

Official Statistics Release

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Introduction

This official statistics release reports on the initial teacher education inspections that occurred between 1 September 2011 to 31 August 2012 under the framework for the inspection of initial teacher education 2008/09 to 2011/12. This is the last year of the extended initial teacher education inspection framework. These statistics are based on final data and are not subject to change.

The Education Act 1994 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 and the Education and Inspections (Prescribed Education and Training etc) Regulations 2007 extended the remit of HMCI to cover the inspection of publicly funded training of further education teachers.

A provider can be inspected for more than one phase, resulting in more than one set of inspection judgements. For example a higher education institution might offer primary, secondary, further education and employment-based provision and therefore one inspection can result in up to four sets of judgements.

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Key findings

2011/12

- There were 50 inspections resulting in 76 sets of judgements between 1 September 2011 and 31 August 2012. The inspections covered provision offered by higher education institution-led initial teacher training partnerships, school-centred initial teacher training partnerships and employment-based routes.
- Overall, eight provisions were judged outstanding, 55 were judged good, 13 were judged satisfactory and none were judged inadequate for overall effectiveness. For capacity to improve judgements, 13 provisions were judged outstanding, 47 were judged good, 15 were judged satisfactory and one judged inadequate.

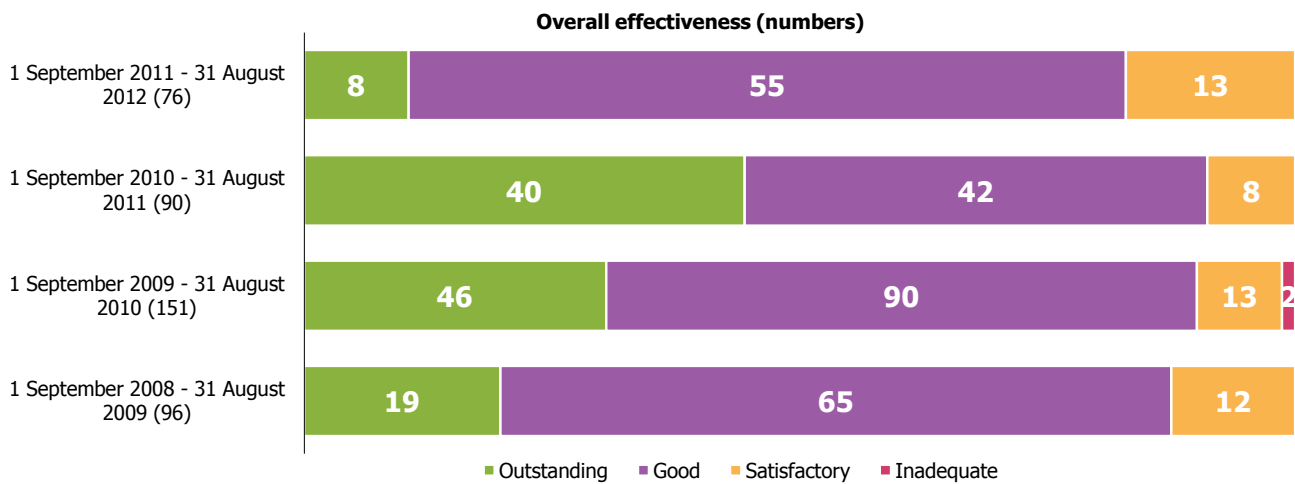
State of the Nation

- In the period between 1 September 2008 and 31 August 2012, there were 217 inspections resulting in 337 sets of judgements. Overall, 33% (112) of provision was judged outstanding, 62% (208) was judged good, 5% (17) was judged satisfactory and no provision was judged inadequate for overall effectiveness. For the capacity to improve judgement, 40% (136) of provision was judged outstanding whilst two providers were judged inadequate.

