



OFFICE FOR STANDARDS
IN EDUCATION

Handbook for the Inspection of Initial Teacher Training (2002-2008)

Guidance document
from the Office of
Her Majesty's Chief
Inspector of Schools

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Introduction

Purposes of the Handbook

- 1 Following the positive endorsement of the proposals in the consultation on inspection arrangements for initial teacher training (*Inspection Arrangements for Initial Teacher Training: 2002/03 Onwards*), the Office for Standards in Education (OFSTED) and the Teacher Training Agency (TTA) have agreed the *Framework for the Inspection of Initial Teacher Training* (the *Framework*). The *Framework* sets out what will be inspected and the new, differentiated, inspection system that will be employed. This *Handbook for the Inspection of Initial Teacher Training* (the *Handbook*) explains how the *Framework* will be applied in all initial teacher training (ITT) inspections. It also shows how inspections relate to the *Professional Standards for Qualified Teacher Status* (the *Standards*) and the *Requirements for Initial Teacher Training* (the *Requirements*), contained in *Qualifying to Teach*, DfES/TTA, 2002, and other relevant legislation, such as the Race Relations (Amendment) Act (2000).
- 2 OFSTED's inspections of ITT are established in statute and the TTA has a statutory duty to have regard to the outcomes of them when funding ITT provision. The evidence gathered from inspections assists Her Majesty's Chief Inspector of Schools (HMCI) to fulfil his statutory duties, including those to:
 - provide advice to the Secretary of State, who is responsible for all matters relating to publicly funded education in England
 - contribute quality assessments to the TTA that inform its allocation and accreditation decisions
 - report annually on matters of education.
- 3 The main purposes of the *Handbook* are to:
 - guide inspectors on how to carry out the different types of inspection
 - guide inspectors on the questions they need to consider in order to make judgements about quality and decide on quality grades.
- 4 In making the *Handbook* public, OFSTED aims to:
 - promote high standards in ITT and contribute to raising standards in schools
 - provide a basis for consistency, fairness and validity in ITT inspections
 - allow providers to prepare for inspections and work with inspectors to ensure the smooth running of the inspection process
 - support providers' self-evaluation procedures.
- 5 To achieve these aims the *Handbook* explains:
 - how the different types of inspection will be organised and managed
 - the questions inspectors will be seeking to answer, the evidence they are likely to require to make their judgements and how the quality grades are to be decided
 - the quality assurance procedures for ITT inspections.
- 6 Inspection practice will need to take account of any changes to the *Requirements* or to other legislation. It may also develop in the light of experience. Providers will be informed of any such changes well in advance of their implementation.

- 7 The *Handbook* is produced in sections so that providers and inspectors can locate those they require for particular inspections. It is also placed on the OFSTED web site (www.ofsted.gov.uk) so that reference can be made to those parts needed. The main sections are:
 - Inspection of management and quality assurance and the role of the managing inspector
 - Full secondary inspections
 - Full primary inspections
 - Short inspections
 - Inspection of small secondary providers.
- 8 The *Handbook* contains guidance for inspectors on how to judge the quality of provision and the standards achieved by trainees, using the four-point scale in the *Framework*. Nothing in this *Handbook* should be taken to imply any additional requirements beyond those in *Qualifying to Teach* and the Race Relations (Amendment) Act (2000). Provision which fully meets those requirements will be judged to be 'satisfactory'. 'Good' or 'very good' provision often goes beyond the minimum requirements and this is reflected in the grade characteristics in this *Handbook*. The grade characteristics are intended to be merely illustrative; inspectors will also take account of other good or very good features of provision.
- 9 The Race Relations (Amendment) Act (2000) places duties on higher education institutions and schools with respect to the promotion of race equality, including having in place a race equality scheme. Providers will be expected to have taken due account of any codes of practice issued by the Commission for Racial Equality. OFSTED is bound by the general duty on public bodies to promote race equality through its public functions, including the inspection of ITT. This *Handbook* sets out OFSTED's approach to this.
- 10 The *Handbook* contains additional guidance on the inspection of Key Stage 2/3 courses and of new providers. The annexes explain procedures, such as those for the moderation of judgements, which are common to all inspections. These are listed on the 'Contents' page. Inspectors and providers will often need to consider more than one section to see how an inspection will be organised; for instance, the 'Full secondary inspections' section will need to be read in conjunction with the 'Inspection of management and quality assurance' section. The related sections are listed and electronically linked on the OFSTED web site.

How the inspections will be arranged and conducted

- 11 Inspections of primary and secondary ITT will normally either be full or short inspections, as explained in the *Framework*. The inspection programme will aim to minimise the inspection burden for providers and be efficient and cost effective for both providers and OFSTED. Providers of secondary ITT will often have full inspections for some subjects at the same time as short inspections for others with the management and quality assurance being inspected in relation to all secondary provision. Primary inspections will reflect the quality of primary provision as a whole, whether the inspection is full or short.
- 12 Providers will normally be informed of the subjects or courses to be inspected at least three months before the first inspection visit. The visits will be arranged after the relevant course structures have been examined, with the aim of selecting inspection weeks when inspectors can gain a suitable range of evidence. There may be occasions when a provider feels that there are good reasons for postponing a planned inspection or bringing an inspection forward to an earlier date. The criteria and procedures for postponing or bringing inspections forward are given in annex 6.

- 13 Every inspection will have a 'managing inspector' (MI) who will arrange the details of the inspection programme in consultation with the provider and manage the subject inspections, as well as inspecting management and quality assurance themselves. The MI will contact the provider to discuss the inspection and arrange a preliminary visit. The role of the MI in relation to the short and full inspections is described more fully in the 'Management and quality assurance and the role of the managing inspector' section of the *Handbook*.
- 14 Providers are invited to nominate a representative to help with the smooth running of the inspections. The 'provider's representative' will play an important role in the inspection by liaising regularly with the MI during the planning and the inspection weeks. There should be an ongoing professional dialogue between inspectors and the provider's representative about the context of the provider's work and the emerging inspection findings. Where providers choose not to nominate a formal 'provider's representative', the MI will need to be notified of the person with whom they should agree the inspection arrangements. For simplicity, it is assumed throughout this *Handbook* that a provider's representative has been nominated.
- 15 The inspections will be carried out by HMI from OFSTED's teacher education division (TED) supplemented by HMI from other divisions and 'additional inspectors' (AI). Additional inspectors will be selected according to clear criteria and will be trained by OFSTED. During the training, they will be assessed and only those who demonstrate the necessary skills will undertake inspections. The work of all ITT inspectors will be evaluated at the end of each academic year. Where legislation confers powers on HMCI, such as the right of entry to conduct inspections, these powers are devolved in full to all inspectors employed by OFSTED to undertake HMCI's statutory duties.
- 16 In planning and carrying out inspections, all inspectors will behave with integrity, courtesy and due sensitivity in accordance with OFSTED's *Principles of Inspection and Code of Conduct for the Inspection of ITT* (annex 3). In turn, inspectors will assume that providers will co-operate fully and act in accordance with annex 4.¹
- 17 The ways in which each type of inspection will be carried out and the preliminary information requested from providers are given in detail in the relevant sections of the *Handbook*.

Self-evaluation

- 18 The inspection process will play an important part in ensuring that initial teacher training is of high quality. Self-evaluation is a crucial element of quality assurance and good management. Inspectors will take due account of providers' evaluations, particularly when inspecting management and quality assurance. Providers may wish to use the grade characteristics contained in the *Handbook* to assess and grade the quality of their own provision and share this with the inspection team, though there is no requirement that this should be done. The form in which self-evaluations are presented will inevitably vary and inspectors will not expect them to be presented in any particular way. Paragraphs 16 and 17 of the *Framework* also refer to the place of self-evaluation.

¹ Annex 4 is taken from *Working Together in Initial Teacher Training*, 2000, the report of a joint OFSTED, CVCP, SCoP working group.

Grades and reports

- 19 At the end of full inspections, inspectors will award grades for the three cells: management and quality assurance (M), training (T), and trainees' standards (S). The ways in which inspectors will arrive at these judgements are given in detail in the relevant sections of the *Handbook*. The grades will be sent to providers and the TTA following the moderation process (annex 1). Draft reports will be sent to providers to check for factual accuracy before the reports are finalised. They will be sent to the TTA and published on the OFSTED web site. Providers who wish to seek a review of the report findings or the grades awarded should follow the procedures described in annex 2.

Quality assurance of inspections

- 20 OFSTED will employ a range of measures to assure the quality of ITT inspections, including:
- clear guidance for inspectors and providers about the inspection process
 - training for all ITT inspectors
 - continuing dialogue between inspectors and the provider's representative about the inspection process and emerging findings
 - moderation meetings, on site, at each stage of the inspection, chaired by the MI
 - subject leaders with responsibility for the validity and reliability of subject judgements
 - subject moderation meetings before grades are finalised
 - evaluation of the work of all ITT inspectors
 - project leaders for primary inspections, secondary inspections and the inspection of management and quality assurance, with the responsibility for ensuring consistency in inspection judgements
 - a questionnaire completed by providers to check whether they are satisfied that the inspection has followed the procedures in this *Handbook* (annex 5)
 - an opportunity for providers to check the draft report for factual accuracy
 - a clear complaints procedure (annex 2).

Glossary of terms used in the Handbook and ITT inspection reports

Provider

A consortium of schools, higher education (HE) institution or any other institution accredited by the TTA to provide initial teacher training.

Partnership

An arrangement where schools work together with an HE institution on undergraduate or postgraduate courses, or several schools work together with or without the involvement of an HE institution, to provide school-centred ITT (SCITT), or schools work with another school or training body to provide employment-based training.

Provision

All training and assessment offered by a provider for secondary subjects or the primary phase to which places may be allocated by the TTA, but which may comprise a number of courses or routes.

Training route

Distinct ways of training for Qualified Teacher Status (QTS), including postgraduate and undergraduate training, which may be part time, full time or flexible.

Training courses

Particular cases of the above routes, providing training for a specific subject or age range, and leading usually both to QTS and a named award, for example 'Postgraduate Certificate of Education (PGCE) secondary mathematics course' or 'Four-Year Primary BA/QTS (5–11 age range)'.

Training programmes

Specific programmes of training leading to QTS. On standard routes these will often be the same as 'Training courses' but the term will also be applied to training designed specifically for a particular trainee on a flexible training route.

General professional studies (GPS)

Training which is not subject-specific, such as special needs, or inclusion, though it may be delivered by subject tutors. This is often common to all courses in a training route.

Centre-based training

Training provided for groups of trainees at a central venue such as a university, college or one of the schools in a SCITT.

Tutor

A centre-based trainer.

Subject co-ordinator

A tutor or teacher identified as being responsible for subject-specific training.

School-based tutor

The term used to cover all school-based trainers, including 'Mentor' and 'Professional tutor'.

Mentor

A school-based tutor who is responsible for a trainee's day-to-day guidance and training during a school placement.

Professional mentor

A school-based trainer with more general responsibilities for the professional development of one or more trainees based at the school.

Inspection of management and quality assurance in full and short inspections (primary and secondary) and the role of the managing inspector

Introduction

- 1 Management and quality assurance will be a focus for inspection in both short and full inspections. A 'managing inspector' (MI), usually with the support of an 'assistant managing inspector' (AMI) and subject inspectors, will carry out this aspect of the inspection and will co-ordinate and manage the inspection as a whole. Following short inspections, the judgements will be fed back to providers orally and in the form of a short written report. A provisional grade will be awarded. Following full inspections, there will also be oral feedback and the judgements will be contained in the written report together with a final grade for this cell.
- 2 The assessment criteria will focus on the extent to which providers meet the *Secretary of State's Requirements for the Provision of Initial Teacher Training*, sections R1 (Trainee Entry Requirements), R2 (Training and Assessment), R3 (Management of the ITT Partnership) and R4 (Quality Assurance). However, inspectors will recognise that many of these, in practice, will be overlapping features of the management of training and assessment.
- 3 Inspectors will assess the quality of management by considering its effectiveness in facilitating, supporting and monitoring high-quality training, leading to trainees achieving the *Standards* and being well prepared for the induction year. **They will aim to answer the question: how well does the management of the provision assure high-quality training and continuous improvement?** Inspectors will not assume that any particular models of management should be in place, nor consider aspects of management relating to the wider role of managers within their organisations.

Short inspection

- 4 The main purpose of the short inspection is to check that the provision still warrants the good grades awarded in the previous inspection. In carrying out this task, inspectors will focus on management and quality assurance to check that there is reliable evidence to support the claim that the quality of provision has been maintained or improved. They will undertake activities to evaluate how well the procedures described by the provider work in practice. This will involve visits to schools in the partnership, meetings with trainees and trainers, and the scrutiny of documentation. The provider's own improvement planning and evaluation of its impact will be important sources of evidence. Providers will be expected to provide evidence of the ways in which they meet the *Requirements* and to indicate to inspectors where this evidence can be found.
- 5 The MI will supply an initial briefing about management and quality assurance to the subject inspectors so that generic procedures can be judged in terms of their impact on training and outcomes. The subject inspectors will supply judgements to the MI on the design, content and delivery of the subject courses or core curriculum areas, following feedback to the subject tutor. Their judgements on the training will provide important evidence of the ways in which management and quality assurance procedures have an impact on the quality of training and its outcomes.

Full inspection

- 6 The inspection of management and quality assurance for full inspections will be similar to that outlined above for short inspections. For many secondary providers, short and full inspections will be occurring at the same time. The MI and AMI will therefore be gathering information about all of the courses being inspected. However, with the full inspections, there will be further evidence gained from subject inspectors' visits to schools to see trainees teaching; this will contribute to the judgements about the effectiveness of management and quality assurance. Only after this evidence has been analysed will a final grade be awarded for this cell.
- 7 Over time, the inspection judgements about management and quality assurance will accumulate from short and full inspections. OFSTED will update the report on this cell following each inspection visit. In this way the report will reflect the full range of current evidence available from both short and full inspections.

Flexibility in inspection arrangements

- 8 There is a wide variation in the size and complexity of providers of ITT. The inspection of management and quality assurance will reflect this variation. The inspection activities described in the following pages are examples of the kinds of activities that the MI and, where appropriate, the AMI will undertake. Not all providers will require this level of inspection, whereas others may require more time because of the complexity of the provision. The number of inspection days allocated to this aspect of the inspection will be calculated on an individual basis.
- 9 The MI will be expected to keep in contact with the provider throughout the inspection period and will be responsible for the conduct of the inspection and the writing of the management and quality assurance report. As information accumulates, the inspections taking place later in the programme will be unlikely to require the same level of inspection activity as those carried out earlier in the programme. The MI will be able to build on earlier evidence and the number of inspection days is likely to be reduced.

Key questions, criteria for judgements and grade characteristics

- 10 The inspection of management and quality assurance will aim to answer the question:
 - ***How well does the management of the provision assure high-quality training and continuous improvement?***

In seeking to answer this question, inspectors will consider three key subsidiary questions.

Key subsidiary questions

- Q1 Are the selection procedures designed and managed to meet the requirements of (R1)?
- Q2 Does the management of the training programme ensure that the training and assessment and school partnership requirements (R2 and R3) are met and that high-quality training and good outcomes are promoted?
- Q3 Do the quality assurance procedures ensure that the requirements (R4) are met and support the management of high-quality training and good quality outcomes?

Question 1 requires inspectors to evaluate and report on:

- the accuracy and clarity of the information given to prospective trainees about the training programmes
- the effectiveness of the provider's equal opportunities and race equality policies and the efforts made to recruit trainees from minority ethnic and other underrepresented groups
- the appropriateness of the selection criteria for each stage of the selection process
- the effectiveness of the interviews in identifying suitable trainees
- the identification, recording and communication to trainees of relevant information on any developmental activities that they need to undertake to help them prepare for the training.

In making judgements, inspectors will consider the extent to which:

- trainees are accurately informed about the *Requirements* and the nature of the course of training before enrolling onto the training programme
- applications are thoroughly checked against the *Requirements* (R1)
- the publicity material, prospectuses and other documentation reveal an inclusive approach to recruitment and minority ethnic groups are encouraged to apply
- the provider monitors the implementation of its equal opportunities and race equality policies in the selection procedures
- interviews are designed and implemented to ensure that trainees accepted onto training programmes are likely to meet the relevant standards by the end of the training
- the partnership is actively involved in the selection process
- trainees are made aware of any developmental activities that they should undertake in relation to R1.

Question 2 requires inspectors to evaluate and report on:

- the effectiveness of the partnership arrangements in the planning and delivery of the training programmes
- the quality of the overall structure in which the training programmes are based
- the clarity and appropriateness of roles and responsibilities of all involved in the partnership
- the deployment of resources to support effective training.

In making these judgements, inspectors will consider the extent to which:

- the partnership is well managed to provide coherent, consistent and effective planning and training across the different elements of the training programmes
- the active involvement of schools in the partnership contributes to high-quality training
- communication systems between managers, trainers and trainees are clear and effective
- the roles and responsibilities of all involved in the management and delivery of training are based on a sound rationale, and are clearly understood and effectively delivered
- there is a clear rationale for the deployment of resources, agreed by the partnership and communicated to all those who need to know.

Question 3 requires inspectors to evaluate and report on:

- the effectiveness of the monitoring of policies on equality of opportunity and the promotion of good race relations
- the clarity and effectiveness of the partnership agreement
- the effectiveness of the procedures to ensure that trainers have the knowledge, skills and understanding necessary to discharge their roles successfully
- the management and monitoring of developments in training programmes to ensure that high quality is established, maintained or enhanced
- the monitoring of assessment processes and the effectiveness of the internal and external moderation procedures in ensuring that the assessment of trainees is rigorous, consistent and accurate
- the effectiveness of the systems for evaluating the quality of provision
- the quality and impact of the provider's improvement planning.

In making these judgements, inspectors will consider the extent to which:

- managers monitor whether training programmes promote good race relations and equality of opportunity
- the partnership agreement is well constructed, clearly understood and implemented effectively
- partnership schools are suitable venues for providing training
- managers are aware of the strengths and areas for development of those involved in training and provide suitable training and support where appropriate
- managers employ data relating to quality of provision in setting improvement targets
- provision is reviewed against the targets set
- performance is benchmarked over time, and in relation to providers in similar circumstances
- the assessment procedures, in the range of programmes provided, are appropriate, clear, accurate and effective
- course development is managed and monitored
- moderation procedures are understood, carried out well, and quality issues raised by external examiners or others involved in moderation are investigated and acted upon
- training programmes are evaluated against clear criteria.

Grading the management and quality assurance cell

- 11 In answering the three key questions and evaluating the evidence, the MI will grade the management and quality assurance cell in accordance with the grading scale below in the light of the following illustrative grade characteristics. **The MI should be confident that the characteristics of quality provide a broad and substantial 'best-fit' correspondence to the grade descriptions below. The characteristics for 'good' and 'very good' are not intended to be definitive or exhaustive, and the match will not be identical in every particular instance.**

Table 1: Grading scale

grade		
1	Very good	Mostly very good or excellent features, other features are good
2	Good	Mostly good features
3	Satisfactory	All features at least satisfactory
4	Unsatisfactory	Not reaching the quality required

Characteristics of satisfactory management and quality assurance (grade 3)

To be judged as satisfactory, providers must meet the requirements of R1, R2, R3 and R4.

The following examples illustrate the kind of evidence that would lead inspectors to judge that the management and quality assurance are 'satisfactory'.

Applications are checked systematically for qualifications and relevant experience. Relevant members of the partnership interview prospective trainees. Questions and tasks are used in the interviews to make an assessment of candidates' ability to communicate effectively and to assess their potential to meet the *Standards*. The interviewing process identifies, records and communicates to candidates any preparatory activities they may need to undertake to prepare themselves for the training. Overall, procedures result in the selection of appropriate trainees. Needs identification activities are carried out at an early stage of the course and trainers take account of information from these to identify and respond to trainees' specific needs.

Managers of the partnership ensure that the trainees are prepared to teach across at least two consecutive key stages, that they spend the time in school as specified in the *Requirements* and that they receive an appropriately completed 'Career Entry Profile'.

Partnership agreements ensure that all parties make an active and effective contribution to the working of the partnership, including the planning and delivery of training, and the selection and assessment of trainees. The effective working of the partnership is facilitated by the allocation of resources to support maintenance of the programme, including ensuring that trainees have access to sufficient books, information and communications technology (ICT) and other resources. There are clear procedures for achieving continuity and consistency of training on all routes and wherever training is provided.

Systems and procedures for quality assurance are defined and carried out in order to ensure that:

- provision complies with the *Requirements*
- the content, structure and delivery of training enables trainees to demonstrate that they have met the *Standards*
- successful trainees meet all the required *Standards*
- rigorous internal and independent external moderation procedures are employed.

Quality assurance links directly to improvements in provision through:

- addressing issues raised by internal and external moderation
- drawing on internally and externally produced evidence as a basis for benchmarking and target-setting
- using systematic monitoring and evaluation to identify how the quality of training should be improved.

Managers set improvement targets and take steps to ensure that the necessary improvements take place.

Characteristics of good management and quality assurance (grade 2)

The following examples illustrate the kind of evidence that would lead inspectors to judge that the management and quality assurance are 'good'.

The information in the prospectus/course handbook is clearly written and gives trainees accurate information about the structure, content and assessment of the course, including any distinctive features. Interview questions and tasks are designed well and used consistently to probe candidates' intellectual abilities, subject knowledge, previous experience of working with children or young people, professional awareness and commitment. Representatives from partnership schools are actively involved in the selection process and their views are taken fully into account. Selection tasks and questions are well designed to assess trainees' suitability for the training, their capabilities and their training needs.

There are well-documented principles and procedures for selection and deselection of schools, which are applied systematically and membership of the partnership is kept under regular review.

Managers at a strategic and programme level:

- create a coherent management structure that supports programme maintenance and development
- establish committees, where relevant, that have appropriate functions and clearly defined roles and responsibilities that are understood and followed by all
- set a clear agenda for improvement and implement strategic decisions to ensure that the improvement takes place
- deploy resources well to support programme development.

There are systems that enable members of the partnership to contribute effectively to the planning, selection, training and assessment. The management of provision is based on clear communication systems that enable members of the partnership to carry out their roles effectively and this is evident in the quality of training.

Evaluation and monitoring take into account the views of trainees and trainers and are designed to reveal the strengths and weaknesses in the quality of the training. Action taken in the light of evaluation is well considered, carefully planned and effectively implemented, with relevant criteria to assess changes. There are effective procedures for the monitoring and evaluation of the trainers, including the observation of training, which help to secure high-quality training.

There are established procedures that ensure consistency, accuracy and rigour in the assessment of trainees across the range of provision. Moderation procedures, such as joint observation and second marking of assignments, lead to rigorous and consistent assessment. Independent external moderation is employed to corroborate whether assessment decisions against the *Standards* are securely based, paying particular attention to the pass/fail borderline. Performance data and other information, such as TTA performance tables, NQT surveys, completion rates and first destination statistics are used as part of strategic planning to assist the formulation of improvement targets.

Characteristics of very good management and quality assurance (grade 1)

For a 'very good' grade to be awarded there should be evidence that the 'good' characteristics have been enhanced so that most features are very good or excellent.

The following examples illustrate the kind of evidence that would lead inspectors to judge that the management and quality assurance are 'very good'.

There is a clear, accurate analysis of candidates' responses to questions and tasks that inform the decision about selection, lead to specific guidance to candidates about how to prepare for the training programme and tell trainers about individual needs. There is rigorous moderation of judgements about selection, particularly around the borderline of accept/reject. Where borderline candidates are accepted, the partnership can demonstrate that high-quality support is provided. Wherever possible and appropriate, for instance where a candidate has had no recent experience of working with children or young people, members of the partnership observe and report on candidates taking part in classroom activities. Structured feedback then contributes to the assessment of the candidates' suitability for teaching and their strengths and weaknesses.

The schools in the partnership are reviewed on a regular basis for the quality of the training that they are able to provide, and any shortcomings in training are quickly identified. Where necessary, a programme of support and training for trainees and trainers is put in place and carried out very effectively. Members of the partnership understand, share and are committed to the improvement agenda and know how the different parts of the management structure should contribute to meeting the requirements of an improvement programme most effectively. The allocation of resources is determined by spending priorities chosen to yield very good value for money in relation to the quality of the provision.

Management systems operate in ways that promote a sense of 'ownership', with members of the partnership active in seeking and implementing ways to improve all elements of provision. Managers create a climate of continuous improvement, in which evaluation is sought and acted upon throughout the training and leads to improvement in quality for current and future trainees. Managers strive constantly to find and implement ways of improving consistency and rigour in judgements made about trainees' capabilities and levels of competence. Very effective use is made of internal and independent external moderation, as well as a range of performance data, to identify ways in which the quality of training can be further improved.

Unsatisfactory management and quality assurance (grade 4)

Examples of characteristics that would lead inspectors to judge that the management and quality assurance are 'unsatisfactory' are that:

- there is little effective involvement of partnership schools in the selection process
- the selection process does not discriminate accurately in relation to the requirements of R1
- there are significant inconsistencies in the way criteria for selection and deselection of schools are applied
- the outcomes of monitoring and evaluation activities are not used well to improve the quality of training
- the management of the partnership across the various contexts in which it takes place is weak and this has a detrimental effect on the quality of training
- the allocation of resources is not well managed and this has an adverse effect on the quality of training.

Unsatisfactory grades will be reviewed, according to the procedures described in annex 1, to consider whether the unsatisfactory provision complies with the *Requirements*. The management and quality assurance will be judged to be unsatisfactory **and** non-compliant if requirements are clearly not being met.

Inspection activities

- 12 The following paragraphs give examples of how the inspections may be organised and the activities that inspectors are likely to carry out to gain the evidence on which to base their judgements. In practice, it may be necessary to rearrange these activities or vary the time allocated to fit in with the provider's timetable during the inspection week or the availability of tutors and trainees.

Preliminary visit

- 13 Providers will be notified about the inspection dates at least three months in advance. The MI is normally allocated eight days for both full and short inspections, including two days to undertake a preliminary visit to the provider. This visit will normally take place about three weeks before the start of the inspection. For full inspections, the visit will need to be early enough to enable the provider to make the arrangements for inspectors' visits to partner schools. In the case of short inspections, where only the MI and, when necessary, the AMI will visit schools, the preliminary visit may take place nearer to the start of the inspection period. The objectives of this stage of the inspection are to:
- clarify and establish with the provider the procedures to be followed during the inspection
 - make an initial assessment of the quality of training and assessment in the subjects being inspected (for full inspections) or whether the good quality of training and assessment demonstrated in the last inspection is being maintained (for short inspections)
 - use evidence from selected documentation to form hypotheses about how effectively the provider is meeting the *Requirements*.

- 14 At the start of the visit, the MI will meet key people identified by the provider. These will normally include the senior ITT manager, the ITT co-ordinator for each training route and any representative identified by the provider (the provider's representative) to act as the link with the MI.
- 15 In addition, the MI will read documentation and begin to plan the timetable for the inspection and to write the pre-inspection commentary. The minimum information necessary to carry out the inspection will be requested. The following list of documentation is not intended to place heavy demands on providers to produce documentation specifically for the inspection and items on the list may be contained in larger documents. Providers are asked to 'signpost' documentation to ensure that inspectors can find the relevant sections. Other sources of evidence that will help inspectors to answer the key questions are equally acceptable. Documentation could include:
 - generic course handbook
 - summary by the provider of any changes to course design and structure, staffing, resources and partnership arrangements since the last inspection
 - any course reviews completed since the last inspection showing, for instance:
 - analysis of intakes
 - analysis of outcomes
 - trainees' destinations
 - analysis of evaluations and subsequent action plans
 - analysis of examiners' reports and subsequent action plans
 - GTTR and/or UCAS forms for trainees in their final year of training
 - assessment policy
 - analysis by provider (about two A4 sheets) that shows how management ensures provision complies with *Requirements* (R4.1), for example, entry requirements (R1), required amounts of time spent in schools (R2.5), preparation to teach across two consecutive key stages (R2.4)
 - partnership agreement (including rationale for the partnership) and partnership handbook
 - criteria for selection and deselection of partner schools
 - management structure and committee terms of reference
 - job descriptions for senior ITT managers in the provider and for partnership management roles
 - quality assurance policy documentation
 - self-evaluation and improvement plans
 - external examiner arrangements, terms of reference and reports.
- 16 The MI will read documentation supplied by OFSTED, including:
 - previous inspection reports for the subjects being inspected
 - providers' TTA action plans for the subjects being inspected
 - performance data analysis.
- 17 For a full inspection, the MI's discussion with the provider's representative will include:
 - the structure and outline content of the timetable that trainees will be following during the inspection week in order to plan and agree the detailed inspection programme (Monday to Wednesday) for each inspector

- the characteristics of the schools being used at the time of the inspection for the placement of trainees, in order to select a representative sample to be visited by the inspectors (including the MI and AMI for management and quality assurance purposes)
 - the range and mode of coverage of key professional aspects (in particular training and assessment in professional values, classroom organisation and behaviour management, inclusive education, special educational needs, information and communications technology and the Key Stage 3 Strategy), in order to identify those whom inspectors should interview and the documents that should be read
 - any additional needs of inspectors, such as rooms for meetings, in relation to moderation and feedback
 - the deadline by which the provider's representative will send the MI each inspector's final programme for the inspection week, following discussion with the selected schools and the personnel involved
 - the range and nature of documentation to be sent to each subject inspector by the provider.
- 18 Where a short inspection is to take place, the MI's discussion with the provider's representative will include:
- the inspection programme for the MI and AMI, including the sample of schools they will visit for management and quality assurance purposes
 - the arrangements for the subject inspectors' days on site, to include rooms for meetings and feedback
 - the deadline by which the provider's representative will send the MI the programme for the inspection week, following discussion with the selected schools and the personnel involved
 - the range and nature of documentation to be sent to each subject inspector by the provider.
- 19 The MI will normally write the pre-inspection commentary on site. This will include hypotheses and questions regarding management and quality assurance on which subject inspectors will provide feedback to the MI during the course of the inspection. For full inspections, the MI will send the commentary and the timetable for the inspection to each subject inspector as soon as the latter has been received from the provider. For short inspections, subject inspectors will receive only the pre-inspection commentary from the MI.

