

Official Statistics Release

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Introduction

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 single ITE partnership can be inspected for more than one phase, resulting in several sets of inspection judgements. For inspections up to August 2013, partnerships could be inspected for primary, secondary and further education phases, and also separately for employment-based routes (EBR); therefore one inspection could result in up to four sets of judgements. However from 1 September 2013, Ofsted no longer inspects EBR as a separate provision. This is due to the closure of employment-based routes, some of which have been replaced by School-centred initial teacher training (SCITT) routes, and the Schools Direct programme.

This official statistics release reports on the initial teacher education (ITE) inspections that occurred between 1 September 2012 and 31 August 2013 under the new framework for the inspection of

initial teacher education from September 2012. These statistics are based on final data and are not subject to change.

This release also includes the most recent inspection outcomes for all open ITE partnerships that had been inspected at 31 August 2013. Notice that if a provider closed on 31 August, 2013, it was considered closed for the information on all open provisions.

From September 2012, the new judgement of requires improvement has replaced the previous judgement of satisfactory. ITE provisions that are judged to require improvement will normally be re-inspected within a period of 12 months. If improvement is not seen at the second inspection of Primary or Secondary provision, the ITE Partnership is usually subject to the withdrawal of its accreditation by the National College for Teaching and Leadership. No such condition exists for inspection of FE provision.

Key findings

Between 1 September 2012 and 31 August 2013, 42 ITE partnerships were inspected, resulting in 61 sets of inspection judgements. For overall effectiveness 62% were judged to be good, with 20% outstanding and 18% judged to require improvement; none were judged inadequate.

At 31 August 2013, there were 228 open phases of ITE which had been inspected by Ofsted. 57% had been judged good for overall effectiveness, with 37% outstanding, 5% requiring improvement and none judged inadequate.

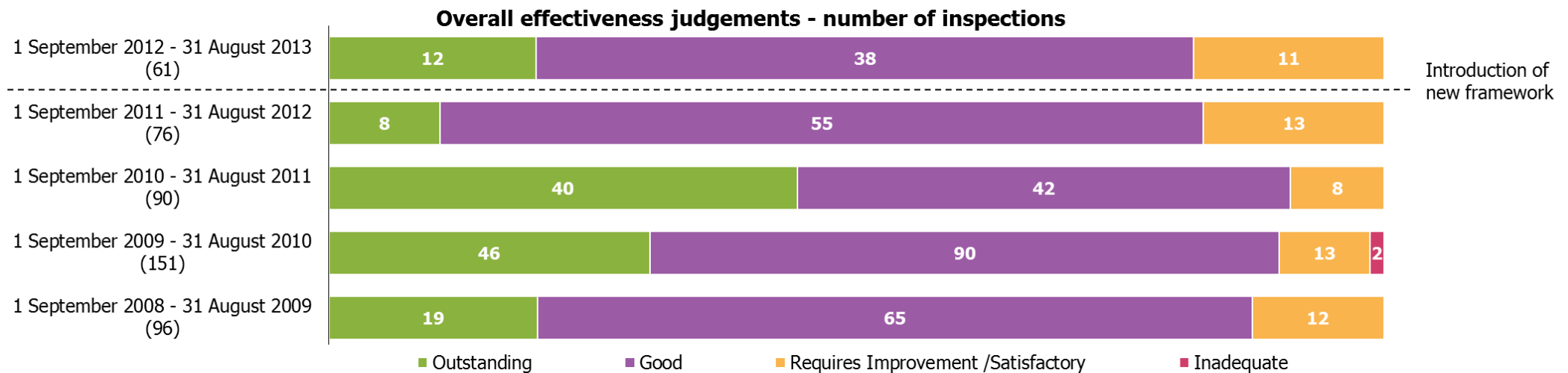
Last year there were 337 open phases of ITE inspected by Ofsted. There are now 109 fewer open phases of ITE with an inspection judgement. This change is largely due to the closure of employment-based provision, which is not included in this year's data on most recent inspections.

