

Handbook for the inspection of initial teacher training

For the award of Qualified Teacher Status 2005–2011

Age group: All

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Introduction

Purposes of the handbook

1. Following consultation on inspection arrangements for initial teacher training (ITT) for Qualified Teacher Status (QTS) during the period from 2005 to 2011, the Office for Standards in Education (Ofsted) and the Training and Development Agency for Schools (TDA) have agreed a new framework for the inspection of initial teacher training for the award of QTS (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 inspections of initial teacher training that lead to QTS. 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* and other relevant legislation, such as the Race Relations (Amendment) Act (2000).
2. Ofsted's inspections of ITT are established in statute and the TDA 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 her 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 TDA 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 website (www.ofsted.gov.uk/publications/070191) 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.
 - The role of the subject/curriculum inspector in short inspections.
 - Full inspections.
 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. Provision which fully meets those Requirements will be judged to be 'satisfactory'. 'Good' or 'outstanding' 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.
 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 also 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.

How the inspections will be arranged and conducted

10. Primary and secondary provision will be inspected separately. Inspections will either be 'short' or 'full', as explained in the framework, and will reflect the quality of provision as a whole. The inspection programme will aim to minimise the inspection burden for providers and be efficient and cost effective for both providers and Ofsted.
11. Providers will normally be informed of the inspection at least eight weeks 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 cancelling or postponing inspections are given in Annex F.

12. Every inspection will have a managing inspector (MI), who will arrange the details of the inspection programme in consultation with the provider will manage the inspection team and will lead on the inspection of management and quality assurance. An assistant managing inspector (AMI) will support the MI, and will normally lead on the inspection of the quality of training. The role of the MI and that of the AMI in relation to 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.
13. 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.
14. The inspections will be carried out by Her Majesty's Inspectors (HMI) and by specialist additional inspectors (AI). Additional inspectors will be selected according to clear criteria and will be suitably trained. 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.
15. In planning and carrying out inspections, all inspectors will behave with integrity, courtesy and due sensitivity in accordance with the Code of Conduct for the Inspection of ITT and Ofsted's Principles for Inspection (see Annex C). In turn, inspectors will assume that providers will cooperate fully and act in accordance with Annex D.¹
16. The minimum information necessary to carry out the inspections will be requested. It is not intended to place heavy demands on providers to produce documentation specifically for the inspection and items on the lists set out in appendices in this handbook 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 inspection questions are equally acceptable.

¹ Annex D is taken from *Working together in initial teacher training* (2000), the report of a joint Ofsted, CVCP, SCoP working group.

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. Self-evaluation is a crucial element of quality assurance and good management. Inspectors will take account of providers' evaluations as an essential part of the inspection process. Further guidance on self-evaluation for ITT inspections is provided in Appendix 1. Providers will be asked to make available their most recent self-evaluation during the preliminary visit of the MI. Paragraph 9 of the framework also refers to the place of self-evaluation in the inspection process.

Grades and reports

19. At the end of short inspections, inspectors will award a grade for management and quality assurance, and provide a judgement on whether the quality of training is still at least good. At the end of full inspections, inspectors will award grades for management and quality assurance, for training, and for trainees' standards. The grading scale is set out in the table below.

Table 1. Grading scale.

Grade	
1	Outstanding
2	Good
3	Satisfactory
4	Inadequate

20. For provision graded 1, 2 or 3, the grades will be judged against the best fit characteristics. To be satisfactory, all Requirements must be met and trainees must meet all areas of the Standards. A grade 4 will be given where provision does not reach the quality required. The grades will be sent to providers and the TDA following the moderation process (Annex A). Draft reports will be sent to providers to check for factual accuracy before the reports are finalised. They will then be sent to the TDA and published on the Ofsted website.

Quality assurance of inspections

21. 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 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
- further moderation of all inspection reports
- evaluation of the work of all inspectors
- project leaders for primary and secondary inspections, 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 E)
- an opportunity for providers to check the draft report for factual accuracy
- a clear complaints procedure (Annex B).

Glossary of terms used in the handbook and ITT inspection reports

Provider

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

Partnership

An arrangement where schools work together with an HEI on undergraduate or postgraduate courses, or several schools work together with or without the involvement of an HEI, 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 TDA, but which may comprise a number of courses or routes (see below).

Training route

Distinct ways of training for 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 'PGCE secondary mathematics course' or 'four-year primary BA/QTS (5–11 age range)'.

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 coordinator

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' (below).

Mentor

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

Professional tutor

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 and the role of the managing inspector

Introduction

22. Management and quality assurance will be a focus for inspection in both short and full inspections. An MI, normally with the support of an AMI and subject inspectors, will carry out this aspect of the inspection and will coordinate and manage the inspection as a whole. At the end of each inspection the MI will give oral feedback on the findings relating to management and quality assurance. A written report will be published containing judgements and a grade for management and quality assurance.
23. The assessment criteria will focus on the extent to which the management of the provision assures high quality training and continuous improvement. All providers must meet the secretary of state's Requirements for the Provision of Initial Teacher Training, section 1: Entry Requirement; section 2: Training Requirements; section 3: Management and Quality Assurance in order to be judged satisfactory.
24. 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.
25. The provider's self-evaluation will be central to the planning and direction of the inspection. The MI will use the self-evaluation to help identify important issues and to focus the work of inspectors.

Short inspections

26. The main purpose of the short inspection is to check that, overall, at least good quality training provision has been maintained. In carrying out this task, inspectors will focus on management and quality assurance to check that there is reliable evidence to support this claim. They will undertake activities to evaluate how well the procedures described by the provider work in practice. This will involve visits by the MI and AMI to schools in the partnership, meetings with trainees and trainers and the scrutiny of documentation. 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.
27. The MI will supply an initial briefing about management and quality assurance to the subject/curriculum inspectors in the team. The subject/curriculum inspectors will supply judgements to the MI on the design, content and delivery of the subject courses or curriculum areas, which will contribute to a corporate view on the provision as a whole. Their judgements 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 inspections

28. The inspection of management and quality assurance for full inspections will be similar to that outlined above for short inspections. The MI and AMI will therefore gather information about all of the courses being inspected. However, with the full inspections, there will be further evidence gained from inspectors' visits to schools to see trainees teaching; this will contribute to the judgements about the effectiveness of management and quality assurance.

Key questions, criteria for judgements and grade characteristics

29. 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?
30. 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 ? |
| Q2 | Does the management of the training programme ensure that the training and assessment and school partnership requirements are met and that high quality training and good outcomes are promoted? |
| Q3 | Do the quality assurance procedures ensure that the Requirements are met and support the management of high quality training and good quality outcomes? |

Question 1 requires inspectors to evaluate:

- the appropriateness of the selection procedures in identifying suitable trainees
- the accuracy and clarity of the information given to prospective trainees about the training programmes
- the efforts made to recruit trainees from minority ethnic and other under-represented groups
- the effectiveness of the provider's equal opportunities and race equality policies in the selection process
- 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 on the training programme
- applications are thoroughly checked against the Requirements
- the publicity material, prospectuses, other documentation and recruitment activities reveal an inclusive approach to recruitment, and minority ethnic groups are encouraged to apply
- the provider monitors the implementation and impact 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.

Question 2 requires inspectors to evaluate:

- the effectiveness of the partnership arrangements in the planning and delivery of the training programmes
- the clarity and effectiveness of the partnership agreement
- the clarity and appropriateness of the roles and responsibilities of all involved in the partnership
- the effectiveness of the procedures to ensure that trainers have the knowledge, skills and understanding necessary to discharge their roles successfully
- 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
- the partnership agreement is well-constructed, clearly understood and implemented effectively
- partnership schools are suitable venues for providing 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
- managers are aware of the strengths and areas for development of the those involved in training and provide suitable training and support where appropriate

- there is a clear rationale for the deployment of resources, understood and agreed by the partnership.

Question 3 requires inspectors to evaluate:

- the effectiveness of the monitoring of policies on equality of opportunity and the promotion of good race relations
- the monitoring of training programmes to ensure that high quality is established or maintained
- 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 the partnership promotes good race relations and equality of opportunity
- managers monitor the quality of provision and set improvement targets, employing appropriate data
- progress is reviewed against the targets set
- performance is benchmarked over time
- the assessment procedures, in the range of programmes provided, are appropriate, clear, accurate and effective
- 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

31. 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 in paragraph 19, 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 outstanding are not intended to be definitive or exhaustive, and the match will not be identical in every particular instance.

Characteristics of satisfactory management and quality assurance (grade 3)

To be judged as satisfactory, providers must meet the Requirements .

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 are supported in completing appropriately a Career Entry and Development 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 communication technology (ICT) and other resources. There are clear procedures for achieving continuity and consistency of training on all routes and wherever training is provided.

The partnership has equal opportunities and race relations policies, which it promotes and monitors during selection and training.

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 is a well-documented rationale for the inclusion of schools in the partnership, 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.

Members of the partnership 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.

The partnership has effective equal opportunities and race relations policies and monitors their implementation systematically. Partnership mentors and trainees have a shared understanding of how to promote equal opportunities and how to build good race relations.

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 TDA 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 outstanding management and quality assurance (grade 1)

For an 'outstanding' grade to be awarded there should be evidence 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 'outstanding'.

There is a clear, accurate analysis of candidates' responses to questions and tasks that inform the decision about selection, lead to specific guidance for candidates on 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.

The partnership draws upon and informs good practice in promoting equal opportunities and on establishing good race relations, in all aspects of selection and training.

Inadequate management and quality assurance (grade 4)

A grade 4 will be awarded if the Requirements are not met.