Inspection week

- 20 The MI will lead the inspection of management and quality assurance, often with the support of an AMI who will normally be allocated up to five days. In primary inspections, the AMI may also undertake subject inspections for part of the allocated time. The first day of the 'inspection week', that is the week in which all inspectors will visit the provider, is referred to as 'day one'. Subject inspectors will have a preliminary day for preparation.

Day one of the inspection week

- 21 The MI and AMI will travel to the provider on the first day of the inspection week. On arrival, they will:
- discuss the inspection programmes drawn up and make any necessary amendments (These amendments will be discussed and confirmed with the provider's representative.)
 - read additional documentation supplied by the provider related to the key questions (There is no expectation that providers will create such documents specifically for the inspection. If providers do not have any of the items on this list, this in itself will not be interpreted as evidence about management and quality assurance. Examples of documentation likely to be found useful, and which have been readily available in previous inspections, are listed below. Other sources of evidence related to the key questions will be equally acceptable:
 - documents outlining how financial resources are allocated to the provider and its partnership schools
 - committee minutes (such as partnership management committee; quality assurance committee; programme/course development committee; trainer/trainee committee; mentor committee)
 - programme/route/course leader reports, including monitoring reports
 - a sample of selection/interview records for each route/course
 - assessment records and reports for a sample of trainees for each route/course
 - external examiners' reports for the previous three years
 - any quantitative data used by the provider for benchmarking or evaluation purposes, for instance employment data for previous cohorts of trainees.)

Day two and day three of the inspection week

- 22 The MI and, normally, the AMI, will conduct interviews to continue the process of assessing the effectiveness of management and quality assurance, and evaluating the impact of procedures and practices on maintaining or improving the quality of training, assessment and standards. The objective of the interviews is to test and, if necessary, modify hypotheses and early judgements and to seek evidence of consistency in the implementation of procedures. Those to be interviewed will be selected by the inspector in discussion with the provider and might include:
- course leader(s)/co-ordinators
 - the head of quality assurance
 - chairs of partnership committees
 - a sample of trainees (if available).
- 23 The inspector(s) will also visit schools. The objectives of this stage of the inspection are to complete the collection of evidence and to corroborate providers' self-assessments with partnership schools and trainers. Inspectors will normally:
- interview a range of relevant personnel, such as the headteacher, professional tutor, mentor(s) and trainees (if available)
 - examine any documentary evidence of the school-based training programme, records kept of mentor/trainee meetings, other training events and moderation meetings.

Day four of the inspection week

- 24 Usually on the morning of day four, the MI and AMI will meet to draw together and review the evidence from the documentation, the corroborative visits and ongoing feedback on management and quality assurance supplied by the subject inspectors. For a short inspection, it will not always be possible for the subject inspector's day to coincide with the MI's and AMI's fourth day on site. Therefore, he or she will feed back their judgements to the subject co-ordinator in the provider and the MI on the day that the subject inspection is completed, and the MI will take account of these comments when feeding back to the provider on management and quality assurance. The MI and the AMI will agree the judgements to be fed back to the provider and begin to draft their report. For a full inspection, they will review all the evidence that has been fed back to them by inspectors and prepare for the moderation meeting.
- 25 Where a short inspection is taking place, the MI and the AMI will feed back to the provider on management and quality assurance, usually in the afternoon. They may then choose to stay on site until the following day to draft their short inspection report or agree procedures for its completion off site. For a full inspection, the MI, the AMI and the subject inspectors will meet in the afternoon for the first stage of the moderation process. Following this meeting, inspectors will draft the points that they will feed back orally to the provider the following day.

Day five of the inspection week

- 26 On the final day of the full inspection week, the MI and, usually, the AMI will arrange to attend the subject feedback sessions that will take place normally during the morning. The MI, accompanied by the AMI as necessary, will also give feedback on management and quality assurance. The MI and AMI will agree the final content of the management and quality assurance sections of the report in order that the MI can complete the writing on the further allocated day.

Standards visits (full inspections only)

- 27 The MI will make a one-day visit to the provider near the end of the week in which the subject standards visits take place. The MI will chair the moderation meeting and agree the main messages to be given by the subject inspectors in their oral reports to the subject co-ordinators. The MI will update the draft report on management and quality assurance to take account of the points made and feedback any significant changes.

Making judgements

- 28 In undertaking the inspection of management and quality assurance, the MI will aim to answer the question:
- ***How well does the management of the provision assure high-quality training and continuous improvement?***

This will require the inspector to relate all the evidence to the key subsidiary questions, the criteria and the grade characteristics.

Using sources of evidence

- 29 The MI will gather evidence from a variety of sources in order to make judgements in response to each of the key questions. Inspectors should collect the evidence, keep careful and accurate notes and then relate it to the key questions and criteria. The main sources of information are:
- documentation
 - interviews with personnel in the provider
 - interviews with personnel in schools
 - interviews with trainees
 - evidence from subject inspectors.

Documentation

- 30 When reading the documentation, the inspectors will begin to make judgements about the extent to which management and quality assurance procedures and their implementation are likely to lead to maintained or improved quality of provision and standards. In making judgements, inspectors should seek evidence on the extent to which:

- the clarity of the rationale for the partnership is likely to lead to collaborative and active involvement of all partners (R3.1; R3.2; R3.3)
- the management structure (and, where relevant, committee terms of reference) make it possible for all partners to contribute to the development of the course (R3.1; R3.2)
- arrangements for course leaders or programme managers to manage the partnership are likely to lead to effective outcomes and continuous improvement (R2.1)
- quality and outcomes of the training are likely to be affected by the principles and practices in allocating resources (R2.1; R4.2)
- course reviews or other evaluations are likely to lead to maintained or improved quality by including, for instance:
 - explanations of changes made to the course(s) as a result of course development, feedback, any previous inspection report or external regulation
 - results of evaluation from all partners, including trainees and all involved in the training
 - evaluations that focus on the quality of the training and the ways in which course elements successfully help trainees to achieve the *Standards*
 - external examiner reports that provide clear evidence about the effectiveness of the training in helping trainees to achieve the *Standards* and the accuracy of assessments of trainees
 - action plans, with time-scales, designated responsibilities shared through the partnership, review points and success criteria, which are closely matched to evaluations, external examiners' reports and improvement targets
 - reports on the application of the process of selection and deselection of partner schools (R2.1; R4.4; R4.5)

- processes for monitoring provision are designed, implemented and linked as necessary to action by managers, particularly with regard to:
 - trainees' experiences of teaching in two key stages
 - trainees' entitlement to support and training in the provider and partner schools, including the appropriate use of resources
 - consistency in the ways in which trainees are assessed and assessments are moderated
 - the selection and induction of trainers
 - the attendance record of trainees
 - attendance at partnership meetings and training (R4.5; R4.3)
- course documentation is clear, accessible and provides sufficient relevant information to enable managers and trainers to understand their roles and responsibilities (R3.2).

Interviews

31 In their interviews with those responsible for managing the provision, inspectors should seek to explore and check the evidence gained from the documentation and other sources. In particular:

- how the partnership is managed to promote the active involvement of all partners (R3.1)
- how the course leaders or programme managers ensure that training is effective and leads to good outcomes (R2)
- whether the quality and outcomes of the training are likely to be affected by the principles and practices in deploying resources (R2.1)
- whether course reviews or other evaluations lead to maintained or improved quality (R4.4; R4.5)
- how provision is managed and monitored (R4.3; R4.5)
- whether effective action is taken in the light of monitoring activities (R4.4; R4.5).

32 In their interviews with school-based trainers, inspectors should seek evidence on the extent to which:

- communication strategies are successful in maintaining appropriate contact between the partners and ensuring that management of the partnership is effective (R3.1; R3.2; R3.3)
- school-based trainers contribute to course planning and management decision-making (R3.1)
- schools' procedures for assuring the quality of training are effective in maintaining and improving quality and in supplementing central quality assurance procedures (R3.3)
- the school-based training programme is designed to ensure relevant provision and complement centre-based training programmes (R3.1; R3.2; R3.3)
- moderation of trainees' standards is effective (R4.3)
- providers monitor trainees' school experiences to ensure that they receive the training and support specified in the partnership documentation (R4.1)
- the partnership's resources are allocated and deployed in the school to match the requirements of school-based training roles (R3.2)
- school-based trainers understand their roles in training and assessment (R3.2).

33 When interviewing trainees, inspectors should seek evidence on the extent to which:

- the agreed training and assessment activities have been carried out effectively on all school placements (R2.1; R3.1; R3.2)
- trainees have had sufficient opportunities to evaluate the quality of their training (both centre-based and school-based) and resulting actions have been effective in remedying weaknesses and improving quality (R4.5)
- trainees are consulted and informed about course development and results of evaluation (R4.5)
- assessment and moderation procedures are appropriate and effective (R2.2; R4.4; R4.5)
- trainees are aware of their own progress towards meeting the *Standards* (R4.3).

Full primary inspections

This section should be read in conjunction with the section on 'Inspection of management and quality assurance'.

Introduction

- 1 The full primary inspection will inspect, grade and report on all primary courses and routes, for both early years and later years, that are offered by the provider at the time of the inspection. One overall grade for primary provision will be given for the training quality (T cell) and one overall grade will be given for the standards (S cell). Inspectors will assess the extent to which providers meet the *Requirements* and the trainees meet the *Standards*. The full primary inspection will include the inspection of management and quality assurance (M cell) across all primary provision and all primary inspectors will contribute evidence to these aspects of the inspection.
- 2 The inspection will normally focus on one undergraduate course and one postgraduate course (where both apply) according to size and availability. It will take account of all elements of course provision except the academic subject component of undergraduate courses, and will include core subjects, ICT, foundation subjects and general professional studies. Within this overall inspection there will be a strong focus on the training for teaching the core subjects.
- 3 The inspection will always involve direct observation of training in English and mathematics and, when at all possible, science, as well as samples of training in foundation subjects and general professional studies, according to their availability during the training visit. Inspection of training to teach foundation subjects will be based on one or two of these. The actual foundation subjects inspected will depend upon which are offered and which are available for inspection during the training visit. When trainees are teaching in the Foundation Stage the principal focus will be on communication, language and literacy, mathematical development, and scientific aspects of knowledge and understanding of the world although, where possible, some attention will be given to preparation for teaching the other areas of learning. The broader examination of evidence, through discussion and scrutiny of documentation, including trainees' work, will take account of the full range of provision and all elements of each course provided.
- 4 There will be two inspection visits and all inspectors will normally visit in the same weeks. The first visit, known as the 'training visit', will usually take place after the mid-point of the first term and before Easter. The focus at this stage of the inspection is the extent to which training and assessment contribute to the trainees' achievement of the *Standards*. During the second visit, known as the 'standards' visit, a sample of trainees will be observed teaching on their final teaching experience. Inspectors will make every effort to arrange to visit trainees during the final third of this placement. Evidence on training and assessment and on management and quality assurance will continue to be gathered during the standards visit. If the provider has postgraduate and undergraduate courses, there will normally be two standards visits; if there is only a postgraduate or an undergraduate course, there will normally be only one standards visit. If there is additional provision, such as a flexible route, trainees from such programmes will be included within one of the standards visits where possible.

- 5 Towards the end of the training visit, interim judgements will be moderated at a team meeting and interim feedback will be given to the provider. Further feedback on the training quality (T cell) and the standards achieved by trainees (S cell) will be given to the provider at the end of the standards visit, though this will be limited on the first of the two planned standards visits. After the completion of both stages of the inspection, all subject judgements will be moderated before final grades are decided and reports are issued.

Inspection time

- 6 The number of primary inspectors will depend on the number and size of courses to be inspected. The core subjects, general professional studies and a sample of Foundation subjects will be inspected. The overall inspection programme will be agreed between the 'managing inspector' (MI) and the provider's representative. In addition, one or more primary inspectors may support the inspection of standards visits, again depending on the size of cohorts on courses inspected. A more detailed account of the allocation of inspection time is given in appendix A: Planning inspection time.

Inspection of training quality (T cell)

- 7 The inspection of the T cell will use the key questions set out below. When making judgements on the quality of the training, inspectors will need to consider carefully how the training leads to the achievement of the *Standards*.

Key questions for the training visit

- Q1 Are the content and structure of the training programme designed to ensure trainees meet the *Standards*?
- Q2 How effective is the training in ensuring that trainees meet the *Standards*?
- Q3 How well does the training meet the needs of individual trainees?
- Q4 Is the assessment of trainees against the *Standards* effective and accurate?

Making judgements about training and assessment

- 8 Inspectors will judge the quality of the training and assessment in the core subjects, general professional studies and a sample of foundation subjects. They will also judge the extent to which provision has improved, or not, since the previous inspection. In evaluating the evidence available, inspectors will seek answers to the four key questions set out above. Much of the evidence for making judgements on the quality of training will be drawn from the training visit. However, evidence for all four questions will be drawn from the standards visit(s).
- 9 The purpose of the training visit is to judge the extent to which training and assessment contribute to the trainees' progress towards the *Standards*. During this visit inspectors will judge the quality of the structure, content and delivery of the training; the extent to which the trainees are making progress; and how well the provider monitors this progress. Inspectors will normally visit the provider and partnership schools to observe training and to scrutinise training materials, plans and supporting documentation. They will also meet those responsible for the training, meet trainees and examine their written work, assessment records and other material relevant to monitoring their progress towards the *Standards*.

■ Question 1: Are the content and structure of the training programme designed to ensure trainees meet the *Standards*?

- 10 To answer this question, inspectors will assess the effectiveness of the training programme in terms of its impact on trainees; they will make no assumptions about a particular model of course structure. Where a provider offers more than one training route, the inspector(s) will scrutinise plans and training programmes for each, to determine the appropriateness of the training offered for the trainees recruited. Time spent in schools (or other settings) must provide trainees with sufficient opportunities to gain practical experience in teaching and assessing pupils of different abilities in the age-range for which they are training. School-based and centre-based training should be co-ordinated so that trainees are given a coherent experience that helps them to progress.
- 11 The inspectors will seek an understanding of the aims, objectives and distinctive features of the primary training and, where relevant, the progress made in meeting the objectives identified in previous post-inspection plans. The content of the training will be judged in terms of its effectiveness in providing trainees with an up-to-date and comprehensive understanding of teaching the primary curriculum, paying due regard to the requirements of the National Curriculum, the Curriculum Guidance for the Foundation Stage and the National Literacy and Numeracy Strategies.
- 12 General professional studies (GPS) will be inspected to evaluate how it contributes to trainees' progress towards meeting the *Standards*. The particular aspects of GPS training to be considered by individual inspectors will be agreed between the MI and the provider at an early stage of the inspection.

Question 1 requires inspectors to evaluate the training programme(s) and report on:

- the structure and content of the training programmes(s) and whether they meet the *Requirements*
- how well all elements of the programme combine to secure trainees' progress towards the *Standards*.

In making judgements, inspectors will consider the extent to which:

- training is designed to ensure that trainees achieve the *Standards* in 'Professional values and practice', 'Knowledge and understanding' and 'Teaching'
- training is planned and managed effectively to provide coherence, with good links between, for example, general and subject-specific training, and between school-based and central training
- training provides suitable opportunities for trainees to teach and assess pupils of differing abilities across the full age-range for which they are being trained
- training programmes take account of the current school curriculum and guidance documents (for example curriculum guidance for the Foundation Stage; National Literacy Strategy Framework; National Numeracy Strategy Framework; the National Curriculum)
- assessment (including school-based tasks and assignments) contributes to the training
- training programmes build on trainees' previous knowledge and experience and provide for a variety of training needs.

■ Question 2: How effective is the training in ensuring that trainees meet the *Standards*?

- 14 To answer this question, inspectors will seek evidence of the impact of the training. This will involve observation of centre-based training and evidence of the quality of school-based training. It may include other evidence, such as distance training materials. In addition, inspectors will scrutinise course documents, for example, handbooks and guidance for trainees, training materials and session plans. They will discuss the training with trainers and trainees to judge how well the objectives of the training are being achieved.
- 15 Inspectors will make no assumptions about the form the training should take. They will focus on its effectiveness, its appropriateness for the trainees and their response. A key aspect of the judgement of the quality of the training is its impact on the trainees and their progress towards achieving the *Standards*. Training will be deemed to be 'very good' only where there is clear evidence of a strong impact on trainees' teaching.

Question 2 requires inspectors to evaluate the training programme(s) and report on:

- the implementation of the planned programme of training
- the quality of the centre-based training (where applicable) and school-based training, including the training sessions observed
- trainers' understanding of their roles and responsibilities.

In making judgements, inspectors will consider the extent to which trainers:

- prepare trainees through high-quality training to meet the *Standards*
- plan their training effectively, set clear objectives and use appropriate teaching methods and resources
- demonstrate good subject knowledge and primary expertise, and provide exemplars of good teaching
- challenge and inspire trainees to teach well, evaluate what they do, and read widely about classroom practice and research in primary education
- understand their roles and responsibilities as trainers and have the necessary knowledge and skills to carry them out well.

and the extent to which trainees:

- engage with the training and acquire knowledge, understanding and skills towards achieving the *Standards*
- understand how the training contributes to what they need to know and do to achieve QTS
- are stimulated and interested by the training
- prepare themselves for the training sessions by undertaking reading and other tasks
- draw on their own school-based experience to contribute to the central training sessions.

■ Question 3: How well does the training meet the needs of individual trainees?

- 17 To answer this question, inspectors will consider the effectiveness of the training and assessment in identifying, monitoring and meeting the needs of individual trainees. Inspectors will seek to gain an initial understanding of trainees' starting-points and training needs, drawing on documentary evidence and discussions with trainees and trainers. They will not usually, because of the size of the cohorts, be able to look at evidence about the needs of all individuals, but they will wish to see examples of how individuals' needs have been assessed and met. They will judge the effectiveness of the processes by which the provider identifies individual trainees' prior experience and achievement in relation to subject and professional requirements. They will assess how well the training builds on initial strengths as well as tackling areas in need of development.
- 18 Inspectors will discuss with providers the evidence gathered in order to judge the progress made by trainees throughout the course. They will draw on evidence from the providers' monitoring and assessment procedures, for example placement reports, assignments, trainee profiles and targets, lesson observations and subject audits, to judge their effectiveness and the consistency with which the systems operate across the partnership. Discussion with trainees should reveal whether they have an accurate picture of how well they are doing and what steps they need to take to improve.
- 19 Inspectors recognise that individual audits, action plans and other monitoring records are working documents and expect them to be amended to reflect progress and changes in trainees' needs. They will respect the confidentiality of these documents.

Question 3 requires inspectors to evaluate and report on how:

- the trainers identify trainees' prior experiences, relevant knowledge and understanding and respond to their specific training needs
- trainees' progress is monitored to enable training to be focused on their needs in relation to the *Standards*
- trainees are helped to complete the Career Entry Profile and set targets for the induction year.

In making judgements, inspectors will consider the extent to which trainers:

- act on information gained at the selection stage to identify trainees' particular needs
- assess trainees' prior experience and knowledge of the subjects in the primary curriculum effectively at the outset of training, take suitable action in the light of the strengths and weaknesses revealed and monitor trainees' subsequent progress
- work with trainees to review regularly their progress and identify further targets for the training based on their individual needs
- set tasks and assignments to help trainees make progress
- provide constructive feedback from lesson observations, course tasks and assignments that inform trainees about how they are performing, what they might need to improve and how to achieve it
- acknowledge trainees' achievements in relation to the *Standards* and provide accurate information on trainees' strengths and areas for development to inform the Career Entry Profile and help them to prepare for the induction year.

and the extent to which trainees:

- respond positively to the mentoring and tutoring provided
- know how well they are progressing and recognise what they need to do to improve
- complete perceptive evaluations and self-assessments to contribute to their progress reviews and the identification of targets for further improvement.

■ Question 4: How effective and accurate is the assessment of trainees against the *Standards*?

20 To answer this question, inspectors will consider the accuracy and effectiveness of the summative assessment of trainees against the *Standards*. They will do this mainly through verifying the assessments of a sample of trainees during the standards visits, and through scrutiny of the assessment evidence (such as reports, profiles, assignments, teaching files) that the provider uses to make judgements for the award of QTS. They will discuss with trainers their roles in the final assessment, and the assessments they have made.

Question 4 requires inspectors to evaluate and report on:

- the assessments of trainees' achievements against the *Standards* during and at the end of their training
- the accuracy and rigour of the final assessment for the award of QTS.

In making judgements, inspectors will consider the extent to which trainers:

- are clear about their roles in assessing trainees and have an appropriate understanding of what trainees are expected to achieve at different stages of the training
- follow effective assessment procedures, make these explicit to trainees and maintain accurate and useful assessment records
- make fair and accurate assessments against the *Standards*, phased suitably throughout the training
- make accurate assessments for the award of QTS, especially at the pass/fail borderline
- apply effective moderation procedures (including external moderation) to ensure assessments are consistent and accurate.

Grading the training cell

21 In answering the four key questions above and evaluating the evidence from the training visit, inspectors will give one overall grade for training across all of the programmes inspected. This could range from only one course, to an extensive range of provision where a provider has, for example, a PGCE course and three-year and four-year undergraduate courses. The approach to arriving at a composite grade for training will not be to attempt to grade each course separately and then to calculate an average grade. Rather, each aspect of training will be evaluated separately and a judgement made about it. For example, the content and structure of all of the courses inspected will be judged, as will the arrangements across all courses for assessing subject knowledge. These various judgements will then be considered together to produce one training grade.

- 22 Inspectors will grade the training cell in accordance with the following grading scale and in the light of the following illustrative grade characteristics. The match may not be identical in every particular but the inspector should be confident that the evidence he or she has acquired has a broad and substantial 'best-fit' correspondence to the grade characteristics below. The characteristics are not intended to be definitive or exhaustive.

Grading scale

grade		
1	Very good	Mostly very good or excellent features, other features are good
2	Good	Mostly good features
3	Satisfactory	All features at least satisfactory
4	Unsatisfactory	Not reaching the quality required

Characteristics of satisfactory training (grade 3)

The training meets the *Requirements* and covers all the key areas necessary to prepare trainees to meet the *Standards*. It is planned in stages which relate well to trainees' developing teaching competence. The pattern of school placements provides trainees with opportunities to observe, teach and assess pupils across the primary age stages for which they are being trained and a wide ability range.

Trainees are shown a number of teaching strategies in the training sessions. Tasks and assignments are designed to encourage trainees to think about the best ways of teaching the primary curriculum and to reflect on their observations of experienced teachers. The training in schools is sound and, overall, mentors provide good pragmatic advice. There is a strong and appropriate focus on issues of pupils' behaviour and class management as well as attention to subject-related matters. Assessment and reporting is covered appropriately in the training and trainees are provided with useful guidance about assessing and recording pupils' achievement. Mentors make accurate assessments of trainees with respect to the pass/fail borderline.

Initial procedures for checking subject knowledge at interview and on entry are sound. Trainees produce action plans to improve their subject knowledge. Mentors meet trainees regularly during school placements, and these sessions are used to review the trainee's work, to discuss feedback on lessons, to consider progress in teaching and school-based tasks, and to set targets. Trainers are mostly diligent in setting targets. Formal observation of lessons results in oral feedback and constructive written commentary. Written comments and oral feedback are linked to sections of the *Standards*, often classroom management. Assignment markers add some formative comments to guide trainees.

Mentors are well qualified, experienced teachers. Their assessment roles and responsibilities are documented and there are examples of good practice in individual schools. Some school-based trainers require and receive considerable support from the link tutor. The partnership has established moderation procedures to ensure that the pass/fail judgements are secure. The external examiners note any concerns they may have about the course in their reports. Trainees receive a Career Entry Profile which identifies, in broad terms, their strengths and weaknesses.

Characteristics of good training (grade 2)

The elements of training, such as school-based experiences, centre-based training tasks and assignments, combine well into coherent courses. It is clear to both trainees and trainers how the different elements of the training contribute to trainees' progress towards meeting the *Standards*. Courses are carefully designed to cover important aspects of subject knowledge, pedagogy and assessment and to ensure progress, and relate well to trainees' developing confidence and competence in teaching. The training identifies and meets diverse individual needs effectively. Good use is made of time in different schools to provide trainees with a wide-ranging and balanced set of experiences. These include opportunities to practise a range of teaching strategies, across the full age-range for which they are being trained and to a wide range of ability.

The programme for any centrally provided sessions is appropriate, relevant and well taught, and draws on the strengths of staff. Centre-based training promotes consistently the acquisition of professional values, subject knowledge and the teaching skills required for the primary school curriculum, including making effective use of ICT and other resources. Trainers employ a wide range of teaching strategies and ensure that important topics are covered in a rigorous way. They challenge trainees and expect them to analyse their own teaching in the light of relevant classroom research, inspection evidence and data on pupils' performance. Training in schools is consistently of a high standard. Trainees work with a number of good trainers who provide good role models and trainees recognise the significance of what they observe. School-based tutors use training activities that ensure that trainees plan their teaching well and develop high expectations of pupils. Trainees are able to see the importance of assessment in teaching, and how, for example, it can inform future planning and teaching. The training supports and promotes the active engagement of trainees and the development of their professional responsibility for evaluating their own progress. Assignments and tasks focus on the *Standards* in relation to the needs of the trainees and encourage trainees to think about the best ways of teaching the primary curriculum and to reflect on their school experiences. Supported self-study time is used well by trainees.

Trainers work co-operatively and conscientiously at monitoring trainees' progress and provide effective formative assessments. They ensure accurate initial assessments, recognise individual strengths and weaknesses of trainees and make appropriate arrangements to improve any weaknesses. Assignments are marked thoroughly with useful formative comments added that help trainees to make progress towards the *Standards*. Trainers also provide detailed written feedback on trainees' teaching that includes analysis of the subject content of the lessons seen and ensures that trainees reflect on their teaching and know what they need to do to improve. Target-setting, by agreement between trainer and trainee, is taken seriously, links to the *Standards*, and provides a good basis for planning future development. Trainees improve in their knowledge, skills and understanding, with a careful match of training to their personal targets. Their progress through the training is clearly evident and recorded.

School-based and centre-based trainers share responsibility for assessment of trainees and have a common understanding of good practice in the subject. The assessment procedures are carefully followed and are understood by trainees. Trainees' achievements are monitored and checked closely throughout the training to ensure that they meet all the *Standards*. Regular reviews check progress and identify trainees' strengths and weaknesses. Evidence is reviewed carefully at the end of the course and gives a reliable basis for final decisions about the award of QTS. The final assessment is fair, accurate and appropriately moderated. It makes good use of external examiners and internal moderation. Where appropriate, the provider follows up comments made by these examiners to effect improvements in the course. All trainees are provided with an accurate and helpful Career Entry Profile that forms a good basis for their further professional development in their first year of teaching.

