Revisions to the framework for inspecting initial teacher education

A report on the responses to consultation

This is a report on the outcomes of the consultation about the revised framework for inspecting initial teacher education to be introduced in June 2014.

Contents

Introduction

1.   Between 11 February 2014 and 6 May 2014, Ofsted consulted on proposals to revise the initial teacher education (ITE) framework from June 2014.

2.   The consultation sought to gather the views of initial teacher education partnerships and other interested parties. This report summarises the responses to the nine proposals to revise the ITE inspection framework made in the consultation proposal. This includes 269 responses made to the online consultation; other correspondence received during the consultation period; discussions with 20 different key stakeholders at 11 focus group meetings and discussions with members of a reference group of Her Majesty's Inspectors (HMI). This report explains how these responses have informed decisions and revisions to the ITE inspection handbook, for use from June 2014. The revised ITE inspection handbook has been published at the same time as this report on the consultation responses. Both publications have been shared with the ITE sector at dissemination events.

Background to the consultation

3.   Section 18B[1] of the Education Act 1994[2] 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[3] and the Education and Inspections (Prescribed Education and Training etc.) Regulations 2007[4] additionally defines the remit of HMCI to cover the inspection of publicly funded training of further education teachers.

As a result, Ofsted is responsible for conducting inspections of:

■   all providers of programmes leading to qualified teacher status (QTS) for maintained schools

■   programmes of further education (FE) teacher training validated by higher education institutions.

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[1] Section 18B is an amendment to the Education Act 1994 and can be found in paragraph 13, Schedule 14 of the Education Act 2005
www.legislation.gov.uk/ukpga/2005/18/schedule/14.
[2] Education Act 1994
www.legislation.gov.uk/ukpga/1994/30/contents.
[3] Education and Inspections Act 2006
www.legislation.gov.uk/ukpga/2006/40/contents.
[4] Education and Inspections (Prescribed Education and Training etc.) Regulations 2007
www.legislation.gov.uk/uksi/2007/464/contents/made.

4. The current framework for inspecting initial teacher education was introduced in September 2012. Although this framework is having a strong impact on the quality of ITE, we want to bring about further improvements and to improve our inspections further. The consultation proposed changes to inspection arrangements and to the ITE framework and inspection judgements to reflect recent changes in the ITE landscape. These include the introduction of the 2013 Education and Training Qualifications and new professional standards for teachers and trainers in the further education sector. We also proposed extending the use of focused monitoring inspections to evaluate the quality and effectiveness of training in promoting good pupil behaviour for primary and secondary ITE partnerships.

The consultation

5. All ITE partnerships and a wide range of key stakeholder organisations were invited individually to respond to the consultation. We also invited responses through letters to ITE partnerships, the ITE regional good practice workshops held in March 2014, the Ofsted website and Ofsted's Twitter account.

6. As well as the online consultation we sought views widely on our proposals with individuals representing different stakeholder groups at a series of meetings, through regular discussions with a reference group of HMI, and at regular meetings with key stakeholders.

7. This document reflects the responses to the online consultation, correspondence received and the discussion group meetings held throughout the consultation period. The annexes provide relevant background information about respondents and details of the organisations that responded to the consultation and/or attended focus group meetings.

Summary of findings from the consultation

8. Overall, the response to the consultation was generally in favour of Ofsted's proposals. Many of the responses were positive and welcomed by the ITE sector. The consultation asked nine specific questions and also gave respondents and those who attended focus group meetings the opportunity to comment on the proposals.

> Q1. To what extent do you agree or disagree with Ofsted's proposal to introduce a two-stage approach to the inspection of ITE partnerships from June 2014?

9.   Forty nine per cent of respondents to the online consultation agreed or strongly agreed with the proposed approach, whereas 35% disagreed or strongly disagreed.

Q1. To what extent do you agree or disagree with Ofsted's proposal to introduce a two-stage approach to the inspection of ITE partnerships from June 2014?

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

Pie chart values: 16.7%, 1.1%, 9.3%, 39.4%, 15.2%, 18.2%
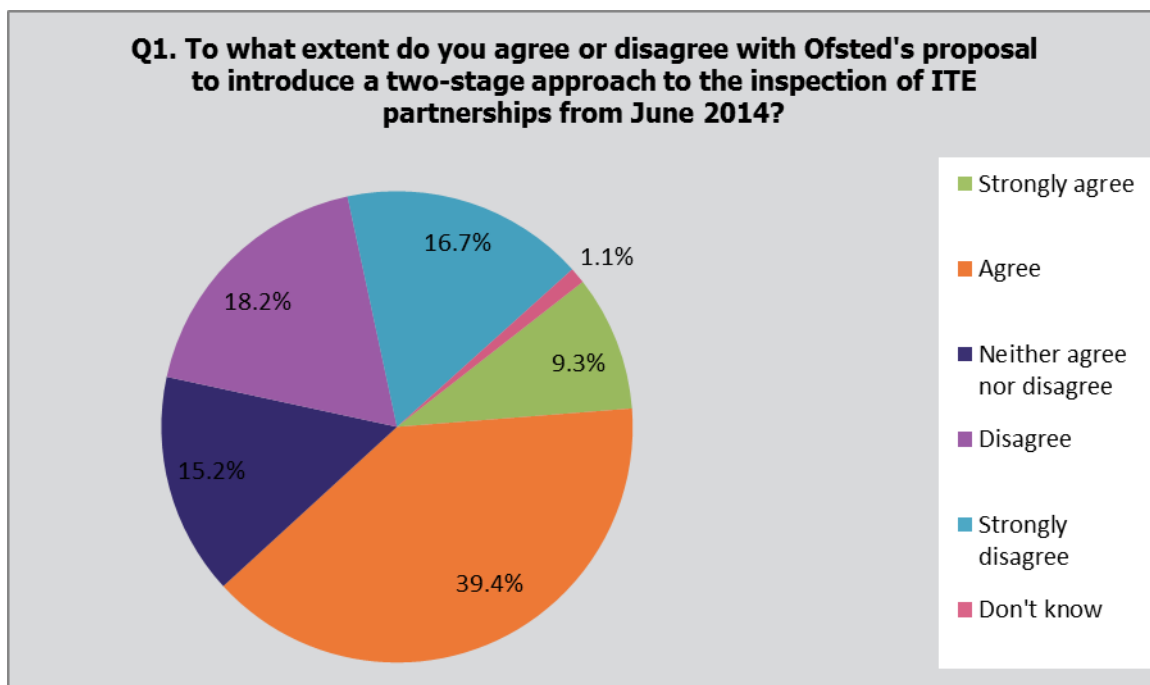
10.   Many respondents to the online consultation and those involved in discussion meetings agreed that the proposal to inspect training and trainees in the summer term and newly qualified teachers (NQTs)/former trainees in the autumn term was either a 'sensible' or 'better approach'. One ITE partnership described this as a 'significant improvement on the current framework' and another as a 'reasonable way to assess the impact of teacher training.' Respondents who were in favour of the proposal welcomed the focus on the preparation of trainees to deal with the realities of teaching and the rigours of the classroom early in their careers. One individual's response typified this view: 'at last, a focus upon the quality of trainees in the classroom and speedy follow-up during the induction year.'

