Proposed revisions to the framework for inspecting initial teacher education

Consultation document

This consultation document sets out Ofsted's proposals for revising the framework for inspecting initial teacher education (ITE).

We seek the views of ITE partnerships and others who have an interest in them.

The closing date for the consultation is 6 May 2014.

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About Ofsted

1. Ofsted is responsible for conducting inspections of all providers of programmes that lead to qualified teacher status (QTS) for maintained schools and programmes of further education teacher training that are validated by higher education institutions.

2. Ofsted's current framework for inspecting initial teacher education (ITE) was introduced in September 2012. It took into account the recommendations made in the DfE's ITE implementation plan and strategy *Training our next generation of outstanding teachers*; the Education Select Committee's report *Great teachers: attracting, training and retaining the best*; and the Lingfield Enquiry Reports on *Professionalism in Further Education.* It also reflected the introduction of new Teachers' Standards and revised ITT criteria.

Purpose and background to the consultation

3. The 2012 framework is having a strong impact on the quality of ITE. However, we would like to make some changes to it to improve our inspections further. This is in response to:

   - our own inspection findings, including feedback from ITE partnerships
   - a review of the impact of the framework
   - concerns raised in *Unseen children: access and achievement 20 years on*,[1] chapter 6, 'Getting the best leaders and teachers to where they are needed most'
   - government policy.

4. We are now consulting on these proposals and are aware that this will be of interest to ITE partnerships and other interested parties. We want to hear the views of all interested parties about these proposals.

5. This is a public consultation that will run for 12 weeks, from 11 February to 6 May 2014. We intend to implement revisions to the framework from June 2014. It would be helpful for respondents to refer to the 2012 ITE inspection handbook when considering the proposed revisions and responding to the consultation. The handbook can be accessed here: www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook.

[1] *Unseen children: access and achievement 20 years on* (130155), Ofsted, June 2013; www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years.

6. In summary, we propose changes to inspection arrangements, and to the ITE framework and ITE inspection handbook, specifically to the judgements for overall effectiveness, outcomes for trainees, quality of training across the partnership, and leadership and management of the partnership.

7. We also want to reflect recent changes in the ITE landscape, including the introduction of the 2013 Education and Training Qualifications and new professional standards for teachers and trainers in the further education sector.

Inspection proposals

Introduction of a two-stage model for ITE inspections from the summer term 2014

8. We propose a change to inspection arrangements with the introduction of a two-stage approach to the inspection of ITE partnerships from May 2014. The first stage would take place in the summer term. In addition to assessing the partnership's quality of training, this stage would focus on gathering first-hand evidence related to outcomes for trainees by observing trainees teaching towards the end of their training. Oral feedback on the interim inspection findings would be given to the provider at this stage. Inspectors would then return in the subsequent autumn term, relatively soon after the end of the training, to focus on observations of an ITE partnership's former trainees/newly qualified teachers (NQTs) in the first term of their employment and/or induction. We believe that this will allow a sharper focus on trainees' outcomes and how well they are prepared for teaching and the rigours of the classroom. We would then publish the inspection report.

Changes to the ITE framework and ITE inspection handbook

9. In Part 2 of the ITE inspection handbook, the evaluation schedule sets out the criteria and grade descriptors to guide inspectors when judging the quality of ITE partnerships. We propose to retain the existing judgement about the overall effectiveness of the ITE partnership in securing consistently high-quality outcomes for trainees for each phase. As is currently the case, this would take into account the three contributory inspection judgements for: outcomes for trainees; the quality of training across the partnership; and the leadership and management of the partnership. However, in forming these judgements, we wish to make the following amendments to strengthen the criteria and outline guidance for inspectors and ITE partnerships.

Overall effectiveness

10. We propose a strengthening of the criteria that inspectors use to make a judgement about overall effectiveness by including statements in relation to:

    - the quality of training in the management of pupil/learner behaviour and discipline

- the quality of trainees/NQTs/former trainees, with a greater emphasis on the evidence obtained from direct observation of their teaching
- the efforts made to engage settings, schools and colleges in challenging circumstances, including those judged as requires improvement, in ITE partnerships and the impact of this engagement in terms of teacher supply, especially in areas of the country where recruitment is extremely difficult
- the accuracy of information on trainees' performance to employers and effective liaison with employing settings, schools and colleges.

Outcomes for trainees

11. To enable a greater focus on how well trainees and NQTs (schools) and former trainees (further education) are prepared for teaching and the rigours of the classroom, we propose to change to a two-stage model for ITE inspections, to enhance the outline guidance and strengthen the criteria inspectors use to evaluate and make a judgement about outcomes for trainees by:

    - changing the inspection arrangements to ensure that inspectors can directly observe how well trainees teach nearer the end of their training
    - changing the inspection arrangements to ensure that inspectors can directly observe how well NQTs (schools) and former trainees (further education) teach near the start of their employment and/or induction
    - amending the ITE inspection handbook to reflect changes to inspection arrangements; and to provide greater clarity on the purpose and organisation of direct observations of trainees and NQTs (schools) and former trainees (further education) and how this information is used to inform inspection judgements
    - amending the grade criteria for outcomes for trainees to include specific reference to 'a teacher must: manage behaviour effectively to ensure a good and safe learning environment' (heading number 7 in Part 1: Teaching of the Teachers' Standards)
    - amending the handbook to include reference to the standard of professional dress and conduct adopted by trainees, NQTs (schools) and former trainees (further education).