Characteristics of very good training (grade 1)

Trainees are prepared very thoroughly to meet the *Standards*. The coherence of the training programme is exemplary and leads to training where all aspects are mutually supportive. The training is very well planned and logically ordered to provide clear progression across a range of knowledge, skills and understanding in teaching and assessing pupils' learning, both within and outside the classroom. Assignments are an integral part of the training, reinforcing and extending work undertaken in sessions and making clear, valuable contributions to the acquisition of *Standards*. Each placement builds effectively on the previous one, with training in schools tailored to meet trainees' needs. The partner schools are very good venues for training, as indicated by the quality of the school-based mentors and other supporting evidence, such as OFSTED reports or end-of-key-stage test results. Trainees observe and analyse effective practice in schools across a range of subjects, particularly the core subjects, and gain substantial experience of the age-range for which they are being trained, and across a broad ability range, under the eye of experienced trainers.

Documents are exemplary in quality and translated into effective practice. Trainers understand how their role should be carried out and communication between trainers about the training expectations is very effective. The trainees benefit greatly from being taught by trainers who are experts in primary teaching and can keep them abreast of relevant research and current pedagogical issues. Trainers continually challenge trainees and put a strong emphasis on developing their ability to analyse and evaluate practice so that it can be improved. They give trainees clear guidance, while also encouraging them to experiment with and develop their own ideas. Assessment and record-keeping are key themes that recur throughout the training, with emphasis on the importance of linking assessment information with planning and, in consequence, trainees make impressive progress in this area. The quality of training is consistently very good and invariably demonstrates imaginative and effective approaches to teaching that trainees can, and do, seek to emulate in their own teaching. Training sessions provide structured opportunities to share professional practice and aspects of classroom organisation and enable trainees from very different starting-points to succeed. A wide range of learning activities requires trainees to adopt a variety of perspectives and encourages them to reflect critically, which they find both intellectually stimulating and motivating. The positive impact on trainees' professional practice is evident during their teaching placements.

Though the training is very well structured it is not inflexible, and trainers are sensitive to, and meet, the needs of individual trainees. All trainees are encouraged to fulfil their potential, and trainers constantly promote higher achievement, including extending the better trainees. In-depth studies provide opportunities for trainees to explore areas of interest and relate their work directly to the needs of the pupils they teach. Assignments are marked very carefully against clear criteria, to provide a model of good practice for trainees to emulate in their marking of pupils' work. The trainers ensure that the best trainees, who often submit work of very high quality, are challenged to think further about their work. A key strength of the provision is the thorough monitoring of trainees' progress. Written feedback on trainees' teaching is often outstanding with a sharp focus on the subject of the lesson as well as generic aspects. It is finely tuned to the needs of the trainee and related closely to the *Standards*. The whole process is transparent and the frequent progress reviews lead trainees to have a very good awareness of their strengths and areas requiring development. Trainees are set pertinent, achievable targets, which are followed up assiduously and trainers keep thorough records of the key issues that arise. Where a trainee is identified as giving cause for concern, procedures to help them succeed are very effective.

The flow of focused and relevant information between mentors, tutors and the trainees is an excellent feature of the assessment process. All trainers know the *Standards* well and understand how to interpret them. The assessment process is aided by excellent documentation, developed by the trainers,

to exemplify the characteristics of different levels of competence. The involvement, where appropriate, of teachers in schools in marking trainees' assignments and in course evaluation has helped them to develop their understanding of trainees' attainment. The systematic collection of evidence, and the carefully operated internal and external moderation procedures, ensure that judgements are accurate. Moderation reports contribute to the review of provision as part of the continuing drive to improvement. Over the year, the provider develops a full and accurate picture of trainees' progress and this continues through an effective transition to the induction year with the Career Entry Profiles providing clear statements about trainees' future professional development needs.

Characteristics of unsatisfactory training (grade 4)

Examples of characteristics that would lead inspectors to judge that the training and assessment are unsatisfactory are:

- trainees make poor progress throughout the course because of weaknesses in the training
- the training programme fails to cover the necessary elements to prepare trainees to meet the *Standards* or is out of date in relation to the current primary curriculum and testing requirements
- the school experiences do not provide sufficient opportunities for trainees to meet the *Standards* for the age-range for which they are being trained
- some training is undemanding and lacks challenge and motivation for trainees, so that they do not develop the skills necessary for critical analysis and evaluation of their teaching and pupils' learning
- there are trainers who have low expectations of trainees, fail to understand their responsibilities in relation to the training or the assessment of the *Standards*, and who do not provide trainees with the support and guidance they need
- there are trainers who lack the subject knowledge, skills and primary expertise to carry out their roles and responsibilities
- the arrangements for assessing trainees' subject knowledge are inadequate
- the monitoring and review are inadequate to give trainees a clear picture of their teaching strengths and weaknesses and fail to identify the significant areas they need to improve
- the final assessments lack rigour, are inconsistent across the partnership, or are inadequately moderated
- the reporting on trainees is inadequate and poor assessment records are maintained that fail to provide sufficient evidence for assessment judgements to be made, or provide accurate information for the Career Entry Profile.

Unsatisfactory grades will be reviewed, according to the procedures described in annex 1, to consider whether the unsatisfactory provision complies with the *Requirements*. The training cell will be judged to be unsatisfactory and non-compliant if the *Requirements* are not being met.

Inspection activities: training visit

- 23 Each full primary inspection will involve an on-site visit to inspect the quality of training and the assessment arrangements. The MI, AMI and the primary curriculum inspectors will visit the provider, working as a team. If possible, the training visit will be timed to occur when trainees are spending part of the week in schools and part of the week together as a cohort of trainees in central (or HE institution) training. If this is not possible, the visit will normally take place at a time when centrally provided training can be observed.

- 24 All primary ITT courses/routes offered by each provider will be inspected. The actual inspection activities will be agreed in advance and will to some extent depend on what is taking place during the visit. However, inspectors will normally ensure that the largest postgraduate and undergraduate courses, for instance the PGCE and the three-year or four-year B Ed, are foci of the inspection. The size of the team of inspectors and the allocation of days will vary according to the size of the provider. (See appendix A: Planning inspection time.)
- 25 The primary curriculum inspectors will focus on the core subjects; other subjects/aspects, such as foundation subjects, religious education (RE), and general professional studies (GPS), will be sampled by inspectors. Each inspector will normally have responsibility for one core subject and either one foundation subject, RE or GPS. In addition, the inspectors inspect the training for teaching in the Foundation Stage, where this is appropriate. The MI is responsible for organising the subjects/aspects to be sampled, the inspection responsibilities of the team members and the arrangements/timetable for the week, in consultation with the provider's representative and the primary curriculum inspectors. In the case of small providers, the MI will also be a primary curriculum inspector.
- 26 The inspection activities will take account of the course structure and content and will reflect the timing of the visit. They will normally include:
- pre-inspection desk study of documentation (list A in appendix B)
 - inspection of core subjects
 - inspection of generic aspects of training such as GPS, school-based training
 - sampling of other subjects/aspects including, for example, foundation subjects and RE
 - scrutiny of documentation (lists B and C in appendix B)
 - meeting(s) with course tutors both those with overall responsibility and those responsible for core and other subjects (by arrangement and depending on foci)
 - observation of training sessions (except for distance learning courses or employment-based routes)
 - meetings with trainees (as groups and individuals)
 - examination of trainees' assessed and other written work, profiles and other material relevant to monitoring their progress towards *Standards*, including subject knowledge and ICT
 - visits to a sample of placement schools to see school-based training
 - moderation
 - feedback to the provider.

Preparation for inspection

- 27 The MI is allocated two days in advance of the inspection. It is likely that one of the days will be spent off site and one day on site. The MI will telephone the provider to discuss arrangements for the visits and detail the documentation (list A) that will be required by the inspectors; will negotiate with the provider's representative on the planning for the inspection; and will obtain from the provider the primary training timetable for the inspection week and arrange an outline inspection programme, including the school visits. In addition, the MI will read the documentation in order to provide a pre-inspection briefing for the inspection team.

- 28 There is a planning day in advance of the visit for the AMI and for each primary curriculum inspector. This will be used to read the previous inspection report, action plan and provider documentation (see list A) in order to:
- gain a clearer understanding of the aims, objectives and distinctive features of the training and, where relevant, the progress made in meeting the objectives in pre-inspection plans
 - assess how well the training has been planned to enable trainees to meet the *Standards*
 - establish the context for the inspection and to see the basis of the post-inspection plan.
- 29 Following this preparation, the primary curriculum inspector will provide the MI (by the deadline indicated by the MI) with any specific requests for the primary curriculum inspector programme.

Inspection of the generic aspects of training

- 30 Providers may choose to deliver some professional elements of the training through GPS. Primary curriculum inspectors will track GPS issues, such as classroom organisation and management and inclusive education, through their own inspections and specific areas of GPS will be allocated to named inspectors during the inspection week. The inspection activities may include:
- scrutiny of training and assessment documentation
 - discussions with the person with responsibility for training in that area
 - scrutiny of a sample of assignments and tasks
 - discussion with the mentor during school visits.
- 31 The specific arrangements for the way in which the inspection is to be approached will be discussed between the MI and the provider's representative at a preliminary stage of inspection preparation. The MI will then devise an inspection plan.
- 32 Evidence from primary curriculum inspectors on, for example, the selection process (including applications and interviews), the quality, quantity and nature of resources available in centres and schools and the accuracy of assessment and moderation procedures will contribute to the judgements of and reporting on management and quality assurance.

Sampling of other subjects/aspects

- 33 During training visits, inspectors will expect to observe training in the core subjects and will look at documentation for these in detail. However, they will also observe other training both in the centre and in schools and look broadly at all course documentation relevant to other subjects/aspects such as foundation subjects or RE. The MI will negotiate with the provider's representative to identify other subjects/aspects (normally no more than three) to be observed during the training visit.

Scrutiny of documentation

- 34 The documentation requested for the inspection is listed in appendix B. The minimum information necessary to carry out the inspection will be required. The provider documentation in list A is required in advance; lists B and C should be available on site. The trainees' documentation that is required on site is given in list C.

- 35 It is important that inspectors are able to read documentation in advance of the inspection visit in order to gain the best possible understanding of the provider's context and procedures as well as the backgrounds and starting-points of the trainees. Although list A may appear extensive, it has been kept to the minimum necessary, asking only for items that are likely to be readily available.

Meeting with the core subject co-ordinators or teams responsible for core subject training

- 36 An introductory meeting will be needed with the core subject co-ordinators very early in the inspection week to finalise the arrangements for the visit, and to discuss developments since any previous inspection. The topics listed below may form the agenda for more than one meeting, especially where more than one route is offered in the subjects. Each primary inspector is likely to be allocated the responsibility for inspecting one core subject to each primary curriculum inspector. However, each will also have other allocated inspection responsibilities.
- 37 The topics for discussion in the interview/s with the subject co-ordinator (subject teams) will usually include:
- clarification of the boundaries of the inspection, including routes, age-range covered, programmes and trainee numbers
 - progress on the implementation of the action plan following the previous inspection, where appropriate
 - developments in the provision since the last inspection
 - the rationale for the course design and the structure of the training programme (with reference to the provider's model for the sequencing or phasing of trainees' development and progression during the programme)
 - operational planning including the selection of partnership schools, preparing the mentors for their role, ensuring the breadth and balance of the school experiences, including age-range
 - the trainees' needs, including their starting-points, prior experiences, strengths and weaknesses
 - differentiation to meet the needs of individual trainees in order to ensure progression
 - coherence, including links between subject and generic training
 - training strategies, including observation, collaborative teaching, tasks, fieldwork, practical activities, assignments, lectures, seminars and workshops
 - subject resources.

Observation of training sessions

- 38 During the inspection some observation of training sessions will take place, normally training for a group or the whole cohort of trainees. This may take place centrally or in schools. In training programmes where school-based, individual training is the dominant component of training, arrangements will be made to observe this training; otherwise training of groups will be the norm.
- 39 It is not possible to specify the number of hours of training to be observed but each inspector will need to see a reasonable amount of training in those subjects/aspects for which they are responsible. Where possible, inspectors will sample a range of types of training (for example lectures, practical workshops and seminars), covering different aspects of the subject training and led by different trainers in both the centre and schools.

- 40 The observation of a training session will contribute evidence and judgements to (some or all of) the areas shown in the box below. Most sessions are likely to provide evidence for judgements of the effectiveness of the training. However, sessions will also contribute to a greater or lesser extent to the other areas, depending on the nature of the training observed.
- 41 The evidence and judgements for each session will be recorded and graded on the evidence form. The grade given for the session will take all aspects into account.

Questions to consider when observing training sessions

Focus areas	Questions
Content and structure of the training programme	Is the content appropriate, for example topics covered and activities undertaken? Does the content include subject knowledge and teaching methods, and take account of the current school curriculum? Are there links to other elements of the course? Is the content designed to engage the trainees and move them towards meeting the <i>Standards</i> ?
Effectiveness of the training	<p>Does the trainer set clear objectives, use appropriate teaching methods and resources, exemplify good teaching, demonstrate good subject knowledge, draw on research and share good practice?</p> <p>Do the trainees engage with the training? Are they stimulated by it and do they respond to its challenges? Do they contribute actively to discussion, ask pertinent questions and participate enthusiastically in activities? Do they acquire knowledge, skills and understanding that move them towards meeting the <i>Standards</i>?</p>
Meeting individual trainees' needs	Does the trainer show awareness of the diversity of the trainees' prior experiences and current needs? Is the training differentiated effectively, for example by the provision of a range of materials, reading and tasks? Is the training appropriate to all trainees? Are they all included and involved? Do the trainees respond positively and relate the issues raised in training to their own experiences? Do the trainees show an awareness of how they are progressing and what they need to do to improve in order to meet the <i>Standards</i> ? Are targets set for further development? Is progress towards meeting individual targets monitored?
Assessment of trainees against the <i>Standards</i> .	Does the trainer have appropriate expectations for trainees' achievements at this stage of the programme? Where there are opportunities for assessment of the trainees, does the trainer carry out the assessment competently?

Meeting with a group of trainees

- 42 The primary curriculum inspectors will hold discussions with representative groups of trainees during the inspection visit. About 10 trainees should attend each subject meeting. The trainees should be selected by the provider, to be representative of the whole cohort in age, sex, ethnic background, previous experience and key stage specialism. In the case of higher education institutions offering undergraduate courses, trainees should, where possible, be drawn from a range of year groups. In the case of large providers offering both undergraduate and postgraduate routes, it may be expedient to hold two meetings with trainees, one for postgraduates and one for undergraduates. If this is necessary, it will be agreed before the training visit.
- 43 The discussion topics for the interview(s) with the group(s) of trainees will usually include:
- access to and engagement with the training (for example, whether the sessions, meetings and activities are stimulating, accessible, relevant and challenging)
 - the clarity of the aims and purposes of the training (for example, whether the trainees see how the training is providing good preparation for meeting the *Standards*)
 - coherence within the programme, including links between generic and subject-specific training, centre-based and school-based training
 - the school experiences, including the breadth, balance and suitability
 - assignments and tasks, including their usefulness and relevance, and the provision of preparation, support, marking, feedback and review
 - individual support, including the working relationships with mentors and tutors, and the availability of help in schools and centres
 - the trainees' perception of their own progress, including the quality and quantity of feedback, assessment procedures, recording and reporting, target-setting and monitoring, and their own contribution to the assessment process.

Visits to placement schools

- 44 The purpose of the visits to schools is to observe training and identify how the time spent in schools is used to advance trainees' progress towards the *Standards* and, in particular, how it meets their individual needs. The provider should be asked to identify the sample of schools to be visited. Each inspector will normally visit two schools, as well as observing school-based training. Discussions will be held with the school trainers and the trainee and training and assessment documentation will be scrutinised.
- 45 Before the visit, the MI should arrange with the provider the details of communication with the school to be visited in order to ensure that heads and trainers in the school are clear about the timing and focus of the visit. A letter will be sent by the MI confirming each visit. The OFSTED inspection tracking system (ITS) should be used to record visits to maintained schools in England. Where relevant, the regional offices should be requested to supply OFSTED reports or specified parts of reports. Agreed procedures for checking and recording proposed visits to independent and Welsh schools should be followed.

- 46 During the visit the indicative use of time (total 3.5 hours) will be:
- brief introductory meeting with mentor and trainee (15 minutes)
 - documentation scrutiny (1 hour)
 - meeting with the class teacher or school mentor (30 minutes)
 - meeting with the trainee (30 minutes)
 - observation of school-based training (60–90 minutes depending on nature of training).
- 47 The brief introductory meeting with the mentor and trainee will set the context for the visit and check the details of the programme. It will also be an opportunity for the inspector to discuss with both the mentor and the trainee the current targets for the trainee that week, as an example of the training focus in the placement.
- 48 The following mentor's documents will normally be available for scrutiny during the visit:
- the mentor's weekly training plan/programme for trainee/mentor sessions
 - details of specific training activities for the trainee currently in the school (or on the most recent placement)
 - records of lesson observations
 - records of mentor/trainee meetings
 - reviews/reports of the trainee's progress.
- 49 The topics to be discussed with the mentor will normally include:
- preparation for the mentor role and responsibilities (mentor meetings, training for mentors, written guidance, tutor support)
 - details of the training (completed and planned) provided for the trainee during the current/recent placement
 - how progress is assessed and the progress the trainee has made during the placement towards meeting the *Standards*
 - trainee's current targets and how the training will help them to achieve these
 - links with other areas of the training (for example professional mentor sessions, visits of the subject tutor, core subject programme, assignments and tasks).
- 50 The following should be available, if they are maintained, for scrutiny during the visit:
- training log for this placement school
 - records of specific training activities in this school for the trainee
 - records of observations of teachers
 - responses to school-based tasks
 - records of mentor/trainee meetings
 - trainees' self-reviews and evaluations
 - lesson observations by those other than the lead mentor, for example course tutors, professional mentor, class teacher
 - lesson plans and evaluations.

- 51 The topics to be discussed in the meeting with the trainee will normally include:
- the main targets for this school placement for the trainee
 - the role of the mentor sessions in their training and development
 - the role others play in their training (for example professional mentor sessions, visits of the subject tutor, core subject programme, assignments and tasks)
 - details of the training (completed and planned) provided for the trainee during the current/recent placement
 - how the trainee's progress has been assessed (Can he/she identify any specific examples of progress made during the placement?)
 - awareness of the trainee's strengths and areas for development in relation to the *Standards*
 - discussion of the current targets and how these will be achieved.

Observation of school-based training

- 52 The main purpose of training visits to schools is to see school-based training. This can take many forms, but the most usual include:
- a trainee observes a teacher teaching and a discussion/debrief follows
 - a mentor/class teacher observes a trainee teaching and gives feedback to the trainee
 - a mentor conducts a weekly meeting/seminar with a trainee or trainees
 - a trainee works alongside a teacher, planning, teaching or assessing, with discussion and training incorporated
 - a tutor observes and debriefs a trainee
 - a direct training session is provided for a trainee or trainees; for example, the school literacy co-ordinator explains the school's approaches to the assessment and recording of pupils' progress in reading.
- 53 For any school-based training observed, the inspector will complete a form. It is not normal practice for an inspector to complete an 'evidence form' if a trainee is observed teaching on a training visit.

Moderation and interim feedback

- 54 At the end of the training visits, inspectors will meet to moderate their judgements before providing oral feedback. The MI, supported by all primary curriculum inspectors, will give feedback. It will normally last between 30 and 45 minutes, will be given to the representatives of the partnership, will cover issues that have arisen during this stage of the inspection and will include a summary of strengths and possible points for development. No grades will be given. The inspectors will make a written record of the substantive feedback points, and of any comments made by the provider.
- 55 Where, in relation to any aspect of the training, an inspection team has serious concerns which it judges may lead to issues of non-compliance with the *Requirements*, the MI will signal these clearly to the provider. This will be done in a way that makes it clear that the final grade has not already been decided, and will not be decided until final moderation.

Subsequent moderation arrangements

- 56 After the training visits for primary inspections have been completed, moderation of all inspectors' interim judgements will take place to ensure consistency across all primary inspections. Further moderation will take place in July when all primary inspectors for the current year's inspections will meet to moderate judgements on training and standards (see annex 1).

Inspection of standards achieved by trainees (S cell): standards visit

- 57 The key question to be answered in this stage of the inspection is:

■ How well do trainees meet the *Standards*?

- 58 Inspectors will consider how well trainees meet the *Standards* contained in the three inter-related sections of *Qualifying to Teach*, by answering the questions contained in the *Framework*. However, they will not attempt to judge each of the *Standards* separately. Instead, for inspection purposes, they will group the *Standards* into eight key focus areas. The box that follows shows the eight focus areas and how they relate to the *Standards*. The *Standards* section of the report will be written under the three main headings: 'Professional values and practice', 'Knowledge and understanding', and 'Teaching'.
- 59 The training visit will have provided some preliminary evidence on the S cell for the cohort from discussions with trainees, observation of training sessions, assignments and coursework. However, the main evidence for making judgements on this cell will be obtained from the standards visit when a sample of trainees is seen in schools. During the standards visit, a sample of trainees will be observed teaching on their final teaching experience. Inspectors will make every effort to arrange to visit trainees during the final third of this placement. The main focus for this visit is to judge the *Standards* achieved by trainees and to confirm (or not) providers' assessments of them. Inspectors will visit schools, dividing their time between observing trainees teach and interviewing them; looking at school experience files, trainees' assignments and trainees' profiles, and interviewing school-based tutors. The standards visit will also provide valuable evidence about the quality of training and assessment, and management and quality assurance.

Key focus areas

Professional standards for QTS	Key focus areas	Standards inspected in key focus area
Professional values and practice	<p>Trainees are committed to raising pupils' educational achievement and demonstrate appropriate values and attitudes in their teaching and their conduct with support staff and with parents in and out of school.</p> <p>Trainees are able to improve their own teaching by effective evaluation and have the motivation and ability to develop professionally.</p>	1-1, 1-2, 1-3, 1-4, 1-4, 1-5, 1-6, 1-7, 3-1-4, 3-1-5, 3-3-1, 3-3-11, 3-3-12, 3-3-13
Knowledge and understanding	Trainees have sufficient command of the subject and professional knowledge they require to teach their subject effectively in their selected age-range.	2-1, 2-2, 2-3, 2-5, 3-3-2
Teaching	Trainees' planning demonstrates clear teaching objectives and learning targets, based on high expectations for all their pupils.	3-1-1, 3-1-2, 3-3-3, 3-3-9
	Trainees are able to use effectively a range of teaching strategies, including ICT and homework, that enable all groups of pupils to acquire the expected knowledge, understanding and skills.	2-4, 3-1-2, 3-1-3, 3-3-1, 3-3-6, 3-3-5, 3-3-10, 3-3-11, 3-3-12
	Trainees are able to devise and use appropriate methods for monitoring and assessing their pupils' progress, to inform their own planning, stimulate their pupils to improve and enable them to report on pupils' achievements.	3-1-2, 3-2-1, 3-2-2, 3-2-4, 3-2-5, 3-1-3, 3-2-6, 3-2-7, 3-2-3
	Trainees are able to organise and manage their classes confidently and safely.	2-7, 3-1-3, 3-3-8, 3-3-9, 3-3-7
	Trainees ensure that all pupils have full access to the curriculum and give suitable support to help different groups of pupils make good progress.	3-2-4, 3-2-5, 3-1-2, 3-3-4, 2-6-1, 3-3-14

Grading the *Standards*

- 60 Inspectors will give one overall grade for standards across all of the courses inspected. As for the training cell, this could mean one overall grade for one course, if the provider has only one course, or one overall grade for provision on several courses.
- 61 In the case of providers who have postgraduate and undergraduate provision, it is likely that two standards visits will be necessary. In such a case, it would not be the practice to grade the undergraduate and postgraduate provision separately and then arrive at an average grade. Rather, as for the training cell, overall judgements would be made about aspects of standards such as 'Professional values and practice', or 'Planning, expectations and targets', and these would inform the decision about the overall standards grade, as they would if only one course were being inspected.
- 62 Inspectors should grade each trainee seen in the light of the grading scale and the following illustrative grade characteristics, using the range of evidence available. The match need not be identical in every particular, but inspectors should be confident that the characteristics of quality provide a broad and substantial correspondence. The characteristics are not intended to be definitive or exhaustive.

Characteristics of satisfactory trainees (grade 3)

Trainees graded as 'satisfactory' must meet all the *Standards*.

Trainees expect pupils to learn and aim to raise pupils' achievement appropriately as a result of their teaching. They evaluate their teaching in order to improve it, but some may need the additional help of more experienced teachers to assess its impact on pupils' learning. Trainees contribute usefully to the corporate life of the school and relate to pupils well, respecting their backgrounds and interests.

Trainees have sound knowledge and understanding in the subjects of the primary curriculum they are trained to teach and proficient in their use of ICT. They are able to describe and communicate the concepts and skills of the subject to pupils. They know and understand the Primary National Curriculum, guidance and statutory requirements, and the National Strategies, and use them to support their planning. Trainees set clear objectives, but not always with appropriate, specific detail, and this means that the match of activities and resources to intended outcomes is not always fully worked out. They take account of the needs of different groups of pupils' and are able to differentiate their teaching accordingly with guidance from an experienced teacher. Trainees are aware of the potential range of teaching strategies, however they do not use them all with equal confidence in practice. They organise and manage time and resources to support their learning objectives. They establish a clear framework for classroom discipline, in line with the school's expectations. Relationship with pupils are sound, enabling pupils to learn effectively.

Trainees use a range of assessment strategies and with the help of more experienced teachers are able to identify pupils' individual needs. They are aware of the school's performance data. They mark pupils' work constructively, provide helpful feedback and record and report achievement, guided by the school's practice.

Characteristics of good trainees (grade 2)

Good trainees are committed to raising pupils' achievement. They consistently have high expectations of pupils and relate to them in a purposeful and positive way. They think critically about the impact of their teaching on what all the pupils in the class learn. They are confident and up to date in their knowledge of the Primary National Curriculum and use of ICT, which reflect the needs and requirements of the age-range for which they have been trained. They use and apply their subject knowledge effectively in the context of what pupils need. They have a good ability to explain and communicate the concepts and skills of the subject they teach. They have a good knowledge of the National Curriculum, guidance and statutory requirements, and the National Strategies, and use these to plan coherent lessons.

Good trainees set well-thought out, clear and precise objectives for lessons and sequences of lessons, which pupils know and understand, and match the learning resources and the learning activities carefully to intended outcomes. They plan for the varying needs of individuals and groups in the class. A range of teaching strategies is used and evaluated according to effectiveness and fitness for purpose. Good trainees know how to manage time effectively in lessons, establish good relationships with pupils and provide a positive climate for good behaviour and sustained work. Work is well matched to the range of pupils' achievement, with a recognition of the value of diversity and the different contributions pupils can make.

Good trainees understand and use a range of formative and summative strategies at the appropriate time to assess pupils' achievements accurately and consistently and can recognise when pupils have made progress. They make limited use of the school's performance data to judge starting-points and target levels of attainment. They are methodical and systematic in recording and reporting pupils' achievements. At the end of the placement they are recognised as having made a substantial and positive contribution to the corporate life and ethos of the school.

Characteristics of very good trainees (grade 1)

Very good trainees have high and demanding expectations, based on thorough analysis of pupils' prior achievements. They are committed to raising achievement, and know how to accomplish this in ways appropriate to the pupils they are teaching. They play a full part in the life of the school and establish very good relationships with pupils, teachers and other adults. They take the initiative, think rigorously and pursue their professional development across the whole life of the primary school. They set their current teaching within a wider framework of national trends and initiatives, to provide a context for its improvement.

Their subject knowledge and understanding of the core subjects, ICT and other primary subjects in which they are trained is at an overall high level. They use and apply their subject knowledge accurately and perceptively to consolidate and extend pupils' learning. Very good trainees are confident and competent in their use of ICT, applying it productively to support their teaching and pupils' learning. They consistently enthuse and motivate pupils. They have an in-depth knowledge of the National Curriculum, guidance and statutory requirements, and the National Strategies, and use these well to support planning, teaching and assessment. Their planning is consistently of a very high standard; objectives, activities, resources and outcomes are all very well matched to the needs of the varying groups of pupils taught. A wide range of teaching strategies is used, with a good understanding of the particular contributions different strategies make to pupils' gains in knowledge, understanding and skills. Evaluation of their teaching is rigorous, accurate and focuses specifically on what pupils have achieved in lessons. It is used effectively to improve their teaching.

All aspects of class management are very good. A brisk pace is maintained throughout. Pupils learn and make good progress. Very good trainees are adept and confident in using a range of assessment strategies, reflecting a very good understanding of the theory and practice of assessment. They interpret and use the school's performance data to judge starting-points and target levels of attainment. They are skilled at providing well-focused feedback and setting precise and appropriate targets for improvement. Their record-keeping is detailed and relates to individuals' achievement as well as whole-class progress, and is used effectively to inform planning and teaching.