Methodology

1. Data in this release are from inspections undertaken between 1 September 2012 and 31 August 2013 and all open provision at its most recent inspection on 31 August 2013.
2. 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](#).
3. For inspections that took place prior to September 2012, a different framework was applicable. For information about the framework and how Ofsted inspected initial teacher education, please go to the Ofsted website: [The framework for the inspection of initial teacher education 2008/11](#).
4. If a provider closed on 31 August 2013, it was considered closed for the information in this release on all open provisions.

Chart 1: Overall effectiveness judgements from ITE inspections between 1 September 2008 and 31 August 2013^{1 2 3}

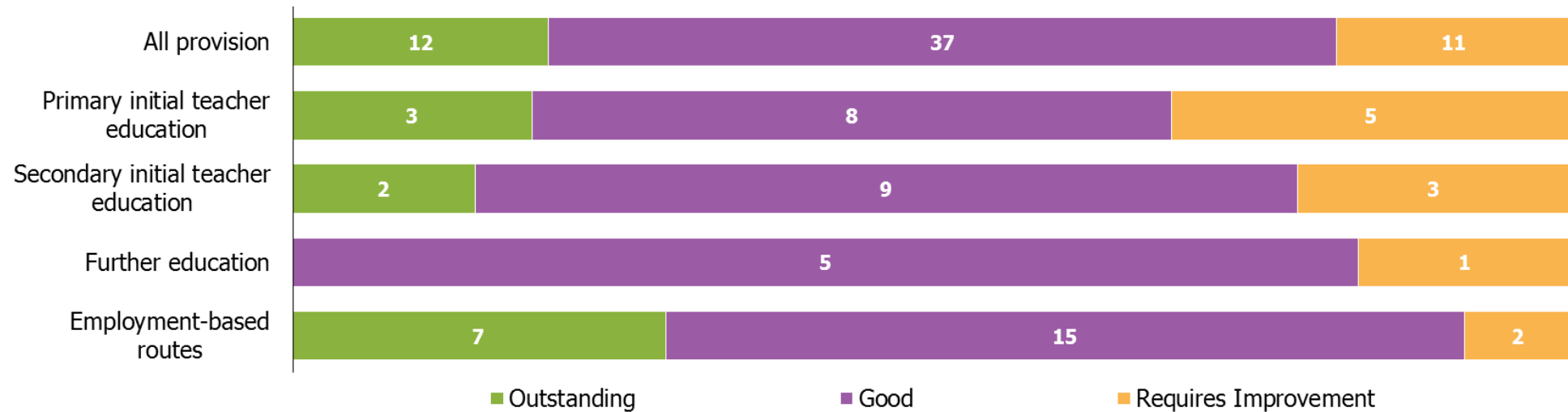
Number of Provisions



1. An ITE provider with more than one phase will have a separate judgement for each type of provision.
2. The inspection framework changed on 1 September 2012. It is possible to compare Overall Effectiveness grades from before and after this time.
3. Under the new inspection framework, providers are judged to 'Require Improvement', whereas under the previous inspection framework they are judged 'Satisfactory'. Despite this, the judgements are comparable from before and after the framework change.

Chart 2: Overall effectiveness judgements from ITE inspections between 1 September 2012 and 31 August 2013^{1 2 3}

Number of Provisions



1. An ITE provider with more than one phase will have a separate judgement for each type of provision (with one exception, see note 3).
2. The inspection framework changed on 1 September 2012. It is possible to compare Overall Effectiveness grades from before and after this time.
3. The single judgement for Primary/Secondary provision at University of Buckingham has been excluded from this chart. It was judged good for overall effectiveness.

