needs, based on their career entry development profile. The induction plan set out key aspects to be covered within school and those that could be provided through external courses

⁷ The 'career and entry development profile' is designed to help teachers make the transition from initial teacher education to their first teaching post. It encourages them to focus on their achievements and goals early on and discuss their professional needs. It is also intended to help schools to make the connection between induction, professional development and performance management.

or work in other schools. Some elements of the induction programme were fixed. Others could be modified in the light of the feedback from lesson observations. Each of these included a focus on the learning and progress of different groups of pupils and on the value added to lessons by the use of support staff. The school had good links with teacher education providers and other local schools and was therefore able to moderate its assessments of new teachers' performance.

Induction

17. Induction into teaching pupils with learning difficulties and/or disabilities was good or better in less than half of the schools visited. The progress made by pupils with learning difficulties and/or disabilities during lessons taught by newly qualified teachers was good or better in only a third of the schools. In four lessons, it was inadequate. There was a close relationship between the quality of induction that schools provided and the progress that pupils made. Where pupils' progress was good or better, the schools had a clear understanding of the need not only to help newly qualified teachers develop the knowledge and skills to teach specific classes but also to provide them with a firm foundation for the profession. The best induction programmes achieved a good balance between general introductory courses and personalised programmes which focused on individual teachers' specific needs.

In one school, the progress made by pupils with learning difficulties and/or disabilities was at least good and often outstanding. The induction programme included opportunities for the new teachers to work alongside the special educational needs coordinator to understand the implications of teaching pupils with learning difficulties and/or disabilities. Initially, this work focused on the pupils they were teaching before being extended to include a wider range. In this school, teams of teachers worked together on lesson planning, which provided further support for new entrants. In addition, any team which included a newly qualified teacher also had an advanced skills or leading teacher assigned to it.

18. Schools with good induction programmes identified areas where they could not offer sufficient experience to enable new teachers to meet all the standards and they arranged experience in other schools to compensate for this. Sometimes this involved a special focus on teaching pupils with learning difficulties and/or disabilities.
19. The schools that provided the best support in this area had a number of common features. Leaders and managers placed a considerable emphasis on evaluating the achievement and progress of pupils with learning difficulties and/or disabilities. Since teachers were seen as key to tracking their progress, observations of lessons focused heavily on this aspect. As a result, teachers were able to evaluate the effectiveness of different teaching strategies and to

identify how well the work matched pupils' levels of skills, knowledge and understanding.

20. One of the challenges which new teachers experienced was managing the work of other adults, such as teaching assistants, many of whom had far more experience of working with pupils with learning difficulties and/or disabilities. Although new teachers' planning of other adults' work was satisfactory, their monitoring of it tended to be weaker.

Local authorities' contribution to induction

21. The resources available for induction in the 11 local authorities surveyed depended on the level of funding they retained centrally. In six of the authorities, the only role they played in induction was to monitor the assessments schools made. In each case, they did this with a panel that included local teachers or headteachers. All the authorities had established lines of communication for new teachers to raise concerns and many worked with schools when there were difficulties with individuals and their performance. In local authorities which retained only a small amount of central funding, the officers had too little influence on the quality of induction which the schools provided.
22. Other local authorities still provided central courses for newly qualified teachers on matters relating to learning difficulties and/or disabilities. The authorities reported that, although these were popular, larger schools with numerous new teachers found it difficult to release staff to attend them. Almost all the schools surveyed reported very limited monitoring of induction arrangements from local authority advisers or from the school improvement partners. Many voiced concerns over the lack of moderation of the core professional standards by someone external to the school. Inspectors were also concerned about this, especially in the case of schools where provision for pupils with learning difficulties and/or disabilities was unsatisfactory.

Transition to the next stages in the profession

23. All the schools and local authorities surveyed welcomed the way the new standards made clearer links between qualified teacher status, the induction year and career progression. However, many were concerned that the acceptable level of attributes, knowledge, understanding and skills were now the same for the first few years of teaching. This made it difficult to determine precisely what standards were required to be successful in the induction year. They felt that there was a need for greater exemplification of the standards to support assessment and help moderation.
24. In the better induction programmes, the mentors drew on information provided by tutors to help trainees tackle weaknesses in their practice and also to build on their strengths. In one very good example, a teacher was given ample

opportunities to build on the expertise and enthusiasm for teaching pupils with learning difficulties and/or disabilities that she had shown as a trainee. In the best instances, schools also helped newly qualified teachers to relate their learning in their first year to their future career development.