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

- there is insufficient involvement of teachers in partnership schools in:
 - planning and delivering training
 - selecting trainee teachers
 - assessing trainee teachers for QTS
- the selection process fails to discriminate accurately in relation to the Requirements and, as a result, unsuitable candidates are selected on to the courses
- managers fail to ensure that the content, structure and delivery of the training meet the needs of individual trainees
- training and outcomes are not sufficiently monitored and evaluated, and unacceptable variations in quality are not identified
- the management of the partnership is poorly coordinated and inconsistent across its various contexts and this has a detrimental effect on the quality of training

- procedures for internal and external moderation are insufficiently robust to ensure reliable and accurate assessments of trainees.

Inspection activities

32. The following paragraphs indicate 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

33. The MI, sometimes accompanied by the AMI, will undertake a preliminary visit to the provider. This visit will usually take place at least three weeks before the start of the inspection. The visit will need to be early enough to enable the provider to make the arrangements for inspectors' visits to partner schools. The objectives of this stage of the inspection are to:
- discuss any issues arising from the self-evaluation
 - clarify and establish with the provider the procedures to be followed during the inspection
 - prepare a pre-inspection commentary for the inspection team
 - use evidence from selected documentation and discussion to form preliminary hypotheses about how effectively the provider is meeting the Requirements.
34. During the preliminary visit, the MI will meet with the provider's representative and other key personnel identified by the provider.
35. The MI will read documentation, and begin to plan the timetable for the inspection and to prepare the pre-inspection commentary. Typical documentation requested for this stage of the inspection is set out as list 1 in Appendix 2.
36. Where it is not possible for the AMI to attend the preliminary visit, the MI may ask for a small selection of training materials to be sent to him/her.
37. The MI and AMI will also read documentation supplied by Ofsted, including:
- previous inspection reports and performance data
 - providers' TDA action plans, where available.

38. For a short inspection, the discussion with the provider's representative will include:
- the inspection programme for the MI and AMI
 - the characteristics of the schools being used at the time of the inspection for the placement of trainees, to enable the MI to select a representative sample to be visited by the inspectors
 - 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, ICT) in order to identify those whom inspectors should interview and the documents that should be read
 - 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.
39. In addition, 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 for each inspector
 - the deadline by which the provider's representative will send the MI each inspector's final programme for the inspection week
 - the range and nature of documentation to be sent to each subject inspector by the provider.
40. Based on the preliminary visit, the MI will prepare a pre-inspection commentary, to include hypotheses and questions regarding management and quality assurance on which subject/curriculum inspectors will provide feedback to the MI during the course of the inspection. 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.

Inspection week

Day one

41. The MI and AMI will travel to the provider on the first morning 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 any additional documentation supplied by the provider related to the key questions, as set out in list 2 in Appendix 2.

Days two and three

42. The MI and 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 will normally include:
- ITT manager(s)
 - course leader(s)/coordinators
 - tutors/coordinators of subjects not being inspected by specialist inspectors
 - GPS coordinator(s)
 - a sample of trainees drawn from those not being interviewed by subject/curriculum inspectors.
43. The MI and AMI will also visit schools; the number will depend on inspection priorities, but will be no more than six. The objectives at 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.
44. For short inspections, the MI and AMI will normally meet with secondary subject inspectors or primary curriculum inspectors on the third day to review and moderate their evidence on management and quality assurance.

Day four

45. On the morning of the fourth day, the MI and AMI will gather additional evidence, which may be in response to issues raised by team members on the previous day. The AMI may possibly make a school visit at this time.
46. On short inspections, the MI and AMI will meet in the afternoon to draw together and review all the inspection evidence. They will agree the judgements to be fed back to the provider and begin to draft the report.
47. On a full inspection, there will be a meeting of the whole inspection team in the afternoon to review and moderate the evidence from secondary subject or primary curriculum inspectors.

Day five

48. Towards the end of the full inspection week, the MI and, usually, the AMI will arrange to attend the brief subject feedback sessions that will take place during the morning. The MI and AMI will agree the final content of the management and quality assurance sections of the report and will agree composite judgements on the quality of training. The MI will then provide feedback to the provider on management and quality assurance and the AMI will feed back on the overall quality of training – see the 'Full inspections' section of the handbook.
49. On a short inspection, the MI will provide oral feedback on management and quality assurance. The AMI will also provide a composite feedback on the quality of training, as set out in the section of the handbook on the role of the subject/curriculum inspector in short inspections.

Standards visits (full inspections only)

50. On the Monday of the standards week, the MI and AMI will meet the provider's representative, and other colleagues as appropriate, to receive an update on management and quality assurance issues. On the Tuesday and Wednesday they will carry out visits to trainees in schools, to supplement those undertaken by other team members. On the Thursday the MI will chair an inspection team meeting to agree the main overall findings on management and quality assurance, as well as on training and standards. The MI and AMI will attend the brief subject feedback sessions and at the end of the week will provide oral feedback to the provider on management and quality assurance, and on overall training and standards. Following the inspection, the MI will update the draft report on management and quality assurance to take account of any additional evidence from the standards week.

Using sources of evidence

51. 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

52. The provider's self-evaluation will be the most important piece of documentation, signposting other key documents or parts of documents for inspectors' attention. Providers may wish to provide any documents prepared for the Quality Assurance Agency (QAA), which they believe will demonstrate aspects of the effectiveness of their management and quality assurance. 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. Inspectors should focus their attention on the three key subsidiary questions and their associated evaluation requirements.

Interviews

53. 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. Topics for discussion will usually include:
- measures to recruit and select trainees, particularly those from minority ethnic groups
 - measures to promote the active involvement of all partners
 - how the course leaders or programme managers ensure that training is effective and leads to good outcomes
 - principles and practices in deploying resources
 - how provision is managed and monitored
 - the use of course reviews and/or other evaluations to maintain or improve quality
 - action taken in the light of monitoring activities.
54. In their interviews with school-based trainers, topics for discussion will usually include:
- communications between the partners
 - the contribution made by school-based trainers to selection, course planning, management and decision-making
 - the school's procedures for assuring the quality of training
 - the way in which the school-based training programme ensures relevant provision and complements centre-based training
 - measures to moderate the assessment of trainees' standards
 - measures to monitor trainees' school experiences
 - the allocation and deployment of partnership resources in the school
 - school-based trainers' understanding of their roles in training and assessment.

55. When interviewing trainees, discussion will normally include:
- the implementation of agreed training and assessment activities on school placements
 - opportunities for trainees to evaluate the quality of their training
 - the extent to which trainees are consulted and informed about course development and results of evaluation
 - the effectiveness of assessment and moderation procedures
 - trainees' awareness of their own progress towards meeting the Standards.

The role of the subject/curriculum inspector in short inspections

Introduction

56. In secondary short inspections, specialist subject inspectors will contribute to the overall judgements on training provision as a whole, by supplying evidence on the quality of the design, content and delivery of a sample of up to half of subject courses. The selection of subjects will be based on Ofsted's most recent inspection evidence and will, in addition:
- take into account the relative size of subject cohorts
 - include at least one new subject where this is relevant, not previously inspected by Ofsted, and not in its first year of operation
 - take account of the availability of inspectors and the manageability of the inspection programme.
57. Primary curriculum inspectors contribute to the overall judgements on the primary training provision as a whole, but will focus on the design, content and delivery of the provision in English, mathematics and science.
58. The AMI will normally draw together the evidence gained from subject/curriculum inspectors to report on the training provision as a whole. The subject inspectors' judgements will also be used by the MI to help evaluate the impact of management and quality assurance procedures on the quality of training. The MI and AMI 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.
59. Additional evidence on the quality of training will come from visits to partner schools carried out by the MI and AMI. All inspectors may also be asked to follow up particular aspects of GPS, such as special educational needs or behaviour management; this will be coordinated by the AMI.
60. Inspections are based on the premise that providers are self-regulating organisations. The self-evaluations carried out by providers will therefore be key elements of inspection evidence. Managing inspectors will use them to

identify issues and set the detailed agenda for inspections. In reaching their judgements, inspectors will be concerned to verify (or not) the provider's own evidence about the quality of the training provided.

61. The priorities for each short inspection will be informed by the provider's self-evaluation and by findings from the previous inspection; thus the pattern of inspection activities and inspection foci could vary between providers. There is no intention to adopt a 'one size fits all' model for short inspections. The outline of the inspection week which follows in paragraphs 63 to 68 should be regarded as indicative guidance only. But in all cases, inspectors will be seeking evidence that will enable them to answer the following key question:

Key question: are the content, structure and delivery of the training programmes and the assessment of trainees at least good?

62. To answer this question, inspectors will use previous inspection findings, together with evidence of changes or developments since then, to evaluate:
- 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
 - the quality of the training
 - how well training takes account of individual needs
 - how well trainees' progress is monitored to enable training to be focused on their needs in relation to the Standards
 - the assessments of trainees' achievements against the Standards.

Primary curriculum inspectors and secondary subject inspectors

63. Inspectors will be allocated three days for short inspections, usually Monday to Wednesday, including time for travelling and writing; this will usually mean spending the equivalent of two days 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.

Inspection activities

64. The pattern of inspection activities for the MI and AMI is set out in paragraphs 41 to 49 of the handbook. If, in the course of the inspection, issues emerge about training in primary foundation subjects or in secondary subjects not being sampled by specialists, the MI and AMI may need to adapt their programmes to follow up these issues.