Table 1: ITE inspections between 1 September 2012 and 31 August 2013^{1 2}

	Total inspections	Phase				
		Primary initial teacher education	Secondary initial teacher education	Primary/Secondary initial teacher education²	Further Education	Employment-based routes
Initial teacher education inspections	61	16	14	1	6	24

Source: Ofsted inspections

1. An ITE provider with more than one phase will have a separate judgement for each type of provision (with one exception, see note 2).

2. Ofsted reported on Primary and Secondary ITE at the University of Buckingham as a single set of inspection grades. There is one set of judgements which applies to both Primary and Secondary provision. This has been counted as one inspection of Primary/Secondary provision.

Table 2: Outcomes of ITE inspections between 1 September 2012 and 31 August 2013^{1 2 3}

Outcome	Number of Provisions						Percentage of Provisions ³						
	All phases	Primary initial teacher education	Secondary initial teacher education	Primary/Secondary initial teacher education ²	Further education	Employment-based routes	All phases	Primary initial teacher education	Secondary initial teacher education	Primary/Secondary initial teacher education ²	Further education	Employment-based routes	
Overall effectiveness	Outstanding	12	3	2	0	0	7	20	19	14	-	29	29
	Good	38	8	9	1	5	15	62	50	64	-	63	63
	Requires Improvement	11	5	3	0	1	2	18	31	21	-	8	8
	Inadequate	0	0	0	0	0	0	0	0	0	-	0	0
	Total	61	16	14	1	6	24	100	100	100	-	100	100
Outcomes for Trainees	Outstanding	12	3	2	0	0	7	20	19	14	-	29	29
	Good	38	8	9	1	5	15	62	50	64	-	63	63
	Requires Improvement	11	5	3	0	1	2	18	31	21	-	8	8
	Inadequate	0	0	0	0	0	0	0	0	0	-	0	0
	Total	61	16	14	1	6	24	100	100	100	-	100	100
Quality of Training	Outstanding	12	3	2	0	0	7	20	19	14	-	29	29
	Good	39	8	9	1	6	15	64	50	64	-	63	63
	Requires Improvement	10	5	3	0	0	2	16	31	21	-	8	8
	Inadequate	0	0	0	0	0	0	0	0	0	-	0	0
	Total	61	16	14	1	6	24	100	100	100	-	100	100
Leadership and Management	Outstanding	16	3	2	0	2	9	26	19	14	-	38	38
	Good	34	8	9	1	3	13	56	50	64	-	54	54
	Requires Improvement	11	5	3	0	1	2	18	31	21	-	8	8
	Inadequate	0	0	0	0	0	0	0	0	0	-	0	0
	Total	61	16	14	1	6	24	100	100	100	-	100	100

Source: Ofsted inspections

1. An ITE provider with more than one phase will have a separate judgement for each type of provision (with one exception, see note 2).
2. Ofsted reported on Primary and Secondary ITE at the University of Buckingham as a single set of inspection grades. There is one set of judgements which applies to both Primary and Secondary provision. This has been counted as one inspection of Primary/Secondary provision.
3. Where the number of inspections is small, all percentages should be treated with caution.

Table 3: ITE overall effectiveness judgements from most recent inspection at 31 August 2013 (Final) ^{1 2 3 4 5 6 7}

Outcome	Number of Provisions ^{2 3}				Percentage of Provisions ^{4 5}			
	All phases	Primary	Secondary	Further Education	All phases	Primary	Secondary	Further Education
Overall effectiveness ^{1 6 7}								
Outstanding	85	45	38	2	37	49	39	5
Good	131	42	55	33	57	46	57	87
Satisfactory/ Requires Improvement ³	12	5	4	3	5	5	4	8
Inadequate	0	0	0	0	0	0	0	0
Total	228	92	97	38	100	100	100	100