11.   Almost all respondents to the online consultation and those involved in discussion meetings welcomed the proposal to focus ITE inspections on training and trainees' teaching in the summer term. Several respondents indicated this was a 'better system' and 'valued by ITE partnerships, as it had worked successfully in previous ITE inspection frameworks.' One higher education institution (HEI) partnership indicated that ITE inspections towards the end of a training programme 'would be a fairer test of trainees' competence.' Respondents indicated that the timing of these inspections would provide inspectors with more robust and reliable evidence about trainees' outcomes, how well trainees teach, and their level of preparedness for entry to the profession.
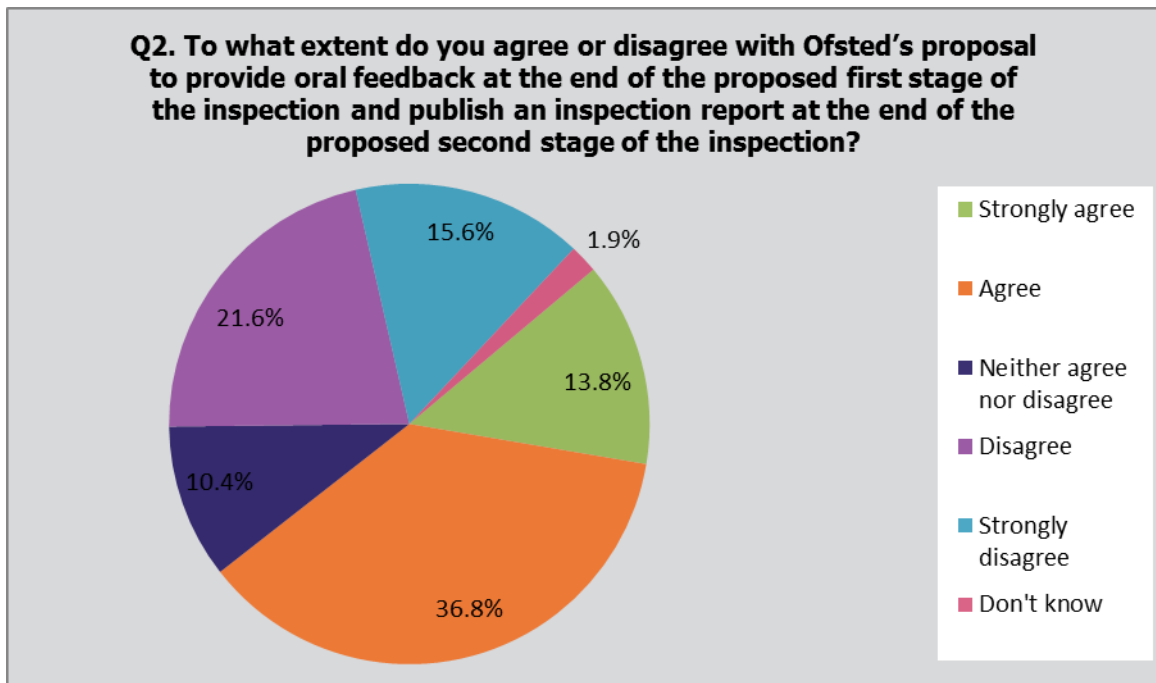
12. The respondents who disagreed with the proposal raised concerns about the timing of inspections in the summer term; they indicated that inspectors were more likely to observe postgraduate full-time trainees on one-year programmes than undergraduate, flexible or part-time primary and secondary trainees or first year part-time trainees in the FE sector. ITE inspections look at evidence relating to trainees on all training routes during inspections. As the majority of trainees currently undertake one-year, postgraduate, full-time training programmes the summer term is the best time for ITE inspections, which focus on the impact of training on trainees' outcomes, to take place.

13. The emphasis on NQTs/former trainees in the autumn term proved more contentious in responses received from the online consultation and in discussions held during focus group meetings. Two areas of concern were raised. A number of respondents indicated that autumn term observations of NQTs/former trainees would cause additional pressures for new teachers during their first term in post. Ofsted does not believe this will be the case. NQTs/former trainees are already observed as part of the current ITE inspection framework and are used to having observations as part of their recent training and the induction process.

14. The other concern raised by respondents and those involved in focus group meetings related to whether the proposals would favour the School Direct route over school-centred initial teacher training or higher education partnerships. This is because trainees from these programmes are more likely to continue to work in the same school or partnership at the end of their training. To guard against this, inspectors have been provided with guidance on how NQTs/former trainees will be selected, depending upon the size, scale and complexity of the partnership. Some of these NQTs/former trainees are likely to be employed in partnership schools, colleges and/or other settings and some may be employed in areas beyond the ITE partnership.

15. Some respondents indicated that the two-stage approach proposed would 'create a more equal playing field than at present.' This was because all ITE partnerships would be inspected at a similar time of year. Other ITE partnerships commented that the proposed two-stage approach would remove the burden of a potential inspection taking place at any time in the academic year. Another explained that 'with two days' notice, a focus on trainees in the summer term and NQTs/former trainees in the autumn could make things easier.' Those who disagreed questioned whether Ofsted would have the capacity to deliver the volume of inspections required in a shorter timeframe. Ofsted has carefully analysed the volume of inspections it will need to undertake in the summer and autumn terms of future academic years and the likely increase in numbers of accredited school-centred initial teacher training (SCITT) partnerships. Regional capacity to deliver the required volume of ITE inspections has been developed. Ofsted has increased the number of HMI trained to inspect within the ITE remit and arranged that, wherever possible,

lead and assistant lead inspectors will be scheduled for both stages of an ITE inspection in the 2014 framework.

16. After careful consideration Ofsted has decided to introduce a two-stage approach to ITE inspections from June 2014. This will ensure that inspectors can directly observe how well the majority of trainees teach in the summer term near the end of their training, and how well NQTs/former trainees teach near the start of their employment and/or induction in the subsequent autumn term. However, after discussions with colleagues from The National College for Teaching and Leadership, and a number of ITE partnerships we have agreed that reinspections of 'requires improvement' and 'inadequate' partnerships will take place as a one-stage process in the subsequent summer term of the same academic year as their stage two inspection.

> Q2. To what extent do you agree or disagree with Ofsted's proposal 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?

17. 51% of respondents to the online consultation agreed or strongly agreed with the proposal. 37% disagreed or strongly disagreed.

Q2. To what extent do you agree or disagree with Ofsted's proposal 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 — 13.8%
- Agree — 36.8%
- Neither agree nor disagree — 10.4%
- Disagree — 21.6%
- Strongly disagree — 15.6%
- Don't know — 1.9%

18. The majority of respondents to the online consultation agreed that providing 'professional dialogue' in the form of oral feedback at the end of the first stage of the inspection was a sensible, expedient and developmental approach. One

typical response explained this as 'a reasonable way of working'; another indicated 'this is what used to happen in previous inspection frameworks and we would be perfectly happy with this.' A number of ITE partnerships indicated that this approach would also be helpful and supportive in making improvements before the proposed second stage.