The quality of training across the partnership

12. To allow a sharper focus on how well the ITE partnership prepares trainees to teach in the age range and/or subjects for which they are being trained, we propose to enhance the outline guidance as follows.

- The overall consistency, coherence and quality of all aspects of the training to include:
  - opportunities to observe and learn from good and outstanding practice
  - opportunities to gain practical experience of working successfully in settings, schools and colleges in challenging circumstances as part of their training.
- High quality training and support that prepares trainees with the skills they need to:
  - understand the causes of low achievement among some groups of pupils and learners
  - challenge and motivate pupils and learners in settings, schools and colleges where attainment is low
  - use effective strategies to support the learning and progress of pupils and learners from underperforming groups, and those from poorer backgrounds, including those eligible for the pupil premium
  - work within current and new curriculum, examination and assessment arrangements
  - understand how to use continuous assessment and summative tests effectively to evaluate the quality of their teaching and the progress of pupils and learners.

The leadership and management of the partnership

13. To enable a greater focus on how effectively schools, colleges and other settings are engaged in the ITE partnership and the preparation of trainees for employment and induction, we propose to strengthen the criteria and enhance the outline guidance in the ITE inspection handbook to ensure that inspectors consider the following.

- How relentlessly leaders and managers pursue a vision for excellence focused on improving or sustaining high-quality provision and outcomes for trainees through:
  - the provision of accurate and detailed information on trainees' performance to employers
  - effective liaison with employing settings, schools and colleges, including over the provision of high quality induction.
- How effectively schools, colleges and/or other settings are strongly engaged in the ITE partnership through their involvement in:
  - engaging schools in challenging circumstances, including those judged to require improvement, in the ITE partnership.

- The rigour of the recruitment and selection process in:
  - recruiting high quality trainees who meet the needs of the wider educational community, including settings, schools and colleges in challenging circumstances and those judged as requires improvement.
- Evidence of effective monitoring and evaluation through:
  - monitoring the preparation of trainees for employment and induction
  - actively seeking feedback on the performance of NQTs and former trainees from employers to improve the quality of training and outcomes for trainees.

Annex A. Instructions and guidance for focused monitoring inspections

We propose to enhance the outline guidance on focused monitoring inspections to include the quality and effectiveness of training in the management of behaviour and discipline for both primary and secondary ITE partnerships as a focus for monitoring inspections. Currently, these monitoring inspections focus on the development of the teaching of phonics.

The consultation process

As well as this online consultation, we are consulting face-to-face with others who have an interest in the inspection of ITE, including trainees, newly qualified trainees, key external stakeholders, professional and subject associations, and representatives from different types of ITE partnerships. We will publicise this consultation to all the ITE partnerships we inspect and key stakeholder groups by email. We will encourage as wide a range of users and stakeholders as possible to respond to this consultation through the Ofsted website and other publications.

This online public consultation will run for 12 weeks and close on 6 May 2014.

It is proposed that any revisions to the framework and/or inspection arrangements will be included in revisions to the ITE inspection handbook and will come into effect from June 2014. We will alert ITE partnerships to the publication of this revised handbook via an announcement on our website, by communicating via email with each individual ITE partnership and key stakeholders, and through a number of dissemination events for ITE partnerships in early May 2014.

Sending back your questionnaire

There are three ways of completing and submitting the questionnaire in the next section and/or sending us comments.

Online electronic questionnaire

Visit our website to complete and submit an electronic version of the questionnaire: www.surveymonkey.com/s/ofsted-ite2014.

Print and post

Visit our website to print a Word or PDF version of the questionnaire that can be filled in by hand: www.ofsted.gov.uk/resources/140029. When you have completed the questionnaire, please post it to:

ITE framework consultation
8th floor
Ofsted
Aviation House
125 Kingsway
London
WC2B 6SE

Download and email

Visit our website to download a Word version of the questionnaire that you can complete on your computer: [insert link]. When you have completed the questionnaire, please email it to consultations@ofsted.gov.uk with 'ITE framework consultation' in the subject line.

Questionnaire for ITE framework consultation

Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and research to help us to become more effective, shape policies and inform inspection and regulatory practice.

We will treat your identity in confidence, if you disclose it to us. However, we may publish an organisation's views.

Are you responding on behalf of an organisation?

Yes ☐ please complete Section 1

No ☐ please complete Section 2

Section 1

If you are completing the consultation on behalf of an organisation and would like us to consider publishing the views of your organisation, please indicate this below.