Source: Ofsted inspection

1. The Ofsted inspection framework for ITE changed on 1 September 2012. It is possible to compare Overall Effectiveness grades from before and after this time.
2. An ITE provider with more than one phase will have a separate judgement for each type of provision (with one exception, see note 6).
3. As of 1 September 2013, "Employment-Based Route" is no longer a recognised provision.
4. Percentages are rounded to the nearest whole number.
5. Where the number of inspections is small, percentages should be treated with caution.
6. Ofsted simultaneously inspected both phases of ITE offered at the University of Buckingham, for which there is only one set of judgements applying to both Primary and Secondary provision. This inspection is included in 'All phases', but has not been included in either Primary or Secondary columns.
7. Under the new inspection framework, providers are judged to 'Require Improvement', whereas under the previous inspection framework, they are judged 'Satisfactory'. Despite this, the judgements are comparable from before and after the framework change.

Table 3a: Most recent ITE judgements where most recent inspection was after 1 September 2012 (Final) ^{1 2 3 4 5 6 7 8}

Outcome	Number of Provisions				Percentage of Provisions ³			
	All phases	Primary initial teacher education	Secondary initial teacher education	Further education	All phases	Primary initial teacher education	Secondary initial teacher education	Further education ⁴
Overall effectiveness^{6 7 8}								
Outstanding	5	3	2	0	20	19	14	0
Good	23	8	9	5	62	50	64	83
Requires Improvement	9	5	3	1	18	31	21	17
Inadequate	0	0	0	0	0	0	0	0
Total	37	16	14	6	100	100	100	100
Outcomes for Trainees⁸								
Outstanding	5	3	2	0	20	19	14	0
Good	23	8	9	5	62	50	64	83
Requires Improvement	9	5	3	1	18	31	21	17
Inadequate	0	0	0	0	0	0	0	0
Total	37	16	14	6	100	100	100	100
Quality of Training⁸								
Outstanding	5	3	2	0	20	19	14	0
Good	24	8	9	6	64	50	64	100
Requires Improvement	8	5	3	0	16	31	21	0
Inadequate	0	0	0	0	0	0	0	0
Total	37	16	14	6	100	100	100	100
Leadership and Management⁸								
Outstanding	7	3	2	2	26	19	14	33
Good	21	8	9	3	56	50	64	50
Requires Improvement	9	5	3	1	18	31	21	17
Inadequate	0	0	0	0	0	0	0	0
Total	37	16	14	6	100	100	100	100

Source: Ofsted inspections

1. The Ofsted inspection framework for ITE changed on 1 September 2012. It is possible to compare Overall Effectiveness grades from before and after this time.
2. An ITE provider with more than one phase will have a separate judgement for each type of provision (with one exception, see note 5).
3. As of 1 September 2013, "Employment-Based Route" is no longer a recognised provision.
4. Percentages are rounded to the nearest whole number.
5. Where the number of inspections is small, percentages should be treated with caution.
6. Ofsted simultaneously inspected both phases of ITE offered at the University of Buckingham, for which there is only one set of judgements applying to both Primary and Secondary provision. In the interests of clarity, this inspection is included in 'All phases', but has not been included in either Primary or Secondary columns.
7. Under the new inspection framework, providers are judged to 'Require Improvement', whereas under the previous inspection framework, they are judged 'Satisfactory'. Despite this, the judgements are comparable from before and after the framework change.
8. The new grades 'Outcomes for Trainees', 'Quality of Training', and 'Leadership and Management' are not directly comparable with any grades under the old framework for inspections before September 2012.

Table 3b: Most recent ITE judgements where most recent inspection was before 1 September 2012 (Final) ^{1 2 3 4 5 6 7}