Providers' assessment of trainees' standards

- 63 For the purposes of the inspection, providers are asked to assess the quality of trainees against the *Standards*. For each course, the provider will need to send to the inspector a list of the schools where trainees are placed for their final teaching experience, together with a list of the trainees and their assessment of them against the *Standards*. This should be an overall grade for each trainee which takes into account the full range of *Standards* in all of the subjects for which they have been trained. The lists should reach the inspector by a date agreed by the provider's representative and the MI. This agreed date will normally be no later than two weeks before the date of the visit, but circumstances may lead to an agreement about a longer or shorter interval.
- 64 Where a provider offers significant undergraduate and postgraduate training, it may be necessary to arrange two separate standards visits. The selection of trainees and the arrangement for visits to schools will be broadly similar for both routes. In the event of a provider running two or more alternative undergraduate or postgraduate teaching programmes the standards visit will focus on the larger course. However, providers may be asked to submit to the MI a list of trainees' S cell grades for the course(s) not being inspected.
- 65 The list(s) will indicate for the standard (S) cell the trainees judged by the provider to fall within grades 1, 2, 3, and those who are considered to be below an acceptable level in the standards (grade 4). To place trainees in the appropriate categories for the S cell, providers should use the four-point scale and may wish to use the grade characteristics.
- 66 Providers should make their assessment of a trainee for the cell based on the extent to which the trainee is achieving the *Standards*. Where providers make assessments well before the end of the course, they should take account of expected improvement when offering their preliminary assessments of trainees' teaching standards. It is recognised that some providers make final judgements about trainees' teaching standards only on a pass/fail basis. However, in order to meet the *Requirements*, and with the development of profiling, providers need to assess and record trainees' standards throughout the course, and may wish to use this information when placing trainees into grade categories. The compilation of the lists for inspection purposes can be undertaken irrespective of the particular assessment methods that providers use. The grade assessments made by the provider are strictly confidential; under no circumstances will inspectors share these with trainees.

- 67 Because primary cohorts can be very large, it is not a requirement, at this stage, that providers should state for each trainee which particular features have led to the judgements and grades. However, when the MI has selected the sample, the provider can, if they wish, for that sample only (including reserves), provide a brief commentary on the grades in the manner suggested below.

Trainee	School	S-cell grade	Commentary to support grade
Jane Smith	Erehwon Primary School	1	Excellent subject and professional knowledge applied effectively to her teaching. Very good evaluation of learning outcomes. Very good assessment practice.
John Jones	Utopia Infants and Nursery School	2	Well-thought out and clear objectives for lessons. Good at meeting the needs of individuals and groups. Very good relationships.
Eve Williams	Brave New World Junior School	3	Organises and manages time and resources to support her learning objectives. Depends on support of school-based subject tutor to assess the impact of her teaching on the pupils' learning. She sets clear objectives, but not always in detail.

- 68 Trainees in the grade 4 category will be those whom the provider considers to be unsuitable for the award of QTS, or those who are considered to be below an acceptable level in the *Standards* at the time when the lists are being drawn up and who are receiving support to enable them to reach the required level. Inspectors will not normally visit trainees in this category but reserve the right to do so if they have concerns about the accuracy of the assessment or where it contains unduly large numbers of trainees. Inspectors will wish to see grade 4 trainees' work and assessment records. Inspectors will take account of the end-of-course pass/fail assessments of these trainees when determining the overall grades for the standard cell for the cohort. Providers are asked to send a copy of the pass/fail list to the MI as soon as it is available.

Identification of a sample of trainees by the inspector

- 69 It will not be possible for inspectors to visit all trainees on the courses to judge them against the *Standards* and the MI will select a sample or samples (depending on the number of courses being inspected) of trainees to be visited. Inspectors will select a sample that will allow them to verify the assessments carried out by providers. Details of sample size and sampling methodology are explained below.

Cohort and sample size

Cohort number	Sample size	No. of inspectors	No. of teaching sessions
6-30	6	2	12
31-80	9	3	18
81-100	12	4	24
101+	18	6	36

- 70 Where more inspectors are needed for standards visits than the existing team size, the MI or AMI may be used as extra inspectors for this role.

71 It is particularly helpful if providers annotate any information about trainees which they wish to bring to the MI's notice. For example, providers might wish to indicate where school placements might prevent inspection because, for example, of geographical distance, or an OFSTED school inspection coinciding with the term of the visit.

72 A possible format for the lists could be as shown below:

Trainee	Subject specialism	S cell grade	School details	Head	Mentor	Class teacher	Year group	Other information

73 On receipt of the list, the MI will select a sample of trainees that corresponds broadly to the distribution of grades in the whole cohort. For example, a cohort of 100 trainees in which 50 were Grade 1, 40 were Grade 2 and 10 were Grade 3 would lead to a sample of trainees as follows: six graded 1, five graded 2, and one graded 3. Normally, at least one trainee from each of the categories to which any trainees have been assigned (except category 4) will be inspected. If the provider is responsible for any flexible routes into teaching, then the MI will make arrangements to include visits to see at least one trainee in one of the planned standards visits.

74 Wherever it is possible, without distorting the sample, the MI will use information about schools' locations and any special circumstances notified by the provider to plan inspection visits in the most efficient way. When the MI has selected a sample of trainees, he/she will check the sample with the provider as soon as possible to ensure that no mistakes have been made, by either side, and the final list of visits will be agreed. Where possible, the MI will also identify 'reserve' visits for each trainee in the sample. These trainees will be selected in the same manner as the first choice sample, but will be visited only if the original trainee is not available, for example, because of illness or interview.

75 In exceptional cases, the MI may decide that a change to the sample is needed if the number of trainees in the assessment categories has changed significantly since the lists were drawn up. Normally, the change will be made by the use of alternatives identified by the MI when choosing the original sample, but inspectors will be prepared to discuss this with providers if the need arises. One determining factor will be the time available to make changes to the programmes of visits. Providers should also inform the MI if any problems arise about the schools or trainees to be visited after the sample has been chosen. In these circumstances, if the MI decides it is appropriate, alternative trainees identified may be visited. To ensure that programme changes can be made with minimum inconvenience to schools and trainees, providers are asked to alert 'alternative' trainees and the school where they are teaching to the possibility of a visit by an inspector.

76 Inspectors recognise that trainees' teaching standards develop throughout their final assessed teaching experience, and that they may move from one grade category to another between the time the lists are drawn up and the time of the inspector's visit. It is essential, therefore that the provider keep the MI informed of any significant changes in trainees' teaching standards up to, and at the point of, the standards visit: **the need to ensure clear communication between providers and inspectors cannot be emphasised too strongly.**

Inspection activities

Sources of evidence

- 77 Evidence for judging an individual trainee's standards will normally be gained from:
- observation of the trainee's teaching
 - the trainee's teaching file/professional file, including examples of record-keeping and assessed work
 - the trainee's completed tasks and written assignments
 - the providers/mentors assessments of the trainee including profiles, targets and reports
 - an interview with the trainee
 - an interview with the school mentor and/or class teacher.

Arrangements for visits to schools

- 78 Once the sample of trainees and the schools to be visited have been finalised for a standards visit, the provider is requested to contact the schools and discuss the requirements for the programme of visits. The MI is responsible for deciding which trainees will be visited by which inspector and will normally include this when selecting the sample.
- 79 The provider should agree with each school a programme for the inspection visits and check its suitability with the MI. When the inspection programme has been agreed, the MI and the provider will decide upon responsibility for sending a letter to each school to be visited confirming the arrangements made. The MI will normally inform other inspectors of their itineraries, but again it may be more convenient for providers to do this.
- 80 Providers are requested to inform the trainees that they are to be visited by an inspector and to clarify with them the purpose and format of the visit. Providers should make trainees aware that they will be seen teaching two of the three core subjects. One complete lesson observation will last approximately one hour and the other will sample, for approximately thirty minutes, a different core subject.
- 81 Providers should ensure that trainees have the following documents with them in school when the inspector visits:
- their teaching file(s), including all written observations and assessments of their teaching
 - examples of their assessments of pupils' work and any records made
 - their standards profile/profile of professional development (including Career Entry Profile, if available at the time of the visit)
 - a copy for the inspector of the plan(s) for the lesson(s) being observed
 - their written assignments.
- 82 A more detailed description of the programme for school visits is given in appendix A.

Judging the standards of individual trainees

Observing lessons

83 Each trainee visited will be observed teaching on two occasions, once for about 60 minutes and once for 30 minutes. An OFSTED evidence form will be completed for each lesson. The grades completed by inspectors on the evidence form will form part of the evidence for the overall *Standards* grade. Grades should be made on the OFSTED 1-7 scale (excellent, very good, good, satisfactory, unsatisfactory, poor, very poor). Inspectors should read carefully the guidance in the *Handbook for Inspecting Primary and Nursery Schools*, on inspecting 'How well pupils are taught' (pp46-63), and the guidance on completing the evidence form (pp181-185). They should also read OFSTED's guidance on *Inspecting Subjects 3-11*.

84 As a general guide, towards the end of the course, the expected correspondence between the quality of a trainee's teaching and the OFSTED grades for teaching is broadly as follows:

Trainee grade 1	OFSTED teaching grade at least a strong 3 but often 2 or more rarely 1
Trainee grade 2	OFSTED teaching grade usually 3 but sometimes 4
Trainee grade 3	OFSTED teaching grade usually 4 but occasionally 5 in difficult circumstances

85 The overall teaching standard of an individual trainee is not reported on. The inspector's judgements are entirely separate from the provider's assessment of an individual trainee and play no part in determining whether he/she passes or fails the course. These judgements on individual trainees are not intended to be shared with providers or trainees, but are used in determining the overall grade for the S cell.

Interviews during school visits

86 The inspector will take the opportunity to discuss the lesson(s) observed with the trainee during the inspector/trainee interview. Inspectors should adhere to the suggested interview time with trainees and mentors. The topics for discussion may include the following:

- issues arising from the lesson observations
- the trainee's awareness of strengths and areas for development in relation to the *Standards*, including aspects of subject knowledge across the primary curriculum
- how the trainee has been assessed
- knowledge and understanding of planning and progression across two key stages and the assessment of pupils' work
- professional values and practice and the trainee's wider contribution to school life
- the Career Entry Profile and any professional development needs
- issues arising from the scrutiny of documentation.

- 87 During the school visit the inspector will want to talk to the school-based tutors and the class teacher. The inspector will work closely with the school to minimise any disruption to the teaching timetable when arranging a suitable time for the meeting. In most situations the inspector will talk either with the professional tutor/school mentor and class teacher together or to one or the other, whoever takes the major role in the training programme. Occasionally, the inspector will want to talk to the mentor and the class teacher individually. This may arise, for example, where both individuals play a significant role in the trainee's training and cannot be released easily from their teaching commitment. The topics for discussion may include the following:
- the factors which lead to the mentor's overall evaluation of the trainee
 - specific matters arising from the lesson(s) observed and the teaching file
 - how the trainee has improved over time, with specific reference to targets set
 - the organisation and implementation of the final assessment procedures
 - the trainee's professional values and practice, for example the involvement of the trainee in the corporate life of the school and their communication with parents
 - the coherence of the course in terms of linking centre-based training with school-based training
 - the role of the school as a training centre, for example, the involvement of subject co-ordinators
 - school resources, including access to and use of ICT
 - links with the centre in terms of support and training for the mentor's role and responsibilities.

Making judgements: assessing the standards cell

- 88 When the inspector visits trainees, he/she will judge each trainee's standard in the S cell on the four-point scale. Inspectors will use the grades they have given for each trainee visited, together with other evidence, to confirm (or not) the provider's assessments.
- 89 Inspectors must then determine the overall grade for the S cell for the courses inspected. In the case of an inspection of one course only, the proportion of trainees in each of the grade categories determines the overall cell grade as shown in the following box. However, when two or more courses are inspected, inspectors will need to combine the grades from two standards visits before arriving at the overall cell grade. The judgement for the S cell cannot be confirmed until the inspector has received information from the provider of those trainees who were, and those who were not, awarded QTS following the end-of-course assessments.

Indicative proportions for grading the cohort of trainees

grade	
1	A majority of trainees are grade 1; of the others almost all (90%) are grade 2
2	Most trainees (75%) are grade 1 or 2: no more than 25% are grade 3
3	All trainees are grade 1, 2, or 3
4	From the evidence seen, there are trainees who, in the inspector's judgement, will not achieve the <i>Standards</i> by the end of the course, but who are to be awarded QTS by the provider

- 90 The inspector will use all the evidence from all visits, together with the information on the award of QTS for all trainees, to judge whether the provider's assessments of trainees' standards are corroborated. If the provider's assessments for the trainees seen are confirmed, it will normally be clear what the overall grade is for the S cell and subsequently for provision overall.
- 91 If the provider's assessments are not confirmed, because the inspector, on the basis of what he or she has seen, concludes that some, or all, of the trainees have been underrated or overrated, the overall grade for the cohort and consequently for courses overall may need to be adjusted accordingly. Annex 1 sets out the special issues in determining the award of a grade 4 for the S cell provision overall.
- 92 If there is a significant discrepancy between the inspector's and provider's assessment of trainees, this will also be taken into consideration when making judgements in 'Training quality' and 'Management and quality assurance' about the accuracy and consistency of the assessment of trainees against the *Standards*.

Feedback

- 93 At the end of the week of the standards visit, some overall feedback will normally be given to a nominee of the provider, such as the head of primary ITT. This will usually take place in the late morning of Thursday, and will be comparatively brief. If the inspection has been at the first standards visit stage then feedback can relate only to the courses inspected during that week. If it is at the second standards visit stage then a broader perspective on standards on all courses inspected may be possible. In any case, such feedback will be confined to broad indications of the quality of what has been seen, perhaps referring to any major strengths or weaknesses in the standards of trainees. No formal or informal indication of the overall standards grade can be given at this stage, pending moderation procedures.

Appendix A: Planning inspection time

Indicative staffing

Model for providers offering one route only (small provider with fewer than 40 trainees)

Managing inspector:	10 days (to include 2 days preparation, 2 days inspecting subjects, 2 days inspecting management and quality assurance, 1 day writing)
Assistant managing inspector:	6 days (to include 1 day preparation, 3 days inspecting subjects, 1 day inspecting management and quality assurance and 1 day writing)
Primary curriculum inspector 1:	6 days (to include 1 day preparation, 4 days inspecting subjects and 1 day writing)

Model for providers offering one route only (large providers)

Managing inspector:	10 days (to include 2 days preparation, 4 days inspecting management and quality assurance and 1 day writing)
Assistant managing inspector:	6 days (to include 1 day preparation, 2 days inspecting subjects, 2 days inspecting management and quality assurance, 1 day writing)
Primary curriculum inspector 1:	6 days (to include 1 day preparation, 4 days inspecting subjects and 1 day writing)
Primary curriculum inspector 2:	6 days (to include 1 day preparation, 4 days inspecting subjects and 1 day writing)

Model for providers offering several routes

Managing inspector:	10 days (to include 2 days preparation, 4 days inspecting management and quality assurance and 1 day writing)
Assistant managing inspector:	6 days (to include 1 day preparation, 4 days inspecting management and quality assurance and 1 day writing)
Primary curriculum inspector 1:	6 days (to include 1 day preparation, 4 days inspecting subjects and 1 day writing)
Primary curriculum inspector 2:	6 days (to include 1 day preparation, 4 days inspecting subjects and 1 day writing)
Primary curriculum inspector 3:	6 days (to include 1 day preparation, 4 days inspecting subjects and 1 day writing)

Inspection activities: training visit

		Inspection activities
Preparation day	Off site	Scrutiny of pre-inspection documentation (list A). Pre-inspection commentary and analysis. Note The MI has an additional day for pre-inspection commentary and analysis. This is likely to be spent on site.
Day one	On site	Travel (2–3 hours) Initial team meeting (30 minutes) Reading additional documentation provided by the provider (lists B and C). (2 hours) Initial discussion with trainers and see resources (1 hour) Observe central training (2–3 hours)
Day two	On site	Further observation of training (2–3 hours) Discussion with subject trainers (1 hour) Discussion with group of trainees (1 hour) Meeting with aspect co-ordinator (1 hour) Further scrutiny of documentation and files (1 hour)
Day three	On site	Two school visits including meeting with individual trainees (7 hours) Reviewing evidence, inspection writing and judgements (2 hours)
Day four	On site	Inspection writing (1 hour) Moderation meeting (2 hours) Interim feedback to senior managers (1 hour) Travel (2–3 hours)
Writing day	Off site	Completing inspection forms and draft report sections

Standards visit

- 1 The inspection of standards will normally take five days including one writing day. It is organised centrally to allow the MI and supporting inspectors to visit during the same week.

Outline programme for each inspector

Day one	Day two	Day three	Day four	Day five
Travel (am) School visit (pm) Team meeting (pm) Writing	School visit (am) Team moderation meeting (pm) Writing	School visit (am) Team moderation meeting (pm) Writing	Team meeting (am) Brief feedback to provider (am) Travel (pm)	Writing

Outline programme for school visit

Time to read teaching file(s), assignments, assessments, records and profile	About 90 minutes
Observe trainee teaching (2 sessions – core subjects or related areas of learning in the Foundation stage)	About 90 minutes
Interview trainee	About 60 minutes
Interview school mentor and/or class teacher	About 45 minutes (maximum)

- It is recognised that much English and mathematics teaching normally takes place in the mornings. With the exception of Mondays, inspectors will plan to arrive at the school ready for the first lesson of the morning. In a few cases, it may be necessary to ask for adjustments to trainees' timetables to ensure that they can be seen teaching two of the three core subjects or related Foundation stage areas of learning. Inspectors will liaise closely with providers and schools in order to make sure that arrangements are as convenient as possible.
- The scope of these visits is such that inspectors will not normally be able to see more than one trainee each day, though, on occasion, for example when two trainees are placed in the same school, it might be possible to see two trainees in a day. The MI responsible for writing the final report will co-ordinate the arrangements for other inspectors who are involved.
- The overall coverage of the core subjects should be approximately as follows taking into account the relative frequency of English and mathematics, and science lessons in the primary timetable. However, this is meant to be a broad indicator and not an exact requirement or entitlement. It is inevitable that fewer science lessons will be seen, but the minimum requirement for full (60-minute) lessons should be possible.

Trainees No.	Sessions No.	English sessions		Mathematics sessions		Science sessions	
		60 min	30 min	60 min	30 min	60 min	30 min
6	12	2	3	2	3	2	0
9	18	3	4	3	4	3	1
12	24	4	5	4	5	4	2
18	36	6	7	6	7	6	4

Appendix B: Inspection documentation for the training visit

- 1 The minimum information necessary to carry out the inspection will be requested. The following lists of documentation are not intended to place heavy demands on providers to produce documentation specifically for the inspection and items on the list may be contained in larger documents. Providers are asked to 'signpost' documentation to ensure that inspectors can access the relevant sections.

List A: Provider documentation (to be sent in advance)

- 2 The following generic and subject documentation is requested for each subject inspector:
 - general course handbook(s), including an outline of the GPS training
 - partnership handbook and guidance for school-based subject tutors
 - in discussion with the MI, lists of trainees, giving age, sex, ethnic background, subject qualifications (for example degree subject, classification, institution) and previous relevant experience
 - list of staff who have the main responsibilities for developing, managing and training the primary programmes
 - address list of partnership schools, with names of school-based tutors (indicating if new/experienced in school-based subject tutoring) and basic information about the school, for example, age-range, type of school
 - the provider's self-assessment.

List B: Provider documentation (to be available on site during the training visit)

- 3 The following generic and subject documentation is requested for each subject inspector:
 - details of the subject training, including provider-based and school-based work, session plans, details of assignments and tasks
 - all GTTR forms (or UCAS forms for undergraduate courses) for the trainees currently on the course, and any written guidance for subject interviewers
 - a list of the trainees to be interviewed by the inspector and details of the school visits

and, where not included in the subject and course handbooks:

- written guidance for subject interviewers
- details of subject and ICT audit procedures
- details of monitoring, reviewing, target-setting and action planning
- arrangements for assessing trainees against the *Standards*
- agendas for partnership meetings and attendance lists
- minutes/notes of partnership meetings, together with any supporting papers
- sample of Career Entry Profiles for the previous cohort of trainees
- external examiners' reports for the last three years
- course reviews and evaluations.

List C: Trainee documentation

- 4 Trainees are requested to make the following documentation available to inspectors:
 - all files (including lesson planning, evaluations, lesson observation forms, standards profiles, audits) should be available on site throughout the inspection week
 - marked assignments and tasks
 - teaching placement reports.

Full secondary inspections

This section should be read in conjunction with the section: 'Inspection of management and quality assurance'.

Introduction

- 1 The full secondary inspection will inspect, grade and report on two major aspects of provision in each of the individual secondary subjects being inspected: the training quality (T cell) and the standards achieved by trainees (S cell). Inspectors will assess the extent to which providers meet the *Requirements* and the trainees meet the *Standards*. The full inspection will include the inspection of management and quality assurance (M cell) across all secondary provision and the subject inspector will contribute evidence to these aspects of the inspection.
- 2 The full inspection will consider all training routes in the subject that are offered by the provider at the time of the inspection, such as undergraduate courses of various lengths, one-year and two-year postgraduate secondary courses (full time or part time), the secondary elements of Key Stage 2/3 courses, and flexible programmes. Where there are a number of different routes for any subject, the subject inspector will focus on the route with the greatest number of trainees, but will also seek evidence on the quality of training in the other routes. Where there are significant postgraduate and undergraduate routes for a subject, there may be more than one subject inspector assigned to inspect training, and trainees on both routes will be seen teaching on their final teaching experience.
- 3 There will be two inspection visits and all inspectors will normally visit in the same weeks. The first visit, known as the 'training visit', will usually take place between the mid-point of the first term and end of the second term. The focus at this stage of the inspection is the extent to which training and assessment contribute to the trainees' achievement of the *Standards*. During the second visit, known as the standards visit, a sample of trainees will be observed teaching on their final assessed teaching experience. Inspectors will make every effort to arrange to visit trainees during the final third of this placement. Evidence on training and assessment and on management and quality assurance will continue to be gathered during the standards visit. If the provider has substantial postgraduate and undergraduate courses, there will normally be two standards visits; if only a postgraduate or an undergraduate course, there will normally be only one standards visit. If there is additional provision, such as flexible routes, trainees from these programmes will be included within one of the standards visits where possible.
- 4 Towards the end of the training visit, interim judgements will be moderated at a team meeting and interim feedback will be given to the provider. Further feedback on the training quality (T cell) and the standards achieved by trainees (S cell) will be given to the provider at the end of the standards visit. After the completion of both stages of the inspection, all subject judgements will be moderated before final grades are decided and reports are issued.
- 5 A more detailed account of the two visits is given in the following sections and in the two appendices, which deal with the allocation of inspection time (appendix A: Planning inspection time) and with inspection documentation (appendix B: Inspection documentation for the training visit).

Inspection of training quality (T cell)

- 6 The inspection of the T cell will use the key questions set out below. When making judgements on the quality of the training, inspectors will need to consider carefully how the training leads to the achievement of the *Standards*.

Key questions for the training visit

- Q1 Are the content and structure of the training programme designed to ensure that trainees meet the *Standards*?
- Q2 How effective is the training in ensuring that trainees meet the *Standards*?
- Q3 How well does the training meet the needs of individual trainees?
- Q4 Is the assessment of trainees against the *Standards* effective and accurate?

Making judgements about training and assessment

- 7 For each subject receiving a full inspection, inspectors will judge the quality of the training and assessment and the extent to which they have improved, or not, since the last inspection. In evaluating the evidence available, inspectors will focus on the four key questions set out above. Much of the evidence for making judgements on the quality of training and assessment will be drawn from the training visit. However, evidence for all four questions will be drawn from the standards visit.
- 8 The purpose of the training visit is to judge the extent to which training and assessment contribute to the trainees' progress towards the *Standards*. During this visit inspectors will judge the quality of the structure, content and delivery of the training; the extent to which the trainees are making progress; and how well the provider monitors this progress. Inspectors will normally visit the provider and partnership schools to observe training and to scrutinise training materials, plans and supporting documentation. They will also meet those responsible for the training, meet trainees and examine their written work, assessment records and other material relevant to monitoring their progress towards the *Standards*.

■ Question 1: Are the content and structure of the training programme designed to ensure that trainees meet the *Standards*?

- 9 To answer this question, inspectors will assess the effectiveness of the training programme in terms of its impact on trainees; they will make no assumptions about a particular model of course structure. Where a provider offers more than one training route, the inspector(s) will scrutinise plans and training programmes for each, to determine the appropriateness of the training offered for the trainees recruited. Time spent in schools (or other settings) must provide trainees with sufficient opportunities to gain practical experience in teaching and assessing pupils of different abilities in the age-range for which they are training. School-based and centre-based training should be co-ordinated so that trainees are given a coherent experience that helps them to progress.

- 10 The inspectors will seek an understanding of the aims, objectives and distinctive features of the subject training and, where relevant, the progress made in meeting the objectives in post-inspection plans. The subject content of the training will be judged in terms of its effectiveness in providing trainees with an up-to-date and comprehensive understanding of teaching their specialist subject, paying due regard to the requirements of the National Curriculum (or statutory requirements and non-statutory guidance for religious education) and specifications for national qualifications in the subject. Training for second subjects will not be inspected except where the provision is an intrinsic part of the main subject training, for example, where biologists are trained to teach the physics and chemistry aspects of combined science, or modern linguists train to teach German as their second foreign language.
- 11 Where general professional studies (GPS) is a distinct element in the training, it may be evaluated to see how it contributes to trainees' progress towards meeting the *Standards*. The aspects of GPS to be inspected, normally by the assistant managing inspector (AMI), will be agreed between the managing inspector (MI) and the provider at an early stage of the inspection. GPS training may be seen by the AMI, or by subject inspectors where it makes a direct and demonstrable contribution to subject training.

Question 1 requires inspectors to evaluate the training programme(s) and report on:

- the structure and content of the training programme(s) and whether they meet the *Requirements*
- how well all elements of the programme combine to secure trainees' progress towards the *Standards*.

In making judgements, inspectors will consider the extent to which:

- training is designed to ensure that trainees achieve the *Standards* in 'Professional values and practice', 'Knowledge and understanding' and 'Teaching'
- training is planned and managed effectively to provide coherence, with good links between, for example, general and subject-specific training, and between school-based and central training
- training provides suitable opportunities for trainees to teach and assess pupils of differing abilities across the full age-range for which they are being trained
- training takes account of developments in national qualifications and in the current school curriculum
- assessment (including school-based tasks and assignments) contributes to the training
- training programmes build on trainees' previous knowledge and experience and provide for a variety of training needs.

■ Question 2: How effective is the training in ensuring that trainees meet the *Standards*?

- 12 To answer this question, inspectors will seek evidence of the impact of the training. This will almost always involve first-hand observation of training but may also include other evidence, such as distance training materials. In addition, inspectors will scrutinise course documents, for example, handbooks and guidance for trainees, training plans, training materials and session plans. They will discuss the training with trainers and trainees to judge how well the objectives of the planned programme are being achieved.

- 13 Inspectors will make no assumptions about the form the training should take. They will focus on its effectiveness, its appropriateness for the trainees and their response. A key aspect of the judgement of the quality of the training, is its impact on the trainees and their progress towards the *Standards*. Training will be deemed to be very good only where there is clear evidence of a strong impact on the trainees' teaching.

Question 2 requires inspectors to evaluate the training programme and report on:

- the implementation of the planned programme of training
- the quality of the centrally provided training (where applicable) and school-based training, including the training sessions observed
- trainers' understanding of their roles and responsibilities.

In making judgements, inspectors will consider the extent to which trainers:

- prepare trainees through high-quality training to meet the *Standards*
- plan their training effectively, set clear objectives and use appropriate teaching methods and resources
- have a shared understanding of good practice in the subject, demonstrate good subject knowledge and provide exemplars of good teaching
- challenge and inspire trainees to teach well, evaluate what they do, and read widely about classroom practice and research in the subject
- understand their roles and responsibilities and have the necessary knowledge, understanding and skills to carry them out well.

and the extent to which trainees:

- engage with the training and acquire knowledge, understanding and skills towards achieving the *Standards*
- understand how the training contributes to what they need to know and do to achieve QTS
- are stimulated and interested by the training
- prepare themselves for the training sessions by undertaking reading and other tasks
- draw on their school-based experience to contribute to the central training sessions.

■ Question 3: How well does the training meet the needs of individual trainees?