19. Respondents who disagreed indicated that emerging findings should be shared in writing at the end of the first stage to ensure clarity of communication, particularly if there were changes of ITE partnership staff between academic years, and to avoid any misunderstandings between inspectors and ITE partnerships. This response from one ITE partnership was typical of the views expressed by those who disagreed with the proposal: 'A brief written synopsis of the findings and future lines of enquiry would be preferable.'

20. As a result of the consultation, Ofsted has partially amended this proposal. To ensure that oral feedback has been captured and shared with the ITE partnership, lead inspectors will be required to email a summary of oral feedback form to the provider's representative at the end of stage one of the inspection. This form will summarise both the emerging positive features and emerging areas for improvement at the end of stage 1 of the inspection process. It will also facilitate a focus on improvement prior to the second stage of the ITE partnership's inspection. The second stage of the inspection process will focus on NQTs/former trainees and evidence of improvement between stages one and two of the inspection. No judgements will be made until the end of stage two of the inspection when ITE partnerships will receive oral feedback and a written inspection report which will be published on our website.

> Q3. To what extent do you agree or disagree with the suggested amendments to Part 2 of the ITE inspection handbook related to overall effectiveness?

21. 54% of respondents to the online consultation agreed or strongly agreed with the suggested amendments to Part 2 of the ITE inspection handbook. 24% disagreed or strongly disagreed. Almost a fifth of responses received neither agreed nor disagreed with the proposal.

Q3. To what extent do you agree or disagree with the suggested amendments to Part 2 of the ITE inspection handbook related to overall effectiveness?

- Strongly agree: 7.8%
- Agree: 45.7%
- Neither agree nor disagree: 19.7%
- Disagree: 14.5%
- Strongly disagree: 9.3%
- Don't know: 3.0%
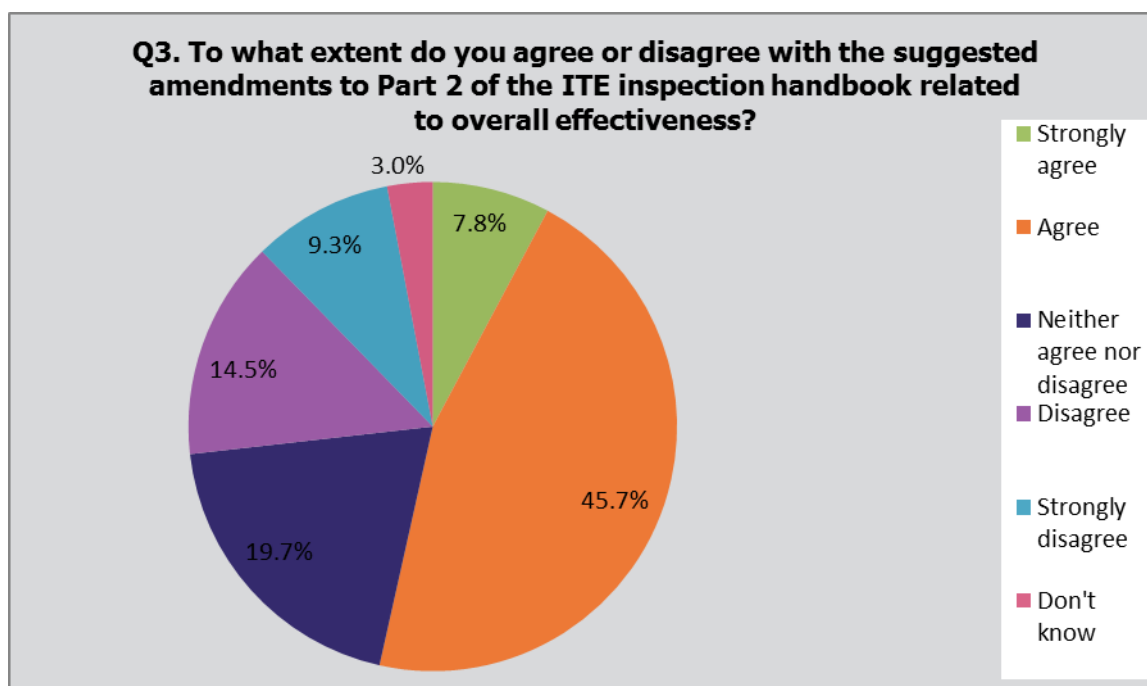
22. The majority of respondents and those involved in discussion meetings were in favour of the proposal to strengthen the overall effectiveness criteria in relation to all four areas:

- the quality of training in the management of behaviour

- emphasising the importance of observations and other evidence when determining the quality of trainees', NQTs'/former trainees' teaching

- efforts made to engage schools, colleges and/or other settings in challenging circumstances, including those judged to require improvement in ITE partnerships

- the accuracy of information on trainees' performance and effective liaison between ITE partnerships and employers.

23. Respondents in favour of the proposal agreed that the suggested amendments should be welcomed and provided 'a common sense approach to ensuring that training partnerships were fully committed to providing high-quality entrants to the profession.' Others indicated that these proposals 'could only bring change for the good' and that these features already existed in good ITE partnerships.

24. Those who disagreed with the proposal raised concerns about the emphasis on behaviour and discipline, or pointed out that the current framework already placed great emphasis on behaviour and the observation of trainees and NQTs/former trainees. Ofsted has responded to these comments and amended the terminology used in the revised ITE inspection handbook to place a greater emphasis on the promotion and management of good behaviour rather than behaviour and discipline. Ofsted will continue to place emphasis on

observations and a range of other evidence when determining the quality of trainees', NQTs'/former trainees' teaching and their attainment in relation to the relevant professional standards.

25. Most respondents agreed that it was important for trainees to gain practical experience in a range of different types of schools, colleges and/or settings. A number of responses indicated this would be 'a positive step forward' and that the proposal would encourage ITE partnerships to engage in such contexts, particularly where 'the capacity for high-quality school-based mentoring and training was at least good.' Respondents indicated that experience of more challenging and 'requires improvement' contexts would be of benefit to trainees. As one respondent explained 'by engaging such contexts in ITE partnerships then the opportunities to appoint well-prepared NQTs/former trainees would be of mutual benefit to employers and employees.' Other respondents welcomed the focus on the impact of ITE in areas of the country where recruiting new teachers was difficult. A number of respondents indicated that they would want to ensure a balance of training experiences for trainees, including opportunities to observe good and outstanding practice. Others indicated they would welcome a clearer definition of 'schools in challenging circumstances'. The revised ITE inspection handbook explains that this definition refers not to the quality of the schools/colleges/settings, but to the challenging socio-economic circumstances of their locations.

26. Respondents could see the value in providing accurate and detailed information on trainees' performance and in liaising effectively with employers to smooth the transition from initial teacher training to induction and saw this as a key element of their 'partnership work'. One ITE partnership commented that 'we are entirely committed to teachers' continuity and progression in their professional development within and beyond ITE.' Those who disagreed, raised practical queries about how this could best be achieved in the context of their particular ITE partnership and the responsibilities that other bodies had for induction. Responses from schools and individuals responsible for induction, however, indicated that they felt the quality of information received from ITE partnerships and links between ITE partnerships and employing schools, colleges and/or other settings could be improved and supported the proposal to strengthen this aspect of the overall effectiveness judgement.