The training journey for teachers

25. The main problem the survey identified was that responsibility for training and induction was shared across several agencies, with the individuals concerned being the only ones who had an overview of the process. They were not necessarily sufficiently well informed to assess the quality of the experience. In several cases, inspectors met trainees and newly qualified teachers who thought that their training was good, despite the fact that it omitted to cover important areas such as the implications of the Disability Discrimination Act 1995. This indicates a need for better interchange of information between providers and schools and a greater focus on ensuring that trainees know what constitutes good training.
26. The following section illustrates important features that all trainees should experience if they are to be prepared well to teach pupils with learning difficulties and/or disabilities.

The training journey for teachers

Initial teacher education: course design

- The course indicates clearly where training related to learning difficulties and/or disabilities is embedded throughout professional studies as well as specifically taught modules.
- The course highlights the range of learning difficulties and/or disabilities that pupils might experience and provides up-to-date understanding of the best methods and strategies for helping pupils with learning difficulties and/or disabilities learn well.
- Providers ensure that trainees understand teachers' responsibility for ensuring good or better outcomes for all pupils, including those with learning difficulties and/or disabilities.
- Alongside others, the standards for qualified teacher status related to pupils with learning difficulties and/or disabilities are explained and put into the context of learning and teaching in schools.



Course content

- Embedded and taught elements are monitored by personnel with expertise in learning difficulties and/or disabilities.
- Course content includes the implications for schools and teachers of the Disability Discrimination Act 1995.
- Leading and managing the work of other adults is recognised as an area of challenge and is taught within centrally based training as well as on school placements.

Partnerships with schools



- Strong cooperative partnerships with schools provide effective and coherent training.
- Providers recognise the quality and type of experiences trainees gain of learning difficulties and/or disabilities provision in schools. Central training complements and builds upon these. School placements offer a range of types of school. All trainees have some practical experience or an assignment that requires analysis of work in special provision.
- Lesson observations and feedback focus on what all pupils, including those with learning difficulties and/or disabilities, learn rather than on what the teacher does.

Induction



- The induction programme is based on a rigorous needs assessment that takes into account areas for development and strengths from previous training.
- A key element of the programme is to increase new teachers' skills in evaluating the effectiveness of lessons and reflect on their teaching and how it relates to all pupils' learning.
- The programme has compulsory elements but also offers options to meet the specific needs of individual trainees.
- The school responsible for induction recognises the need for new teachers to receive induction to the profession as a whole as well as to the school and class/es they are teaching.
- The programme includes opportunities to work or observe in other schools and link with colleagues in local networks.
- Lesson observations and feedback focus on how to help pupils learn more effectively.
- New teachers receive support and guidance to help them to work with other adults, especially support staff, who have greater experience of pupils with learning difficulties and/or disabilities.
- Assessment against the standards is moderated across local networks of schools.
- Evidence gathered to reflect the standards met is streamlined and provides a starting point for career development.

Notes

This survey analysed the effectiveness of the journey undertaken by teachers from the beginning of their training to the end of their induction year, focusing particularly on how well they were prepared to teach pupils with learning difficulties and/or disabilities. Inspectors examined 17 initial teacher education programmes provided by 16 higher education institutions and through school-centred initial teacher training, graduate teacher and registered teacher programmes. Two of the programmes were delivered by the same provider. They also drew on evidence from Ofsted's report on the Teach First programme.⁸ They observed 76 new and newly trained teachers, both on induction and fully qualified, from across these programmes and interviewed a further 30.

Inspectors visited 24 secondary schools, 44 primary schools and two special schools across England to review the quality of provision for pupils with learning difficulties and/or disabilities. They also conducted telephone interviews with representatives from 11 local authorities to discuss induction programmes and moderation arrangements.

⁸ *Rising to the challenge: a review of the Teach First initial teacher training programme* (ref. no. 070170), Ofsted, 2008; www.ofsted.gov.uk/publications/070170

Further information

Ofsted publications

Framework for the inspection of initial teacher training for the award of qualified teacher status 2005–11 (HMI 2446), Ofsted, 2005;
www.ofsted.gov.uk/publications/2446

Inclusion: Does it matter where pupils are taught? (HMI 2535), Ofsted, 2006;
www.ofsted.gov.uk/publications/2535

An employment-based route into teaching 2003–06 (HMI 2664), Ofsted, 2007;
www.ofsted.gov.uk/publications/2664

Handbook for the inspection of initial teacher training for inspections from September 2005 (ref. no. 070191), Ofsted, 2007; www.ofsted.gov.uk/publications/070191

Rising to the challenge: a review of the Teach First initial teacher training programme (ref. no. 070170), Ofsted, 2008; www.ofsted.gov.uk/publications/070170

Relevant articles

E C Winter, 'Preparing new teachers for inclusive schools and classrooms', *Support for Learning*, Volume 21, Number 2, 2006.