- 14 To answer this question, inspectors will consider the effectiveness of the training and assessment in identifying, monitoring and meeting the needs of individual trainees. Inspectors will seek to gain an initial understanding of trainees' starting-points and training needs, drawing on trainees' application forms, interview records, any initial audits, and discussions with trainees and trainers. They will judge the effectiveness of the provider in identifying individual trainees' prior experience and achievement in relation to subject and professional requirements. They will assess how well the training builds on initial strengths as well as tackling areas in need of development.
- 15 Inspectors will discuss with trainers the evidence gathered on trainees throughout the course and the judgements made about them. They will also draw on evidence such as placement reports, assignments, trainee profiles and targets, lesson observations and subject audits to judge the effectiveness and the consistency with which the systems operate across the partnership. Discussion with trainees may reveal whether they have an accurate picture of how well they are doing and what steps they need to take to improve.

16 Inspectors will recognise that individual audits, action plans and other monitoring records are working documents and will understand they will be amended to reflect progress and changes in trainees' needs. They will respect the confidentiality of these documents.

Question 3 requires inspectors to evaluate and report on how:

- trainers identify trainees' prior experiences, relevant knowledge and understanding and respond to their specific training needs
- trainees' progress is monitored to enable training to be focused on their needs in relation to the *Standards*
- trainees are helped to complete the Career Entry Profile and set targets for the induction year.

In making judgements, inspectors will consider the extent to which trainers:

- act on information gained at the selection stage to identify particular needs
- assess trainees' prior experience and subject knowledge effectively at the outset of training, take suitable action in the light of the strengths and weaknesses revealed, and monitor trainees' subsequent progress
- work with trainees to develop individual action plans that are informed by initial assessments, and regularly review and update trainees' targets, based on their individual needs
- set tasks and assignments which help trainees to make progress
- provide constructive feedback from lesson observations, course tasks and assignments that informs trainees about how they are performing, what they might need to improve and how to achieve it
- acknowledge trainees' achievements in relation to the *Standards* and provide accurate information on trainees' strengths and areas for development to inform the Career Entry Profile and help them to prepare for the induction year.

and the extent to which trainees:

- respond positively to the mentoring and tutoring provided
- know how well they are progressing and recognise what they need to do to improve
- complete perceptive evaluations and self-assessments to contribute to their progress reviews and the identification of targets for further improvement.

■ Question 4: Is the assessment of trainees against the *Standards* effective and accurate?

17 To answer this question, inspectors will consider the accuracy and effectiveness of the summative assessment of trainees against the *Standards*. They will do this mainly through verifying the assessments of a sample of trainees during the standards visits, and through scrutiny of the assessment evidence (such as reports, profiles, assignments, teaching files) that the provider uses to make judgements for the award of QTS. They will discuss with trainers their role in the final assessment of trainees and the assessments they have made.

Question 4 requires inspectors to evaluate and report on:

- the assessment of trainees' achievements against the required *Standards* during and at the end of the training
- the accuracy and rigour of the final assessment for the award of QTS.

In making judgements, inspectors will consider the extent to which trainers:

- are clear about their roles in assessing trainees and have an appropriate understanding of what trainees are expected to achieve at different stages of the training
- follow effective assessment procedures, make these explicit to trainees and maintain accurate and useful assessment records
- make fair and accurate assessments against the *Standards*, phased suitably throughout the training
- make accurate assessments for the award of QTS, especially at the pass/fail borderline
- apply effective moderation procedures (including external moderation) to ensure assessments are consistent and accurate.

Grading the training cell

18 In answering the four key questions and evaluating the evidence from the training visit to identify how well training to achieve the *Standards* is being delivered, inspectors will grade the training and assessment of trainees in accordance with the grading scale and in the light of the following illustrative grade characteristics. The match may not be identical in every particular, but the inspector should be confident that the evidence he or she has gained about the quality of training has a broad and substantial 'best-fit' correspondence to the grade characteristics below. The characteristics are not intended to be definitive or exhaustive.

Grading scale

<i>grade</i>		
1	Very good	Mostly very good or excellent features, other features are good
2	Good	Mostly good features
3	Satisfactory	All features at least satisfactory
4	Unsatisfactory	Not reaching the quality required

Characteristics of satisfactory training (grade 3)

The training meets the *Requirements* and covers all the key areas necessary to prepare trainees to meet the *Standards*. It provides sound coverage of current curriculum and examination requirements, and is planned to take account of the developing teaching competences of the trainees. Links between the discrete elements that make up the course are at least implicit. Over the period of the training, partner schools offer trainees opportunities to observe, teach and assess pupils across the full age and ability ranges.

Trainees are shown how to implement relevant teaching strategies in the subject training sessions. Tasks and assignments provide opportunities for trainees to learn from experienced teachers and to consider approaches to teaching and learning. School-based subject tutors provide useful, pragmatic advice to trainees, particularly on issues relating to pupils' behaviour and class management. The partnership covers assessment and reporting requirements adequately, and shows trainees how to mark and record pupils' progress in line with school practice.

Initial procedures for checking subject knowledge at interview and at an early stage of the training are sound, and action plans to improve subject knowledge are completed by all trainees. School-based subject tutors meet trainees weekly during school placements, and these sessions are used well to review the trainee's work, to discuss feedback on lessons, to consider progress on assignments and tasks, and to set targets. The formal written observations made by school-based subject tutors are constructive. Lesson observation comments are linked to the *Standards*, particularly those relating to classroom management. The subject co-ordinator provides assessments of the trainees, in addition to those made by school-based subject tutors, and these contribute to the evidence on progress being made. Assignments are marked and returned promptly, with short, general written comments, which indicate where assessment criteria have been met. Spelling and grammatical errors are corrected.

Roles, responsibilities and procedures for the assessment of trainees are documented usefully by the partnership. School-based subject tutors are suitably qualified, experienced teachers and, in most respects, understand their role in the assessment of trainees. The final assessments are consistent and accurate and the pass/fail judgements are secure because of the efforts made by the subject co-ordinator and external examiner to moderate the assessments of school-based tutors. The Career Entry Profiles are completed for all trainees, with some useful targets set for the induction year.

Characteristics of good training (grade 2)

The training is coherent and its different elements combine well; it is clear to both trainees and trainers how the provision will lead to trainees meeting the *Standards*. It is carefully designed to cover important aspects of subject pedagogy and assessment, ensure progress and relate well to trainees' developing confidence and competence in teaching. Procedures for checking subject knowledge on entry and at an early stage of the training ensure that trainees are made aware of their strengths and areas for development. The training meets individual needs effectively. Good use is made of time in schools for trainees to gain experience of a range of teaching strategies, in contrasting school contexts, to the full age-range and to a wide range of ability. The school experiences ensure that trainees have the opportunity to develop the depth of understanding across the age and ability range for which they are being trained to meet the *Standards* at a good level.

The programme for any centrally provided sessions is varied and taught well, and draws on the strengths of a range of staff. The training promotes the acquisition of professional values as well as subject knowledge and the teaching skills required for the current secondary school curriculum, including making effective use of ICT and other resources. It ensures that trainees are challenged to make use of relevant classroom research, inspection evidence and data on pupils' performance as well as to analyse their own teaching. Trainees work with teachers who provide good role models. Training activities ensure that trainees plan and teach their subject well and develop high expectations of pupils. The training supports and promotes the active engagement of trainees and the development of their professional responsibility for evaluating their own progress. Training sessions, assignments and tasks are of good quality and focus clearly on the *Standards* in relation to the needs of the trainees. Supported self-study time is used well by trainees.

Trainers work co-operatively and conscientiously at monitoring trainees' progress and provide effective formative assessments. They ensure accurate initial assessments, recognise individual strengths and weaknesses of trainees, and respond accordingly to the trainees' backgrounds and prior experiences. They set assignments that clearly support the trainees' progress towards the *Standards* and mark these thoroughly, providing comments that challenge trainees and move them forward. Trainers also provide detailed feedback on trainees' teaching, with a clear subject focus as well as more generic teaching skills, that ensures trainees know what they need to do to improve. Target-setting provides a good basis for planning future development and trainers check trainees' progress towards meeting the targets. Trainees improve in their knowledge, skills and understanding, with a careful match of training to their personal targets. Trainees are given clear and useful guidance on assessment and reporting, which challenges them to develop their understanding of the links between assessment and subsequent learning. They complete well-considered evaluations and their progress through the training is recorded consistently.

Trainers share responsibility for assessment of trainees. They have a clear understanding of the *Standards* in relation to their subject. The assessment procedures are carefully followed and are understood by trainees. Trainees' achievements are monitored and checked closely throughout the training to ensure that they meet all the *Standards*. Regular reviews provide good signals of progress. Evidence is reviewed carefully at the end of the course and gives a reliable basis for final decisions about the award of QTS. The final assessment is fair, accurate and appropriately moderated. It makes good use of external examiners and internal moderation. All trainees are provided with an accurate and helpful Career Entry Profile that forms a good basis for their further professional development in their first year of teaching.

Characteristics of very good training (grade 1)

Trainees are prepared very thoroughly to meet the *Standards*. The coherence of the training programme is a clear strength of the provision and leads to training where all aspects are mutually supportive. The training is very well planned and strategically phased to develop the trainees' understanding of teaching, learning and assessing pupils' progress, both within and outside the classroom. Assignments are an integral part of the training, reinforcing and extending work undertaken in sessions; they make a significant contribution to the acquisition of the *Standards*. They are marked very carefully against clear criteria, providing a model of good practice for trainees to emulate in their marking of pupils' work. Each placement builds effectively on the previous one, with training in schools focusing on meeting trainees' needs. The departments in the partner schools are such that the trainee is given valuable support and guidance from a number of good role models. Trainees observe and analyse good practice in schools and gain substantial experience of the full age and ability range, under the eye of experienced trainers.

Documents are exemplary in quality and translated into highly effective practice. Trainers understand how their role should be carried out, and communication within the partnership about the training expectations is clear and forthright. Trainees are taught by trainers who are experts in teaching and can keep them abreast of relevant research and current pedagogical issues. School trainers continually challenge trainees and put a strong emphasis on developing their ability to analyse and evaluate practice so that it can be improved. They give trainees clear guidance, while also allowing them to experiment with and develop their own ideas. Assessment and record-keeping are key themes that recur throughout the training, with emphasis on the importance of linking assessment information with planning; this is a particular strength. The quality of any central training is consistently very good and demonstrates imaginative and effective teaching that trainees can, and do, seek to emulate in their own teaching. Training sessions provide structured opportunities to share professional practice and aspects of classroom organisation and enable trainees from very different starting-points to succeed. A wide range of learning activities in schools requires trainees to adopt a variety of perspectives and encourages them to reflect critically, which they find both intellectually stimulating and motivating. The positive impact of this reflection is evident during their teaching placements.

The training is very well structured and trainers are sensitive to, and strive to meet, the needs of individual trainees. All trainees are encouraged to fulfil their potential, and trainers constantly promote higher achievement, including extending the better trainees. In-depth studies provide opportunities for trainees to explore areas of interest and relate their research directly to the needs of the pupils they teach. The trainers ensure that the best trainees are challenged to think further about their work. A key strength of the provision is the thorough monitoring of trainees' progress. Written feedback on trainees' teaching is often outstanding with a sharp focus on the subject. It is finely tuned to the needs of the trainee and related closely to the *Standards*. There are frequent progress reviews which result in trainees having very good awareness of their strengths and areas requiring development. Trainees are set pertinent, achievable targets, which are followed up assiduously and trainers and trainees keep thorough records of the key issues that arise. Where a trainee is identified as giving cause for concern, procedures to help him or her succeed are very effective.

The flow of focused and relevant information between school-based tutors, tutors and the trainees is an excellent feature of the assessment process. All trainers are familiar with the *Standards* and understand how to interpret them. The assessment process is aided by excellent documentation, developed by the trainers to exemplify the characteristics of different levels of competence. The involvement of teachers in schools in marking trainees' assignments, and in course evaluation, has helped them to develop their understanding of trainees' attainment. The systematic collection of evidence, and the carefully operated internal and external moderation procedures, ensure that judgements are accurate. Moderation reports contribute to the review of provision as part of the continuing drive to improvement. Over the year, the subject co-ordinator develops a full and accurate picture of trainees' progress. The Career Entry Profiles provide clear statements about trainees' future professional development needs, which facilitate a smooth transition to the induction year.

Characteristics of unsatisfactory training (grade 4)

Examples of characteristics that would lead inspectors to judge that the training and assessment are unsatisfactory are:

- trainees make poor progress throughout the course because of weaknesses in the training
- the training programme fails to cover the necessary elements to prepare trainees or is out-of-date in relation to the current school curriculum and qualification requirements
- the partnership fails to provide school experiences that enable trainees to meet the *Standards* for the age-range for which they are being trained
- some training is undemanding and lacks challenge and motivation, with consequent low expectations of trainees
- there are trainers who fail to understand their roles and responsibilities in relation to the training or the assessment of the *Standards*, or who lack the subject knowledge and skills to carry out these responsibilities
- the partnership fails to give trainees a clear picture of their strengths and weaknesses, does not identify the significant areas where improvement is needed or does not provide appropriate support and guidance
- the final assessments are inaccurate or are based on insufficient evidence for secure judgements, or there are significant inconsistencies across the partnership.

Unsatisfactory grades will be reviewed, according to the procedures described in annex 1, to consider whether the unsatisfactory provision complies with the *Requirements*. The training cell will be judged to be unsatisfactory and non-compliant if the *Requirements* are not being met.

Inspection activities: training visit

- 19 The inspections will involve two on-site visits when the managing inspector and subject inspectors will visit the provider, working as a team. If possible, the training visit will be timed to occur when trainees are spending part of the week in schools and part of the week together as a cohort of trainees in central subject training. If this is not possible, the visit will normally take place at a time when central subject training can be observed.

- 20 There are several types of inspection activity to be completed during the inspection. The specific form and pattern of these will vary according to the type of training and the provider timetable in the inspection week. The inspection activities are:
- pre-inspection desk study of documentation (list A in appendix B)
 - on-site scrutiny of documentation (lists B and C in appendix B)
 - meeting(s) with the subject co-ordinator (or subject team) responsible for subject training
 - observation of training sessions
 - meetings with trainees (as groups and individuals)
 - follow-up interviews to trainee case studies
 - visits to placement schools
 - moderation
 - feedback to the provider.
- 21 In addition, subject inspectors' evidence from the selection process (including applications and interviews), on the quality, quantity and nature of resources available, and how they are used by trainees, and on the accuracy of assessment and moderation procedures will contribute to the judgements and reporting of management and quality assurance.

Preparation for inspection

- 22 A planning day is allocated in advance of the visit for each subject inspector. This will be used to complete the pre-inspection subject notebook from the background reading of the previous inspection report, action plan and provider documentation (see list A in appendix B). The subject inspector will indicate briefly to the MI any specific factors that might influence the subject inspection programme.
- 23 The MI will obtain from the provider the subject training timetable for the inspection week and arrange an outline inspection programme, including the school visits. The MI will log the visits on the OFSTED inspection tracking system (ITS) and obtain any other permissions necessary for OFSTED visits (for example, for Welsh schools).

Inspection of aspects of general professional studies (GPS)

- 24 Providers may choose to deliver some of the professional elements required by the *Standards* through general professional studies (GPS). The AMI will normally inspect specific aspects of any such GPS, supported, as necessary by subject inspectors. The AMI will scrutinise training and assessment documentation in relation to aspects of GPS, see a sample of assignments and tasks and hold a discussion with tutors responsible for this area of training. The AMI may brief subject inspectors to follow up questions on GPS with the professional school-based tutors during school visits. Aspects which it may be appropriate to inspect in this way include: educational inclusion, including special educational needs; training and assessment in professional values; classroom organisation and behaviour management; information and communication technology; and new education initiatives (for example, the Key Stage 3 Strategy). Information about GPS may be shared among all subject inspectors for them to pursue during the standards visits.

Scrutiny of documentation

- 25 The documentation requested by inspectors is shown in appendix B. The provider documentation in list A is required in advance so that the inspector can gain the best possible understanding of the provider's context and procedures as well as the backgrounds and starting-points of the trainees. The provider documentation in list B should be available on site. The trainees' documentation that is required on site is given in list C.
- 26 The minimum information necessary to carry out the inspection is requested. The lists of documentation are not intended to place heavy demands on providers to produce documentation specifically for the inspection and items on the list may be contained in larger documents. Providers are asked to 'signpost' documentation to ensure that inspectors can find the relevant sections. It is acceptable to provide electronic versions of documentation for inspectors to use on site. However, the provider should supply a means for the inspectors to view and print out information from any electronic sources.

Meeting with the subject co-ordinator (or subject team) responsible for subject training (in school/HE institution as appropriate)

- 27 An introductory meeting will be needed with the subject co-ordinator very early in the inspection week to finalise the arrangements for the visit, and to discuss developments since any previous inspection. The topics listed below may form the agenda for more than one meeting, especially where more than one route is offered in the subject.
- 28 The topics for discussion in the interview(s) with the subject co-ordinator (subject teams) will usually include:
- clarification of the boundaries of the inspection, including routes, age-range covered, programmes and trainee numbers
 - progress on the implementation of the action plan following the previous inspection, where appropriate
 - developments in the provision since the last inspection
 - the rationale for the course design and the structure of the training programme(s) (with reference to the provider's model for the sequencing or phasing of trainees' development and progress during the programme)
 - operational planning, including the selection of partnership schools, preparing the school-based subject tutors for their role, and ensuring the breadth and balance of the school experiences, including age-range
 - selection procedures in the subject
 - the trainees' needs, including their starting-points, prior experiences, strengths and weaknesses
 - differentiation to meet the needs of individual trainees in order to ensure progression
 - coherence, including links between subject and generic training
 - training strategies, including observation, collaborative teaching, tasks, fieldwork, practical activities, assignments, lectures, seminars and workshops
 - subject resources.

Observation of training sessions

- 29 During the inspection there will normally be some observation of training sessions. These may take place centrally or in schools. In training programmes where school-based, individual training is the dominant component of training, arrangements will be made to observe this training; otherwise training of groups will be the norm.
- 30 Where possible, inspectors will sample a range of types of training from the sessions available in the inspection week (for example lectures, practical workshops, seminars). The number of training sessions seen may vary from subject to subject, up to a maximum of six hours of observation.
- 32 The inspector will normally offer brief oral feedback to the trainer after any session observed. The observation of training will contribute evidence and judgements to (some or all of) the areas shown below.
- 33 The evidence and judgements for each session will be recorded and graded in the inspector's subject notebook. The grade given for the session will take all aspects into account.

Questions to consider when observing training sessions

Focus areas	Questions
The content and structure of the training programme	Is the content appropriate, for example, topics covered and activities undertaken? Does the content include subject knowledge and teaching methods, and take account of the current school curriculum? Are there links to other elements of the course? Is the content designed to engage the trainees and move them towards meeting the <i>Standards</i> ?
The effectiveness of the training	Does the trainer set clear objectives, use appropriate teaching methods and resources, exemplify good teaching, demonstrate good subject knowledge, draw on research and share good practice? Do the trainees engage with the training? Are they stimulated by it and do they respond to its challenges? Do they contribute actively to discussion, ask pertinent questions and participate enthusiastically in activities? Do they acquire knowledge, skills and understanding that move them towards meeting the <i>Standards</i> ?
Meeting individual trainees' needs	Does the trainer show awareness of the diversity of the trainees' prior experiences and current needs? Is the training differentiated effectively, for example, by the provision of a range of materials, reading and tasks? Is the training appropriate to all trainees? Are they all included and involved? Do the trainees respond positively and relate the issues raised in training to their own experiences? Do the trainees show an awareness of how they are progressing and what they need to do to improve in order to meet the <i>Standards</i> ? Are targets set for further development? Is progress towards meeting individual targets monitored?

The assessment of trainees against the *Standards*.

Does the trainer have appropriate expectations for trainees' achievements at this stage of the programme? Where there are opportunities for assessment of the trainees, does the trainer carry out the assessment competently?

Meeting with a group of trainees

- 35 The subject inspector will meet and hold discussions with a representative group of trainees during the inspection visit. The trainees should be selected by the provider, to be representative of the whole cohort in age, sex, ethnic background, academic backgrounds and previous experience. Where there are significant numbers of trainees on different routes, the subject inspector may require meetings with more than one group of trainees. Where there are Key Stage 2/3 trainees they should be represented in the sample of trainees selected for the discussion group(s).
- 36 The topics for discussion in the interview(s) with the group(s) of trainees will usually include:
- access to and engagement with the training (For example, are the sessions, meetings and activities stimulating, accessible, relevant and challenging? Is the training inclusive?)
 - clarity of the aims and purposes of the training (For example, can the trainees see how the training is providing good preparation for meeting the *Standards*, including subject knowledge and ICT?)
 - coherence within the programme (including links between GPS and subject-specific training, centre-based and school-based training)
 - the school experiences (including the breadth, balance and suitability)
 - assignments and tasks (including their usefulness and relevance, and the provision of preparation, support, marking, feedback and review)
 - individual support (including the working relationships with school-based mentors and centre-based subject tutors, and the availability of help in schools and centres)
 - the trainees' perception of their own progress (including the quality and quantity of feedback, assessment procedures, recording and reporting, target-setting and monitoring, and their own contribution to the assessment process).

Case studies and follow-up interviews with trainees

- 37 Inspectors will be concerned to identify the progress of trainees in response to the training given. This evidence of progress will support judgements on the quality of the training as well as the effectiveness of the monitoring and assessment procedures. In order to give providers the opportunity to show how their training gives 'added value', they are invited to provide case studies of three or more trainees. Providers may wish to illustrate each training route and so provide a larger number of case studies. Each case study should include the profile documents for the trainee, and a short commentary, which show where the training has resulted in demonstrable progress. The case studies should be based on trainees with different starting-points and subsequent added value; for example, how the basic needs of a trainee are being addressed to meet the *Standards* or how a trainee is developing higher order skills. This exercise should not become burdensome so each case study should be limited to around 250 words. During the inspection, follow-up interviews will be held with each case study trainee individually, for about 20 minutes, to explore:
- the trainee's starting-point, assessment of subject knowledge and training needs, and individual action plan

- progress through the training and assessments to date
 - ways in which the course is differentiated for variations in subject knowledge and previous experience
 - opportunities for self-assessment and evaluation.
- 38 These case study trainees will be followed up during the standards visits by examination of files, profiles and other records and reports.

Visits to placement schools

- 39 The purpose of the visits to schools is to identify how school experience and training advance trainees' progress towards the *Standards*. The sample of schools to be visited will be identified by the managing inspector in consultation with the subject inspector and the provider's representative. The number of schools to be visited will depend on the overall programme for the inspection week, but will normally be at least two. During the visit, discussions will be held with the school trainers and the trainee, and training and assessment documentation will be scrutinised.
- 40 During the visit the inspector will normally:
- have a brief introductory meeting with the school-based subject tutor and trainee together at the start of the visit (about 15 minutes)
 - read documentation and visit the subject department (about one hour)
 - discuss with the school-based subject tutor (about 45 minutes)
 - discuss with the trainee (about 30 minutes)
 - discuss with the professional school-based tutor (about 30 minutes).
- 41 On some occasions inspectors may wish to observe a training session, such as a school-based subject tutor feedback that is taking place on the day of the visit, particularly if this would help them to follow up points related to the post-inspection plan. In these cases, inspectors should ensure that the interviews with school-based subject tutors and the trainee still take place.
- 42 The introductory meeting with the school-based subject tutor and trainee will set the context for the visit and check the details of the programme. It will also be an opportunity for the inspector to discuss with both the school-based subject tutor and the trainee the current targets for the trainee that week, as an example of the training focus in the placement.
- 43 School-based subject tutor's documents should be available for scrutiny during the visit to show:
- the school-based subject tutor's training programme for the placement
 - details of specific training activities for the trainee currently in the school (or on the most recent placement)
 - records of lesson observations and actions for improvement
 - records of any partnership meetings
 - reviews/reports of trainees' progress.

- 44 The topics for discussion in the meeting with the school-based subject tutor may include:
- preparation for the school-based subject tutor role and responsibilities (meetings, training details, written guidance, subject tutor support)
 - details of the training (completed and planned) provided for the trainee during the current/recent placement
 - how progress is assessed and what progress the trainee has made during the placement
 - trainee's current targets and how the training will help to achieve these
 - links with other areas of the training (for example, professional school-based tutor sessions, visits of the subject tutor, core subject programme, assignments and tasks).
- 45 Trainee's documents should be available for scrutiny during the visit to show:
- training activities in this placement and the trainee's responses to them
 - notes on the trainee's observations of teaching
 - records of school-based subject tutor/trainee meetings
 - the trainee's self-reviews
 - lesson feedback
 - lesson planning and evaluations
 - professional development records (audits, profiles).
- 46 The topics for discussion in the meeting with the trainee may include:
- the main targets for this school placement for the trainee
 - the role of the school-based subject tutor sessions in their training and development
 - the role others play in their training (for example, professional school-based tutor sessions, visits of the subject tutor, core subject programme, assignments and tasks)
 - details of the training and experiences (completed and planned) provided for the trainee during the current/recent placement
 - assessment and progress reviews and specific examples of progress made
 - awareness of the trainee's strengths and areas for development in relation to the *Standards*
 - discussion of the current targets and how these will be achieved.
- 47 The meeting with the trainees and scrutiny of their files may take place in the institution at a different time in the inspection week, if trainees are not in schools at the time of the visit or if this is more convenient.

Meeting with the professional school-based tutor

- 48 The topics for discussion in the meeting with the professional school-based tutor may include:
- the progress the trainee has made during the placement
 - details of the GPS provided for the trainee during the current/recent placement.

Moderation and interim feedback

- 49 The MI/AMI and subject inspectors will meet to moderate their interim inspection judgements towards the end of the inspection week. Following this, subject inspectors will provide oral feedback on their judgements about the training. The scope of feedback at this stage is limited by the nature of the inspection evidence. It will normally last between 30 and 45 minutes, and will normally be given to the subject tutor and another representative of the partnership. It will cover issues that have arisen during this stage of the inspection and be based on a summary of strengths and possible points for development. The inspector will make a written record in the inspection notebook of the substantive feedback points, and of any comments made by the provider.
- 50 Where inspectors have serious concerns which they judge may lead to issues of non-compliance with the *Requirements*, they will signal these clearly to the MI who will inform the provider's representative. Inspectors should always discuss, as soon as possible, potential issues of non-compliance with the appropriate OFSTED teacher education division HMI subject leader, who will inform the project leader.

Moderation arrangements

- 51 After the training visits have been completed, a one-day subject moderation of inspectors' interim judgements will take place for all inspectors for each subject. A moderation day will take place in July when subject inspectors for the current year's inspections will meet to moderate judgements on training and standards (see annex 1).

Inspection of standards achieved by trainees (S cell)

Standards visit

- 52 The key question to be answered in this stage of the inspection is:
- **How well do trainees meet the *Standards*?**
- 53 Inspectors will consider how well trainees meet the *Standards* contained in the three inter-related sections in *Qualifying to Teach*, by answering the questions contained in the *Framework*. However, they will not attempt to judge each of the *Standards* separately. Instead, for inspection purposes they will group the *Standards* into eight key focus areas. The box that follows shows the eight areas and how they relate to the *Standards*. The *Standards* section of the report will be written under the three main *Standards* headings: 'Professional values and practice'; 'Knowledge and understanding'; and 'Teaching'.
- 54 The training visit will have provided some preliminary evidence on the *Standards* cell for the cohort, from discussions with trainees, observations of training sessions, assignments and coursework. However, the main evidence for making judgements on the S cell will be obtained during the standards visit. During the visit, a sample of trainees will be observed teaching on their final teaching experience. Inspectors will make every effort to arrange to visit trainees during the final third of this placement. The main focus for this visit is to judge the *Standards* achieved by trainees who are training in the subjects being inspected and to confirm (or not) providers' assessments of the cohort. Inspectors will visit schools, dividing their time between observing trainees teach and interviewing them; looking at school focus clearly, trainees' assignments and trainees' profiles; and interviewing school-based subject tutors and professional tutors.

- 55 The visit will normally take place in the same week for all inspectors. The subject inspector responsible for writing the final report will co-ordinate the arrangements for other subject inspectors who may be needed when the sample is larger than four. The outline for the inspection week is given at appendix A.