27. The overall effectiveness criteria have been amended as indicated in the proposal. Ofsted will evaluate the targets trainees are set at the end of their training and the effectiveness of liaison between ITE partnerships and employing schools. A clearer definition of 'challenging circumstances' has been provided and there is a change in emphasis from behaviour and discipline to the promotion and management of good behaviour.

> Q4. To what extent do you agree or disagree with Ofsted's proposal 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?

28. 47% of the responses to the online consultation agreed or strongly agreed with the proposal; 34% disagreed or strongly disagreed and almost a fifth neither agreed nor disagreed.

Q4. To what extent do you agree or disagree with Ofsted's proposal 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

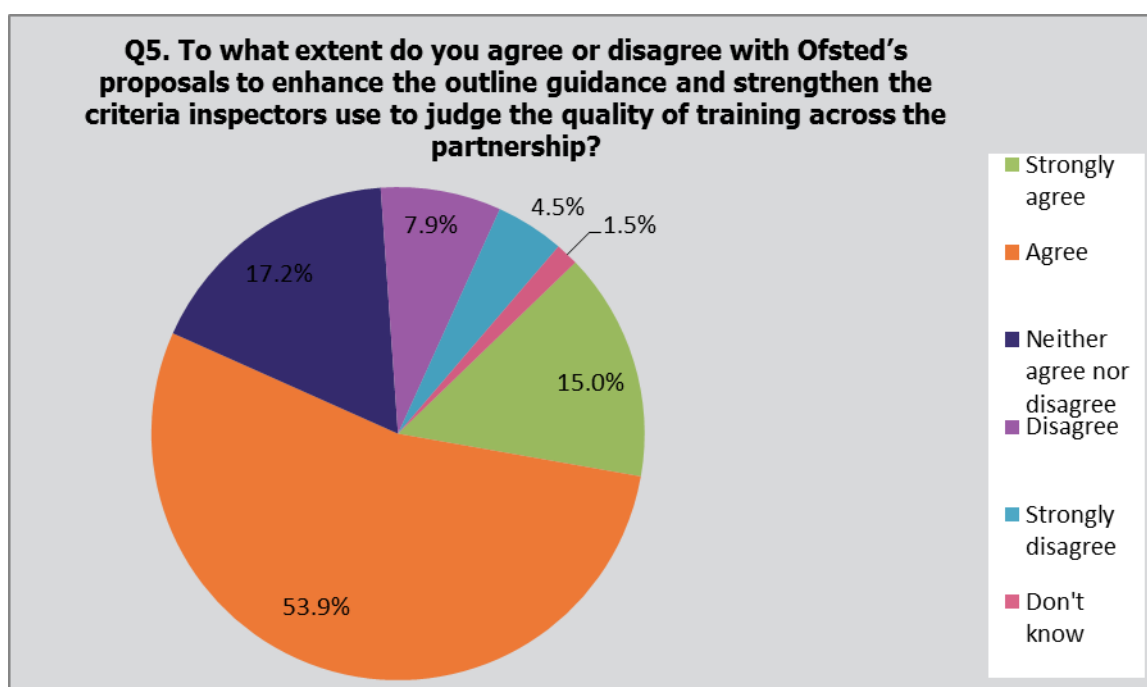17.3% 0.0% 12.0% 35.0% 18.8% 16.9%
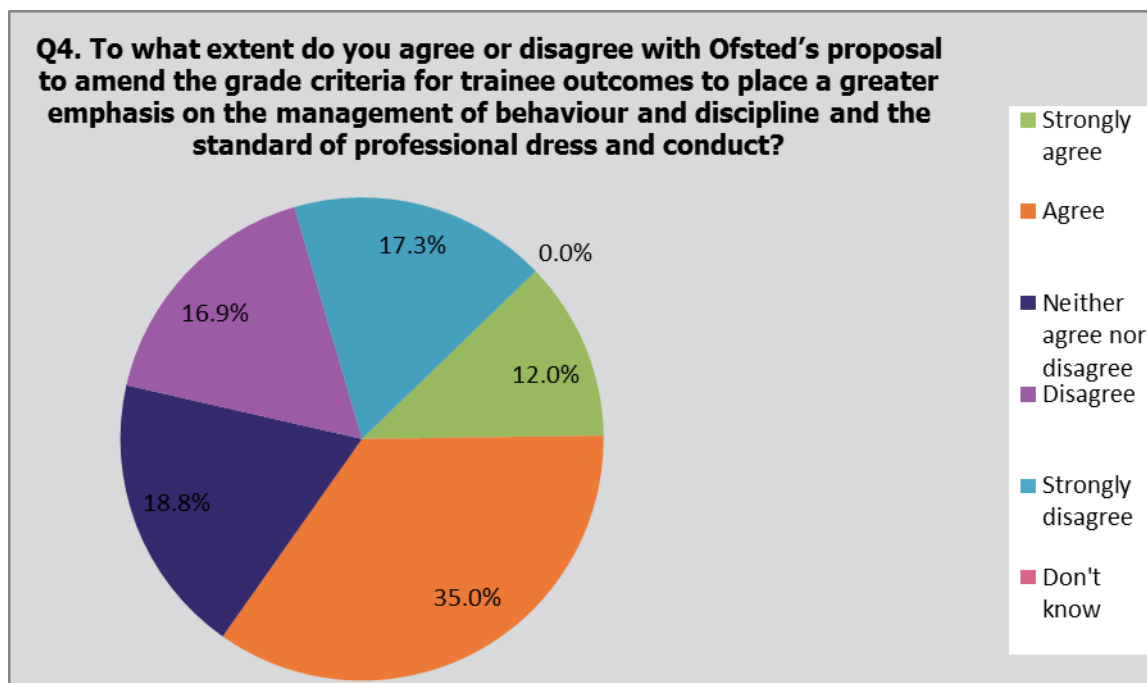
29. The responses to the proposal were mixed, with more in favour of this proposal than against it. This proposal also attracted the greatest number of comments from respondents. These responses supported greater emphasis on behaviour and conduct, but questioned the greater emphasis on professional standards of dress.

30. Many respondents indicated that behaviour was key and some also explained that pupil behaviour was one of the main reasons for teachers leaving the profession. One response from a professional association indicated that initial teacher training 'must ensure that trainees are adequately prepared to face the challenge of the classroom and maintain a safe and orderly environment.' Some respondents emphasised the important role played by teachers in establishing expectations and as role models for the learners they teach. This comment typified a number of responses: 'I welcome the shift to ensure that new entrants know how to dress and conduct themselves professionally. If we want to be recognised as a profession we need to act and dress like one!'

31. Respondents who disagreed felt there should be a greater emphasis on promoting positive behaviour, attitudes to learning, effective teaching and

dealing with prejudice-based bullying rather than managing behaviour. Others indicated too much emphasis was given to professional dress in the proposals and that this was only one aspect of professional conduct. Several respondents pointed out that professional dress should be considered within the context in which trainees were working and others emphasised this was already a requirement in professional codes of conduct within ITE partnerships.

32. The criteria that inspectors use to make judgements about the quality of training in the management of behaviour have been strengthened as proposed with an emphasis on the promotion and management of good behaviour. Greater emphasis has been placed on professional conduct with specific reference to appropriate professional dress related to the context in which trainees are working.