65. During the Monday and Tuesday of the inspection week, curriculum and subject inspectors will normally:
- read the documentation provided, including information from the MI
 - meet and discuss with the subject tutors the training provided (approximately 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 (approximately one hour for each discussion)
 - follow up specific general professional themes, as identified by the AMI.
66. Discussions with course tutors will normally include:
- any issues arising from the self-evaluation or subject questionnaire
 - 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.
67. Discussions with the trainees will normally include:
- the trainees' perceptions of the selection tasks and procedures for assessing their prior experience and achievement
 - the trainees' perceptions of the training they have received and the progress they have made
 - the trainees' school-based training and the coherence of the training programme
 - the tasks, assignments and other assessments.
68. On the Wednesday morning, subject curriculum inspectors will meet with the MI and AMI to review evidence and moderate judgements about management and quality assurance and training. This meeting will be extremely important in enabling a corporate judgement to be made on the overall quality of training. In the early afternoon they will then provide brief oral feedback on the subjects or curriculum areas that they have inspected to subject/curriculum coordinators.

Documentation required by subject inspectors

69. The documentation requested from the provider is set out in list 3, Appendix 2. In addition, Ofsted will supply each inspector with a copy of the previous inspection report and any relevant action plan(s).

Inspection report and follow-up full inspections

70. Short inspections, whether primary or secondary, result in a report on the provision in that phase as a whole. In addition to reporting on management and quality assurance, inspectors will summarise the evidence leading to their judgement about whether the content, structure and delivery of the training programmes and the assessment of trainees are at least good. Only the management and quality assurance will be graded.
71. 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 inspection, which will be another short inspection, will normally take place in three years' time
 - where inspectors are not confident there is sufficient evidence that the previous good quality in training has been maintained, there will be a full inspection in the following year.
72. 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. Circumstances 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
 - lack of evidence to support a judgement that training programmes have kept up with new requirements or curriculum developments
 - lack of evidence to support a judgement that the course structure continues to promote effective training
 - lack of evidence to support a judgement that the quality of school-based training remains consistent
 - lack of evidence to support a judgement that training matches the needs of the trainees recruited
 - lack of evidence to support a judgement that other training programmes leading to QTS are of the same good quality as those inspected previously.
73. The brief feedback to coordinators on subjects or curriculum areas inspected will be based on the written notes to be submitted to the MI and limited to evidence related to the key question. Any responses by the coordinators will be noted and communicated to the MI.
74. On the final day of the inspection, the AMI will provide oral feedback in response to the key question 'Are the content, structure and delivery of training

programmes and the assessment of trainees at least good?' At the same feedback meeting, the MI will present the findings on management and quality assurance, as described earlier in the handbook.

75. The draft report will be sent to the provider to check its factual accuracy as soon as Ofsted's quality assurance procedures have been completed. The managing inspector will review the report, in the light of comments received from the provider, before it is finalised.

Appendix 1. Self-evaluation: guidance for providers

76. Throughout the handbook and framework, Ofsted emphasises the value of the provider's self-evaluation. We hope that providers will be able to show how they know about the quality of their training and outcomes by referring to the evidence they collect routinely or have already compiled for other purposes, such as QAA audits or HEI quality assurance systems. Ofsted inspections are concerned with the quality of ITT and the way that the partnership is managed. Providers should not include wider institutional quality assurance procedures unless they have a direct bearing on the quality of ITT. We do not require the self-evaluation to be in any particular format, but inspectors have found self-evaluations useful when they are written as a commentary showing how the provider is able to judge the quality of provision, and signposting any supporting evidence contained in other documents. It is essential that providers make it clear where they are aware of any weaknesses and how they are dealing with them, as inspectors take this into account if weaknesses are identified during the inspection.
77. Inspectors will start from the position of having to check whether the quality of training is at least good across all secondary or primary provision. They will evaluate:
- the structure and content of the training programmes and whether they meet the Requirements.
 - how well all elements of the programme combine to secure trainees' progress towards meeting the Standards.
 - the quality of the training.
 - how well training takes account of individual needs.
 - how well trainees' progress is monitored to enable training to be focused on their needs.
 - the assessments of trainees' achievement against the Standards.
78. It would be helpful if providers evaluate the quality of their provision against the same headings, as well as against the three key subsidiary questions for management and quality assurance. It should then be possible for inspectors to see how the provider's evaluation of the quality of training refers to evidence about the partnership and the quality assurance systems.
79. The examples below are not intended to offer models of training or management but are meant to illustrate the way the commentary could refer to evidence. Secondary providers might provide a self-evaluation for each subject or roll them all into one overall self-evaluation for secondary provision.

Example 1. In considering the structure and content of the training programme and whether they meet the Requirements a secondary provider might state:

Previous inspection reports (2000-2004) indicate that structure and content are good and the basic structure has not been changed. Each course is reviewed by mentors and tutors in partnership meetings to consider the appropriateness of the structure and content. Changes have been made to the content of English and mathematics courses as a result of suggestions made by mentors (see course handbooks and minutes of partnership meetings). Trainees evaluate each taught session and overall the results show that they find them highly relevant, interesting and useful. However, there are examples where trainees found sessions less valuable and, where this is the case, these sessions were reviewed by course tutors and some have been amended. (See examples of trainees' evaluations provided for all courses). GPS sessions are amended annually as a result of evaluations; for instance, the amount of time given to behaviour management has increased this year (see course handbook). We are reviewing the guidance given to the way that subject courses follow-up GPS sessions as trainees' evaluations suggest that there is too much variability between subjects (see annual course review for details and timescale).

80. When commenting on b) and c) above providers might refer to a range of quality assurance procedures used to evaluate the quality of training; for instance, external examiners' reports, professional tutors' meetings, mentor training, support for new tutors, course evaluations, which would be reflected in the management and quality assurance questions. Inspectors would need to see samples of the evidence to check the accuracy of the claims being made.

Self-evaluation for the management and quality assurance cell

81. For both short and full inspections, providers should evaluate their provision in response to the three key subsidiary questions for management and quality assurance:
- Are the selection procedures designed and managed to meet the requirements in *Qualifying to teach* and other relevant legislation?
 - Does the management of the training programmes ensure that the training and assessment and school partnership requirements in *Qualifying to teach* are met and that high quality training and good outcomes are promoted?
 - Do the quality assurance procedures ensure that the requirements in *Qualifying to teach* are met and support the management of high quality training and good quality outcomes?
82. The evaluation requirements, set out under each of these questions in the handbook, provide a possible framework for structuring the self-evaluation. Throughout their self-evaluations, providers should consider the two fundamental questions: 'How do we know?' and 'What is the impact?' and there

should be a direct 'read across' from the self-evaluation of management and quality assurance to the evidence cited for the self-evaluation of training. For instance, if external examiners' reports are cited as a good feature of the quality assurance procedures, inspectors would expect to see how they feed into the evaluation of the quality of training above.

83. Again, in setting out their self-evaluations, providers should refer to other documents rather than duplicating them, indicating where inspectors can find the evidence in the original sources. It is envisaged that there will be some direct evidence of the way that 'points for action' and 'points for consideration' resulting from previous inspections fed into review processes and the action taken as a result.
84. Inspectors will recognise that different kinds of providers have different approaches to quality assurance. For instance, school-centred providers may wish to emphasise the ways in which the schools' performance management systems have an impact on the quality of their training, whereas HEI will often incorporate procedures that are required for all courses across the institution.
85. The following examples show how a self-evaluation for the management and quality assurance could be set out for one of the key questions. They are not based on any actual providers and the procedures described should not be seen as providing a model response.
86. This example illustrates how an HEI based provider with a wide range of secondary courses and a large number of partnership schools could set out its self-evaluation with respect to one of the key subsidiary questions for management and quality assurance. The provider has set out evidence in three lever-arch files, (A, B and C), coded and marked by 'post-it' stickers with a contents page at the front of each file. There are references to other documents provided for inspectors, including the subject handbooks for each course.
87. This example shows how a primary SCITT with 30 trainees involving 10 primary schools, with a training school taking the lead management role, could set out its self-evaluation with respect to the same key subsidiary question. The training school has provided a file containing the management structure, evaluations, minutes of meetings, course documentation and details of the trainers, each identified by a "post-it" sticker and numerically coded. In addition, each school has provided its latest Ofsted report, its school improvement plan and details of its arrangements for mentoring trainees.

Key Question 2: Does the management of the training programme ensure that the training and assessment and school partnership requirements are met and that high-quality training and good outcomes are promoted?

The partnership arrangements are set out in the partnership handbook (A1). The handbook contains clear descriptions of the roles and responsibilities of all of those involved in the training. It also shows the structure and composition of the partnership management committee in relation to the overall management of the courses. The minutes of this committee meeting (A2) show the active involvement of partnership schools in managing the courses. List (A3) shows some of the ways in which this group has contributed to improvements in training as cited in the training section of the self-evaluation.

Liaison tutors check at each visit (once per term) whether school-based trainers (professional tutors and subject mentors) have read the partnership agreement and understand their training role. The role of the liaison tutor has been reviewed in the light of previous Ofsted reports so that they have a clear agenda for their school visits (B6). In addition, there are more detailed descriptions of the expectations of school-based trainers in subject and professional studies handbooks. At every mentor and professional tutor meeting (once per term), they are asked to comment on the way that they are able to carry out their roles. In these meetings, specific elements of training and assessment are considered. The minutes and evaluations of these meetings (B2) indicate that school-based trainers find them very useful and that they lead to consistency in practice across the partnership (see training section of self-evaluation). A number of school-based trainers is involved in delivering central training, both for GPS and subject curriculum work. Subjects that will involve subject mentors in delivering aspects of the central training this year are: mathematics, English, history and music. (Subject handbooks give details.) The professional development programme for the year shows where the university has called upon expertise from schools and other agencies. Previous trainee evaluations of the training provided by mentors are very positive (see B4).

The professional tutors in each school are required to monitor the quality of the training provided by subject mentors, and the trainees also evaluate the training and support they are given. The returns from these evaluations are monitored by the partnership committee (see C2). The analysis of these evaluations suggests that school-based training is very effective. The communication systems are set out in the partnership handbook and liaison tutors check with professional tutors that they understand the ways in which they can communicate with the university tutors and administrators. The partnership committee reports that communication with the university is considered to be very good (A2).