Outcome	Number of Provisions ⁴				Percentage of Provisions ^{8,9}				
	All phases	Primary	Secondary	Further Education	All phases	Primary	Secondary	Further Education	
Overall effectiveness²	Outstanding	80	42	36	2	42	55	43	6
	Good	108	34	46	28	57	45	55	88
	Satisfactory ³	3	0	1	2	2	0	1	6
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
How well do trainees attain?^{6,7}	Outstanding	50	27	21	2				
	Good	135	48	60	27	71	64	72	84
	Satisfactory	5	0	2	3	3	0	2	9
	Inadequate	0	0	0	0	0	0	0	0
	Total¹¹	190	75	83	32	100	100	100	100
To what extent do recruitment and selection arrangement support high quality outcomes?⁶	Outstanding	89	43	44	2	47	57	53	6
	Good	96	32	36	28	50	42	43	88
	Satisfactory	6	1	3	2	3	1	4	6
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?⁶	Outstanding	85	42	39	4	45	55	47	13
	Good	104	34	43	27	54	45	52	84
	Satisfactory	2	0	1	1	1	0	1	3
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
To what extent are available resources used effectively and efficiently?⁶	Outstanding	113	53	52	8	59	70	63	25
	Good	74	23	30	21	39	30	36	66
	Satisfactory	4	0	1	3	2	0	1	9
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
The quality of the provision: to what extent is the provision across the partnership of consistently high quality?⁶	Outstanding	82	43	37	2	43	57	45	6
	Good	106	33	45	28	55	43	54	88
	Satisfactory	3	0	1	2	2	0	1	6
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100

Promoting equalities and diversity: to what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?⁶	Outstanding	93	48	42	3	49	63	51	9
	Good	92	27	40	25	48	36	48	78
	Satisfactory	6	1	1	4	3	1	1	13
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
Capacity to Improve⁶	Outstanding	88	45	40	3	46	59	48	9
	Good	99	31	42	26	52	41	51	81
	Satisfactory	4	0	1	3	2	0	1	9
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
How effectively does the management at all levels assess performance in order to improve or sustain high quality?⁶	Outstanding	85	44	38	3	45	58	46	9
	Good	101	32	43	26	53	42	52	81
	Satisfactory	5	0	2	3	3	0	2	9
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?⁶	Outstanding	118	55	56	7	62	72	67	22
	Good	70	21	26	23	37	28	31	72
	Satisfactory	3	0	1	2	2	0	1	6
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100
How effectively does the provider plan and take action for improvement?⁶	Outstanding	80	43	34	3	42	57	41	9
	Good	105	33	46	26	55	43	55	81
	Satisfactory	6	0	3	3	3	0	4	9
	Inadequate	0	0	0	0	0	0	0	0
	Total	191	76	83	32	100	100	100	100

Source: Ofsted inspections

1. The Ofsted inspection framework for ITE changed on 1 September 2012. It is possible to compare Overall Effectiveness grades from before and after this time.
2. Under the new inspection framework, providers are judged to 'Require Improvement', whereas under the previous inspection framework, they are judged 'Satisfactory'. Despite this, the judgements are comparable from before and after the framework change.
3. An ITE provider with more than one phase will have a separate judgement for each type of provision.
4. Percentages are rounded and may not add to 100.
5. Where the number of inspections is small, percentages should be treated with caution.
6. These judgements apply only to provisions inspected under the previous ITE inspection framework, for inspections before 1 September 2012.
7. For The Titan Partnership's Primary provision, no grade was awarded for trainees' attainment because the cohort numbers were too small.

Glossary

Employment-based route (EBR)

A programme where graduates can attain qualified teacher status (QTS) while training and working in a paid teaching role. This was a valid provision type until 31 August 2013, but from 1 September 2013 is no longer inspected as separate provision.

Further Education (FE) Training

Training for those entering the further education and/or lifelong learning sector.

Higher Education Institution (HEI)

A University or university college that provides undergraduate or postgraduate teacher training. An HEI usually offers 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	Requires improvement (previously satisfactory)
Grade 4	Inadequate
Grade 0	Not applicable, insufficient evidence or did not receive a judgement

Primary Training

Training which prepares trainees to teach in at least two key stages of the primary age phase (students aged 11 years and under)

Qualified Teacher Status (QTS)

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

Secondary Training

Training which prepares trainees to teach in at least two key stages of the secondary age phase (students aged 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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