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

33. A large majority of respondents were in favour of this proposal with 69% of respondents indicating they agreed or strongly agreed, and only 12% indicating they disagreed or strongly disagreed.

Q5. To what extent do you agree or disagree with Ofsted's 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

7.9% · 4.5% · 1.5% · 17.2% · 15.0% · 53.9%
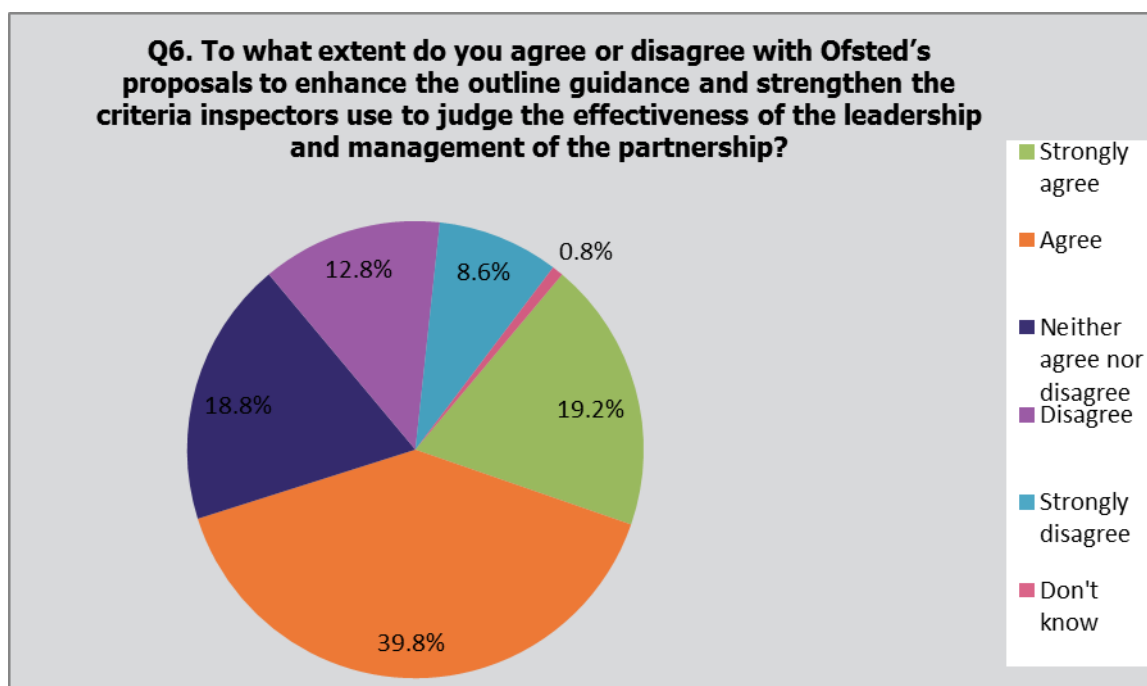
34. Most respondents agreed this proposal was a positive move. One respondent's views were typical of many: 'Strengthening the focus on trainees' practical experience, in challenging underachievement, low aspirations and inequalities in a range of settings, with opportunities to learn from good and outstanding practice is welcomed.' Other respondents indicated that 'this proposal mirrors

what responsible ITE partnerships are already doing.' Focus group discussions emphasised the need for trainees to be better equipped to face the challenges confronting different schools.

35. Some respondents indicated that the proposal included the skills that settings, schools and colleges would particularly value, including 'effective strategies for engaging, motivating and ensuring the progress of underperforming groups with the current emphasis on "closing the gap" and pupil premium.' Respondents stated the importance of ensuring that all trainees had opportunities to observe and learn from both good and outstanding practice, and gain practical experience of working in settings, schools and/or colleges in challenging circumstances as part of their training. One respondent described the proposal as a 'positive move which focused on trainees' ability to "do the job" rather than understand the theory.' One trainee respondent indicated this would have been of particular value to them as part of their training. Some NQT/former trainee respondents indicated this had been a feature of the training they had received.

36. Several respondents emphasised the importance of balancing the types of schools, colleges and/or other settings trainees experience during their training. Others welcomed the opportunity to respond to the challenge and play a greater role in supporting school improvement and involving 'requires improvement' schools appropriately within their ITE partnerships.

37. Additional bullet points have been added to the areas that inspectors must evaluate to make judgements about the extent to which trainees benefit from the quality of training in the revised ITE inspection handbook, as indicated in the proposal.

> Q6. To what extent do you agree or disagree with Ofsted's proposals to enhance the outline guidance and strengthen the criteria inspectors use to judge the effectiveness of the leadership and management of the partnership?
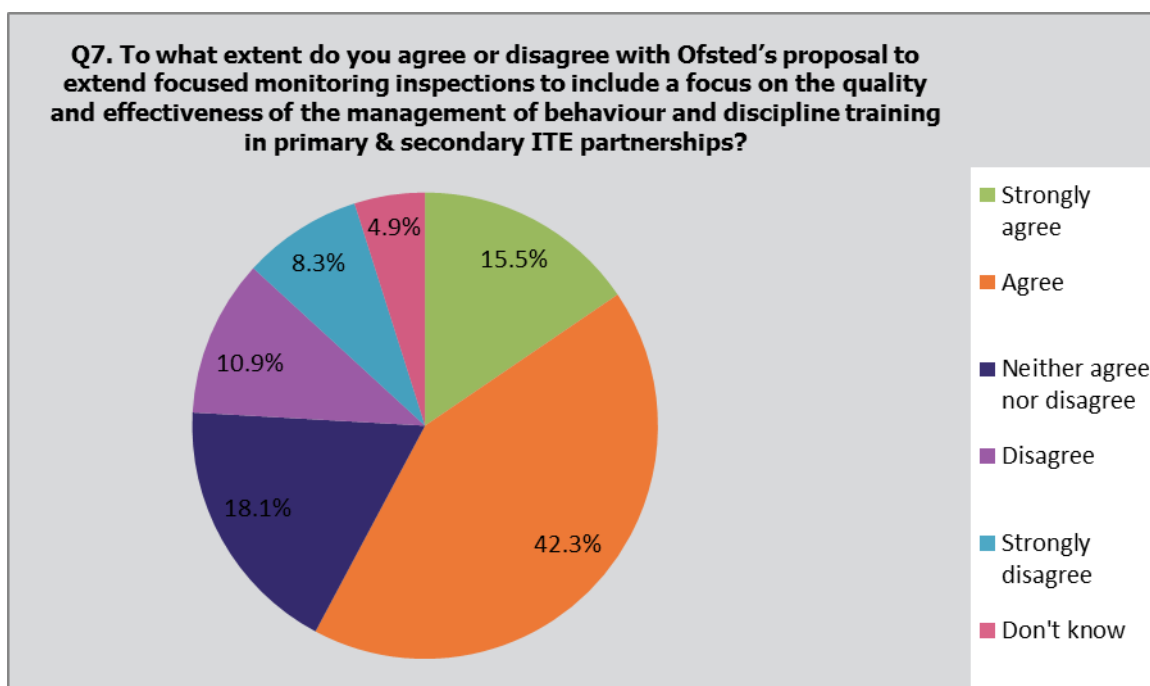
38. Fifty nine per cent of respondents to the online consultation agreed or strongly agreed with the proposal. Twenty one per cent disagreed or strongly disagreed and almost a fifth neither agreed nor disagreed.

