



OFFICE FOR STANDARDS  
IN EDUCATION



# Framework for the Inspection of Initial Teacher Training

**June 2002**

**HMI 548**





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Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

Telephone 020 7421 6800  
Web site: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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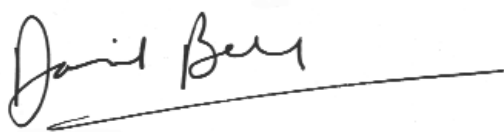


## Foreword

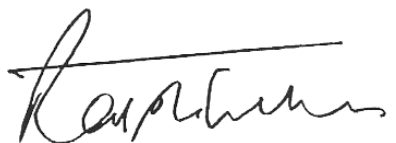
Between July and October 2001, the Office for Standards in Education (OFSTED) and the Teacher Training Agency (TTA) consulted on the arrangements for inspecting initial teacher training (ITT) from September 2002. This consultation was carried out in parallel with that on the revised Professional Standards (*Standards*) for the award of Qualified Teacher Status (QTS) and Requirements for Initial Teacher Training (*Requirements for ITT*). The consultation document indicated that a revised *Framework for the Inspection of Initial Teacher Training (Framework)* would be produced in the light of responses to these two consultations.

This new *Framework*, which has been produced jointly by OFSTED and the TTA, takes full account of the revised Standards for QTS and Requirements for ITT which were published in *Qualifying to teach* in January 2002. It will lead to a significant reduction in the amount of inspection and in the demands on providers. Inspection will be differentiated according to the previous quality of provision while retaining sufficient rigour and frequency of inspection to underpin decisions on allocations and accreditation.

The *Framework* will provide the basis for OFSTED inspections for six years, beginning with the 2002/03 academic year. It will also be at the centre of the TTA's improvement and allocations strategies. It should be read in conjunction with *Qualifying to teach* and OFSTED's *Handbook for the Inspection of Initial Teacher Training*.



David Bell  
Her Majesty's Chief Inspector  
Office for Standards in Education



Ralph Tabberer  
Chief Executive  
Teacher Training Agency

June 2002

## Reasons for inspection

1. The main purposes of the inspection of initial teacher training (ITT) are to:
  - ensure public accountability for the quality of initial teacher training
  - stimulate continuous improvement in the quality of provision
  - provide objective judgements on providers for public information
  - inform policy
  - enable the statutory link to be made between funding and quality
  - check compliance with statutory requirements.
2. Inspection reports provide an invaluable source of information for providers' own improvement strategies, together with that derived from their continuous self-evaluation. Increasingly, this information feeds into the improvement strategy of the Teacher Training Agency (TTA) which aims to:
  - identify and disseminate successful practice
  - monitor policy implementation in order to identify the areas where general support to the sector is needed
  - identify providers requiring specific support or other intervention
  - encourage successful providers to help others experiencing problems.

## Frequency and differentiation of inspection

3. This *Framework* covers inspections of ITT over the six-year period between 2002/03 and 2007/08 (inclusive). During this period there will normally be two inspections of the training provision. Provision is interpreted as all the training routes offered for a secondary subject or for the primary phase.
4. The inspection programme will differentiate between good quality and satisfactory provision. Good quality provision will have one short and one full inspection during the six-year programme, usually separated by three years. There will also be differentiation between satisfactory provision and that judged to be unsatisfactory (categorised in the previous *Framework* as borderline or poor). Satisfactory provision will have two full inspections with a three-year interval between each. Unsatisfactory or poor provision will have an additional follow-up inspection the year following the unsatisfactory or poor finding. This will take the form of a full inspection.
5. Provision which is in TTA allocation categories A or B on the basis of the most recent inspection evidence is regarded as good or better. At the start of the programme in 2002/03, the judgement of what is good provision will be based on inspection grades from the previous Secondary Subject Inspections or the Primary Initial Teacher Training Inspections. Provision not categorised as good at the start of 2002/03 but subsequently given grades in a full inspection warranting A or B categorisation will have a second inspection of the short type.
6. Short inspections check that the provision still warrants the good grades awarded in the previous inspection. They include visits to partnership schools, meetings with trainees and trainers, and scrutiny of documentary and other evidence of self-evaluation and improvement planning. A managing inspector is involved for about four days with an assistant managing inspector, and, for each of the subjects inspected, there is a one-day visit by a subject specialist. If the short inspection does not confirm the good quality of the provision, a full inspection is scheduled for the following academic year.
7. Table 1 presents a summary of the way the differentiated inspection programme will operate over the six-year period.