Centrally-based training for each subject is the responsibility of the subject leader. Trainees' evaluations for each subject (B4) support the subject tutors' own assessments of quality (B5), and the secondary ITT manager's analysis of the outcomes of the training concludes that training is of high quality (B6).

The deployment of resources is clearly explained in the partnership handbook and is a regular item on the agenda of the partnership committee (A2). Trainees' evaluations indicate that they have few problems in gaining access to appropriate resources (C5).

Overall, on the basis of the evidence provided here, the partnership believes that the management of the training programme promotes very high quality training and very good outcomes.

The partnership arrangements, including the funding arrangements, the roles of the trainers and the SCITT management structure are laid out in the SCITT partnership handbook. The SCITT management committee meets each term to consider the progress of the course and the effectiveness of the partnership arrangements. Minutes of the management committee (A1) provide evidence of the effective operation of the partnership. In addition, all mentors and professional tutors meet each term to discuss the progress of the training against the requirements of the course handbook. The SCITT manager visits each school once per term to talk to the trainees and trainers and monitor the quality of training. The outcomes of these visits are recorded (A2).

All mentors are observed giving feedback and their written observations are monitored as part of their performance management arrangements. In addition, trainees evaluate the quality of their training and support. To date, all of the evidence from these sources (A3) suggests that most training has been of at least good quality. Where weaker training was identified, action to remedy the situation by offering more mentor training was put in place (A4).

GPS is delivered by the professional tutor in each school, following the programme in the SCITT handbook. Trainees' evaluations suggest that this has been a particularly valuable aspect of the training (A5).

Some subject training for the core subjects is delivered centrally (see course booklet) by teachers and consultants who are acknowledged experts in the field. (CVs have been provided.) The SCITT manager observes some of these sessions and confirms that they are of high quality. The trainees are required to record their learning in subject files and evaluate their progress. In response to previous Ofsted reports details of the subject sessions are given to all mentors who are asked to relate these to activities in the schools in discussion with the subject

coordinators. Mentors' evaluations show that this has led to more consistent practice (A6).

An annual programme of training is in place for all mentors; all new mentors are required to attend. Evaluations by mentors (A7) demonstrate that the training meets their needs in respect of school-based training and assessment and for support of trainees.

As a result of trainee evaluations, some central funding has been directed to improving ICT facilities for trainees in particular schools. These evaluations show that trainees have good access in schools to other teaching resources (A8).

The ongoing monitoring of trainees' progress against the Standards shows that the management of the training is successfully promoting high quality training and good outcomes.

88. In this case, the MI would check the self-evaluation against the evidence provided by the curriculum inspectors and the views of a sample of mentors, professional mentors and trainees.

Appendix 2. Inspection documentation for management and quality assurance and training

89. The following is a list of documentation required for the inspection of management and quality assurance and the secondary subjects/primary curriculum areas for short inspections. Inspectors will not assume that documentation is provided in paper form and will be happy to accept electronic information if this is preferable to the provider. The provider's self-evaluation may refer to many of the items listed below. Only the documentation which will enable inspectors to verify the accuracy of the self-evaluation should be included and individual items should be signposted to show how it can contribute to this process.

List 1. Documentation requested for the MI's preliminary visit (to remain available on-site during the main inspection visit):

- examples of programme or course reviews undertaken since the last inspection, together with improvement/action/development plans
- summary by the provider of any significant changes to course design and structure, staffing, resources and partnership arrangements since the last inspection
- course handbooks, including handbooks in all subjects/curriculum areas and GPS
- equal opportunities and race relations policies
- details of the schools in which trainees will be placed during the year of the inspection
- the partnership agreement (including the rationale for the partnership) and partnership handbook
- details of how resources are allocated between central and school-based provision
- management structures for ITT and quality assurance arrangements, together with examples of committee meetings, which illustrate how the provision is managed and/or quality assured (Inspectors are interested in the way ITT is managed and quality assured and would not expect details of the institutional quality assurance process normally presented to QAA, although if aspects of this process will support the provider's self-evaluation they can be included)
- a list of all staff involved in ITT and their main responsibilities
- job descriptions for senior ITT managers in the provider and for partnership management roles
- external examiner arrangements for ITT, terms of reference and reports.

List 2. Examples of additional documentation which may support the provider's self-evaluation (to be available during the main inspection visit):

- a selection of GTTR and/or UCAS forms for trainees in their final year of training including, for secondary, in those subjects for which there is no specialist inspector
- guidance for selection interviews and a sample of selection/interview records for each route/course, including for those subjects for which there is no specialist inspector
- assessment records and reports for a sample of trainees for each route/course
- external examiners' reports for the previous three years (those not provided for subject/curriculum inspectors)
- any quantitative data used by the provider for benchmarking or evaluation purposes, for instance employment data for previous cohorts of trainees.

List 3. Documentation requested for subject/curriculum inspectors (to be available during the main inspection visit):

- the subject questionnaire for short inspections, as outlined in Appendix 3
- a list of trainees in their final year of training, giving age, ethnicity, gender and subject qualifications
- a sample of ten (or all, if fewer trainees than this) GTTR forms (or UCAS forms for undergraduate courses) for trainees in their final year of training
- external examiners' reports for the past three years and any other monitoring or evaluation reports
- procedures for assessing and responding to the needs of individual trainees, together with a sample of individual training plans for trainees on flexible routes.

Examples of trainees' documentation for those trainees to be interviewed:

- examples of mentor records, to include, where relevant, weekly training plans and details of training activities
- examples of short and medium term lesson planning
- lesson observations and formative action plans
- subject knowledge and ICT audits or other assessments
- copies of completed assignments.

Appendix 3. Subject questionnaire

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

List the staff, who have the main responsibility for developing, managing and teaching the subject or primary core curriculum area.

Indicate if there have been any significant changes in key subject tutors (English, mathematics or science 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.

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

- give details of training for new school-based trainers and how this has helped to promote and maintain quality.

Outline any significant changes to the training programmes since the previous inspection.

Please provide brief information about any significant changes in the profile of trainees recruited to the courses since the last inspection and the procedures for monitoring trainees' progress, including:

- changes in background, age, ethnicity, gender
- 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.

Full inspections (primary and secondary)

90. The inspection methodology for management and quality assurance and short inspections forms the core of the methodology for full inspections and this section should be read in conjunction with it.

Introduction

91. The full inspection will cover all courses and programmes, other than the employment based-routes, for either primary (including early years) or secondary, that are offered by the provider at the time of the inspection. Primary and secondary training are inspected separately. In each phase, one overall grade will be given for the quality of training and one overall grade will be given for the standards achieved by trainees. 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 across all provision in the phase, and all inspectors will contribute evidence to these aspects of the inspection.
92. The primary full 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, foundation subjects and GPS. Within the inspection there will be a strong focus on the training for teaching English, mathematics and science.
93. The primary full inspection will always involve direct observation of training in English, mathematics and science, as well as training in a sample of one or two foundation subjects and GPS, according to their availability 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.
94. The secondary 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), and flexible programmes.
95. A sample of around half of the secondary subjects offered by the provider will be inspected by specialist inspectors, and this will include direct observation of training sessions. The sample of subjects selected will represent the range of quality identified by Ofsted's most recent inspection evidence. In addition, the criteria for selection will:

- take into account the relative size of subject cohorts
 - include at least one new subject, where this is relevant, not previously inspected by Ofsted, and not in its first year of operation
 - take account of the availability of inspectors and the manageability of the inspection programme.
96. Specialist inspectors will carry out separate inspections in each subject, but the evidence from that subject will contribute to judgements on the quality of training as a whole. As part of their roles, the MI and AMI will consider general aspects of the remaining secondary subjects offered by the provider, as well as the programme of GPS.
97. There will normally be two inspection visits and, in each phase, all inspectors will normally visit in the same weeks. The first (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 (standards) visit a sample of trainees will be observed teaching towards the end of their final teaching experience. If the provider has postgraduate and undergraduate courses, standards visits may have to take place in two separate weeks. Evidence on training and assessment and on management and quality assurance will continue to be gathered during the standards visit
98. 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 on the quality of training as a whole. Further feedback on the quality of training and the standards achieved by trainees will be given to the provider at the end of the standards visit(s). After the completion of both stages of the inspection, all judgements will be moderated before final grades are decided and reports are issued.

Inspection of the quality of training

99. The inspection of the quality of training will use the key questions set out below. When making judgments, 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 Is the assessment of trainees against the Standards effective and accurate?

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

100. 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. Inspectors will assess how time spent in schools (or other settings) provides 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. Similarly, they will assess the extent to which school-based and centre-based training are coordinated so that trainees are given a coherent experience that helps them to progress.
101. The inspectors will seek an understanding of the aims, objectives and distinctive features of the 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 curriculum relevant to their phase or specialism, paying due regard to: the requirements of the National Curriculum; the Curriculum Guidance for the Foundation Stage; the National Strategies and relevant specifications for national qualifications for secondary trainees.

Question 1 requires inspectors to evaluate:

- 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 Attributes, Professional Knowledge and Understanding and Professional Skills
- 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 centre-based 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 and, for secondary trainees, developments in national qualifications
- 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?

102. 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 also 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.
103. 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.
104. 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 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.
105. Inspectors will discuss with trainers the evidence gathered in order to judge the progress made by trainees throughout the course. They will draw on evidence such as 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.
106. 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 2 requires inspectors to evaluate:

- the quality of the centre-based training (where applicable) and school-based training, including any training sessions observed
- trainers' understanding of their roles and responsibilities
- how well the trainers identify trainees' prior experiences, relevant knowledge and understanding and respond to their specific training needs
- how well trainees' progress is monitored to enable training to be focused on their needs in relation to the Standards.