Key focus areas

Professional standards for QTS	Key focus areas	Standards inspected in key focus area
Professional values and practice	<p>Trainees are committed to raising pupils' educational achievement and demonstrate appropriate values and attitudes in their teaching and their conduct with support staff and with parents in and out of school.</p> <p>Trainees are able to improve their own teaching by effective evaluation and have the motivation and ability to develop professionally.</p>	1-1, 1-2, 1-3, 1-4, 1-4, 1-5, 1-6, 1-7, 3-1-4, 3-1-5, 3-3-1, 3-3-11, 3-3-12, 3-3-13
Knowledge and understanding	Trainees have sufficient command of the subject and professional knowledge they require to teach their subject effectively in their selected age-range.	2-1, 2-2, 2-3, 2-5, 3-3-2
Teaching	Trainees' planning demonstrates clear teaching objectives and learning targets, based on high expectations for all their pupils.	3-1-1, 3-1-2, 3-3-3, 3-3-9
	Trainees are able to use effectively a range of teaching strategies, including ICT and homework, that enable all groups of pupils to acquire the expected knowledge, understanding and skills.	2-4, 3-1-2, 3-1-3, 3-3-1, 3-3-6, 3-3-5, 3-3-10, 3-3-11, 3-3-12
	Trainees are able to devise and use appropriate methods for monitoring and assessing their pupils' progress, to inform their own planning, stimulate their pupils to improve and enable them to report on pupils' achievements.	3-1-2, 3-2-1, 3-2-2, 3-2-4, 3-2-5, 3-1-3, 3-2-6, 3-2-7, 3-2-3
	Trainees are able to organise and manage their classes confidently and safely.	2-7, 3-1-3, 3-3-8, 3-3-9, 3-3-7
	Trainees ensure that all pupils have full access to the curriculum and give suitable support to help different groups of pupils make good progress.	3-2-4, 3-2-5, 3-1-2, 3-3-4, 2-6-1, 3-3-14

- 56 During the standards visit the inspector(s) will gather further evidence to inform final inspection judgements on 'training quality' (T cell) and 'management and quality assurance' (M cell), including evidence of progress made by the trainees as a result of the training. In part, this will be informed by any information on GPS gathered by inspectors on the training visit.

- 57 For the purposes of the inspection, providers are asked to assess the standard achieved by each trainee in the S cell. When inspectors visit trainees, they will judge each trainee's standard in the S cell on the four-point scale. Inspectors use the grades they have given for each trainee visited to confirm (or not) the provider's assessments. In most cases it will not be possible for subject inspectors to visit all trainees on the course to judge them against the *Standards*, and the subject inspector will select a sample of trainees to be visited.
- 58 Inspectors should grade each trainee seen in the light of the grading scale and the following illustrative grade characteristics, using the range of evidence available. The match need not be identical in every particular, but inspectors should be confident that the characteristics of quality provide a broad and substantial correspondence. The characteristics are not intended to be definitive or exhaustive.

Characteristics of satisfactory trainees (grade 3)

Trainees graded as satisfactory must meet all the *Standards*.

Trainees expect pupils to learn and aim to raise pupils' achievement appropriately as a result of their teaching. They evaluate their teaching in order to improve it, but some may need the additional help of more experienced teachers to assess its impact on pupils' learning. Trainees contribute usefully to the corporate life of the school and relate to pupils well, respecting their backgrounds and interests.

Trainees have sound knowledge and understanding in the subjects they are trained to teach and proficient in the use of ICT. They are able to describe and communicate the concepts and skills of the subject to pupils. They know and understand national frameworks, guidance and statutory requirements and use them to support their planning. Trainees set suitable objectives for their lessons. They take account of the needs of different groups of pupils and are able to differentiate their teaching accordingly with guidance from an experienced teacher. Trainees are aware of the potential range of teaching strategies, and use different methods in their own teaching. They organise and manage time and resources to support their learning objectives. They establish a clear framework for classroom discipline, in line with the school's expectations. Relationships with pupils are sound, enabling pupils to learn effectively.

Trainees use a range of assessment strategies and, with the help of more experienced teachers, are able to identify pupils' individual needs. They are able to use the school's performance data to place the performance of the pupils they teach into context. They mark pupils' work constructively, provide helpful feedback and record and report achievement, guided by the school's practice.

Characteristics of good trainees (grade 2)

Good trainees are committed to raising achievement. They consistently have high expectations of pupils and relate to them in a purposeful and positive way. They think critically about the impact of their teaching on what all the pupils in the class learn. They are confident and up to date in their subject knowledge and use of ICT, which reflect the needs and requirements of the age-range for which they have been trained. They use and apply their subject knowledge effectively in the context of what pupils need and have developed the ability to explain and communicate the concepts and skills of the subject to a high standard. In planning their lessons, good trainees are able to draw on their knowledge and understanding of national frameworks, guidance and statutory requirements.

Good trainees set well-thought out, clear objectives for lessons and sequences of lessons, which pupils know and understand, and they match the learning resources and the learning activities carefully to intended outcomes. They plan for the varying needs of individuals and groups in the class. A range of teaching strategies is used and evaluated according to effectiveness and fitness for purpose. Good trainees know how to manage time effectively in lessons, establish good relationships with pupils and provide a positive climate for good behaviour and sustained work. Work is matched well to the range of pupils' achievement, with a recognition of the value of diversity and of the different contributions pupils can make.

Good trainees understand and use a range of formative and summative strategies at the appropriate time to assess pupils' achievements accurately and consistently and can recognise when pupils have made progress. They interpret and use the school's performance data to judge starting-points and to target levels of attainment. They are methodical and systematic in recording and reporting pupils' achievements. At the end of the placement they are recognised as having made a substantial and positive contribution to the corporate life and ethos of the school.

Characteristics of very good trainees (grade 1)

Very good trainees have high and demanding expectations, based on thoughtful and thorough analysis of pupils' prior achievements. They are committed to raising achievement, and know how to accomplish this in ways appropriate to the pupils they are teaching. They play a full part in the life of the school and establish very productive relationships with pupils, teachers and other adults. They take the initiative, think rigorously and pursue their professional development beyond subject concern. They set their current teaching within a wider framework of national trends and initiatives, to provide a context for its improvement.

Very good trainees have subject knowledge and understanding which are at a very high level, both in their specialist subject and the broader educational context. They use and apply their subject knowledge accurately and perceptively to consolidate and extend pupils' learning. They are confident and imaginative in their use of ICT, applying it productively to support their teaching and pupils' learning. Their skilful and enthusiastic explanation and communication of the concepts and skills of the subject produce high motivation and interest in most pupils. They have an in-depth knowledge of national frameworks, guidance and statutory requirements and use them well to support planning, teaching and assessment. Their planning is consistently of a very high standard; objectives, activities, resources and outcomes are all matched very well to the needs of the varying groups of pupils taught. A wide range of teaching strategies is used, with a good understanding of the particular contributions different strategies make to pupils' gains in knowledge, understanding and skills. Evaluation of their teaching is rigorous and accurate and focuses specifically on what pupils have achieved in lessons. It is used effectively to improve their teaching.

Very good trainees employ effective classroom management strategies and techniques for the range of classes they teach, which ensure that there is always a highly purposeful working atmosphere in which pupils learn at a substantial pace and enjoy what they do. They are adept and confident in using a range of assessment strategies, reflecting a clear understanding of the theory and practice of assessment, and are skilled at providing well-focused feedback and setting clear and precise targets for improvement, which motivate pupils to move forward. Their record-keeping is detailed, containing accurate and useful assessments of individuals as well as analyses of the performance of groups or whole classes.

Provider's assessment of trainees' standards

- 59 For each subject, the provider should make an assessment of each trainee for the S cell based on the extent to which the trainee is achieving the *Standards*. For inspection purposes, providers should use the four-point scale and may wish to use the grade characteristics. Where providers make assessments well before the end of the course, they should take account of expected improvement when offering their assessments of trainees' teaching standards. The grade assessments made by the provider are **strictly confidential**; under no circumstances will inspectors share these with trainees.
- 60 The provider should send to the subject inspector a list of the trainees, their grades and the schools where they are placed. Providers are requested to add a brief commentary to indicate, for individual trainees, the excellent or very good features for grade 1, the strongest features for grade 2 and areas for development for grade 3. This commentary should be specific to individual trainees. It will help inspectors to understand the basis of the provider's grades and to focus their inspection activities. An example of a completed provider commentary is given below. It is also particularly helpful if providers can annotate their school lists with any relevant information, which they consider important enough to bring to the inspector's attention; for example, an INSET day or an OFSTED section 10 inspection in a school during the inspection week.

Examples of a provider's commentaries on trainees

Trainee	School	S-cell grade	Commentary to support grade
Jane Smith	Erehwon	1	Excellent subject and professional knowledge applied effectively to her teaching. Very good evaluation of learning outcomes. Very good assessment practice.
John Jones	Utopia High	2	Well thought out and clear objectives for lessons. Good at meeting the needs of individuals and groups. Very good relationships.
Eve Williams	Brave New World School	3	Organises and manages time and resources to support her learning objectives. Depends on support of school-based subject tutor to assess the impact of her teaching on the pupils' learning. She sets clear objectives but not always in detail.

- 61 Trainees in the grade 4 category will be those whom the provider considers to be unsuitable for the award of QTS, or those who are considered to be below an acceptable level in the *Standards* at the time when the lists are being drawn up and who are receiving support to enable them to reach the required level. After the visit, providers will include their final assessment of these trainees in the copy of the pass/fail list that they send to the subject inspector.
- 62 The list of trainees' grades and their schools should reach the inspector by a date agreed by the provider and the subject inspector. This agreed date will normally be no later than two weeks before the date of the visit, to give sufficient time for the school visits to be arranged by the provider.

Identification of a sample of trainees by the inspector

- 63 Inspectors will select a sample that will allow them to confirm (or not) the assessments carried out by providers. The sample size is shown below.
- 64 Where there are a number of different routes for any subject, the sample size may have to be increased to include a range of trainees; for instance, where there is a Key Stage 2/3 course for a subject being inspected, the sample should always include at least one trainee from this course. The MI will agree the size of the sample with the provider's representative in these cases. Where there are significant undergraduate and post-graduate courses, trainees from each route will be selected for inspection. This may require two separate standards visits.

Cohort and sample size

No. of trainees	Sample size
8-20	4
21-30	5
31-50	6
51-70	7
71-90	8
90+	10%

- 65 The sample selected will broadly reflect the proportion of trainees in each grade as assessed by the provider. It is important that inspectors know about the qualities of trainees in each category, and they will draw on the provider's commentaries to help them identify trainees within the grade category. Although inspectors will not normally visit trainees in the grade 4 category, both the managing and subject inspectors could decide to do so if they have concerns about the accuracy of the assessment or the number of trainees listed in this category. The subject inspector will always see grade 4 trainees' written work and assessment records.

- 66 When the subject inspector has selected a sample of trainees, he or she will inform the provider as soon as possible and the final list of visits for each subject inspector will be agreed. Inspectors will need to bear in mind that trainees attend for job interviews at short notice and should give the provider appropriate alternatives. Providers should also inform the inspector if there are any problems about the schools or trainees to be visited after the sample has been chosen. In these circumstances the alternates identified by the inspector will be visited. To ensure that programme changes can be made with minimum inconvenience to schools and trainees, providers are asked to alert 'alternate' trainees and the schools where they are teaching to the possibility of a visit by an inspector.
- 67 Inspectors recognise that trainees' teaching standards develop throughout their formal assessed teaching experience, and that they may unexpectedly move from one grade category to another between the time the lists are drawn up and the time of the inspector's visit. It is essential, therefore, that the provider should speak directly to the inspector about any such significant changes in trainees' teaching standards up to the Friday before the inspection visit. In exceptional cases, the inspector may decide that a change to the sample is needed if the number of trainees in the assessment categories has changed significantly since the lists were drawn up. The need for clear communication between providers and inspectors cannot be emphasised too strongly.

Inspection activities: Standards visit

School-based activities and sources of evidence

- 68 Evidence for judging an individual trainee's standards will normally be gained from:
- observation of the trainee's teaching
 - the trainee's teaching file/professional file, including examples of record-keeping and assessed work
 - the trainee's completed tasks and written assignments
 - the provider/school-based subject tutor assessments of the trainee including profiles, targets and reports
 - an interview with the trainee
 - an interview with the school-based subject tutor
 - an interview with the professional tutor.

Arrangements for visits to schools

- 69 Once the sample of trainees and the schools to be visited are finalised, the provider is requested to contact the schools and discuss the requirements for the programme of visits. In cases where more than one inspector is required, the subject inspector is responsible for deciding which trainees will be visited by which inspector and for ensuring that the second inspector receives the necessary information.
- 70 The provider should agree with each school a programme for the inspection visit and check its suitability with the subject inspector. This should be on the lines indicated below. A letter should be sent to confirm the arrangements that the provider has made with schools. This letter may be sent to the school either by the provider or by the inspector, as agreed between them.

Outline programme for a standards visit to a school

Time to read teaching file(s), assessments, records and profile	About an hour
Observe trainee teaching	About an hour
Interview trainee	About 45 minutes
Interview school-based subject tutor	About 45 minutes
Interview professional school-based tutor	About 30 minutes

- 71 Providers are requested to inform the trainees that they are to be visited by an inspector and to clarify with them the purpose and format of the visit. They should make it clear that the inspector's judgements play no part in determining whether they pass or fail the course.
- 72 Providers are asked to ensure that trainees have the following documents with them in school when the inspector visits:
- their teaching file(s) including all written observations and assessments of their teaching (Within these, trainees should identify (for example, with a 'post-it') one scheme of work, with supporting lesson plans, from two key stages, that exemplify their best practice in planning.)
 - examples of their assessments of pupils' work and any records made
 - their standards profile/profile of professional development (including Career Entry Profile, if available at the time of the visit)
 - a copy for the inspector of the plan(s) for the lesson(s) being observed.

Judging the standards of individual trainees

Observing lessons

- 73 Each trainee visited will be observed teaching one or two lessons. An OFSTED evidence form will be completed for each lesson. Teaching grades will be given on a seven-point scale according to the OFSTED *Guidance on the Inspection of Secondary Schools*.
- 74 The observation of the trainee's teaching will provide important evidence on the extent to which the trainee meets the *Standards*. The grades completed by inspectors on the evidence form for teaching should be made on the OFSTED 1-7 scale (excellent, very good, good, satisfactory, unsatisfactory, poor, very poor). Inspectors should read carefully the guidance on inspecting 'How well pupils or students are taught' (pp 44-57), *Handbook for Inspecting Secondary Schools* and the guidance on completing the Evidence Form (pp169-173). Further guidance illustrating lessons with a commentary on the grades can be found in *Inspecting Subjects – Guidance 11-16* (OFSTED, 2001) and *Inspecting Post-16* (OFSTED, 2002).
- 75 As a general guide, towards the end of the course, the expected correspondence between the quality of a trainee's teaching and the OFSTED grades for teaching is broadly as follows:

Trainee grade 1	OFSTED teaching grade at least a strong 3 but often 2 or more rarely 1
Trainee grade 2	OFSTED teaching grade usually 3 but sometimes 4
Trainee grade 3	OFSTED teaching grade usually 4 but occasionally 5 in difficult circumstances

Interviews during school visits

- 76 The topics for discussion in the interview with the trainee may include:
- points arising from the lesson observation
 - trainee's strengths and areas for development in relation to the *Standards*
 - the identified schemes of work/lesson plans for two key stages and the assessment of pupils' work
 - the wider contribution to school life
 - Career Entry Profile and professional development needs
 - other issues arising from the scrutiny of documentation
 - how the trainee has been monitored and assessed.
- 77 The topics for discussion in the interview with the school-based subject tutor may include:
- the factors which lead to the school-based subject tutor's overall evaluation of the trainee
 - specific matters arising from the lesson observed and the teaching file
 - the trainee's improvement over time – with specific reference to targets set
 - the final assessment procedures
 - partnership issues in terms of support and training for the school-based subject tutor's role.
- 78 The topics for discussion in the interview with the professional school-based tutor may include:
- the trainee's contribution to the corporate life of the school
 - communication with parents/carers and work with school support staff
 - other aspects of professional values and practice.

Centre-based inspection activities

Scrutiny of sample of trainees' files

- 79 Further evidence will be drawn from scrutinising the school experience files and assignments, and the profiles and assessment records and reports of a wider group of trainees, normally no more than six. The trainees should be selected to represent the range of achievement. Three of the six trainees chosen should normally be those who formed the case study examples during the training visit. In addition, inspectors will wish to see the files of any grade 4 trainees. The files should include written feedback, which should be clearly sign-posted, from school-based subject tutors and centre-based tutors. Trainees should identify one scheme of work and supporting lesson plans from two key stages to exemplify their best practice in lesson planning. The purposes of the additional evidence are to:
- increase the evidence-base available for inspectors
 - identify the progress made by the trainees
 - provide evidence on the training and support provided for any trainees at risk of failing to meet the *Standards*.

Interview with the subject co-ordinator

- 80 The interview with the subject co-ordinator will provide an opportunity to:
- update the inspectors on developments since the last inspection visit
 - discuss internal and external moderation and assessment procedures
 - discuss any grade 4 trainees
 - discuss any evaluations of the impact of the training.

Making judgements: assessing the standards cell

- 81 Based on the lesson observation(s), discussion with the trainee, examination of the trainee’s file, profile, assignments, and any other available evidence, inspectors will make judgements on the S cell for each trainee seen. The inspector’s judgement of an individual trainee is confidential and is not intended to be shared with providers or trainees; it is used in determining the overall grade for the S cell.
- 82 During the subject moderation day, inspectors must determine the overall grade for the S cell. The proportion of trainees in each of the grade categories determines the overall cell grade as shown in the box below. However, the judgement for the S cell cannot be confirmed until the inspector has received information from the provider of the trainees who were, and who were not, awarded QTS following the end-of-course assessments. The cohort size is taken to be the number of trainees who achieve QTS. When determining the grade for the cohort, inspectors will need to take account of any trainees who were graded 4 by the provider and therefore not included in the sample seen, but who appear on the final pass list as having achieved the *Standards*.

Indicative proportions for grading the S cell

Grade 1	A majority of trainees are grade 1; of the others almost all (90%) are grade 2
Grade 2	Most trainees (75%) are grade 1 or 2, no more than 25% are grade 3
Grade 3	All trainees are grade 1, 2, or 3
Grade 4	From the evidence seen, there are trainees who, in the inspector’s judgement, will not achieve the <i>Standards</i> by the end of the course, but who are to be awarded QTS by the provider

- 83 The inspector uses evidence from all visits, together with the information on the award of QTS for all trainees, to judge whether the provider’s assessments of trainees’ standards are corroborated. If the provider’s assessments for the trainees seen are confirmed, it will normally be clear what the overall grade is for the S cell. If the provider’s assessments are not confirmed, because the inspector, on the basis of what he or she has seen, concludes that some, or all, of the trainees have been underrated or overrated, the overall grade may need to be adjusted accordingly. Annex 1 sets out the way inspectors will determine whether the standards cell will be graded as ‘unsatisfactory’ (grade 4) in the light of the judgements made about individual trainees.
- 84 If there is a significant discrepancy between the inspector’s and provider’s assessment of trainees, this will be taken into consideration when making judgements about the accuracy and consistency of the assessment of trainees against the *Standards*.

Subject feedback

- 85 The MI will give the course leader the main judgements of the management and quality assurance dimension of the inspection. More detailed subject feedback will be given to the subject co-ordinator and another representative of the partnership by the subject inspector. This will be an opportunity for professional discussion on the basis of strengths and weaknesses observed. Inspectors will not discuss the grades given to individual trainees. As the final cell grades will be confirmed by a subject moderating panel after the inspection, inspectors will not be able to discuss the cell grades during the feedback.
- 86 Towards the end of the course (normally by the first week in July), providers are asked to send the inspector copies of the final pass list for all trainees.

Appendix A: Planning inspection time

- 1 For the full secondary inspection, subject inspectors will normally have:
 - one day for preliminary pre-inspection reading
 - five days mainly on site, for the training visit (including travel, moderation and inspection writing)
 - five days mainly on site, for the standards visits (including travel, moderation, and writing)
 - two days for report writing.

Training visit

- 2 The list below gives an illustration of the timing of inspection activities during an inspection week. The inspection visit will normally last from Monday afternoon to Friday afternoon, but there may be occasions when a subject inspector will wish to arrange to feedback on Thursday afternoon. This will normally occur when an inspector lives within reasonable travelling distance and can return home on Thursday evening to complete the inspection writing on the Friday. The timing of the inspection activities for a particular inspector will depend on his/her travelling time, the provider's timetable during the inspection week and the training activities on which the inspector would like to focus.

Illustration of inspection activities

- Monday am: travel
- Monday pm: discussion with subject trainers (including: initial meeting; reviewing action plan; resources) and reading course documentation
- Tuesday am: observation of training
- Tuesday pm: further reading and compiling notes (trainees' files and assignments), interviews with groups of trainees
- Wednesday am and pm: visits to two schools, reviewing evidence
- Thursday am: further observation of training (centre-based or a further school visit), reviewing evidence
- Thursday pm: reviewing evidence, moderation meeting (one hour)
- Friday : feedback (maximum 45 minutes), travel and writing.

Standards visit

- 3 The subject inspector will normally visit four trainees. A second inspector will normally be needed if more than four trainees are to be visited.

Suggested outline for the standards visit

Monday:	Travel to provider; school visit and completing forms
Tuesday:	Morning school visit and completing forms; afternoon at provider – reading time and meeting with subject co-ordinator
Wednesday:	Morning school visit and completing forms; file scrutiny/assignments (maximum 6 trainees); feed information on QA, partnership and assessment to MI
Thursday:	Morning school visit and completing forms; moderation/team meeting; inspection judgements
Friday:	Writing, feedback and travel.

Appendix B: Inspection documentation for the training visit

- 1 The minimum information necessary to carry out the inspection will be requested. The following lists of documentation are not intended to place heavy demands on providers to produce documentation specifically for the inspection and items on the list may be contained in larger documents. Providers are asked to 'signpost' documentation to ensure that inspectors can find the relevant sections.

List A: Provider documentation (to be sent in advance)

- 2 The following generic and subject documentation is requested for each subject inspector:
 - general course handbook (including an outline of the GPS training)
 - partnership handbook and guidance for school-based subject tutors
 - subject-specific handbook/guidance (as provided for trainees and/or school-based subject tutors), including an outline of the course aims and the training programme
 - list of trainees in the subject, giving age, sex, ethnic background, subject qualifications (for example, degree subject, classification, institution) and previous relevant experience
 - list of staff who have the main responsibility for developing, managing and teaching the subject
 - address list of participating schools for the subject, with names of professional school-based subject tutors and subject school-based subject tutors (indicating if new/experienced in school-based subject tutoring) and basic information about the school, for example, age-range, type of school
 - self-assessment in the subject (this may be part of the provider's overall self-assessment).

List B: Provider documentation (to be available on site during the training visit)

- 3 The following generic and subject documentation is requested for each subject inspector:
 - details of the subject training, including provider-based and school-based work, session plans, details of assignments and tasks
 - all GTTR forms (or UCAS forms for undergraduate courses) for the trainees currently on the course, and any written guidance for subject interviewers
 - a list of the trainees to be interviewed by the inspector and details of the school visits;

and, where not included in the subject and course handbooks:

- written guidance for subject interviewers
- details of subject and ICT audit procedures
- details of monitoring, reviewing, target-setting and action planning
- arrangements for assessing trainees against the *Standards*
- agendas for partnership meetings and attendance lists
- minutes/notes of partnership subject meetings, together with any supporting papers
- case studies of trainees' progress
- sample of Career Entry Profiles for the previous cohort of trainees
- external examiners' reports for the last three years
- course reviews and evaluations.

List C: Trainee documentation

- 4 Trainees are requested to make the following documentation available to inspectors:
 - all files (including lesson planning, evaluations, lesson observation forms, standards profiles, audits), which should be available on site throughout the inspection week
 - marked assignments and tasks
 - teaching placement reports.

Short inspections (primary and secondary)

This section should be read in conjunction with the section on 'Inspection of management and quality assurance'.

Introduction

- 1 The purpose of the short inspection is to check that the provision still warrants the good grades awarded in the previous inspection. The managing inspector (MI) and assistant managing inspector (AMI) will focus on management and quality assurance, as described in the 'Inspection of management and quality assurance' section of this *Handbook*.
- 2 In secondary short inspections, the subject inspectors will supply judgements on the quality of the design, content and delivery of the subject courses to the MI. Primary inspectors will focus on the design, content and delivery of the mathematics and English provision when the short inspection occurs before the full inspection. When the short inspection occurs after the full inspection, they will focus on the three core subjects. The subject inspectors' judgements will be used by the MI to help them to evaluate the impact of quality assurance procedures on the quality of training. The MI will provide a pre-inspection analysis and commentary for the subject inspectors so that any questions about management and quality assurance that arise from the preliminary analysis can be related directly to training and outcomes.
- 3 In reaching their judgements, inspectors will be concerned to verify (or not) the provider's own evidence about the quality of the training provided. They will be seeking evidence that will enable them to answer the key question:

■ **Key Question: Are the content, structure and delivery of the training programmes, the assessment of trainees and trainees' Standards still at least good?**

Subject inspection activities

- 4 Inspectors will spend one day travelling and writing, one day scrutinising documentation and one day inspecting on site. In many cases, inspectors will wish to carry out these activities on three consecutive days, scrutinising the documentation on site. The number of inspectors allocated to cover primary training, in addition to the MI and AMI, will depend on the size and complexity of the overall provision. For secondary inspections, the subjects inspected will be those identified by OFSTED and agreed with the provider. All relevant training programmes will be inspected.

Documentation required by subject inspectors

- 5 OFSTED will forward the names of inspectors to providers and request that the information below is sent to them not less than two weeks before the agreed inspection dates.
- 6 The minimum information necessary to carry out the inspection will be requested. The following list gives examples of documentation that would help inspectors to formulate questions and hypotheses, but providers are not expected to produce documentation specifically for the inspection. Where the information is contained in larger documents, providers are asked to 'signpost' documentation so inspectors can find the relevant sections more easily. Other sources of information that relate to the key question are equally acceptable.

- 7 To enable the subject inspectors to form an agenda for the inspection activities, it would be helpful if providers could complete the self-evaluation questionnaire (see appendix). Only brief comments are requested with references to other evidence or documentation, where appropriate.
- 8 Inspectors who plan to spend the preliminary day on site must inform the provider that there will be no need to send the documentation below.

Subject documentation for the preliminary day:

- subject specific handbook/guidance as provided for trainees and/or mentors including, where relevant, details of central and school-based training activities
- a list of trainees in their final year of training giving age, ethnicity, sex and subject qualifications
- where relevant, procedures for formulating training plans for trainees on flexible programmes
- a list of staff who have the main responsibility for developing, managing and teaching the subject or core curriculum area, including CVs of staff appointed since the previous inspection
- the self-evaluation questionnaire (appendix).

In addition, OFSTED will supply the inspector with:

- a copy of the previous inspection report
- the relevant action plan.

Examples of documentation for reference purposes (on site)

- 9 The following list gives examples of the documentation inspectors have found useful in previous inspections and which are often readily available. However, there is no expectation that providers should produce this documentation specifically for the inspection:
 - general handbooks, including those for general professional studies
 - details of subject and ICT audits or other assessments and individual training plans
 - arrangements for assessing trainees against the standards
 - external examiners' reports and any other monitoring or evaluation reports
 - all GTTR forms (or UCAS forms for undergraduate courses) for trainees in their final year of training
 - any written guidance for subject interviews
 - school partnership details, including basic school information (age-range, type of school) names of mentors and the number of years they have been involved in the partnership
 - examples of mentor records, to include, where relevant, weekly training plans and details of training activities, lesson observations and trainees' action plans.
- 10 Where possible, inspectors would like to prepare for the discussion with the trainees by reading examples of:
 - records and notes of their school-based training
 - lesson observations and formative action plans
 - subject knowledge and ICT audits or other assessments
 - copies of completed assignments.

Preliminary day and the inspection activities

- 11 On the preliminary day, the inspector will read the documentation and formulate questions to be pursued on:
 - the extent to which the course structure and content enable high-quality training to be provided
 - the appropriateness of the selection procedures and procedures for formulating training plans to meet individual needs
 - whether the trainers' roles and responsibilities are clear and appropriate
 - the quality of the action plan and the effectiveness of the action taken in response to the previous report
 - the clarity and usefulness of the subject-specific documentation.
- 12 During the time on site, the inspector will normally:
 - read the documentation provided on site, including assessments and information from the MI
 - meet and discuss with the subject tutors the training provided (about two hours)
 - meet and discuss with a group, or groups, of trainees (a representative sample of around 10 from each major training route, plus a sample from other minor programmes) their training and assessment (about one hour for each discussion)
 - meet and give feedback to the subject co-ordinator (about 30 minutes)
 - meet and give feedback to the MI and pass on the completed inspectors' form (about 30 minutes).
- 13 In primary inspections, the MI may agree with the provider's representative to arrange the discussions with trainees so that each inspector covers more than one of the core subjects. In this way the inspectors may have discussions with samples of trainees from different training programmes.
- 14 Discussions with course tutors will normally include:
 - the structure and coherence of the training programmes
 - how the training meets the needs of individual trainees
 - the school-based tasks and training and the breadth and balance of the school experiences
 - subject assessments and subsequent training activities
 - the action plan and action taken since the previous inspection
 - moderation procedures, external examiners' reports and other aspects of quality assurance procedures
 - mentor training programmes and other school-based training
 - any issues arising from the self-evaluation form.
- 15 Discussions with the trainees will normally include:
 - the trainees' perceptions of the training they have received and the progress they have made
 - the trainees' perceptions of the selection tasks and procedures for assessing their prior experience and achievement
 - the trainees' school-based training and the coherence of the training programme
 - the tasks, assignments and other assessments.