J Lambe and R Bones, 'Trainee teachers' perceptions about inclusive classroom teaching in Northern Ireland prior to teaching practice experience', *European Journal of Special Needs Education*, Volume 21, Number 2, 2006.

J Mintz, 'Attitudes of primary initial teacher training trainees to special educational needs and inclusion', *Support for Learning*, Volume 22, Number 1, 2007.

S Mackenzie, 'A review of recent developments in the role of the SENCO in the UK', *British Journal of Special Education*, Volume 34, Number 4, 2007.

S Pearson, 'Exploring inclusive education: early steps for prospective secondary school teachers' *British Journal of Special Education*, Volume 34, Number 1, 2007.

Websites

Teacher Training Resource Bank Special Educational Needs: www.sen.ttrb.ac.uk

Training and Development Agency for Schools: www.tda.gov.uk

Annex

Training providers and schools visited for the survey

Training providers

Birmingham College of Food, Tourism and Creative Studies (links with University College Birmingham)
Kent County Council
Kingston University
Leeds Metropolitan University
Leeds Trinity & All Saints
Liverpool John Moores University
Middlesex University
North East Partnership
North West and Lancashire Graduate and Registered Teacher Programme Consortium
Northamptonshire, Leicester and Milton Keynes Consortium
Robert Owen Consortium
Sheffield Hallam University
University of Bedfordshire
University of Hertfordshire
University of Huddersfield
University of Reading

Schools

Almondbury High School and Language College, Huddersfield
Anglesey Primary School, Birmingham
Ashby Fields Primary School, Daventry
Astley Community High School, Whitley Bay
Barford Primary School, Birmingham
Barnsbury Junior School, Surrey
Beech Hill Primary School, Newcastle Upon Tyne
Bentley West Primary School, Walsall
Burnley Brunshaw Primary School, Burnley
Bushloe High School, Wigston
Canon Lee Specialist Arts College, York
Castleford High School Technology and Sports College, Castleford
Colburn Community Primary School, Catterick Garrison
Cromer Road Primary School, Barnet
Danum School Technology College, Doncaster
Greenmount Primary School, Leeds
Greenside Primary School, Pudsey
Haslingden Broadway Primary School, Rossendale
Hawthorn Community Primary School, Kettering

Highley Primary School, Bridgnorth
Hinchley Wood Primary School, Surrey
Holy Spirit Catholic Primary School, Bootle
Kemsley Primary School, Sittingbourne
Kingsthorpe Community College, Northampton
Lena Gardens Primary School, London
Lodge Park Technology College, Corby
Loreto College, St Albans
Maltby Crags Infant School, Rotherham
Masefield Primary School, Bolton
Matthew Moss High School, Rochdale
Meadowhead School, Sheffield
Meole Brace Junior School, Shrewsbury
Meole Brace School Science College, Shrewsbury
Moriah Jewish Day School, Pinner
Oaklands Junior School, Crowthorne
Otford Primary School, Kent
Oxford Grove Primary School, Bolton
Parmiter's School, Garston
Phoenix College, Reading
Pocklington Community Junior School, York
Portland School, Sunderland
Rhyddings Business and Enterprise School, Accrington
Richard Coates Church of England Middle School, Newcastle upon Tyne
Robert Shaw Primary School, Nottingham
Royds Hall High School, Huddersfield
Royton and Crompton School, Oldham
St Benet Biscop Catholic High School, Bedlington
St Clement Danes School, Chorleywood
St John the Evangelist C of E Primary School, Macclesfield
St John's Catholic Primary School, Gravesend
St John's Roman Catholic Primary School, Rochdale
Saint Mary Magdalene Church of England Primary School, Greenwich
Severndale School, Shrewsbury
Shevington Community Primary School, Wigan
Sonning Common Primary School, Reading
Southroyd Primary School, Leeds
Stantonbury Campus, Milton Keynes
Stoneleigh First School, Epsom
Studfall Infant School, Corby
The Grange School, Shrewsbury
Thomas Becket Catholic School, Northampton
Ursula Taylor Lower School, Bedford
Watlington Primary School, Watlington
Welford and Wickham Church of England Primary School, Newbury
Westcourt Primary School, Gravesend

Westfield Community Technology College, Watford
Whitkirk Primary School, Leeds
Woodlesford Primary School, Leeds
Wormley C of E Primary School, Broxbourne
Worplesdon Primary School, Guildford

Local authorities involved in the telephone survey

Bath and North East Somerset
Derbyshire
Devon
Durham
Essex
Lancashire
Liverpool
Rotherham
Surrey
Thurrock
York