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

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

Values shown: 0.8%, 8.6%, 12.8%, 18.8%, 19.2%, 39.8%

39. The majority of respondents supported the proposal to enhance the focus on how effectively schools, colleges and other settings are engaged in the ITE partnership and the preparation of trainees for employment and induction. Some respondents indicated their full support for proposals which ensured that leaders and managers were driving improvement. Others responded to say actively seeking feedback on the performance of NQTs/former trainees from employers to improve the quality of training and outcomes for trainees was an important part of this process.

40. Additional bullet points have been added to the areas that inspectors must evaluate to make judgements about the leadership and management of the partnership in the revised ITE inspection handbook as indicated in the proposal. In addition, two suggestions from focus group meetings have been adopted. These are: the evaluation of partnership involvement in the review, evaluation and development of ITE provision and – after discussion with BIS and ITE in FE stakeholders – employer and business engagement in ITE in FE provision.

> Q7. To what extent do you agree or disagree with Ofsted's proposal 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?

41. Fifty eight per cent of respondents to the online consultation agreed or strongly agreed with the proposal. Almost a fifth of respondents disagreed or strongly disagreed and a further fifth indicated they neither agreed nor disagreed.

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

- Strongly agree — 15.5%
- Agree — 42.3%
- Neither agree nor disagree — 18.1%
- Disagree — 10.9%
- Strongly disagree — 8.3%
- Don't know — 4.9%

42. There was support for the extension of focused monitoring inspections to include behaviour as well as phonics. Typical comments received from respondents include: 'The management of behaviour in schools is important and this is a welcome addition to the framework', 'This aspect of ITE has been one of the weaker elements of trainees' and NQTs' performance over time', and 'It is long overdue. [Poor pupil behaviour] is one of the factors that drives young people out of the profession.'

43. Respondents pointed out that this approach was consistent with recent changes to the monitoring of behaviour in schools and that promoting and managing good behaviour was an issue not only for teachers and schools, colleges and/or other settings but should be a key focus in initial teacher training inspections. Some respondents emphasised that focused monitoring inspections about behaviour should check on the recommendation in Ofsted's report *No place for bullying*[5] that 'providers of initial teacher education should ensure that trainees learn about bullying, including prejudice-based bullying and language, as part of their training on behaviour.' Comments from those who disagreed with the proposal echoed those already summarised in the responses made to questions 3 and 4 above in relation to the emphasis given to behaviour and discipline.

44. Focused monitoring inspections to evaluate the quality and effectiveness of training in the promotion and management of good behaviour for primary and secondary ITE partnerships have been introduced as indicated in the proposal.

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[5] *No place for bullying*, Ofsted, 2012; www.ofsted.gov.uk/resources/110179.

> Q8. To what extent do you agree with Ofsted's 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?

45. Sixty four per cent of respondents to the online consultation agreed or strongly agreed with this proposal. Eighteen per cent disagreed or strongly disagreed.
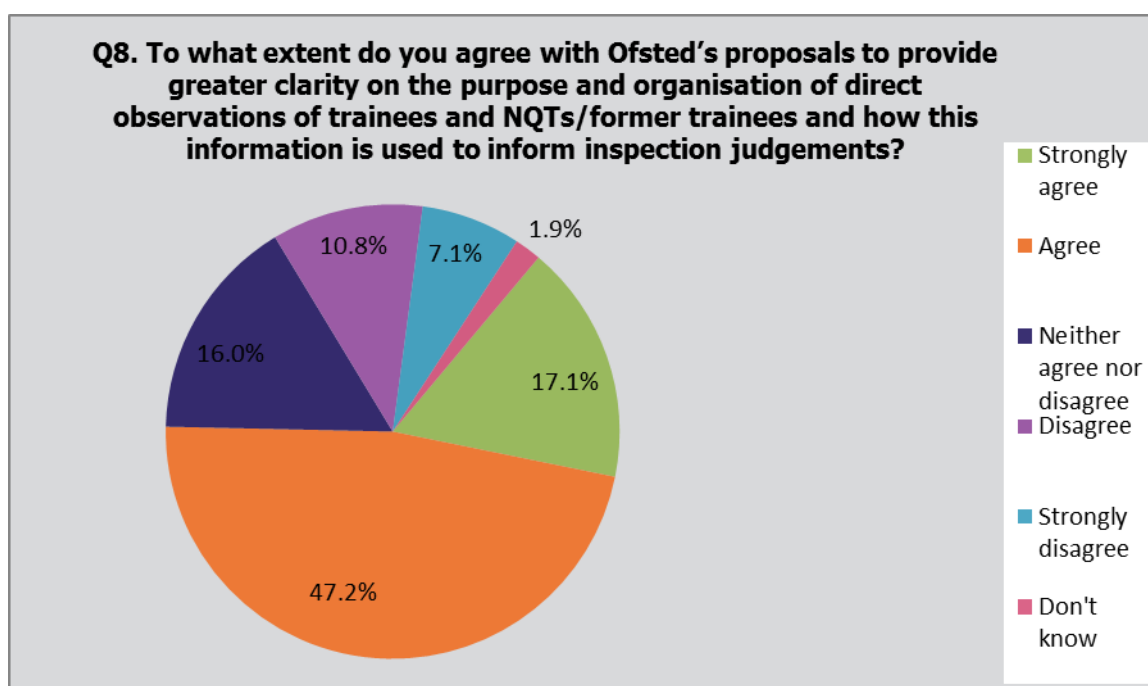

46. The majority of respondents and those who attended focus group meetings were in favour of this proposal. The provision of greater clarity on the purpose and organisation of direct observations of trainees and NQTs/former trainees and how this information is used to inform inspection judgements was welcomed by respondents who typically commented that 'clarity was useful and greater transparency was appreciated.' The views of those who disagreed echoed the responses to question 1 summarised above in relation to the focus on NQTs/former trainees early in their induction.

47. Information on the purpose and organisation of direct observations of trainees and NQTs/former trainees has been included in the revised ITE inspection handbook as indicated in the proposal.

> Q9 To what extent do you agree or disagree with the proposed amendments 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?

48. Fifty five per cent of respondents to the online consultation agreed or strongly agreed with the proposal. Only nine per cent disagreed or strongly disagreed. Almost a quarter of responses to this proposal neither agreed nor disagreed and over a tenth of respondents provided a 'don't know' response.

Q9. To what extent do you agree or disagree with the proposed amendments to the ITE inspection handbook to reflect the introduction of the 2013 Education & Training Qualifications and new professional standards for teachers and trainers in the FE sector?