**Table 1: Summary of the differentiated inspection programme**

<i>Quality of provision at the start of 2002/03</i>	<i>First inspection: Normally</i>	<i>Second inspection: Normally</i>
<p>(a) <b>Good</b></p> <p>(defined as provision in TTA categories A or B)</p>	<p>short</p> <p>within the period 2002 to 2005</p>	<p>full</p> <p>(unless first inspection was full and judged the provision as good) 3 years after the first inspection</p>
<p>(b) <b>Satisfactory</b></p> <p>(defined as provision in TTA category C)</p>	<p>full</p> <p>no more than 3 years after last inspection</p>	<p>full</p> <p>(unless the first inspection judged the provision as good, in which case it will be short) no more than 3 years after the first inspection</p>
<p>(c) <b>Unsatisfactory or Poor</b></p> <p>(defined as provision in TTA categories D or E)</p>	<p>follow-up</p> <p>the year following the unsatisfactory or poor finding</p>	<p>if the follow-up results in a satisfactory judgement, then two further inspections result as in (b) above</p> <p>if the follow-up results in a good judgement, then two further inspections as in (a) above</p>

*Note:*

1. Where provision is found unsatisfactory or poor in any full inspection in the new programme there will be a follow-up inspection in the year after the finding.
  2. Where a short inspection cannot confirm that the provision continues to be good there will be a full inspection in the year after the finding.
8. Providers with category C provision can request an early inspection, if they believe that there has been a significant improvement in quality and they wish to have this recognised within the next three-year period. Such requests have to be accompanied by evidence of improvement and only one request can be made in any three-year period.

## Aspects of provision graded and reported on in full inspections

9. The three main aspects of ITT provision graded and reported on in full inspections are shown in table 2. The standards cell (S) gives prominence to trainees' teaching but provides scope for trainees' subject knowledge and understanding and their development of professional values to be taken into account in judging the standards achieved. Assessing together the quality of training and the accuracy of the assessment of trainees (T) recognises their inter-dependence and allows reporting on how well assessment is used to determine elements of training. Management and quality assurance of the training (M) are given prominence so that a view can be taken on providers' capacity to secure and improve quality.

**Table 2: ITT provision graded**

### **Training quality (T)**

Course content and structure  
Determining and meeting trainees' needs  
Quality of centre and school-based training activities  
Quality of tutoring  
Assessment of trainees

### **Standards achieved by trainees (S)**

Professional values and practice  
Knowledge and understanding  
Teaching:  
a. planning, expectations and targets  
b. monitoring and assessment  
c. teaching and class management

### **Management and quality assurance (M)**

Procedures for selecting trainees  
Management and context of the partnership, including the adequacy and effectiveness of resource deployment  
Quality assurance procedures and improvement planning

## Focus for secondary full inspections

10. Full inspections of secondary provision focus on the standards achieved by trainees and the quality of the training for each subject. In addition, each subject inspection will contribute to the inspection of the management and quality assurance of the whole secondary provision. OFSTED will also record and update summaries on its web site of the overall quality of secondary provision for each provider, along with individual subject reports, as evidence from both short and full inspections accumulates.

## Focus for primary full inspections

11. Full primary inspections report on and grade overall primary provision as a preparation for teaching the wider primary curriculum. The focus is on the quality of training and the standard of trainees' teaching in the three core subjects, English, mathematics and science. The report will also include reference to training in the non-core subjects. Inspections will also grade and report on management and quality assurance across all primary provision.