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 their phase or subject specialism, demonstrate good subject knowledge and provide exemplars of good teaching
- challenge and inspire trainees to teach well, evaluate what they do, and read appropriately about classroom practice and research in education
- understand their roles and responsibilities as trainers and have the necessary knowledge and skills to carry them out well
- 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, or in their secondary subject specialism, 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 and Development Profile and help them to prepare for the induction year.

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
- 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 3: is the assessment of trainees against the Standards effective and accurate?

107. 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 3 requires inspectors to evaluate:

- the assessments of trainees' achievements against the Standards during 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

108. In answering the three key questions listed above and evaluating the evidence from the training visit, inspectors will give one overall grade for training across all of the programmes and subjects inspected. This could range from only one course, to an extensive range of provision where a provider has, for example, a PGCE course and 3-year and 4-year undergraduate courses. The approach to arriving at a composite grade for training will not be to attempt to grade each subject or 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.

109. Inspectors will grade the training cell in accordance with the grading scale in paragraph 19 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.

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 the current curriculum and, for secondary trainees, examination requirements. It is planned to take account of the developing teaching competence of the trainees. Links between the discrete elements that make up the course are at least implicit. The pattern of school placements provides trainees with opportunities to observe, teach and assess pupils across the full age and ability range for which are being trained.

Trainees are shown how to implement relevant teaching strategies in the training sessions. Tasks and assignments are designed to encourage trainees to think about approaches to teaching and learning and to reflect on their observations of experienced teachers. The training in schools is satisfactory and, overall, school-based tutors (mentors) provide useful, pragmatic advice, with an appropriate focus on issues relating to pupils' behaviour and class management and on subject-related matters. The partnership covers assessment and reporting requirements satisfactorily, and shows trainees how to assess and record pupils' achievement in line with school practice.

Initial procedures for checking subject knowledge, at interview and on entry, are satisfactory. 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. Formal observation of lessons results in oral feedback and constructive written commentary. Written comments and oral feedback are linked to the Standards. Assignments are marked and returned promptly, with short, general written comments, which indicate where assessment criteria have been met.

Roles, responsibilities and procedures for the assessment of trainees are documented clearly by the partnership. Mentors are suitably qualified,

experienced teachers, who understand their role in the assessment of trainees. Mentors make accurate assessments of trainees with respect to the pass/fail borderline. The partnership has established moderation procedures to ensure that the pass/fail judgements are secure. Trainees are supported in completing a Career Entry and Development Profile and prepared adequately 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 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 schools to provide trainees with a wide-ranging and balanced set of experiences, which help them to develop a secure understanding of the phase in which they are working. 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 a range of staff. The training promotes consistently the acquisition of professional values, subject knowledge and the teaching skills required for the relevant primary or 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, and trainees recognise the significance of what they observe. Training activities ensure that trainees plan their teaching well and develop high expectations of pupils; they enable trainees to develop effective strategies for management of pupils' behaviour, and make them fully aware of issues relating to equal opportunities in the classroom. 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. 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 trainees. Supported self-study time is used well by trainees.

Trainers work cooperatively 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 areas of weakness. 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, which links to the Standards, 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. They complete well-considered evaluations and 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 the Standards. 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 indications 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 supported in completing a Career Entry and Development Profile, which forms a good basis for further professional development in their first year of teaching.

Characteristics of outstanding training [grade 1]

Trainees are prepared very thoroughly to meet the Standards. The coherence of the training programme is a clear strength and leads to training where all aspects are mutually supportive. The training is very well planned and carefully 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; 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 and, for secondary trainees, the departments in which they are based, are very good venues for training, in which trainees are given valuable support and guidance from good role models. Trainees observe and analyse effective practice in schools, and gain substantial experience of the full age and ability range for which they are being trained, under the eye of experienced trainers.

Course 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 very effective. The trainees benefit from being taught by trainers who are experts in 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 a stress 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 or outstanding and 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 of this reflection 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 stretching 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. 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 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 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 mentors, 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, 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 provides excellent support to trainees in completing the Career Entry and Development Profile, which enables them to identify clearly their future professional development needs and facilitates a smooth transition to the induction year.

Characteristics of inadequate training [grade 4]

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

- some 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 school curriculum and testing or qualification 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
- a significant proportion of the training is undemanding and lacks challenge and motivation for trainees, with consequent low expectations by trainees of their pupils
- there are trainers who 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 expertise to carry out their roles and responsibilities
- the monitoring and review procedures 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 are inaccurate or are based on insufficient evidence for secure judgements, or there are significant inconsistencies across the partnership.

Inspection activities

Preparation for inspection

110. The MI's general preparatory activities are set out in paragraphs 32 to 40 of this handbook. The MI should arrange with the provider the details of communication with the schools to be visited in order to ensure that heads and trainers in the schools are clear about the timing and focus of the visits. 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.

Agreed procedures for checking and recording proposed visits to independent and Welsh schools should be followed.

111. Each primary curriculum or secondary subject inspector will have time to prepare for the inspection beforehand, although for providers where there are small numbers of trainees in each subject or in the primary cohort, preparation time will be built into the training visit. Preparation time will be used to read the previous inspection report, action plan and provider documentation (see Appendix 4, list 1) 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
 - indicate briefly to the MI any specific factors that might influence the inspection of particular subjects or aspects of the training.

The inspection week

112. Whenever 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 HEI) training. If this is not possible, the visit will normally take place at a time when centrally provided training can be observed.
113. The primary curriculum inspectors will focus on English, mathematics and science; other subjects/aspects, such as ICT, foundation subjects and religious education (RE), will be sampled by inspectors. Each inspector will normally have responsibility for one core subject and either one foundation subject or RE. In addition, training for teaching in the Foundation Stage will be inspected where relevant.
114. In secondary training, Ofsted will choose the sample of subjects to be inspected by specialist colleagues.
115. Providers may choose to deliver some professional elements of the training through GPS. The AMI will normally inspect specific aspects of GPS, supported, as necessary by other members of the team. Curriculum or subject inspectors will track GPS issues, such as classroom organisation and management and inclusive education, through their own inspections and may be briefed by the MI or AMI to follow up specific issues in their school visits.
116. The schedule for MI and AMI is set out in paragraphs 41 to 49 of this handbook. In order to link issues related to management and quality assurance directly to training and outcomes, in secondary providers they will arrange to meet some tutors and trainees in subjects not being inspected by other team members to discuss the training; they will also consider evidence such as external examiners' reports to confirm the consistency of provision across

subjects. A typical schedule for primary curriculum inspectors and secondary subject inspectors is set out below. Details will vary according to the pattern of training during the week.

Day one

117. Inspectors will travel to the provider for a meeting with the MI and provider's representative at about midday. In the afternoon they will meet subject tutors and begin to read through on-site documentation (Appendix 4, lists 2 and 3).

Days two and three

118. Depending on the training timetable for the week, inspectors will normally carry out two school visits, observe centrally-organised training and meet groups of trainees.

Day four

119. Inspectors will normally make a third school visit in the morning. In the afternoon there will be a team meeting to pull together findings on training, and to enable team inspectors to contribute evidence on management and quality assurance in areas such as the selection process, the quality, quantity and nature of resources available in the centre and in schools, and the accuracy of assessment and moderation procedures.

Day five

120. Inspectors will complete their written contributions to the inspection evidence base, and provide brief oral feedback on their specialist subjects/curriculum areas to the relevant tutors.

Meeting with the subject coordinators or teams responsible for subject training

121. Introductory meetings will be held with the subject coordinators 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.

122. The topics for discussion in the interview(s) with the subject coordinator (subject teams) will usually include:

- clarification of the boundaries of the inspection, including routes, age range covered, programmes and trainee numbers
- developments in the provision since the last inspection, including any action taken in response to previous reports

- 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, and 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
- for secondary provision, selection procedures in the subject.

Observation of training sessions

123. 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, arrangements will be made to observe this training.
124. It is not possible to specify the number of hours of training to be observed but inspectors will need to see a reasonable amount of training to make valid judgements about its quality. 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. Inspectors may wish to observe school-based training in order to assess the overall quality of training in the partnership, or to follow-up aspects of the provider's self-evaluation. They will not, however, expect schools to arrange such training specifically for the inspection visit.
125. The observation of a training session will contribute evidence and judgements to some or all of the areas shown in the diagram 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.

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 Standards?
The 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 Standards?</p> <p>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 Standards? Are targets set for further development? Is progress towards meeting individual targets monitored?</p>
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?

126. 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.
127. The inspector will normally offer brief oral feedback to the trainer after any session observed.

Meeting with a group of trainees

128. The primary curriculum or secondary subject inspectors will hold discussions with representative groups of trainees during the inspection visit. If possible, and depending on the size of the cohort(s), about ten trainees should attend each subject meeting. The trainees should be selected by the provider, to be representative of the whole cohort in age, gender, ethnic background, previous experience and, for primary, key stage specialism. In the case of HEIs 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 or other routes, it may be helpful 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.
129. 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, whether the sessions, meetings and activities are stimulating, accessible, relevant, challenging and inclusive)
 - 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 their 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

130. During a primary visit the inspector will normally:
- read documentation and observe school-based training if it is available (up to 90 minutes)
 - meet with school-based trainers, including the class teacher or school mentor (about 60 minutes)
 - meet with the trainee(s) (about 30 minutes).