Organisation: _____

Section 2

Which of the below best describes you? Please tick one option.

I am:

a trainee	☐	a representative of a school centred initial teacher training (SCITT) partnership	☐
a newly qualified teacher (NQT)	☐	a representative of higher education institutions (HEI) partnership	☐
a former trainee of a programme of further education (FE) training	☐	a representative of a school involved in School Direct	☐
a teacher	☐	a professional association	☐
a trainer	☐	a subject association	☐
a mentor	☐	an inspector	☐
a headteacher or principal	☐	a member of the general public	☐

Q1. To what extent do you agree or disagree with Ofsted's proposal (set out in paragraph 8 of the proposals) to introduce a two-stage approach to the inspection of ITE partnerships from June 2014?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q2. To what extent do you agree or disagree with Ofsted's proposal (set out in paragraph 8 of the proposals) to provide oral feedback at the end of the proposed first stage of the inspection and publish an inspection report at the end of the proposed second stage of the inspection?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q3. To what extent do you agree or disagree with the suggested amendments to Part 2 of the ITE inspection handbook (set out in paragraph 10 of the proposals) related to overall effectiveness?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q4. To what extent do you agree or disagree with Ofsted's proposal (set out in paragraph 11 of the proposals) to amend the grade criteria for trainee outcomes to place a greater emphasis on the management of behaviour and discipline and the standard of professional dress and conduct?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q5. To what extent do you agree or disagree with Ofsted's proposals (set out in paragraph 12 of the proposals) to enhance the outline guidance and strengthen the criteria inspectors use to judge the quality of training across the partnership?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q6. To what extent do you agree or disagree with Ofsted's proposals (set out in paragraph 13 of the proposals) to enhance the outline guidance and strengthen the criteria inspectors use to judge the effectiveness of the leadership and management of the partnership?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q7. To what extent do you agree or disagree with Ofsted's proposal (set out in paragraph 14 of the proposals) to extend focused monitoring inspections to include a focus on the quality and effectiveness of the management of behaviour and discipline training in primary and secondary ITE partnerships?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q.8. To what extent do you agree with Ofsted's proposals (set out in paragraph 11 of the proposals) to provide greater clarity on the purpose and organisation of direct observations of trainees and NQTs/former trainees and how this information is used to inform inspection judgements?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q.9 To what extent do you agree or disagree with the proposed amendments (set out in paragraph 7 of the proposals) to the ITE inspection handbook to reflect the introduction of the 2013 Education and Training Qualifications and new professional standards for teachers and trainers in the FE sector?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
☐	☐	☐	☐	☐	☐

Comments:

Q10. Do you have any further comments? Please include them here.

What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation by answering the questions below.

	Agree	Neither agree or disagree	Disagree	Don't know
I found the consultation information clear and easy to understand.	☐	☐	☐	☐
I found the consultation easy to find on the Ofsted website	☐	☐	☐	☐
I had enough information about the consultation topic.	☐	☐	☐	☐
I would take part in a future Ofsted consultation.	☐	☐	☐	☐

How did you hear about this consultation?

- ☐ Ofsted website
- ☐ Ofsted News
- ☐ Ofsted email alerts service
- ☐ Ofsted conference
- ☐ Another organisation (please specify, if known)
- ☐ Other (please specify)

Is there anything you would like us to improve on or do differently for future consultations? If so, please tell us below.

Thank you for taking part in our consultation.

Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society.

We would like to assure you that all responses are confidential and you do not have to answer every question.

Please tick the appropriate box.

1. Gender

Female ☐	Male ☐

2. Age

Under 14 ☐	14–18 ☐	19-24 ☐	25–34 ☐	35–44 ☐	45–54 ☐	55–64 ☐	65+ ☐

3. Ethnic origin

a) How would you describe your national group?

British or mixed British	☐	English	☐
Irish	☐	Northern Irish	☐
Scottish	☐	Welsh	☐
Other (specify if you wish)	☐		

How would you describe your ethnic group?

Asian		**Mixed ethnic origin**	
Bangladeshi	☐	Asian and White	☐
Indian	☐	Black African and White	☐
Pakistani	☐	Black Caribbean and White	☐
Any other Asian background (specify if you wish)	☐	Any other mixed ethnic background (specify if you wish)	☐

Black		**White**	
African	☐	Any White background (specify if you wish)	☐
Caribbean	☐	**Any other ethnic background**	
Any other Black background (specify if you wish)	☐	Any other background (specify if you wish)	☐
Chinese			
Any Chinese background (specify if you wish)	☐		

4. Sexual orientation

Heterosexual	Lesbian	Gay	Bisexual
☐	☐	☐	☐

6. Religion/Belief

Buddhist	☐	Muslim	☐
Christian	☐	Sikh	☐
Hindu	☐	None	☐
Jewish	☐	Any other, please state:	☐

7. Disability

Do you consider yourself to have a disability?	Yes ☐	No ☐