## Focus for short inspections

12. Short inspections focus on management and quality assurance, alongside providers' self-evaluations and improvement plans and supplemented by subject-specific evidence supplied by a specialist inspector. The aim is to establish whether the quality assurance systems in place are being applied successfully and to check that the good quality identified in the previous full inspection is maintained.

## Assessment criteria

13. Inspectors assess the extent to which providers meet the *Requirements for ITT* ([www.canteach.gov.uk](http://www.canteach.gov.uk)) and enable their trainees to meet the *Standards* required for the award of Qualified Teacher Status. These *Requirements for ITT* and *Standards* therefore constitute the essential criteria for assessment. In order to apply these criteria, inspectors initially focus on the following issues, though they may also seek evidence more widely:

### A. Quality of training (T cell)

- i. Are the content and structure of the training programme designed to ensure that trainees meet the *Standards*?
- ii. How effective is the training in ensuring that trainees meet the *Standards*?
- iii. How well does the training meet the needs of individual trainees?
- iv. Is the assessment of trainees against the *Standards* effective and accurate?

### B. Standards achieved by trainees (S cell)

- i. Do trainees demonstrate appropriate values and attitudes in their teaching, conduct in school and approach to professional development?
- ii. Do trainees have a sufficient command of the subject and of the professional knowledge they will require to teach their subjects effectively in their selected age-range?
- iii. Does trainees' planning demonstrate clear teaching objectives and learning targets based on high expectations for all their pupils?
- iv. Are trainees able to use effectively an appropriate range of teaching strategies that enable their pupils to acquire the expected knowledge, understanding and skills?
- v. Are trainees able to devise and use appropriate methods for monitoring and assessing their pupils' progress to inform their own planning, to stimulate their pupils to improve and to enable them to report on pupils' progress?
- vi. Are trainees able to organise and manage their classes confidently and safely?
- vii. Are trainees able to give suitable support to pupils with special needs and ensure that all pupils have full access to the curriculum?

### C. Management and quality assurance of the provision (M cell)

- i. Are the selection procedures designed and managed to meet the requirements in *Qualifying to teach*?
- ii. Does the management of the training programme ensure that the training and assessment and school partnership requirements in *Qualifying to teach* are met and that high-quality training and good outcomes are promoted?
- iii. Do the quality assurance procedures ensure that the requirements in *Qualifying to teach* are met and support the management of high-quality training and good-quality outcomes?

## Grading scale and non-compliance

14. A four-point grading scale is in use. Any non-compliance judgement is treated separately, allowing grade 4 to be used by inspectors to identify provision that meets the *Requirements for ITT* in a formal and technical sense, but at a quality level which is insufficiently high. This ensures that provision that is otherwise good, but which is technically non-compliant (for example provision that has an incorrect age-phase course title), can be addressed without giving a grade that would place it in a low allocation category and thus make it subject to possible reductions in intake target. Table 3 gives the definition of each grade.

**Table 3: Definition of grades**

Grade	Descriptor
1	Very good
2	Good
3	Satisfactory
4	Unsatisfactory

15. The inspection *Handbook* describes characteristics of provision and of trainees which would justify these grades. These are for guidance and are not exhaustive descriptions of the provision, or of the standards achieved by trainees, which would qualify for particular grades.

## Self-evaluation

16. Inspections take account of the outcomes of self-evaluation as a valuable form of additional evidence. Managing inspectors of both short and full inspections use these whenever possible to identify issues and set the detailed agenda for inspections. Self-evaluation is likely to draw on evidence from a variety of sources. These may include:
- the evaluation of the impact of action and improvement plans
  - evaluation of training by current and former trainees
  - reports from external examiners
  - peer reviews and observations
  - other internal reviews
  - reports from external consultants.
17. Inspectors are interested not only in the content of such documents but in the impact they have in stimulating improvements in the quality of provision.