131. During a secondary visit the inspector will normally:
- read documentation, visit the subject department and observe school-based training if it is available (up to 90 minutes)
 - meet with the subject mentor(s) (about 30 minutes)
 - meet with the school professional tutor (about 30 minutes)
 - meet with the trainee(s) (about 30 minutes).
132. The following mentor's documents will normally be available for scrutiny during the visit:
- the mentor's training plan/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
 - records of mentor/trainee meetings
 - reviews/reports of the trainee's progress.
133. 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).
134. On secondary school visits, 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.
135. The following trainee's documents 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, including school-based tasks, and the trainee's response to them
 - notes on the trainee's observations of teaching
 - records of mentor/trainee meetings
 - trainees' self-reviews

- lesson observations, including those by course tutors, professional mentor, class teacher
- lesson plans and evaluations
- professional development records (audits, profiles).

136. 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 and experiences (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.

137. 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.

138. This observation of school-based training can take many forms, but the most usual include:

- a trainee observing a teacher teaching, followed by a discussion/debrief
- a mentor/class teacher observing a trainee teaching and giving feedback to the trainee
- a mentor conducting a weekly meeting/seminar with a trainee or trainees
- a trainee working alongside a teacher, planning, teaching or assessing, with discussion and training incorporated
- a direct training session for a trainee or trainees; for example, the school literacy coordinator explains the school's approaches to the assessment and recording of pupils' progress in reading.

Moderation and interim feedback

139. At the end of the training visits, inspectors will meet to moderate their judgements before providing oral feedback. Brief feedback will be provided to subject coordinators or tutors by the relevant primary curriculum or secondary subject inspectors. The MI, supported by the AMI and other members of the team as appropriate, will then give feedback on the training provision as a whole. This 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.

140. 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

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

Inspection of standards achieved by trainees

Standards visit

141. The key question to be answered in this stage of the inspection is:

How well do trainees meet the Standards?

142. Inspectors will consider how well trainees meet the Standards contained in the three interrelated 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 headings: 'Professional Attributes'; 'Professional Knowledge and Understanding'; and 'Professional Skills'.

Key focus areas

Professional Standards for	Key focus areas	Standards inspected in key focus area
Professional Attributes	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.	Q1-6, Q7-9, Q13, Q18, Q20-21, Q29, Q32, Q33,
	Trainees are able to improve their own teaching by effective evaluation and have the motivation and ability to develop professionally.	

Professional Knowledge and understanding	Trainees have sufficient command of the subject and professional knowledge they require to teach their subjects effectively in their selected age range.	Q14-16, Q18-19
Professional Skills	Trainees' planning demonstrates clear teaching objectives and learning targets, based on high expectations for all their pupils.	Q1, Q10-15, Q17-19, Q22-24, Q32, Q33
	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.	Q4, Q10, Q14-15, Q17, Q25
	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' progress.	Q11-15, Q19, Q26-28
	Trainees are able to organise and manage their classes confidently and safely.	Q30-31
	Trainees are able to give suitable support to pupils with special needs and to those for whom English is an additional language, and ensure that all pupils have full access to the curriculum, regardless of ethnicity, gender or ability.	Q4, Q18-20, Q32-33

143. The training visit will have provided some preliminary evidence on how well trainees meet the Standards, from discussions with trainees, observations of training sessions, assignments and coursework. However, the main evidence for making judgements will be obtained during the standards visit. During the visit, a sample of trainees will be observed teaching on their final school placement. 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 the cohort.
144. The standards visit will also provide additional valuable evidence about the quality of training and assessment, and management and quality assurance.
145. In the case of providers who have postgraduate and undergraduate provision, it is likely that standards visits will need to take place in two separate weeks. In such a case, it will 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 will be made about aspects of Standards such as Professional Attributes, or Planning, Expectations and

Targets, and these will inform the decision about the overall Standards grade, as they would if only one course were being inspected.

146. 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.

Characteristics of satisfactory trainees [grade 3]

147. 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 or areas of learning they are trained to teach and are proficient in their use of ICT. They are able to describe and communicate relevant concepts and skills to pupils. They know and understand, as appropriate, national curriculum and national strategy frameworks, guidance and statutory requirements and use them to support their planning.

Trainees set clear objectives for their lessons, but not always with the 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, but do not use them all with equal confidence 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 have consistently 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. They have a good knowledge and understanding of the National Curriculum, National Strategies, guidance and statutory requirements.

Good trainees set well thought out, clear and precise 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 outstanding 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 across the life of the school. They set their current teaching within a wider framework of national trends and initiatives, to provide a context for its improvement.

Very good trainees' knowledge and understanding of the subjects which they teach and of the broader educational context in which they work are at a very high level. 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.

They consistently enthuse and motivate pupils. They have an in-depth knowledge of the National Curriculum, National Strategies, and relevant 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. They are skilled at providing well-focused feedback and setting clear and precise targets for improvement. Their record-keeping is detailed, containing accurate and useful assessments of individuals as well as analyses of the performance of groups or whole classes. They use assessment information effectively to inform planning and teaching.

Providers' assessment of trainees' Standards

148. For the purposes of the inspection, providers are asked to assess each trainee against the Standards. Providers should use the four-point scale to give a grade which takes into account the full range of Standards, 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 preliminary assessments of trainees' teaching Standards. The grade assessments made by the provider are strictly confidential; under no circumstances will inspectors share these with trainees.
149. For each course, and for all secondary subjects, including those not sampled during the training visit, the provider will need to send to the MI 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. For primary trainees this will be an overall assessment in all the core subjects and curriculum areas they have been trained to teach. For secondary trainees

the assessment will be in the secondary specialist subject. Providers are requested to add a brief commentary to indicate, for individual trainees, the outstanding features of grade 1, areas for development for grade 3 and the inadequate features of grade 4. Providers may also include commentary for grade 2 where it is felt that this would be helpful. This 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.

Trainee	School	S-cell grade	Commentary to support grade
Jane Smith	Erehwon School	1	Outstanding subject and professional knowledge applied effectively to her teaching. Very good evaluation of learning outcomes. Very good assessment practice.
John Jones	Utopia 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 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.

150. 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 standards grade for the cohort. Providers are asked to send a copy of the pass/fail list to the MI as soon as it is available.

151. The lists of trainees' grades and their schools should reach the MI by a date agreed with the provider's representative. 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. It is particularly helpful if providers can annotate their school lists with any relevant information, such as an in-service training day, which they consider important enough to bring to the inspectors' attention. For primary trainees, information on the trainee's subject specialism and the year group taught will also be useful.

Identification of a sample of trainees by the inspector

152. The MI will select a sample of trainees that will allow to confirm (or not) the assessments carried out by providers. Details of sample size and sampling methodology are explained below.

Primary sampling

153. The total sample size, for different sizes of cohorts of trainees is shown in the table below:

Cohort number	Sample size: number of trainees
6–30	6
31–80	9
81–100	12
101–299	18
300+	24

154. Each inspector will normally visit three trainees. 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. Each visit will involve the observation of two teaching sessions.

Secondary sampling

155. For most secondary inspections, the total number of trainees to be visited by specialist inspectors (in the subjects sampled for the training visit) will be as for primary inspections in the table above. However, the specialist inspectors will always visit a minimum of two trainees in their subject and, for small providers, this may result in the total number of trainees being visited exceeding the number in the table. In addition, the MI and AMI will each visit two trainees (or two in total for providers with fewer than 30 trainees) selected from the other subjects offered by the provider; they will make judgements only on those standards which are not subject-specific.

156. For both primary and secondary training, the sample selected by the MI will broadly reflect the proportion of trainees in each grade as assessed by the provider. Normally, at least one trainee from each of the categories to which any trainees have been assigned (except grade 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.

157. 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. To ensure that programme changes can be made with minimum inconvenience to schools and trainees, providers are asked to alert 'reserve' trainees and the schools where they are teaching to the possibility of a visit by an inspector.

158. 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 keep the MI informed of any 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

159. 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's/mentor's assessments of the trainee including profiles, targets and reports
 - an interview with the trainee
 - an interview with the school mentor and/or class teacher (primary)
 - interviews with the subject mentor and professional mentor/tutor (secondary).

The inspection week

Day one

160. Inspectors will normally travel to the provider in the morning. In the afternoon, subject/curriculum inspectors will carry out a school visit, whilst the MI and AMI will meet with centre-based trainers for an update on any changes since the earlier training visit.

Days two and three

161. Inspectors will visit a school on each day. Where time allows later in the day, they will scrutinise additional trainees' files and assignments and meet relevant subject coordinators.

Day four

162. There will be a full team meeting to discuss findings and agree overall judgements. Team members will give informal feedback to subject coordinators, and the MI and AMI will prepare the formal feedback and begin work on the report.

Day five

163. The MI and AMI will provide oral feedback on the overall standards achieved by trainees. They will also update their feedback on the quality of training and on management and quality assurance from that given at the end of the training visit.

Arrangements for visits to schools

164. Once the sample of trainees and the schools to be visited have been finalised, 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.
165. The provider should agree with each school a programme for the inspection visit and check its suitability with the MI. This should include the activities listed below, scheduled to cause minimum disruption and inconvenience to those in the school. 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, unless it is more convenient for the provider to do this.
166. 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.
167. 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, it will be helpful if trainees can 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 or profile of professional development
- a copy for the inspector of the plan(s) for the lesson(s) being observed
- their written assignments (unless these are held centrally by the provider).

Outline programme for a primary 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)

168. 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.

169. 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:

Number of trainees	Number of sessions	Number of English		Number of Mathematics		Number of Science	
		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

170. 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.