Methodology

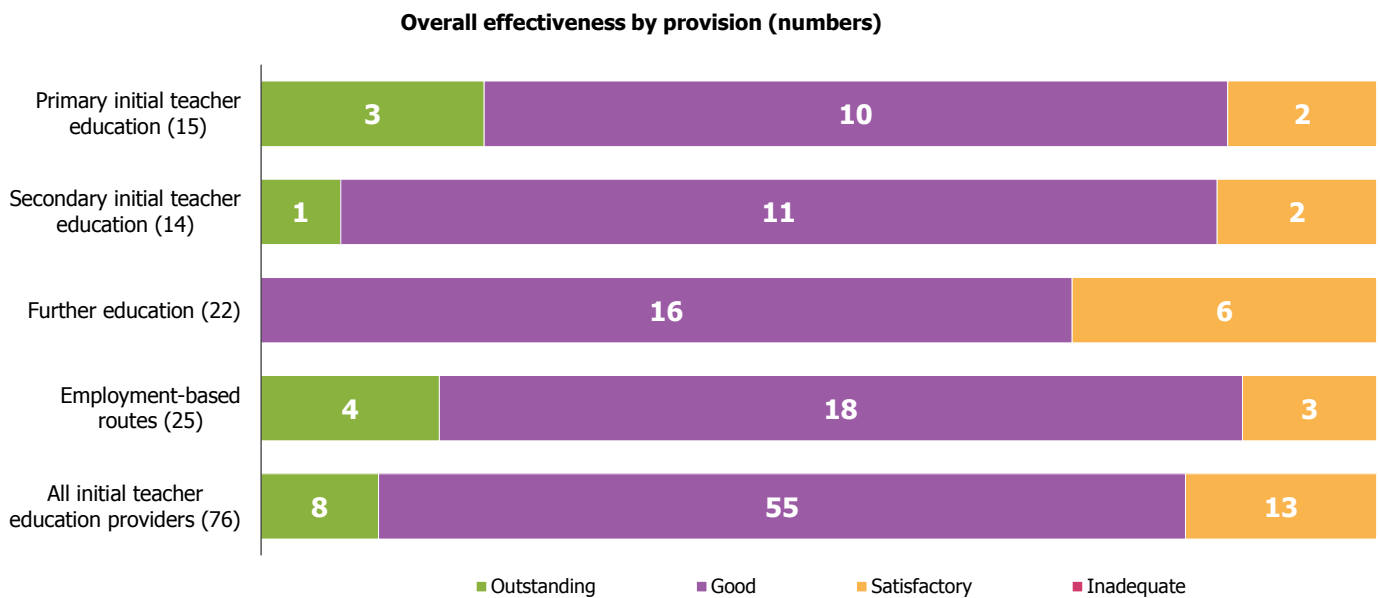
1. Data in this release are from inspections undertaken between 1 September 2011 and 31 August 2012 or most recent inspections at 31 August 2012.
2. The inspection framework for initial teacher education for this official statistics release was published in 31 July 2008. For information about the framework and how Ofsted inspects initial teacher education, please go to the Ofsted website: [The framework for the inspection of initial teacher education 2008/11](#).
3. From 1 September 2012 inspection events and their outcomes for initial teacher education are reported under a new framework in accordance with The Education Act 1994. Information regarding the new inspection framework can be found on the Ofsted website: [The initial teacher education handbook](#).

Chart 1: Overall effectiveness judgements for initial teacher education provision inspected between 1 September 2008 and 31 August 2012¹



1. Please note that a provider can be inspected for more than one phase, resulting in more than one set of inspection judgements.

Chart 2: Overall effectiveness judgements of initial teacher education provision inspected between 1 September 2011 and 31 August 2012 ¹



1. Please note that a provider can be inspected for more than one phase, resulting in more than one set of inspection judgements.

Table 1: Number of initial teacher education providers inspected between 1 September 2011 and 31 August 2012¹

	Provision type				
	Total inspections	Primary initial teacher education	Secondary initial teacher education	Further Education	Employment-based routes
Initial teacher education inspections	50	15	14	22	25

Source: Ofsted inspections

1. Please note that a provider can be inspected for more than one phase, resulting in more than one set of inspection judgements.