## Making a representative assessment of the overall quality of provision

18. Inspection of a secondary subject or the primary phase will cover all the routes to QTS offered by the provider. The grades awarded are for the overall provision. They are arrived at by including in the sample of trainees and training observed a selection of those on each route. The sample, and/or the weighting of the evidence, used to arrive at an overall grade reflects as far as possible the numbers of trainees on the different routes. The TTA uses evidence based on all routes within the provision for the same secondary subject (or the primary phase) to define allocation categories and decide (in cases of non-compliance) providers' future accreditation. OFSTED may carry out sector-wide surveys of particular routes to QTS, such as flexible routes, if it decides there are issues that need further investigation. Key Stage 2/3 courses will be included in the sample for secondary subject inspections with a modification to the methodology to account for the Key Stage 2 element.

## Small secondary providers

- 19 A different arrangement is in place for those secondary providers with small numbers of trainees on each of the subject courses they offer. This is to avoid any possible distortion of inspection grades because small numbers of trainees in any particular year may be unrepresentative of the usual quality of intake. The approach is to inspect and grade the secondary provision as a whole while judging the quality of training in the separate subjects. The TTA uses the overall judgements of quality, together with the evidence of the quality of subject training, when responding to bids for growth from these small providers.
20. A small provider is defined as one where half or more of the subjects offered have recruitment targets of fewer than nine trainees. Where a provider has provision in some, but not all, of the subjects on offer classified as 'small', then when there are larger courses of more than 12 trainees, these subjects will have a full secondary inspection with a small provider inspection for the rest.

## TTA's use of inspection and related evidence

21. The TTA uses evidence from OFSTED about the quality of ITT to meet its statutory function to link funding to quality and to define allocation categories in terms of OFSTED grades. Five quality categories are used and each is defined as in table 4. Exactly how the inspection grades will be used to determine these categories each year will be subject to periodic consultation.

**Table 4: Definition of quality categories**

Category	Descriptor
A	Very good
B	Good
C	Satisfactory
D	Unsatisfactory – scope for significant improvement
E	Not compliant with requirements

22. Where provision is compliant but unsatisfactory it will be given a grade 4 and normally will be placed in category D. Since the provision would be compliant there would be no basis for starting withdrawal of accreditation procedures. Provision awarded a grade 4 and also judged non-compliant would be placed in category E. The non-compliant finding would be the trigger for considering whether to start withdrawal of accreditation procedures. It is possible that provision could be non-compliant for a relatively minor reason. In such cases the provision would remain category E only until the TTA had received evidence that the non-compliance had been remedied. The allocation category would then revert to that defined by the inspection grades awarded.
23. The first year of the new inspection arrangements is 2002/03. Evidence arising from these inspections will not influence allocation decisions until intake targets for 2004/05 are determined. For that year, there will be provision:
- in secondary subjects with:
    - inspection evidence with grades for five cells under the old *Framework* (ST1, ST2, ST3, T1 and T2)
    - inspection evidence indicating good provision (category A or B) confirmed by a short inspection
    - new evidence from a full inspection with grades for training (T) and trainees' teaching standards (S) and an overall grade for the management and quality assurance of the secondary phase (M).
  - in the primary phase with:
    - inspection evidence under the old *Framework* with grades for five cells in English and five cells in mathematics (10 in total)

- inspection evidence with grades as above indicating good (A or B) provision which has been confirmed by a short inspection
  - new evidence from a full inspection giving an overall grade for the quality of training in English, mathematics and science and an overall grade for the trainees' teaching standards in these subjects and an overall primary phase grade for management and quality assurance.
24. New evidence from a full inspection for all provision offered by every provider will be available only after the completion of the six-year programme. The TTA uses new evidence immediately, accepting that the allocation categories are based on three different kinds of evidence. This ensures the evidence used for allocations is as up to date as possible. Until provision has had a full inspection, it continues to be in the allocation category determined by inspections between 1998/99 and 2001/02.
25. In addition to the allocation category determined by inspection evidence, other factors may be taken into account before decisions are reached about the intake target for particular provision. Recruitment and effectiveness in placing newly qualified teachers are likely to be examples of these factors.