Inspection report and follow-up full inspections

- 16 For providers of secondary training, short inspections for some subjects will often take place at the same time as full inspections for other subjects. Where there are only short inspections, this will result in a brief report on management and quality assurance and a provisional grade for this cell. The final grade will be decided on completion of one or more full inspections. For each subject receiving a short inspection, the report will recommend whether or not there should be a follow-up full inspection in the following year.
- 17 Primary short inspections will consider the primary provision as a whole. A report with a provisional grade for management and quality assurance will be published, which could recommend that a follow-up full inspection should take place in the following year. The final grade for the management and quality assurance cell will be decided on completion of the next full inspection of primary provision.
- 18 The short inspection will lead to one of the following outcomes:
 - where inspectors feel confident that the provision is still of at least good quality, the next full inspection will normally take place three years after the short inspection
 - where a secondary subject inspector is not confident that previous good quality in training and standards has been maintained, that subject will receive a full inspection in the following year
 - where primary inspectors are not confident that the previous good quality in training and standards has been maintained, there will be a full inspection of primary provision the following year.
- 19 It is important to note that a decision to carry out a follow-up full inspection does not mean that the provision has been judged to be less than good. It means that inspectors require further evidence to be confident that the provision is at least good. Evidence that would lead inspectors to recommend that a full inspection is necessary to confirm the previous good quality provision could include:
 - changes in key subject tutors, with insufficient evidence that the standard of training is as good as in previous inspections
 - a high turnover of school-based trainers or a significant number of new mentors, with insufficient evidence that they have been well prepared for their roles
 - evidence to suggest that training programmes might not have kept up with new requirements or curriculum developments
 - evidence to suggest that changes to the course structure may have led to less effective training than was the case when the provision was inspected previously
 - evidence to suggest greater inconsistency in school-based training than was the case in the previous inspection
 - evidence to suggest that training no longer matches the needs of the trainees recruited
 - evidence to suggest that other training programmes leading to QTS might not be of the same good quality as those inspected previously.

- 20 Feedback will be provided to subject co-ordinators at the end of the relevant inspector's visit. The feedback will be based on the written notes to be submitted to the MI and therefore limited to evidence related to the key question. If inspectors have evidence to suggest that a full inspection might be necessary in the following year, this must be brought to the attention of the subject co-ordinator at this feedback. The subject co-ordinator will be invited to respond to the feedback before the evidence is submitted, and any response will be noted and communicated to the MI. The MI will provide oral feedback, as described in the 'Management and quality assurance' section of the *Handbook*, normally on the final day of the inspection week.
- 21 The draft report will be sent to the provider to check its factual accuracy as soon as the quality assurance procedures have been completed (see annex 1), normally at the end of the term in which the inspection takes place. The managing inspector will review the report, in the light of comments received, before it is finalised. Thereafter, the procedures are the same as those for full inspections.
- 22 The management and quality assurance section of a full inspection report will be updated in the light of any further evidence gained from a subsequent short inspection.

Appendix

Self-evaluation questionnaire

Please comment briefly, making reference to other documents if necessary.

1 Have there been any significant changes in key subject tutors (mathematics or English in primary inspections) since the previous inspection?

If so:

- give details of qualifications and experience of new appointments together with any evidence, such as trainees' evaluations, to show that the quality of tuition is being maintained
- outline any induction or professional development activities provided for new appointments
- provide the job description for any new appointees.

2 Has there been a turnover of school-based trainers of more than 25% since the last inspection?

If so:

- please list the new mentors and new partnership schools
- give details of training for new school-based trainers
- outline how you ensure that the quality of school-based training is being maintained.

3 Please outline any changes since the last inspection to the ways in which mentors and trainers communicate with each other and develop their skills.

4 How have the training programmes been adapted to take account of new requirements or curriculum developments?

(For example *ITT Requirements*, *Key Stage 3 Strategy*, *Citizenship*, provision for the 14–19 age range, the *Foundation Stage*). Please indicate where details of these curriculum developments can be found.

5 How do you know that training still matches the needs of the trainees recruited?

Please provide brief information about:

- changes in intake since the last inspection (background, age, ethnicity, sex)
- changes in the ways that prior experience and achievement are assessed and the ways in which training takes account of these
- changes or developments in trainees' target-setting or individual training plans.

6 Please add any other brief comments that might help to demonstrate that quality has been at least maintained.

Inspection of small secondary providers

This section should be read in conjunction with the following sections:

- Inspection of management and quality assurance
- Full secondary inspections
- Short inspections.

Introduction

- 1 Some secondary providers have small trainee numbers on each of the subject courses they offer, which would lead to doubts about the validity of the grades awarded for trainees' standards if the secondary full inspection methodology were to be employed. When the number of trainees on each course is small, an unrepresentative intake in the year of inspection or anomalous performance by one or two trainees could have disproportionate impact on the standards grade awarded.
- 2 To counter this problem and to reflect more closely the reality of the training provided in small providers, full inspections for small providers will take a different form from the full secondary inspections described in this *Handbook*. **For inspection purposes a 'small provider' is a provider where a half or more of the subject training programmes offered have recruitment targets of fewer than nine trainees.** In other cases, the full inspections of all subjects will follow the secondary full inspection methodology described in this *Handbook*, even where some subjects have targets below nine.
- 3 There may be some providers who are classified as 'small providers' but recruit relatively large numbers to some subject programmes. Where small providers recruit more than 12 trainees for some subjects, or where the provider is bidding for an increase in numbers that could lead to 12 or more trainees being recruited, OFSTED will carry out full inspections of these subjects in addition to the small provider inspection for other subjects.
- 4 A small provider will receive a short inspection in the first instance where more than half of the subjects offered were allocated to category A or B by the TTA following the previous inspections (1999-2002), otherwise the first inspection will be a full inspection. The subsequent inspection will be either a full inspection or a short inspection, depending on (i) the grades awarded in full inspections for provision as whole or (ii) the judgements made about the validity of the current grades at the end of short inspections. If, following a full inspection, the overall quality of training and standards is at least good, then the subsequent inspection will be a short inspection. If the quality on one or more of these cells is less than good, the subsequent inspection will be a full inspection. If, following a short inspection, the 'managing inspector' (MI) judges that the overall quality of either of the two cells for provision as a whole may not be at least good, there will be a full inspection in the following year.

Short inspections

- 5 Short inspections of small providers will follow the same pattern as the short inspections for other secondary provision, as described in the 'Short inspections' section of this *Handbook*. However, in most cases there will not be an assistant managing inspector and the MI will normally spend only three days on site to reflect the size of the intake.

Full inspections

- 6 All full inspections will inspect and grade the three cells, management and quality assurance (M), training and assessment of trainees (T) and trainees' standards (S). For small providers, the inspection of management and quality assurance will follow the same pattern as with larger providers, as described in the 'Inspection of management and quality assurance' section of the *Handbook*. As with short inspections, the allocation of time for the MI will be decided on an individual basis, reflecting the number of subjects offered. The inspection of training will judge the quality of training for each subject offered, but will result in a grade for the secondary training as a whole using the key questions, criteria and characteristics described for full secondary inspections. Inspectors will not attempt to aggregate grades from each subject, but will arrive at the overall grade by considering the training across all subjects against the criteria and characteristics described for secondary full inspections.
- 7 For the inspection of trainees' standards, the sample of trainees to be visited will be selected using a similar sampling technique to that described for full secondary inspections, but will be selected from all the trainees across the range of subjects being offered. The standards grade will be a collective grade across the whole range of subjects.

Inspection activities

Inspection of training and assessment

- 8 Inspectors will judge the quality of training by considering the same key questions and criteria as those described for larger providers in the full secondary inspection section of this *Handbook*. However, for small providers, the judgements will be submitted to the MI who will synthesise the information and produce a report on secondary training as a whole. The MI, in consultation with subject inspectors, will use the grade characteristics provided in the full secondary inspection methodology to arrive at the grade awarded for training and assessment for secondary provision as a whole. The MI will normally be responsible for evaluating the contribution of generic aspects of training, such as general professional studies.
- 9 Subject inspectors will be allocated three days in total and they will normally spend two days on site, during which they will:
 - meet the subject co-ordinator to discuss the subject training
 - meet the trainees to discuss their training experiences
 - visit partnership schools
 - observe training
 - feedback to the subject co-ordinator
 - attend a moderation meeting chaired by the MI and submit written notes on the quality of training.

The focus for discussions and the visits to schools will be as described in the 'Full secondary inspections' section of the *Handbook*. The precise programme for each inspector will be agreed between the MI and the provider's representative.

Inspection of trainees' standards

- 10 The trainees following all of the secondary courses will be considered as one population of trainees for the purpose of selecting a sample to be visited by inspectors.
- 11 Providers will be asked to supply assessment grades for all trainees and the MI will choose a sample from all, or a range of, subjects using the guidance for full secondary inspections. Subject inspectors will make their judgements on trainees' standards in the same way as they would for larger providers, which will then be submitted to the MI. The MI will then decide the standards grade for the population of trainees as a whole, according to the guidance for secondary inspections. Finally, the MI will produce the 'standards' sections of the report based on the subject inspectors' writing and judgements.

Feedback and reports

- 12 Feedback will be provided to subject co-ordinators by the subject inspectors at the end of the training visit. The feedback will be based on the written notes to be submitted to the MI and the subject co-ordinator will be invited to respond to the feedback. The response will be noted and communicated to the MI. The MI will provide interim feedback at the end of the training visit on the overall quality of training as well as on management and quality assurance.
- 13 At the end of the standards visits, the MI will meet with all the subject inspectors involved to moderate judgements across the subjects inspected. The MI will provide feedback to the provider at the end of the standards visit and begin to produce the overall report for the provider. The report will refer to individual subjects to exemplify particular strengths and weaknesses and the points for consideration and action may make reference to different subjects. If the number of trainees in total is less than five, the MI will produce a section of the report on trainees' standards that will be issued to the provider and to the TTA, but will not be published more widely.
- 14 The moderation and quality assurance procedures will be the same as those for the inspection of larger providers (see annex 1). When the process is complete the inspection grades will be sent to the TTA and the inspection report will be published.

Inspection of Key Stage 2/3 courses

This section should be read in conjunction with the sections on:

- Inspection of management and quality assurance
 - Full secondary inspections
 - Full primary inspections
 - Inspection of small secondary providers.
- 1 Providers of Key Stage 2/3 courses need to provide training which enables trainees to meet the *Standards* with respect both to Key Stage 2 and Key Stage 3. Where Key Stage 2/3 courses are offered in addition to secondary courses, OFSTED will judge the quality of these courses by:
 - inspecting relevant aspects of management and quality assurance during the inspection of secondary provision
 - inspecting the training for Key Stage 3 in the specialist subjects offered as part of the secondary inspections, alongside that for other training programmes in those subjects
 - inspecting the training for Key Stage 2 in the core subjects either during the secondary inspections, by adding a specialist primary inspector to the inspection team, or during primary inspections taking place in the same year
 - inspecting Key Stage 2/3 trainees' teaching *Standards* at Key Stage 3 by including trainees on these courses in the secondary numbers and visiting at least one of them on their final school experience at Key Stage 3
 - inspecting a small sample of Key Stage 2/3 trainees teaching the primary core subjects in their final school experience at Key Stage 2.
 - 2 Providers offering **only** Key Stage 2/3 courses will have the management and quality assurance cell inspected by the managing inspector, who will follow the guidance contained in the 'Management and quality assurance' section of the *Handbook*. The specialist subject training will be inspected by secondary subject specialists and the training in primary core subjects will be inspected by a primary specialist. OFSTED will try to programme the inspection of all training for the same week, but there may be occasions where the primary visit needs to take place at a different time to ensure that the inspector can see training sessions in the core subjects.
 - 3 In short inspections, all inspectors will follow the guidance contained in the 'Short inspection' section of the *Handbook*. In full inspections, the inspection of the Key Stage 3 training will follow the guidance contained in the 'Full secondary inspections' section of the *Handbook* and the inspection of the primary core subject training will follow the guidance contained in the 'Full primary inspections' section of the *Handbook*. The inspection of trainees' standards will be carried out according to the guidance contained in the 'Full secondary inspection' section of the *Handbook*, but there will be additional visits to a sample of trainees teaching at Key Stage 2, to judge their standards in the core subjects.
 - 4 The number of days allocated to the inspection of provision comprising only Key Stage 2/3 courses will be decided on an individual basis and will depend on the number of subjects offered and the number of trainees recruited to each course.

Inspection of management and quality assurance

- 5 The key questions, grade characteristics and inspection activities are given in the 'Management and quality assurance' section of the *Handbook*. The managing inspector will consider the management and quality assurance of all the secondary subjects receiving short or full inspections. The management and quality assurance of Key Stage 2/3 courses will be included in this overview and the text of the report on this cell may highlight particular aspects of management and quality assurance relating to Key Stage 2/3 courses.

Inspection of training

- 6 Inspectors will expect to read details of the course structure and content for Key Stage 2/3 courses in the documentation made available before the inspection or on site. Each subject inspector will consider the appropriateness of the subject content and may wish to see training sessions that include Key Stage 2/3 trainees. The subject inspector will wish to discuss the subject training with the relevant subject tutors. It is important that trainees following Key Stage 2/3 courses are included in the sample of trainees the subject inspector meets to discuss the subject training. The primary inspector will wish to see the course documentation relating to the training in the core subjects, as well as interviewing tutors and a sample of trainees from the range of subjects offered. To judge the effectiveness of the training, the primary specialist will arrange to see a small sample of trainees teaching at least one of the core subjects during their final school experience in a primary school.

Inspection of standards

- 7 Where there are secondary courses as well as Key Stage 2/3 courses, the subject inspector will follow the guidance for full secondary inspections. However, for each subject, the provider will be required to include an assessment of Key Stage 2/3 trainees, in relation to teaching their specialist subject at Key Stage 3, in the list sent to the subject inspector for him/her to select the sample of trainees to be seen. The inspector will include at least one Key Stage 2/3 trainee in the sample seen. The subject inspector will also scrutinise the teaching files for the final Key Stage 2 school experience of a sample of Key Stage 2/3 trainees. In judging the overall quality of trainees in relation to the *Standards*, inspectors will consider the secondary trainees and the Key Stage 2/3 trainees as one population, following the guidance in the 'Full secondary inspections' section of the *Handbook*.
- 8 Where Key Stage 2/3 courses are the only courses offered, the provider will be expected to assess each trainee's teaching standards for their specialist subject at Key Stage 3. An inspector will visit a sample of trainees towards the end of their final school experience following the guidance for 'Full secondary inspections' or the 'Inspection of small secondary providers', as appropriate. The trainees seen will be teaching their specialist subject at Key Stage 3. In addition, the subject inspector will scrutinise the teaching files of a sample of trainees to judge the quality of their teaching in their specialist subject at Key Stage 2 and Key Stage 3. The overall grade will be awarded according to the guidance given in the 'Full secondary inspections' section of the *Handbook*.

Full-inspection report

- 9 Following full inspections, each secondary subject report and cell grade will reflect the overall quality of training and trainees' standards, including, for Key Stage 2/3 courses, the Key Stage 3 subject training and trainees' standards in relation to teaching their specialist subject at Key Stage 3. The report may refer to evidence gained from trainees' files about their competence in teaching their specialist subject at Key Stage 2. The primary inspector will produce a short report on the quality of training in the core subjects at Key Stage 2, across the range of subjects offered on Key Stage 2/3 courses. This report will not contain quality grades but will highlight any non-compliance issues raised in the inspection. It will be based on the guidance contained in the 'Full primary inspections' section of the *Handbook*. This report will be sent to the provider and the TTA and published by OFSTED.
- 10 Where providers offer only Key Stage 2/3 courses, there will be separate subject reports focusing on the Key Stage 2/3 specialist subject training, and trainees' standards in relation to teaching their specialist subject at Key Stage 3. The report may also refer to trainees' competence in teaching their specialist subject at Key Stage 2. If the provider is a 'small provider' the report will relate to training and standards for Key Stage 3 provision as a whole. The reports will follow the same structure as those for secondary full inspections with a further section on training for the core subjects at Key Stage 2, based on the guidance contained in the 'Full primary inspections' section of the *Handbook*. This section will not contain quality grades. This report will be sent to the provider and the TTA and will be published by OFSTED.

New provider inspections

This section should be read in conjunction with the sections on:

- Inspection of management and quality assurance
 - Full primary inspections
 - Full secondary inspections
 - Inspection of small secondary providers.
- 1 Providers in their first year of initial teacher training will receive a developmental inspection, followed by a full inspection in their second year. In many cases, new providers are small secondary providers, so the full inspection in the second year will follow the guidance set out in the 'Inspection of small secondary providers' section of this *Handbook*. In other cases, the full inspection will follow the guidance contained in the 'Full secondary inspections' or the 'Full primary inspections' section of the *Handbook*.
 - 2 The first inspection will be designed to:
 - check the ITT programmes against the *Requirements*
 - provide feedback on the management and quality assurance of the provision
 - provide feedback on the quality of training and trainees' teaching in one curriculum area or subject
 - help providers to prepare for the full inspection in the following year.

Inspection arrangements

- 3 A 'managing inspector' (MI) will visit the provider for one week, following the guidance set out in the 'Management and quality assurance' section of this *Handbook*. During the week, he or she will be joined by a subject specialist for three days, who will observe training sessions in that subject, visit at least one partnership school, read documentation and interview trainers and trainees, to judge the quality of training in that subject.
- 4 The interview questions for trainers and trainees will follow the guidance set out in the 'Secondary full inspection' or 'Primary full inspection' sections of the *Handbook* and the training sessions will be judged according to guidance set out in these sections.
- 5 The standards visits will be limited to one or two trainees. For secondary new providers, they will be following the same specialist subject. The procedures to be followed by the inspector will be as described in the relevant full inspection section of the *Handbook*. The MI will also visit a sample of partnership schools in the same week to consider aspects of management and quality assurance related to the partnership.
- 6 Following interviews or the observation of training, the MI and the subject inspector will discuss with individual trainers or managers how the training matches the characteristics and grade descriptions contained in the inspection guidance. The ongoing dialogue between the MI and the provider's representative is particularly important in this inspection.
- 7 It will be for the provider to use the evidence and judgements from this more limited inspection to consider the overall quality of the provision they are offering, before they complete a self-evaluation to inform the subsequent full inspection.

Feedback, grades and the inspection report

- 8 In addition to the ongoing dialogue, the subject inspector will provide a summary of strengths and weaknesses of training and assessment to relevant tutors at the end of the first visit. The MI will provide feedback to managers on the strengths and weaknesses of the management and quality assurance of the provision. At the end of the standards visit, both inspectors will meet with tutors and managers to update the feedback in the light of the further evidence obtained. This meeting will allow the provider to explore the evidence and consider what may need to be done before the full inspection in the following academic year.
- 9 The inspectors will offer interim grades on the M cell, the T cell and the S cell, though they will not have been subject to the moderation procedures that are a necessary feature of full inspections. The grades are intended to help providers to relate their own evaluations to the grade descriptions and characteristics contained in the relevant section of the *Handbook*.
- 10 The MI will produce an interim report on the three cells inspected to supplement the oral feedback, containing the interim grades at the end of the inspection, which will be sent to the provider before the end of July in the year of the standards visit. The report is intended to be helpful to providers in preparing for the full inspection. It will be shared with the TTA, but will not be published more widely by OFSTED. The oral feedback and the report will make clear any indications that the provision may be non-compliant so that providers can pay particular attention to any such areas of concern before the full inspection.

Annex 1: Moderation procedures

Full inspections

- 1 Moderation of inspection judgements will take place at four points in the inspection process:
 - the MI's meeting with subject inspectors at the end of the training visit
 - the subject leaders' review of subject inspectors' evidence and judgements after the training visit (normally around the end of the spring term)
 - the MI's meeting with subject inspectors at the end of the standards visits
 - the final subject moderation in the summer term.

Managing inspector's meetings

- 2 The purpose of the MI's meetings is to:
 - discuss aspects of the training that are common to all subjects and to reach an agreement about their quality
 - check that subject inspectors have made accurate and consistent interpretations of the grade characteristics and the grade descriptions
 - check that the feedback given accurately reflects the evidence.
- 3 Inspectors must bring their inspection notebooks to the meetings, and be prepared to provide justifications for their judgement. The judgements should be related to the criteria and grade characteristic. Evidence leading to the judgements must be identified clearly in inspectors' notebooks.
- 4 The MI will invite each inspector at the meeting at the end of the training visit to present the evidence leading to their judgements. The MI must ensure that the evidence is secure, and that there is general agreement about the quality of common elements of training and assessment. The meeting should identify any issues for inspectors to follow-up in the standards visits and any issues to discuss with other subject inspectors.
- 5 The MI's meeting at the end of the standards visit will consider the evidence inspectors gain from this part of the inspection. In their inspection notebooks or QA forms, inspectors must show that:
 - they have acquired the necessary evidence to reach accurate judgements about trainees' standards
 - they have checked the issues arising from the earlier MI's meeting or the subject moderation
 - the feedback to providers on strengths and weaknesses of provision and trainees' standards accurately reflects the evidence.
- 6 No grades will be given to providers until the final subject moderation has been completed

Subject moderation meetings

Interim subject moderation

- 7 For all subjects, the subject leader will review the evidence from subject inspectors after the training visit has been completed. The review will normally comprise a scrutiny of the written evidence, but may involve a meeting between the subject inspector and the subject leader. The purpose of the review is to ensure that subject inspectors have a common understanding of the way the criteria and grade characteristics are interpreted in the light of subject specific inspection evidence. For primary full inspections, the 'subjects' refer to mathematics, English and science. The primary inspection project team will also scrutinise and moderate the evidence related to more generic aspects of training and the non-core subjects included in the inspection.
- 8 In order that the subject leader can carry out a moderation review, subject inspectors must ensure that their notebooks have been entered onto the TTS database by the agreed date. They must make available:
 - their inspection notebooks, showing how the grade characteristics and descriptions have been interpreted to reach interim or final grades
 - any managing inspectors' notes relating to common elements of training, management and quality assurance.

Subject leaders, or subject teams, depending on the number of inspections being carried out, must consider:

- issues arising from individual inspectors' notebooks
- whether inspectors' writing presents the evidence clearly
- whether evidence is being judged consistently, so that all subject inspectors arrive at similar conclusions about similar evidence
- whether the evidence is sufficient and what further evidence may be required to support tentative judgements
- whether further guidance on subject specific interpretations of the grade characteristics is necessary.

Final subject moderation (full secondary inspections)

- 9 For this moderation, the subject leader will review with all subject inspectors undertaking full inspections their evidence and judgements. Prior to discussing with their subject leaders, subject inspectors will meet in mixed subject groups to seek common interpretations of the grade criteria and grade characteristics, using examples drawn from subject inspections. These meetings will aim to ensure consistency between subjects. Notes from the meeting will be kept and passed to individual subject leaders to be discussed in the subject moderation meeting.
- 10 Subject leaders must draw up a clear agenda, based on paragraph 8 above, to include a thorough review of all of the evidence for each subject inspection, especially evidence acquired during the standards visits. Subject inspectors should be prepared to present an analysis of their evidence to show how they reached their judgements, and to discuss their judgements with other subject inspectors. Subject leaders must seek to ensure that: the judgements are valid and reliable; all inspectors would arrive at similar judgements when considering similar evidence; and the judgements reflect the grade criteria and characteristics provided in the *Handbook*.
- 11 If there appear to be different interpretations of the evidence between the subject inspector and the MI, the subject leader must present these to the relevant project leader and to the MI for further consideration.

- 12 If, after further consideration, the subject leader and MI still have different views about the judgements relating to a subject inspector's evidence, a panel from the project management team and the divisional management team will provide arbitration.

Final moderation (full primary inspections)

- 13 For this moderation, all primary inspectors will meet to moderate the primary full inspections. Small groups of inspectors will consider inspectors' notebooks and the draft reports for a number of inspections. Each group will consider:
- whether the judgements for English, mathematics and science are reliable and valid
 - whether the judgements on training and standards reflect all of the evidence
 - whether the report makes the judgements and supporting evidence clear to the intended audience.

Final moderation (management and quality assurance)

- 14 For this moderation, the management and quality assurance project team will meet to moderate the M cell sections of all full inspection reports: They will:
- consider whether the evidence is accurately reflected in the draft report
 - ensure that the writing presents the evidence and the judgements clearly
 - check that the grade criteria and characteristics are used consistently across the range of secondary and primary full inspections.
- 15 Where necessary, members of the management and quality assurance project team will meet with managing inspectors to ensure that there is a common understanding of the grade criteria and characteristics for the M cell and discuss issues related to individual reports.

Action following final moderation

- 16 The secondary and primary inspection project teams, under the guidance of the project leaders, will be responsible for ensuring that:
- possible unsatisfactory or non-compliant judgements have been considered by a review panel
 - the final agreed grades are sent to providers and the TTA
 - draft reports are edited, entered onto the database and sent to the provider for checking
 - taking into account comments from providers, the final versions of reports are entered onto the database and published.

Short inspections

- 17 The MI and AMI will meet on the final day of the inspection to review the evidence on management and quality assurance both from their own inspection and from the subject inspectors' reports. They will match carefully the evidence to the grade criteria for the M cell. This will lead to a recommendation for the provisional grade for this cell. **This grade will not be given to the provider until after the meeting of the moderation panel.**
- 18 The MI and AMI will also consider carefully any recommendation from a subject inspector that a follow-up full inspection is required, checking that relevant criteria have been met.

- 19 Towards the end of each term, a moderation panel will meet to review the reports from all of that term's primary and secondary short inspections. The panel will consist of an assistant divisional manager, the project leader for management and quality assurance inspections, and one representative from each of the primary and secondary inspection project management groups. Where necessary, MIs will be required to attend the panel meeting to discuss their judgements and the evidence that led to them.
- 20 During the meeting the moderation panel will, for each inspection:
- consider whether the evidence is accurately reflected in the draft report
 - moderate and agree the provisional grade for the M cell
 - consider whether any proposal for a follow-up full inspection has been accurately matched to the criteria
 - ensure that, where a follow-up full inspection is recommended, the draft report states this clearly and indicates the evidence that led to the recommendation.
- 21 Draft reports will be sent to providers after moderation and normally at the end of the term in which the inspection took place. The provider will be invited to check the factual accuracy of the report prior to its publication.

Procedures in cases of possible unsatisfactory or non-compliant judgements

Full inspections

Training (T) and management and quality assurance (M) cells

- 22 Where inspectors judge that there is evidence to suggest that training or management and quality assurance are unsatisfactory and/or non-compliant during the training week of a full inspection, the following procedures will be followed:
- factual evidence will be checked with the provider's representative
 - as soon as the MI becomes aware of possible unsatisfactory quality, or non-compliance, it will be discussed with the relevant project leader and, if appropriate, the relevant subject leader
 - at the meeting with the MI and AMI at the end of the inspection week, all relevant evidence will be reviewed and the areas of unsatisfactory quality and possible non-compliance will be discussed in detail
 - if the managing inspector is satisfied that the evidence of unsatisfactory quality or non-compliance is well founded, this will be reported in the feedback to the provider
 - the provider will be invited to suggest what remedial action it might take before the standards visit
 - the provider will be informed in writing of the concerns about poor quality and/or non-compliance. The letter will set out how inspectors intend to follow up the evidence from the training week, including how they will consider any remedial action that the provider may have taken
 - following the standards visit, the MI will consider the evidence from inspectors related to the unsatisfactory or non-compliant judgements from the training visit, to see whether the weaknesses have been rectified. If, in the judgement of the MI, the evidence still indicates that the T cell or the M cell is unsatisfactory or non-compliant, this will be fed back to the provider, and the evidence referred to the subject leader and the project leader

- the provider will then be sent a letter giving details of the provision which is considered unsatisfactory and/or non-compliant and invited to offer any additional evidence, before the grade is considered at a panel meeting during the final moderation conference.