Outline programme for a secondary school visit	
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 mentor/tutor	About 45 minutes
Interview professional school-based tutor	About 30 minutes

Judging the standards of individual trainees

Observing lessons

171. An Ofsted evidence form (EF) will be completed for each lesson. The observations recorded by inspectors on the evidence form will form an important part of the evidence for the overall Standards grade. The teaching grades given by inspectors should be on the Ofsted 1-4 scale (very good, good, satisfactory, not adequate). Inspectors should read carefully the guidance in the most recent handbooks for school inspections. The inspector will provide the trainee with brief verbal feedback at the end of the lesson, in line with normal Ofsted practice, but will not give the grade, which remains confidential. Inspectors will not discuss their observations with school staff or other trainers unless there are serious issues, for example of health and safety, about which they need to be aware.

Interviews during school visits

172. The topics for discussion in the interview with the trainee may include:

- points arising from the lesson observation(s)
- the trainee's awareness of strengths and areas for development in relation to the Standards
- how the trainee has been monitored and 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 development profile and any professional development needs
- issues arising from the scrutiny of documentation.

173. The topics for discussion in interviews with school-based mentors/tutors may include:

- 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, work with support staff and 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 staff other than designated mentors or tutors including, for primary trainees, subject coordinators
- partnership issues in terms of support and training for the mentor’s role and responsibilities.

Centre-based inspection activities

Scrutiny of a sample of trainees’ files

174. 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. For primary inspections, the number of trainee files will depend on the total size of the cohort. Secondary specialists will scrutinise documentation for no more than six trainees in their subject. The MI and AMI will also wish to scrutinise a small sample of trainee files and records in the subjects not being inspected. The trainees should be selected to represent the range of achievement. 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. 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 centre-based tutors

175. The interview(s) with centre-based tutors 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: the overall grade for standards

176. 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 overall standards achieved by each trainee seen. The grade that an inspector gives to an individual trainee is confidential and is not intended to be shared with providers or trainees; it is used in determining the provider's overall standards grade.
177. The overall grade for standards for the provider is determined as set out in the table below. For each of primary and secondary provision, standards grades for trainees in all courses and all subjects in that phase are included in calculating the proportions. The judgement on standards 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

Standards	
Grade 1	A majority of trainees are grade 1; of the others no more than 10% are grade 3.
Grade 2	At least 75% of trainees are grade 1 or 2.
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 Standards by the end of the course, but who are to be awarded QTS by the provider.

178. The MI 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 standards.
179. If the provider's assessments are not confirmed, because the inspectors, on the basis of what they have seen, conclude 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 A sets out the way inspectors will determine whether the standards cell will be graded as 'inadequate' (grade 4) in the light of judgements made about individual trainees.
180. If there is a significant discrepancy between the inspectors' and provider's assessment of trainees, this will also be taken into consideration when making judgements about the accuracy and consistency of the assessment of trainees against the Standards.

181. Towards the end of the course (normally by the first week in July), providers are asked to send the MI copies of the final pass list for all trainees.

Appendix 4. Inspection documentation for the training visit

182. The following is a list of documentation required for the inspection of the secondary subjects/primary curriculum areas for full inspections. Some items on the list are also included in the list of documentation required for the inspection of management and quality assurance and do not need to be duplicated. The provider's self-evaluation may include some of the items listed; if this is the case they do not need to be provided separately. Documentation should enable inspectors to gain an understanding of the programmes of training and of the provider's systems and procedures for managing and assuring quality. Combined with direct inspection evidence, it should enable inspectors to verify the accuracy of the self-evaluation and should be signposted to show how it can contribute to this process.

List 1. Provider documentation (to be sent in advance, except for small providers where the documentation should be made available to the inspectors on their first day)

183. The following generic and subject documentation is requested for each subject inspector:
- the provider's self-evaluation to include course or programme reviews undertaken since the last inspection
 - general course handbook(s), including an outline of the GPS training
 - partnership handbook and guidance for school-based mentors/subject tutors
 - relevant subject-specific handbooks and guidance
 - in discussion with the MI, lists of trainees, giving age, gender, 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 on the 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.

List 2. Provider documentation (to be available on site during the training visit)

184. The following generic and subject documentation is requested for each subject and curriculum inspector:
- details of the subject training, including provider-based and school-based work, session plans, details of assignments and tasks

- a sample (size to be agreed with the MI) of 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
- external examiners' reports for the last three years
- course reviews and evaluations.

List 3. Trainee documentation

185. 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 when trainees are visited, or should be available on site during the inspection week
- marked assignments and tasks
- teaching placement reports.

Annex A. Moderation procedures

Short inspections

Towards the end of the inspection, the MI and AMI will meet to review the evidence on management and quality assurance both from their own inspection evidence and from the evidence of subject inspectors. They will match carefully the evidence to the grade criteria for the M cell. This will lead to a recommendation for the grade for this cell. This grade will not be given to the provider until after the meeting of the moderation panel.

The MI and AMI will consider carefully whether a full inspection is required the following year, checking that relevant criteria have been met.

A moderation panel will meet at regular intervals over the course of the year, to review the reports from all primary and secondary short inspections. The panel will include the primary and secondary ITTI project leaders.

During the meeting the moderation panel will, for each inspection:

- consider whether the evidence is accurately reflected in the report
- moderate and agree the 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 report states this clearly and indicates the evidence that led to the recommendation.

Draft reports will be sent to providers following moderation. The provider will be invited to check the factual accuracy of the report prior to its publication.

Procedures in cases of possible inadequate or non-compliant judgements

Where cases of possible non-compliance or inadequate quality 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 the relevant ITTI project leader and Ofsted's ITT inspection coordinator

- 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 ITT coordinator confirms the non-compliance, this will be communicated to the provider and to the TDA for their consideration.

Full inspections

Moderation of interim management and quality assurance and training cell judgements will take place alongside the moderation of short inspection judgements. No written report will be issued to providers until after the inspection is completed and the final moderation has taken place.

The moderation of subject/curriculum judgements will take place at four points in the inspection process:

- the meeting of subject/curriculum inspectors with the MI and AMI towards the end of the training visit
- the moderation panel's review of the training evidence and judgements (in relation to the evidence on management and quality assurance) after the training visit
- the meeting of subject/curriculum inspectors with the MI and AMI at the end of the standards visits
- the final provider moderation in the summer term.

The training visit moderation meeting

The purpose of the moderation meeting towards the end of the training visit is to:

- discuss aspects of the training that are common to all subjects/curriculum areas and to reach an agreement about their overall quality
- check that subject/curriculum inspectors have made accurate and consistent interpretations of the evidence they have gathered
- using all available evidence, make a best fit match to the grade characteristics and match carefully the evidence to the grade criteria for the training cell
- draw out main findings about the training overall to be used for feedback
- ensure the feedback to be given by individual inspectors accurately reflects the evidence.

The meeting should identify any issues for inspectors to follow-up in the standards visits and any issues to discuss with other subject inspectors who might be involved.

The moderation meeting at the end of the standards visit will consider the evidence inspectors gain from this part of the inspection for both training and standards and for management and quality assurance. Overall, 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 training moderation meeting or the interim provider moderation
- the feedback to providers on strengths and weaknesses of overall training provision and the standards achieved by trainees in all subjects/curriculum areas accurately reflects the evidence.

No grades will be given to providers until the final provider moderation has been completed.

Final moderation

For this moderation, MIs and AMIs of all primary and secondary full inspections will meet with project leaders and the ITT coordinator to moderate the management and quality assurance, training, and standards cells for each provider. They will, for each provider:

- consider whether the evidence is accurately reflected across the sections of the draft report
- ensure the writing presents the evidence and the judgements clearly
- check that the grade criteria and grade characteristics are used consistently across the range of secondary and primary full inspections
- agree the grades awarded for each cell.

Action following final moderation

The primary and secondary project leaders will be responsible for ensuring that:

- possible inadequate or non-compliant judgements have been considered by a review panel
- the final agreed grades are sent to providers and the TDA
- draft reports are edited and sent to the provider for checking
- taking into account comments from providers, the final versions of reports are published.

Procedures in cases of possible inadequate or non-compliant judgements

Full inspections: the training and management and quality assurance cells

Where inspectors judge that there is evidence to suggest that training or management and quality assurance are inadequate 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 inadequate 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 inadequate quality and possible non-compliance will be discussed in detail
- if the managing inspector is satisfied that the evidence of inadequate 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 inadequate 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 inadequate 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 training cell or the management and quality assurance cell are inadequate or non-compliant, this will be fed back to the provider, and the evidence referred to the project leader and the ITT coordinator
- the provider will then be sent a letter giving details of the provision which is considered inadequate and/or non-compliant and invited to offer any additional evidence, before the grade is considered at a panel meeting following the final moderation meeting.

The Standards cell

When an inspector judges a trainee to be failing to meet the Standards (grade 4), this will not automatically lead to the Standards cell being judged inadequate. The judgement will be discussed with the MI and AMI 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 primary or secondary inspection who were failing to meet the Standards, all the evidence will be submitted to a review panel. To decide whether the standards cell will be given an inadequate grade, and therefore be judged non-compliant, the following will be taken into account by the panel:

- how many of the trainees seen were judged by the inspector(s) to be failing to meet the Standards (grade 4)
- whether the inadequate standards seen relate to one subject or curriculum area and the size of the cohort in relation to the overall numbers of trainees on the course(s)
- the size of the sample, the grades given to other trainees seen and the overall profile of the grades of the cohort.

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 standards 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 standards cell will normally be given a grade 4.

No decisions about the standards 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 inadequate/non-compliance judgement and, where there is time, will be invited to submit any further evidence before the review panel meets.

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 training and management and quality assurance 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 review panel meeting

The provider will be notified of the panel's decision within one week of the panel meeting and the draft inspection report will be issued as soon as possible. If the provider wishes to submit further evidence to support a review of the judgements it should refer to the procedures described in Annex D.

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.

Annex B. Concerns and complaints about initial teacher training inspections: guidance for providers

These procedures apply to inspections carried out by Ofsted under its framework for the inspection of initial teacher training.