Table 2: Inspection outcomes of initial teacher education provision inspected between 1 September 2011 and 31 August 2012^{1 2 3}

	Outcome	All provision		Primary initial teacher education		Secondary initial teacher education		Further education		Employment-based routes	
		Number	%	Number	%	Number	%	Number	%	Number	%
Overall effectiveness	Outstanding	8	11	3	20	1	7	0	0	4	16
	Good	55	72	10	67	11	79	16	73	18	72
	Satisfactory	13	17	2	13	2	14	6	27	3	12
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
How well do trainees attain	Outstanding	11	14	3	20	1	7	0	0	7	28
	Good	56	74	10	67	11	79	18	82	17	68
	Satisfactory	9	12	2	13	2	14	4	18	1	4
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
To what extent do recruitment and selection arrangement support high quality outcomes	Outstanding	15	20	3	20	4	29	0	0	8	32
	Good	52	68	10	67	8	57	19	86	15	60
	Satisfactory	9	12	2	13	2	14	3	14	2	8
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points	Outstanding	10	13	3	20	1	7	2	9	4	16
	Good	57	75	10	67	11	79	18	82	18	72
	Satisfactory	9	12	2	13	2	14	2	9	3	12
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
To what extent are available resources used effectively and efficiently	Outstanding	22	29	8	53	5	36	3	14	6	24
	Good	41	54	5	33	7	50	14	64	15	60
	Satisfactory	13	17	2	13	2	14	5	23	4	16
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
The quality of the provision: to what extent is the provision across the partnership of consistently high quality?	Outstanding	9	12	3	20	1	7	0	0	5	20
	Good	55	72	10	67	11	79	17	77	17	68
	Satisfactory	12	16	2	13	2	14	5	23	3	12
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100

	Outcome	All provision		Primary initial teacher education		Secondary initial teacher education		Further education		Employment-based routes	
		Number	%	Number	%	Number	%	Number	%	Number	%
Promoting equalities and diversity: to what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	Outstanding	16	21	6	40	2	14	1	5	7	28
	Good	48	63	7	47	10	71	16	73	15	60
	Satisfactory	12	16	2	13	2	14	5	23	3	12
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
Capacity to improve	Outstanding	13	17	4	27	2	14	0	0	7	28
	Good	47	62	9	60	10	71	14	64	14	56
	Satisfactory	15	20	1	7	2	14	8	36	4	16
	Inadequate	1	1	1	7	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
How effectively does the management at all levels assess performance in order to improve or sustain high quality?	Outstanding	11	14	3	20	1	7	0	0	7	28
	Good	50	66	10	67	11	79	16	73	13	52
	Satisfactory	14	18	1	7	2	14	6	27	5	20
	Inadequate	1	1	1	7	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	Outstanding	26	34	8	53	6	43	3	14	9	36
	Good	37	49	5	33	6	43	13	59	13	52
	Satisfactory	12	16	1	7	2	14	6	27	3	12
	Inadequate	1	1	1	7	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100
How effectively does the provider plan and take action for improvement?	Outstanding	14	18	4	27	2	14	0	0	8	32
	Good	46	61	9	60	10	71	14	64	13	52
	Satisfactory	15	20	1	7	2	14	8	36	4	16
	Inadequate	1	1	1	7	0	0	0	0	0	0
	Total	76	100	15	100	14	100	22	100	25	100

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Please note that a provider can be inspected for more than one phase, resulting in more than one set of inspection judgements.
3. Where the number of inspections is small, percentages should be treated with caution.

Table 3: Inspection outcomes of initial teacher education provision at their most recent inspection at 31 August 2012^{1 2 3 4}