- Strongly agree: 13.7%
- Agree: 40.8%
- Neither agree nor disagree: 23.9%
- Disagree: 4.3%
- Strongly disagree: 4.3%
- Don't know: 12.9%
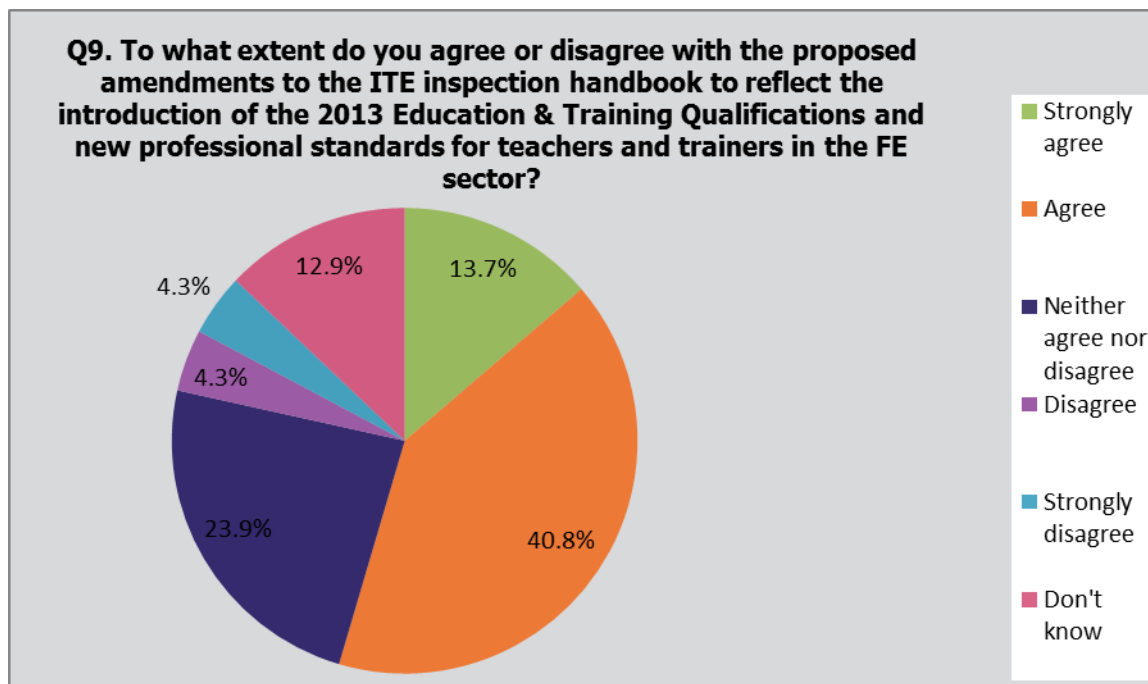
49. Views on the proposed amendments to reflect the introduction of the 2013 Education and Training Qualifications and 2014 professional standards for teachers and trainers in the FE sector were more mixed. A number of respondents indicated they had no experience of the FE sector and were unable to comment. Responses from ITE in FE partnerships and stakeholder groups strongly supported the proposal, explaining that it was not contentious and that the ITE inspection framework should reflect 'the most recent legislation and statutory guidance and recent changes to FE teacher training.' Some respondents indicated they would welcome further clarification on the status of the 2014 professional standards for teachers and trainers in the FE sector.

50. The ITE inspection handbook has been revised to reflect the 2014 professional standards for FE teachers and trainers as proposed. This handbook explains that the 2014 professional standards for teachers and trainers in the FE sector will be used in the same way as the previous 2007 *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* were used in the current inspection framework.

The way forward

51. We are grateful to all respondents who took part in the consultation, participants in the focus group meetings and other discussions and to those who were involved in looking at revisions to the ITE inspection handbook. We appreciate the professional dialogue and insightful comments that have been used to inform the development of the revised ITE inspection handbook which has been published at the same time as this report on the consultation.

52. In summary, as a result of the consultation we have made the following revisions to the 2014 ITE inspection handbook for use from June 2014:

Summary of revisions made to the ITE inspection handbook	Where the revisions can be found in the ITE inspection handbook for use from June 2014
The introduction of a two-staged approach to ITE inspections from June 2014. Reinspections of 'requires improvement' and 'inadequate' partnerships will take place as a one-stage process within a year of the previous inspection.	This change is reflected in revisions to *Part 1 – Instructions and guidance* which is now organised into two sections, one for each stage of the inspection. These sections include information on reinspections of 'requires improvement' and 'inadequate' partnerships.
Professional dialogue and oral feedback will be provided at the end of both stages of the inspection process. A written summary of oral feedback form will be provided at the end of stage one and a written, published report at the end of stage two.	This change is reflected in *Part 1 – Instructions and guidance,* stage one team meetings during the inspection and stage two feedback sections.
The overall effectiveness criteria have been amended as proposed. A clearer definition of 'challenging socio-economic circumstances' has been provided and a change of emphasis from behaviour and discipline to the promotion and management of good behaviour has been made.	These changes are reflected in revisions to *Part 2 – The evaluation schedule, criteria and grade descriptors*, overall effectiveness.
The criteria that inspectors use to make judgements about the quality of training in the management of behaviour have been strengthened as proposed. The criteria that inspectors use to make judgements about trainees' personal and professional conduct includes specific reference to appropriate professional dress for the context in which they are working.	These changes are reflected in *Part 2 – The evaluation schedule, criteria and grade descriptors.*
Additional bullet points have been added to the areas that inspectors must evaluate to make judgements about the extent to which trainees	These changes are reflected in *Part 2 – The evaluation schedule, criteria and grade descriptors,* the quality of training

benefit from the quality of training.	across the partnership, the overall consistency, coherence and quality of all aspects of the training and the quality of placements sections.
Additional bullet points have been added to the areas that inspectors must evaluate: to make judgements about the leadership and management of the partnership; how effectively schools, colleges and other settings are engaged in the ITE partnership; the preparation of trainees for employment and induction.	These changes are reflected in *Part 2 – The evaluation schedule, criteria and grade descriptors,* leadership and management of the partnership section.
Focused monitoring inspections to evaluate the quality and effectiveness of training in behaviour for primary and secondary ITE partnerships have been introduced.	Detailed information about these inspections has been added to *Annex A.*
Information on the purpose and organisation of direct observations of trainees and NQTs/former trainees is included.	This is explained in the ITE inspection handbook *Part 1 – Instructions and guidance,* stage one and stage two observations of teaching and learning sections.
The ITE inspection handbook has been revised to reflect the 2014 professional standards for FE teachers and trainers. Clarification on how these standards will be used has been provided.	This change is reflected throughout.
Other revisions have been made to reflect changes that have been made to all of Ofsted's inspection remits, including in relation to e-safety. The handbook has also been updated in relation to dates, titles and footnotes.	These changes are reflected throughout.
Reflecting the changing ITE landscape of small partnerships offering training in more than one QTS phase, smaller partnerships will be judged as a primary and secondary partnership with reports indicating one set of grade judgements.	This change is reflected in *Part 1 – Instructions and guidance,* stage two after the inspection and the inspection report sections.