Introduction

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.

We take complaints about inspection seriously. They will form part of the evidence we use to improve our work. Making a complaint or raising an issue will have no impact on subsequent working relationships between Ofsted and the provider.

What complaints are covered by this procedure?

This guidance covers concerns and complaints about:

- an inspection and report (for example, evidence, judgements, communication)
- the conduct of inspectors.

It also sets out the principles that underpin the handling of complaints.

It does not cover complaints about inspection policy and practice outside the context of a particular inspection. Any general complaints of this kind will receive a response but will not be dealt with under this procedure.

Is a formal complaint necessary?

Before submitting a formal complaint, you are strongly encouraged to raise any areas of concern as soon as they arise so that they can be resolved as quickly as possible while the inspection is taking place. The best way to do this is for the provider's representative to raise the issue with the managing inspector. Managing inspectors regard constructive dialogue with the provider's representative as an intrinsic part of the inspection process, which assists them in reaching secure judgements. Managers or other members of staff may also raise concerns directly with the managing inspector as soon as they arise so that inspectors have the opportunity to try to resolve the matter informally before the end of the inspection or publication of the report.

Reviews

Where there is a concern about judgements at any stage, including feedback and the draft report stage (but no later than 20 working days from receipt of the draft report), and the provider believes that material evidence has been presented to the inspection team which has been neglected, this should be raised with the managing

inspector, or with Ofsted helpline staff, who will take advice from ITT managers. In some cases, it may be appropriate for the ITT coordinator to arrange for a review of the evidence base and any further evidence the provider wishes to present, provided it can be demonstrated that such evidence was available to the inspection team. The provider will be informed of the steps taken to address the concern and any amendments made to the draft report no later than 20 working days after any further evidence has been received by Ofsted.

How to submit a formal complaint

If your concerns are not resolved informally as described above and you wish to make a formal complaint, you should do so in writing to the head of the Institutional Inspections and Frameworks (IIF) at the address below:

Ofsted
Alexandra House
33 Kingsway
London
WC2B 6SE

When can you complain?

A formal complaint may be made at any stage during an inspection or up to 30 days from the date of publication of any report. Complaints will only be considered after that time in exceptional circumstances, up to a maximum of three calendar months from the inspection. We will not normally delay the publication of an inspection report while a complaint is investigated, though we may decide to do so in exceptional circumstances.

How to present your complaint

The grounds for complaint must be submitted in writing with the main areas of concern clearly stated and supported by examples. If the complaint is about judgements, it should include any evidence that was available to the inspection team that the provider believes was not taken into account; if it is thought that the conduct of the inspection adversely affected the judgements that were reached, the claimed effect on judgements should 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. Please note that your letter will need to be disclosed to the managing inspector, the ITT coordinator, and any inspectors involved in the complaint.

How will the complaint be handled?

The head of IIFD will record your complaint and acknowledge it within two working days of receipt. The complaint will be investigated by a senior inspector who has not been involved with the inspection. Complaints will not normally be investigated by the manager of an inspector who is the subject of the complaint.

The investigating officer will obtain the views of the managing inspector and any other inspectors involved in the complaint and may visit the provider if necessary. Where appropriate, the investigating officer will arrange for a review of all or part of the evidence base by an inspector not previously involved in the inspection.

Outcome of complaints

You will receive a response from the investigating officer, normally within 20 working days of receipt of your complaint. Where this timescale cannot be met, the investigating officer will be in touch to explain why. The response will aim to answer all of the points of concern and adjudicate on each. It will make clear the evidence on which conclusions are based, and where appropriate it will contain an apology and an indication of the steps taken to put matters right. These can include amendment of the report where necessary. Where a definitive conclusion cannot be reached about any aspect of a complaint, the response will explain why.

What happens if you are dissatisfied?

If you are dissatisfied with the response, you may write to the head of IIFD within one month of receipt of the response to ask for a review of the handling of the complaint. This will normally be carried out by the head of IIF on behalf of the director of education. The director will aim to respond to you within 20 working days.

Independent adjudication

If, after the above procedures have been exhausted, you remain dissatisfied with the way your complaint has been handled you may ask for your complaint to be considered by the Independent Complaints Adjudicator (ICA) for Ofsted. Any such request must be made within three months of Ofsted's final response. The ICA is independent of Ofsted and has the right to communicate directly with the public and to produce an annual report. The address of the ICA can be found at the end of this annex.

The ICA can consider the case only after a formal complaint has been considered in accordance with the procedures set out above. The ICA can investigate complaints about the conduct of the inspectorate's staff, implementation of inspection procedures, maladministration (for example mistakes and delays), the quality of response provided to a complainant or the management of a complaint. The ICA cannot investigate concerns about the judgements of an inspection team nor overturn an inspector's professional judgement.

Where a complaint is accepted by the ICA, she will liaise as necessary with the head of IIFD, who will supply relevant files and papers.

If you are dissatisfied with the ICA's decision, the ombudsman (Parliamentary Commissioner for Administration) may be able to consider your case. The ombudsman may consider a case without the ICA having considered it first, but the ICA would not be able to consider a complaint subsequently.

Principles of complaints handling

Complaints will be handled in accordance with the following principles:

- complaints will be handled speedily and with rigorous standards for action and keeping people informed
- the process will be consistent, treating people in similar circumstances in similar ways
- investigation of complaints will be thorough and objective
- we will consider and respond to complaints in a fair and even-handed way
- a full response will be provided which addresses all the issues raised
- we will respect confidentiality, both with regard to those who complain and those who are the subject of a complaint
- clear information will be provided on what to do if people are unhappy with the response
- complaints will be regularly monitored
- actions will be identified where necessary to secure improvements.

Annex C. Ofsted's Principles of Inspection and the 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 stated Values and 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 ITT

When inspecting initial teacher training, HMI and AIs are expected to follow the current Ofsted Code of Conduct for inspectors. 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; and
- 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 B.

Annex D. Responsibilities of ITT partnerships in relation to inspections

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 cooperate 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

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 requirements in *Qualifying to teach*, 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

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 the ITT coordinator
- 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

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 TDA
- 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 E. 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 B of the *Handbook for the inspection of initial teacher training* ('the handbook').

Communication

1. Were you given the information about courses to be inspected eight weeks prior to the first visit, as described in the handbook?

2. Were the initial arrangements for the inspections made by the managing inspector(s) (MI) 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 MI(s) and Ofsted's ITT inspectors? 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?

The inspections

5. Did the relationship between the MI(s) and the provider's representative help the inspection process to run smoothly? Could the MI(s) or subject/curriculum 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 MI(s)?

Conclusion

8. Overall, are you content that the inspections were carried out according to the handbook and Ofsted's Principles for Inspection (Annex 3 of the handbook)?

Signed:

Date:

Name:

Position:

Annex F. Criteria for cancelling or postponing inspections

There may be requests for cancelling or postponing an inspection in the following situations:

- providers no longer offering training in the primary or secondary phase
- unforeseen circumstances
- imminent significant change
- non-recruitment.

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

1 Closure of training in primary or secondary phase

Cancellation of an inspection will be considered only if the following conditions are satisfied:

- the phase is to close no later than at the end of the academic year in which the inspection was planned to take place
- the provider has written to the TDA to return its allocations in the phase

2 Unforeseen circumstances

Examples of unforeseen circumstances that might be considered include:

- compassionate grounds
- fire/natural disaster
- industrial action.
- illness or other unforeseen circumstances relating to the Ofsted inspection team or significant inspection activity by another agency²

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 that phase are not disadvantaged, it may place undue stress on staff and trainees if faced with an inspection. Fires or natural disasters also place such exceptional demands on providers and there is a strong case for considering postponement of an inspection in these circumstances.

Ofsted will consider postponement of inspections in the light of individual circumstances. If particular problems occur during an inspection, Ofsted will judge

² For example, the Quality Assurance Agency QAA.

whether it is appropriate to halt the inspection or to continue and take account of the difficulties when reporting findings.

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 until later in the academic year.

3. Imminent significant change

Imminent significant change includes the decision to make significant alterations to postgraduate training routes, which means that courses are in the final year of operation, or when radical strategic changes have been agreed by the TDA and confirmed in writing by a senior manager at the agency.

4. Non-recruitment

Where a provider fails to recruit trainees in the phase to be inspected, the inspection will be postponed until there has been recruitment.

Procedure for cancelling or postponing inspections

1. Requests by providers for their inspection to be deferred must be addressed to the senior ITE support person in the Ofsted region in which the provider is located. The names and addresses of the regional points of contact are given in the eight-week notice letter and at the end of these procedures.
2. Requests may be made in the first instance by telephone, but they must be followed in writing (either by letter or email) within two working days, stating the reasons for the request.
3. All requests will be acknowledged and recorded by the region.
4. The regional assistant divisional manager (RADM) or another nominated member of staff may telephone the provider to discuss the reasons for the request.
5. The RADM will also contact the central ITE coordinating ADM, who will liaise with the TDA over the deferral request.
6. The regional divisional manager will decide whether or not to accede to the deferral request on the advice of the RADM with oversight of ITE or, if s/he is unavailable, the central ITE coordinating ADM.
7. Ofsted's decision will be confirmed in writing to the provider within 10 working days of the receipt of the request for a deferral.

The names, addresses/email addresses of the three regional centres/points of contact are:

Midlands region

Susan Trigg
Building C
Cumberland Place
Nottingham
NG1 6HJ~
susan.trigg@ofsted.gov.uk

North region

Christopher Atkinson
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA
christopher.atkinson@ofsted.gov.uk

South region

Kathie Knowles
Freshford House
Redcliffe Way
Bristol
BS1 6NL
kathie.knowles@ofsted.gov.uk