Standards (S) cell

- 23 When an inspector judges a trainee to be failing to meet the *Standards* (grade 4), this will not automatically lead to the S cell being judged unsatisfactory. The judgement will be discussed with the MI at the end of the standards visit, and later considered during the final moderation procedures described above. If, following this moderation, inspectors judge that there were trainees seen on any secondary subject inspection, or on a primary inspection, who were unsatisfactory, all the evidence will be submitted to a review panel. To judge whether the S cell will be given an unsatisfactory grade, and therefore be judged non-compliant, the following will be taken into account by the panel:
- the number of trainees seen who were judged by the inspector(s) to be unsatisfactory (grade 4)
 - the size of the sample, the grades given to other trainees seen and the overall profile of the grades of the cohort.
- 24 In some circumstances, particularly with smaller cohorts, or where other trainees' weaknesses have not been recognised, one trainee graded 4 from the sample considered by the provider to be at least satisfactory, may indicate poor quality for the S cell as a whole. Where more than one trainee is graded 4 by the inspector from the sample of trainees considered to be at least satisfactory by the provider, the S cell will normally be given a grade 4.
- 25 No decisions about the S cell grade can be made until the final pass/fail list has been received. Inspectors' judgements must not affect the providers' assessment of individual trainees. Once the pass/fail list has been received the provider will be informed of any potential unsatisfactory/non-compliance judgement and, where there is time, will be invited to submit any further evidence before the review panel meets.
- 26 Where an inspector judges that one or more trainees will not reach a satisfactory level by the end of the course, but are recommended by the provider for the award of QTS, this may affect the judgements made about the T and M cells. The review panel will consider the extent of the weakness in assessment procedures that led to the trainees being judged as satisfactory and the extent to which the quality assurance arrangements could have been expected to identify these weaknesses.

Arrangements following the final panel meeting

- 27 The provider will be notified of the panel's decision, by letter, within one week of the panel meeting. The letter will outline the reasons for any unsatisfactory or non-compliant judgement. The draft inspection report will be issued as soon as possible.
- 28 If there has been insufficient time for the provider to submit additional evidence, the letter will indicate the date by which any evidence must be submitted and a further date by which the provider will be informed whether the grade 4 or non-compliance will be confirmed.
- 29 Following final moderation, cell grades and draft reports will be sent to all providers. Where a final decision is awaited, any cell graded as 4 or judged non-compliant will be clearly marked in the report as provisional.

Short inspections

- 30 Where cases of possible non-compliance are raised during short inspections the following procedures should be followed:
- factual evidence will be checked with the provider's representative
 - as soon as the MI becomes aware of possible non-compliance, it will be discussed with the relevant project leader and, if appropriate, the relevant subject leader
 - at the meeting of the MI and AMI at the end of the inspection week, all relevant evidence will be reviewed and the area(s) of possible non-compliance will be discussed in detail
 - if the MI is satisfied that the evidence of non-compliance is well founded, this will be reported in the feedback to the provider
 - following the inspection week, the evidence will be further reviewed by a panel from the project management team and the divisional management team
 - where the judgements are found to be secure, the provider will be notified in writing, making clear the evidence for the non-compliant judgement
 - the provider will be given the opportunity to check the factual accuracy of the evidence and respond in writing with any additional evidence
 - if, after considering the response from the provider, the head of OFSTED's teacher education division confirms the non-compliance, this will be communicated to the provider and to the TTA for their consideration.

Annex 2: Concerns and complaints about initial teacher training inspections: Guidance for providers

These procedures apply to inspections carried out by OFSTED under the OFSTED/TTA joint *Framework for the Inspection of Initial Teacher Training*.

1. Introduction

- 1.1 OFSTED anticipates that the great majority of inspections will be carried out smoothly and without incident. However, we recognise that some providers may, on occasion, feel dissatisfied with some aspect of their inspection or inspection report.
- 1.2 OFSTED takes complaints about inspection seriously: we view them as an important addition to our own quality assurance measures. They can alert us to difficulties or uncertainties in the system and may lead us to issue new guidance to inspectors. Providers should be reassured that making use of the complaints procedures will have no impact whatsoever on our subsequent working relationships with them.

2. Handling of concerns and complaints.

- 2.1 There are several ways in which concerns and complaints can be handled:
 - by discussion with the managing inspector
 - by lodging a request for an internal review of inspection judgements
 - by lodging a formal complaint about the conduct of an inspection or an inspector.
- 2.2 OFSTED will investigate any complaints rigorously and make every effort to resolve the issues as quickly as possible. We are concerned, above all, with the fairness of the inspection. We will acknowledge that we are mistaken where the facts clearly prove this to be so or where we agree that there are serious omissions or factual errors. We will not, however, change our judgements because they are unpopular, because improvements are promised at some time in the future, or because of developments after the inspection has been completed.

3. Raising concerns and complaints

- 3.1 It is essential that any areas of concern are raised **as soon as they arise** so that they can be properly considered and, wherever possible, resolved while the inspection is taking place. Whatever the cause for concern, it should initially be discussed with the managing inspector. If, however, you consider the matter to be of such gravity, or if it relates to the action of the managing inspector himself/herself, you should raise the matter with the appropriate project leader, whose details are given in paragraph 9 of this annex.
- 3.2 Where concerns are about judgements you may ask for an internal review, provided that it can be shown that opportunities for normal debate with the inspection team have been exhausted. The internal review process, which is described in more detail in section 4 of this annex, will normally only take place after the issue of the draft report.

3.3 Where concerns are about the conduct of an inspection, or of an inspector, and it can be shown that proper debate with the managing inspector or project leader has taken place without a satisfactory conclusion, you then have recourse to the formal complaints procedure set out in section 5 of this annex.

4. Internal review

4.1 If you wish to ask for an internal review, you should do so by writing to the head of OFSTED's teacher education division at the earliest opportunity, and by no later than 28 days after receipt of the draft inspection report. Your request should set out your case clearly and provide evidence in support. Disagreement with the judgements reached by the inspectors is not a sufficient reason to prompt an internal review: you must be able to demonstrate that material evidence has been presented to the inspector(s) and neglected.

4.2 Internal reviews may be requested after either short inspections or full inspections. In the case of short inspections, the review could be either of the provisional grade for the management and quality assurance (M) cell or of a decision to carry out a follow-up full inspection. In the case of full inspections, the review could be of any of the three cell grades.

4.3 Where the head of OFSTED's teacher education division considers there are sufficient grounds for a review, he will seek consideration of the available evidence. Any evidence submitted must be in writing and you must be able to demonstrate that:

- a it was in existence at the time of the inspection
- b it was made available to the inspector(s) during the inspection
- c it was not taken into account by the inspector(s) in reaching their judgements.

4.4 The additional evidence will be sent to the relevant inspector who will consider this and comment on whether this might lead to the amendment of any of his/her original judgements. Subsequently, another inspector, not directly involved in the inspection, will independently consider the original inspection evidence, the additional information, and the response of the inspector to this, and then offer his/her view on the inspection judgements. The independent views of both inspectors will be considered by the head of OFSTED's teacher education division who will then write to the provider with his decision either to uphold the challenge, in whole or in part, or to reject it.

4.5 The whole process will normally be completed within 28 days of receipt of the request for an internal review. However, the response time may vary depending on particular circumstances. When the review is likely to take longer than 28 days, OFSTED will let you know and keep you informed of progress.

5. Formal complaints

5.1 If it has not been possible to resolve your concerns during the course of the inspection, the next step is to lodge a formal complaint. This will normally only come about if you believe there is evidence that the conduct of the inspection, or of an inspector, did not meet the requirements set out in the *Handbook for the Inspection of Initial Teacher Training*. The complaint should be sent in writing to the head of OFSTED's teacher education division and must be submitted no later than 28 days after receipt of the draft inspection report.

- 5.2 In writing to the head of OFSTED's teacher education division, the main areas of concern should be clearly stated, grouped under headings and supported by evidence. If the conduct of the inspection, or an inspector, is believed to have adversely influenced the inspection judgements reached, the claimed effect on the judgements should also be demonstrated. All the information you wish to be considered should be included at the outset. This will enable your complaint to be dealt with more quickly and will reduce the need to seek further information from you.
- 5.3 OFSTED will acknowledge receipt of complaints as soon as possible. Responsibility for investigating the complaint will rest with the head of OFSTED's teacher education division. He will carefully reconsider all the existing evidence together with any further information provided in support of the complaint and will then form conclusions and draft an appropriate response. This will be considered by an independent review team within OFSTED, which is totally separate from the operational work of the teacher education division. They will review the case to ensure that the conclusions of OFSTED's head of teacher education division are fully supported by the available evidence and that the complaint has been dealt with fairly. The head of OFSTED's teacher education division will then respond substantively to the complaint.
- 5.4 If your complaint is fully or partially upheld, the response will include an apology, an explanation and, if necessary, an indication of what steps have or will be taken to put matters right. Where allegations or complaints are not upheld the response will say so, and explain why.
- 5.5 OFSTED will consider and respond to the complaint speedily and will endeavour to respond substantively within 28 days. However, the response time will vary depending on the individual circumstances of the case. Where consideration takes longer than 28 days, OFSTED will keep you informed of progress and the reasons for delay. We will respect confidentiality and will respond to complaints in a reasonable and even-handed manner.

6 Referral to Her Majesty's Chief Inspector

- 6.1 If you are dissatisfied with the outcome of an internal review or complaint, you may write to HMCI and ask for a further review. Such a request must, however, be lodged within 14 days of receipt of the decision letter from the head of OFSTED's teacher education division. HMCI will consider all the available evidence and take advice from the independent review team within OFSTED (see paragraph 5.3 of this annex). He will then convey his decision in writing, normally within 14 days of the receipt of the request for a review.

7 External review

- 7.1. If you remain dissatisfied with OFSTED's response, you may appeal to the Independent Complaints Adjudicator. The Adjudicator provides an external and independent element to the procedures, but may only accept a case once internal procedures have been exhausted. The Adjudicator can rule only on the management of the complaints procedure, not on the validity of inspectors' judgements.

9. **Contacts**

Head of Teacher Education Division:

Cliff Gould, HMI
Teacher Education Division
OFSTED
Alexandra House
33 Kingsway
London WC2B 6SE

Project Leaders:

Secondary ITT Inspections:

Eileen Hill, HMI
OFSTED
Harcourt House
Marston Road
Marston
Oxford OX3 0TY

Primary ITT Inspections:

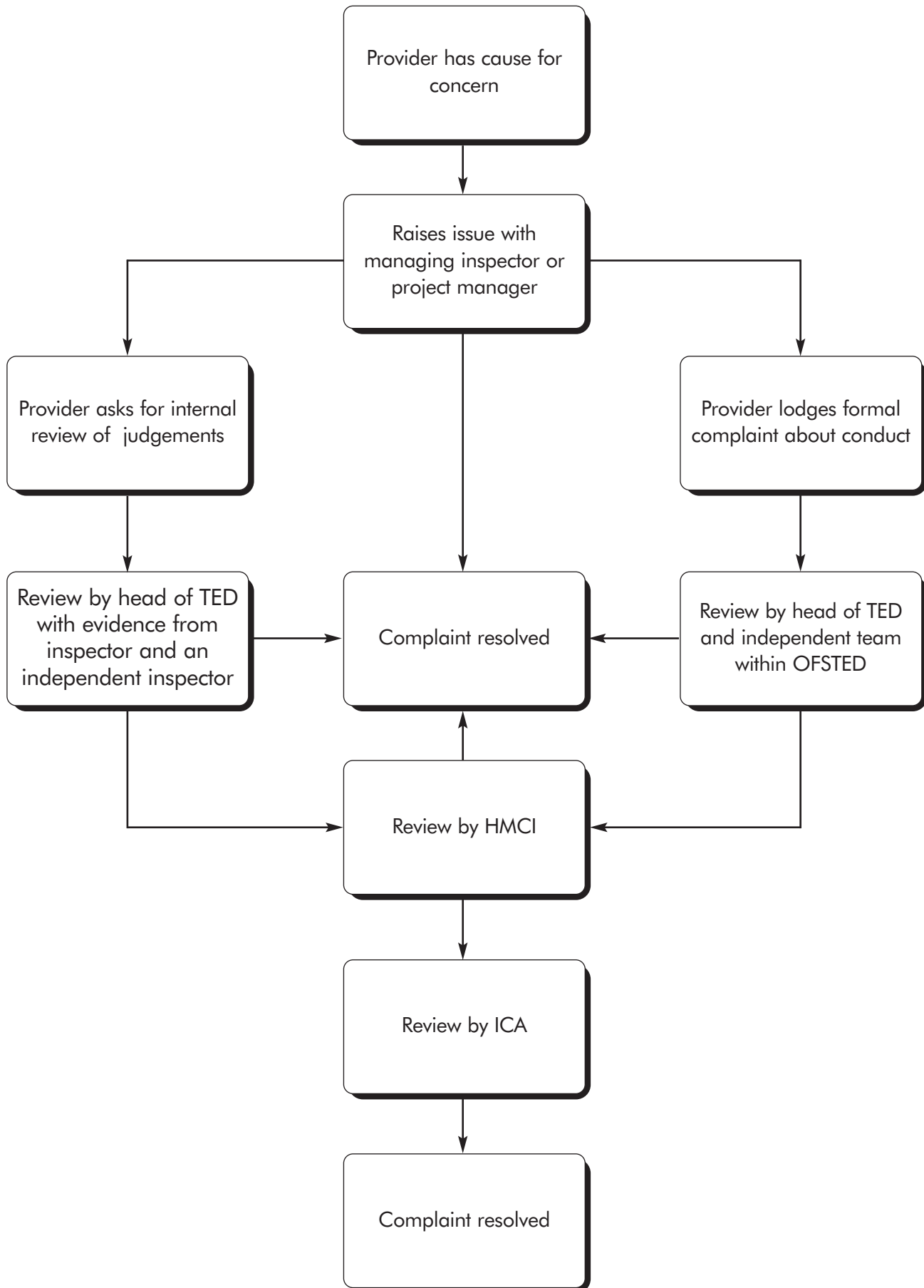
George McLeman, HMI
OFSTED
7th Floor
West Point
501 Chester Road
Manchester M16 9HU

To refer a complaint to the independent complaints adjudicator write to:

Elizabeth Derrington
The Independent Complaints Adjudicator for OFSTED and the Adult Learning Inspectorate
9 Millfield Terrace
Hexham
Northumberland NE46 3EH

June 2002

Complaints about ITT inspections



Annex 3: OFSTED's Principles of Inspection and Code of Conduct for the Inspection of ITT

I. OFSTED's Principles of Inspection

- Inspection acts in the interests of children, young people and adult learners and, where relevant, their parents, to encourage high-quality provision that meets diverse needs and promotes equality.
- Inspection is evaluative and diagnostic, assessing quality and compliance and providing a clear basis for improvement.
- The purpose of inspection and the procedures to be used are communicated clearly to those involved.
- Inspection invites and takes account of any self-evaluation by those inspected.
- Inspection informs those responsible for taking decisions about provision.
- Inspection is carried out by those who have sufficient and relevant professional expertise and training.
- Evidence is recorded, and is of sufficient range and quality to secure and justify judgements.
- Judgements are based on systematic evaluation requirements and criteria, are reached corporately where more than one inspector is involved, and reflect a common understanding in OFSTED about quality.
- Effectiveness is central to judging the quality of provision and processes.
- Inspection includes clear and helpful oral feedback and leads to written reporting that evaluates performance and quality and identifies strengths and areas for improvement.
- The work of all inspectors reflects OFSTED's Code of Conduct.
- Quality assurance is built into all inspection activities to ensure that these principles are met and inspection is improved.

II. Code of Conduct for the Inspection of Initial Teacher Training

When inspecting initial teacher training, HMI and additional inspectors (AIs) are expected to follow the principles set out in the *OFSTED Handbooks for Inspecting Primary and Nursery Schools* and *Secondary Schools* (TSO, 1999). Teacher training inspectors are, of course, reporting on quality and standards in ITT and not the quality of schools or subject departments. Inspectors should uphold the highest professional standards in relation to all involved in the process before, during and after the inspection. Inspectors should:

- evaluate the work of the partnership in relation to ITT trainees objectively, be impartial and have no previous connection with the partnership which could undermine their objectivity
- report honestly and fairly, ensuring that judgements accurately and reliably reflect what the partnership achieves and does in relation to ITT
- carry out the work with integrity, treating all those they meet with courtesy and sensitivity
- do all they can to minimise stress, in particular by ensuring that no trainer is over-inspected and by not asking for paperwork to be specifically prepared for the inspection

- act with the best interests and well-being of pupils, trainers and trainee teachers as priorities
- maintain purposeful and productive dialogue with trainers
- where relevant, respect the confidentiality of information obtained during the inspection.

Any complaint about the conduct of an inspector should be dealt with in accordance with the procedures in annex 2.

Annex 4: Responsibilities of ITT partnerships in relation to inspection

- 1 For inspection to be truly effective in providing valid and reliable data on which to base improvements, those organisations and individuals which form the partnership should co-operate fully with the inspectors and respond constructively to the outcomes. The following may appear to be a long list, but most of the actions suggested are self-evident and represent the normal preparations made and courtesies extended by partnerships to inspectors.

Preparing for the inspection

- 2 In preparing for the inspection, partnerships may wish to:
 - make sure participants know why and how the inspection will take place
 - liaise with their managing inspector for advice
 - attend any briefing sessions or pre-inspection meetings offered by the inspectors;
 - make sure that everyone within the partnership understands the Secretary of State's *Requirements*, the inspection criteria, the inspection schedules and the *Framework*
 - integrate the inspection process with their own quality assurance cycle
 - undertake a self-assessment and analyse the outcomes
 - nominate staff to liaise with the inspectors
 - agree a timetable with the managing inspector or individual named inspectors
 - prepare and provide standard documentation to agreed specifications and deadlines
 - provide up-to-date supplementary evidence and supporting materials, where relevant.

During the inspection

- 3 During the inspection, the partnership should:
 - provide, if requested, suitable accommodation as a work-base for the inspection team (OFSTED will reimburse the cost of any refreshments provided)
 - ensure that the inspectors are fully briefed about the partnership early in the inspection
 - clarify the present stage of development of the course within the current regulations and outline any plans for further improvement including progress against the last post-inspection plan
 - raise any concerns about the inspection team or the assessment process promptly with the managing inspector - these may subsequently need to be taken up with the project leader or head of OFSTED's teacher education division
 - open the ITT programme to scrutiny in a frank and honest manner
 - draw inspectors' attention to any new information or changed circumstances
 - monitor and evaluate the progress of the assessment process in accordance with the quality assurance procedures established by the partnership
 - provide maximum opportunity for professional dialogue with inspectors
 - involve, wherever possible, representatives of partner schools in any feedback sessions
 - use feedback provided to inform action planning and quality enhancement
 - correct immediately any perceived misunderstandings or factual inaccuracies in the feedback
 - raise questions about the evidence cited or the conclusions drawn with the relevant inspector immediately.

After the inspection

- 4 Once the inspection visits have been completed, partnerships should:
 - maintain communication with inspectors so that any omissions can be drawn to their attention before the grades are finalised
 - respond courteously and constructively to the inspectors' findings, correcting any matters of factual inaccuracy in the draft report by the specified deadline
 - distribute copies of the final report to all participants in the partnership
 - prepare, implement and monitor the achievement of the relevant recovery or action plan required by the TTA
 - participate in meetings or conferences for the dissemination of good practice to improve quality across the sector.

(This paper is taken from 'Working Together in Initial Teacher Training: Making Inspection Work', the report of a joint OFSTED/CVCP/SCOP working group - published by OFSTED in 2000).

Annex 5: Questionnaire

Provider's evaluation of the inspection process

Name of provider:

Inspection year:

Short inspections: Courses inspected

Full inspections: Courses inspected

This questionnaire invites providers to evaluate the quality of the inspection process. It should not be used to challenge the outcomes of inspections. The procedures to deal with appeals against inspection judgements and complaints are described in annex 2 of the *Handbook for the Inspection of ITT*.

Communication

- 1 Were you given the information about courses to be inspected at least three months before the first visit, as described in the *Handbook*?
- 2 Were the initial arrangements for the inspections made by the managing inspector(s) in line with the *Handbook*? If not, please describe any difficulties you had with the inspection arrangements.

- 3 As the inspection process progressed, were you content with the quality of communication between you and the managing inspector(s) and OFSTED's teacher education division? What, if anything, could be done to improve communication?

- 4 Did the feedback at the end of each of the two stages of the inspection conform to the guidelines in the *Handbook*?

Inspections

- 5 Did the relationship between the managing inspector(s) and the provider's representative help the inspection process to run smoothly? Could the managing inspector(s) or subject inspectors have done more to make this relationship more effective?

- 6 Did inspectors carry out the inspections according to the *Handbook*? Which aspects of the inspection process worked particularly well? Were there aspects of the process that did not work well which OFSTED should note for future inspections?

After the inspections

- 7 Did you receive the inspection grades and draft reports at the time indicated by the managing inspector(s)?

Conclusion

Overall, are you content that the inspections were carried out according to the *Handbook* and OFSTED's Principles of Inspection (annex 3 of the *Handbook*)?

Signed:

Date:

Name:

Position:

Annex 6: Criteria for modifying the inspection programme

Criteria for cancelling or postponing inspections

- 1 There may be requests for cancelling or postponing an inspection in the following situations:
 - closure of a course
 - unforeseen circumstances
 - imminent significant change
 - non-recruitment.

The decision to cancel or postpone an inspection is made jointly by the TTA and OFSTED. OFSTED will inform the provider of the decision.

Closure of a course

- 2 Cancellation of an inspection will be considered only if the following conditions are satisfied:
 - i. the course is to close no later than at the end of the academic year in which the inspection was planned to take place
 - ii. the closure is of all undergraduate and postgraduate courses in the subject
 - iii. the provider has written to the TTA to return its allocations in the subject
 - iv. there is no recent evidence of non-compliance in that subject.

Recent evidence of non-compliance in another aspect of ITT provision will be taken into account when making a decision in these circumstances.

Unforeseen circumstances

- 3 Examples of unforeseen circumstances that might be considered include:
 - i. compassionate grounds
 - ii. fire/natural disaster
 - iii. industrial action.
- 4 An inspection may be postponed (but not normally cancelled) on compassionate grounds if a key member of staff is seriously ill or has died. Although the provider should have procedures in place for coping in these circumstances so that the trainees on the course are not disadvantaged, it may place undue stress on staff and trainees if faced with an inspection. OFSTED will consider postponement of inspections in the light of individual circumstances. If particular problems occur during an inspection, OFSTED will judge whether it is appropriate to halt the inspection or to continue and take account of the difficulties when reporting findings.
- 5 It would be unreasonable to expect providers to have planned strategies for coping with fire or natural disasters, so there is strong case for considering postponement of an inspection in these circumstances.

- 6 There may also be occasions when it will be necessary to postpone inspections because of illness or other unforeseen circumstances relating to the OFSTED inspection team, or as a result of industrial disputes. In these circumstances OFSTED will make every effort to find alternative means of ensuring that the inspection can take place, for example by using a replacement inspector, or by postponing the inspection.

Imminent significant changes

- 7 If a provider plans to replace the course to be inspected by the end of the year in which an inspection is scheduled, then consideration will be given to postponing the inspection. The provider should normally make a case for postponement at least six months before the start of the academic year of the inspection. OFSTED and the TTA will consider whether the replacement course is sufficiently different to render any assessment of the current course unrepresentative of future provision. Where the provider offers both undergraduate and postgraduate courses, significant changes would normally need to affect both before considering postponement.
- 8 In addition, the following factors will be taken into account in making this decision:
 - i. the age of the existing inspection evidence
 - ii. whether there has been recent evidence of non-compliance in any aspect of the provision
 - iii. whether inspection evidence is required by the TTA to review the provider's accreditation or its decision about the withdrawal of accreditation
 - iv. whether the provider has been awarded, or is intending to bid for, growth in the subject
 - v. whether there is a TTA priority for inspection with respect to that kind of provision.

Non-recruitment

- 9 Where a provider fails to recruit any students in the subject to be inspected, the inspection will be postponed until there has been recruitment.

Criteria for bringing forward a planned full inspection

- 10 Providers may wish to request that the full inspection of provision in TTA category C be brought forward where they believe there has been significant improvement since the previous inspection and wish to have this recognised.
- 11 The decision on whether or not to bring forward an inspection will be made by OFSTED, taking account of the evidence provided and the need to deploy inspection resources efficiently.
- 12 Requests for early inspection of category C provision must normally be made, in writing, to the head of OFSTED's teacher education division no later than 31 December in the year preceding the requested inspection date. (For inspections in 2002/03 only, the last date for such requests will be Friday 14 June 2002.) Only one request may be made with respect to any particular provision in any three-year period.
- 13 Consideration will be given to bringing forward an inspection only where:
 - i. the provision is in TTA category C
 - ii. there has been at least one year since the previous inspection, in which the necessary improvements can have been put in place
 - iii. the provider makes available convincing evidence that the 'points for action' in the previous inspection report have been adequately addressed.

- 14 Simply stating that weaknesses have been remedied will not be sufficient. Claims will need to be supported by suitable evidence, for example, revised course documentation, self-evaluation data, external examiner or consultants' reports.
- 15 In considering whether or not to request an early inspection, providers may wish to take note of two possible consequences:
 - i. if the inspection is brought forward, but sufficient improvement is not found by the inspectors and the provision remains in category C, a further full inspection will take place three years later (that is, two full inspections in four years)
 - ii. OFSTED may bring forward other secondary subject inspections to ensure that inspection resources are used efficiently. (Management and quality assurance are inspected on all secondary ITT inspections and it is generally uneconomic to inspect single subjects in one year; it is also unnecessarily burdensome on providers.)

Criteria for requesting a full inspection to replace a short inspection

- 16 The purpose of a short inspection is to seek to confirm that the quality of previously good or very good provision has at least been maintained. Where the inspector is unable to confirm this, a full inspection will be carried out in the following academic year. It needs to be understood that the inspector is not required to judge that the quality of the provision has declined but simply that there are sufficient grounds for uncertainty that need to be tested through a full inspection.
- 17 Where providers are aware of significant changes in provision since the previous inspection, they may wish to request that a full inspection should replace a planned short inspection; this could avoid end-on inspections in two adjacent years. Examples of changes that might lead to such a request, include:
 - i. very significant change to the provision, such as a major change of emphasis from undergraduate to postgraduate (especially where the former was inspected previously)
 - ii. major changes in partnership schools
 - iii. major changes of staffing, especially where there has been a significant loss of experienced personnel.
- 18 Significant changes of partnership schools or of personnel need not trigger a full inspection providing there is clear evidence that the provider has put in place effective strategies to maintain quality.
- 19 Requests to replace short inspections with a full inspection must normally be made, in writing, to the head of OFSTED's teacher education division no later than 31 March in the year in which the inspection is programmed to start. (For inspections in 2002/03 only, the last date for such request will be Friday 14 June 2002).

Annex 7: Transition arrangements

- 1 The *Standards and Requirements* apply to all trainee teachers and training programmes from September 2002, with the exceptions listed below:
 - those on their final year of a full-time or part-time undergraduate degree from September 2002
 - those on part-time postgraduate programmes starting before 1 September 2002
 - all those trainees continuing to follow 7–11 programmes
 - those trainees whose programmes were due to finish before September 2002, but have been extended due to:
 - failure and the need to repeat one aspect of training (including the skills tests)
 - switching to part-time training
 - decisions by the ITT provider to allow trainees to complete any aspect of the programme at a later date (including examples such as trainees taking a year out of their training)
 - those on employment-based routes who started training before September 2002.
- 2 When the provision being inspected includes training programmes or trainees that satisfy any of the above criteria for exemption from the *Requirements* or the *Standards*, the managing inspector should be made aware of this at the time he or she makes the initial contact with the provider to discuss the inspection arrangements. The managing inspector will then agree with the provider whether these aspects of the provision will be inspected against the *Requirements* and *Standards* contained in *Qualifying to Teach*, or those contained in DfEE Circular 4/98.
- 3 Where the sample of trainees to be visited to inspect teaching standards includes trainees exempt from the *Standards* contained in *Qualifying to Teach*, the provider's assessments may be made against the *Standards* of Circular 4/98. In these cases, the provider must make this clear to the inspector before the sample to be visited is selected. The inspector will, if requested by the provider, judge the quality of those trainees against the QTS standards of Circular 4/98, as in previous inspections. The remainder of the sample will be judged against the *Standards* contained in *Qualifying to Teach*.
- 4 The overall quality of trainees teaching will be judged in accordance with the guidance given in the 'Full secondary inspection', or the 'Full primary inspection' section of the *Handbook*.

Notes