Annex

Respondent sources

40.5% of the online consultation responses were received from organisations and 59.5% from individuals.
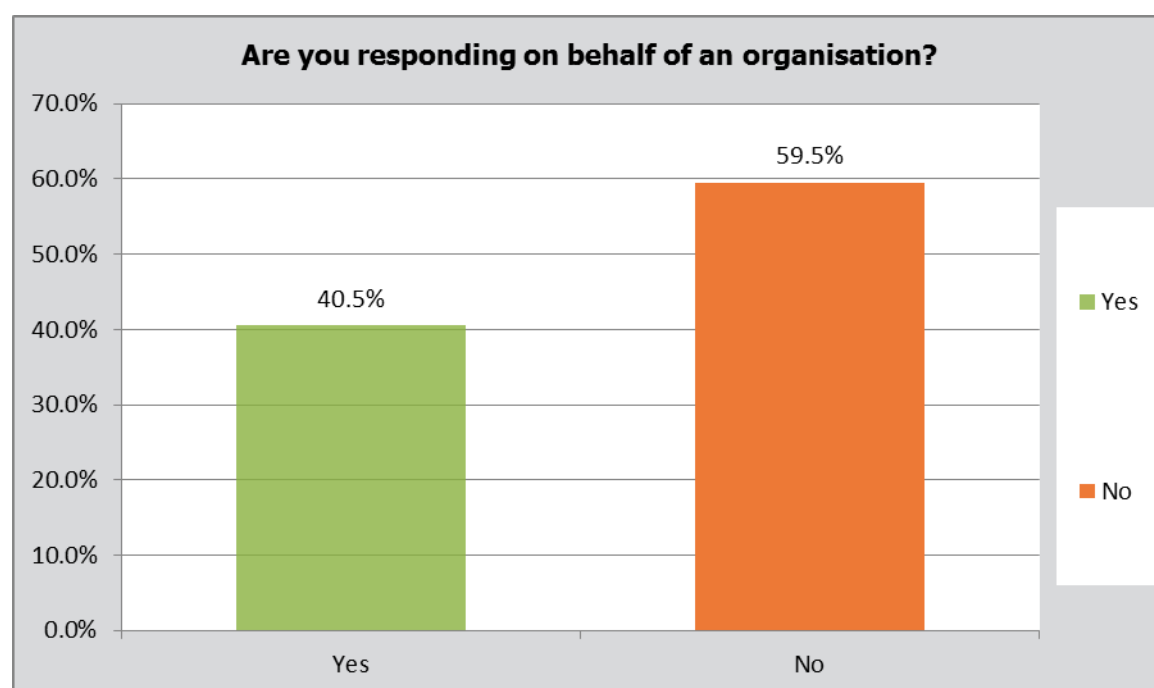
The greatest number of organisational responses was from representatives of different types of ITE partnership. Most of the individual responses received were from teachers, trainers, mentors and trainees.

Respondent roles	Response Percent
a trainee	6.0%
a newly qualified teacher (NQT)	1.3%
a former trainee of a programme of further education (FE) training	0.9%
a teacher	19.4%
a trainer	8.2%
a mentor	6.0%
a headteacher or principal	4.7%
a representative of a school centred initial teacher training (SCITT) partnership	12.1%
a representative of higher education institutions (HEI) partnership	21.1%
a representative of a school involved in School Direct	7.3%

a professional association	6.0%
a subject association	3.0%
an inspector	3.4%
a member of the general public	0.4%

The following organisations submitted written responses to the consultation:

Advisory Committee on Mathematics Education (ACME)
Alcohol Education Trust Charity (AET)
Association for Physical Education (afPE)
Association of Colleges (ASCL)
Association of Mathematics Education Teachers (AMET)
Association of School and College Leaders (ASCL)
Association of Teachers of Mathematics (ATM)
Association of Tutors in Science Education (ATSE)
Beauchamp Initial Teacher Training (ITT) Partnership
Bournemouth Poole & Dorset Secondary Training Partnership
British Dyslexia Association (BDA)
Bromley Schools' Collegiate
Buckingham Partnership SCITT
Buckinghamshire County Council
Catholic Education Service (CES)
CfBT Education Trust
Cheslyn Hay Sport & Community High School
Chiltern Training Group
City College Peterborough
Communication Trust
Cornwall & Cornwall Teaching School SCITT
Doncaster Initial Teacher Training (ITT) Partnership
Dyslexia-SpLD Trust
East London Schools SCITT
Eastern Region Network - East 1
Economics Business and Enterprise Association (EBEA)
Edge Hill University
Education and Training Foundation (ETF)
Gatsby Charitable Foundation
General Teaching Council for Scotland (GTCS)
Geographical Association (GA)
Gloucestershire Initial Teacher Education Partnership (GITEP)
Greenwich Community College
Heart of England School
Institute for Learning (IfL)
Institute of Education, University of London

Jisc Regional Support Centre, London
Kent & Medway Training
Leeds Metropolitan University
Lexden Springs School
Loreto Grammar School, Altrincham
Manchester Metropolitan University
National Association of Head Teachers (NAHT)
National Association of School Based Teacher Trainers (NASBTT)
National Personal and Social Education Association for Advisors, Inspectors & Consultants (NSCoPSE)
National Primary Teacher Education Council (NaPTEC)
National Union of Teachers (NUT)
Newcastle City Learning Centre
Newcastle-under-Lyme College
North East Essex Teaching Alliance (NEETSA)
North Essex TeacherTraining (NETT)
North Lincolnshire Partnership SCITT
Outwood Institute of Education
Oxon-Bucks School-centred Initial Teacher Training
Personal Social Health and Economic Education (PSHE) Association
Plymouth Institute of Education, Plymouth University
Plymouth University Partnership of FE Colleges
Queen Elizabeth's School
Richmond School
Royal Academy of Dance
School Centred Initial Teacher Training in East London Schools (SCITTELS)
SERCO Inspections
Sheffield Hallam University
St Mary & St Paul's CE Primary School
St Mary's University, Twickenham
Stockton on Tees Borough Council
Teach First
The Priory Academy LSST
The Solent SCITT
Tribal Group
Universities Council for the Education of Teachers (UCET)
Universities UK (UUK) and GuildHE, Teacher Education Advisory Group (TEAG)
University and College Union (UCU)
University College Birmingham
University of Cambridge Faculty of Education
University of Cambridge Faculty of Education Early Years and Primary PGCE Teaching Team
University of Central Lancashire (UCLan)
University of East Anglia (UEA)
University of Exeter
University of Huddersfield

University of Hull
University of Nottingham
University of Oxford, Department of Education
University of Roehampton
University of the West of England, Bristol (UWE)
University of Worcester
Voice
Wandsworth Primary Schools' Consortium
Wessex Schools Training Partnership

The following stakeholders were involved in focus group meetings during the consultation:

Association for Citizenship Teaching (ACT)
Association for Language Learning (ALL)
Association for Physical Education (afPE)
Association for Science Education (ASE)
Association of Teachers and Lecturers (ATL)
Association of Teachers of Mathematics (ATM)
Department for Business, Innovation and Skills (BIS)
Department for Education (DfE)
Economics, Business and Enterprise Association (EBEA)
Education and Training Foundation (ETF)
Geographical Association (GA)
Institute for Learning (IfL)
National Association of Advisors for Computers in Education, ICT Group (NAACE)
National Association of Schoolmasters Union of Women Teachers (Nasuwt)
National Association of School-based Teacher Trainers (NASBTT)
National College for Teaching and Leadership (NCTL)
Personal, Social, Health and Economic Education (PSHE) Association
Teaching Schools' Council
Universities' Council for the Education of Teachers (UCET)
Universities UK (UUK) and GuildHE, Teacher Education Advisory Group (TEAG)