	Outcome	All provision		Primary initial teacher education		Secondary initial teacher education		Further education		Employment-based routes	
		Number	%	Number	%	Number	%	Number	%	Number	%
Overall effectiveness	Outstanding	112	33	46	51	42	42	3	6	21	21
	Good	208	62	43	47	54	54	37	79	74	75
	Satisfactory	17	5	2	2	4	4	7	15	4	4
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
How well do trainees attain ⁴	Outstanding	75	23	29	32	26	26	2	4	18	19
	Good	241	72	59	66	69	69	36	78	77	79
	Satisfactory	17	5	2	2	5	5	8	17	2	2
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	333	100	90	100	100	100	46	100	97	100
To what extent do recruitment and selection arrangement support high quality outcomes	Outstanding	146	43	48	53	52	52	2	4	44	44
	Good	173	51	39	43	42	42	40	85	52	53
	Satisfactory	18	5	4	4	6	6	5	11	3	3
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points	Outstanding	123	36	46	51	45	45	5	11	27	27
	Good	202	60	43	47	52	52	39	83	68	69
	Satisfactory	12	4	2	2	3	3	3	6	4	4
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
To what extent are available resources used effectively and efficiently	Outstanding	182	54	59	65	60	60	12	26	51	52
	Good	138	41	30	33	36	36	29	62	43	43
	Satisfactory	17	5	2	2	4	4	6	13	5	5
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
The quality of the provision: to what extent is the provision across the partnership of consistently high quality?	Outstanding	122	36	49	54	44	44	3	6	26	26
	Good	199	59	40	44	52	52	38	81	69	70
	Satisfactory	16	5	2	2	4	4	6	13	4	4
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100

Outcome	All provision		Primary initial teacher education		Secondary initial teacher education		Further education		Employment-based routes		
	Number	%	Number	%	Number	%	Number	%	Number	%	
Promoting equalities and diversity: to what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	Outstanding	150	45	55	60	48	48	6	13	41	41
	Good	168	50	33	36	49	49	33	70	53	54
	Satisfactory	19	6	3	3	3	3	8	17	5	5
	Inadequate	0	0	0	0	0	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
Capacity to improve	Outstanding	136	40	51	56	48	48	3	6	34	34
	Good	179	53	38	42	48	48	34	72	59	60
	Satisfactory	20	6	1	1	3	3	10	21	6	6
	Inadequate	2	1	1	1	1	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
How effectively does the management at all levels assess performance in order to improve or sustain high quality?	Outstanding	136	40	50	55	46	46	3	6	37	37
	Good	177	53	39	43	49	49	34	72	55	56
	Satisfactory	22	7	1	1	4	4	10	21	7	7
	Inadequate	2	1	1	1	1	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	Outstanding	187	55	64	70	65	65	10	21	48	48
	Good	132	39	25	27	30	30	31	66	46	46
	Satisfactory	17	5	1	1	5	5	6	13	5	5
	Inadequate	1	0	1	1	0	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100
How effectively does the provider plan and take action for improvement?	Outstanding	126	37	48	53	41	41	3	6	34	34
	Good	186	55	41	45	53	53	34	72	58	59
	Satisfactory	23	7	1	1	5	5	10	21	7	7
	Inadequate	2	1	1	1	1	0	0	0	0	0
	Total	337	100	91	100	100	100	47	100	99	100

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.

2. Please note that a provider can be inspected for more than one phase, resulting in more than one set of inspection judgements.

3. Where the number of inspections is small, percentages should be treated with caution.

4. In four instances, no grade was awarded for trainees' attainment either because the cohort numbers were too small to grade this aspect or because no trainees had completed the course at the time of the inspection.

Glossary

Employment-based routes (EBRs)

Programmes where graduates can attain qualified teacher status (QTS) while training and working in a paid teaching role

Further Education (FE)

Programmes which prepare trainees to teach in the further education and/or lifelong learning sector

Higher Education Institutions (HEI)

Universities or university colleges that provide undergraduate or postgraduate teacher training. HEIs usually offer an academic qualification that includes qualified teacher status (QTS)

Initial Teacher Education (ITE)

All programmes of teacher training leading to qualified teacher status for the maintained sector or publicly funded teacher training for the further education/lifelong learning sector led by higher-education institutions.

Inspection judgements

Inspectors make judgements using a four-point scale:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate
Grade 0	Not applicable, insufficient evidence or did not receive a judgement

Primary

Programmes which prepare trainees to teach in at least two key stages of the primary age phase (-11 years)

Qualified Teacher Status (QTS)

The accreditation that enables newly qualified trainees to teach in state-maintained and special schools in England and Wales.

Secondary

Programmes which prepare trainees to teach in at least two key stages of the secondary age phase (11-19 years)

School Centred Initial Teacher Training (SCITT)

A consortium of schools, usually in a local area or region, providing graduate training for teachers

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