

# Inspections of initial teacher education 2008/11

A guide for providers on the organisation and management of inspections

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## Introduction

1. A great deal is changing in schools, colleges and across the post-16 sector. Fresh thinking is needed about the qualities and standards required in the 21st century workforce within schools, colleges and other settings. The introduction of new standards and requirements for those wishing to gain Qualified Teacher Status (QTS) and/or the new award of Qualified Teacher, Learning and Skills (QTLS) and Associate Teacher, Learning and Skills (ATLS), provides Ofsted with an ideal opportunity to build on the previous inspection frameworks and to make some fundamental changes to the way we inspect. The new arrangements are designed to raise expectations, bring greater consistency to inspections across the sector, promote high standards for all trainees and concentrate resources where they can have the most impact.
2. The purpose of this guide is to inform providers of the key features of the inspection methodology to enable them to plan and prepare for inspections. It outlines the key features and procedures of the initial teacher education (ITE) inspection methodology for 2008/11. It should be used in conjunction with the *Framework for the inspection of initial teacher education 2008–11* and the supporting guidance that sets out the grade criteria.<sup>1,2</sup> These explain what will be inspected; the graded judgements that will be made and reported on; the factors that will be considered by inspectors in making these judgements; and the criteria that will be used to grade each of the inspection judgements. The inspection framework covers courses leading to the award of QTS to teach in maintained schools and also courses for the further education (FE) system.
3. An important part of the inspection methodology is the involvement of nominated representatives. Providers are invited to nominate a representative. The provider's representative will play an important role in the inspection by liaising regularly with the lead inspector during the planning and inspection weeks. There will be on-going 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 representative, the lead inspector needs to be notified of the person with whom they should agree the inspection arrangements. For simplicity, it is assumed throughout this guide that a provider's representative has been nominated.
4. The new inspection methodology is normally based around a single inspection event within a three-year period. This inspection will cover all types of ITE provision offered by that provider: primary QTS, secondary QTS, employment-based routes to QTS, and provision in the FE system. For the 2008/11 cycle of inspections each of these types of provision will be graded and reported on

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<sup>1</sup> *Framework for the inspection of initial teacher education 200811* (080129), Ofsted, 2008; [www.ofsted.gov.uk/publications/080129](http://www.ofsted.gov.uk/publications/080129).

<sup>2</sup> *Grade criteria for the inspection of initial teacher education 200811* (080128), Ofsted, 2008; [www.ofsted.gov.uk/publications/080128](http://www.ofsted.gov.uk/publications/080128).

separately. For providers with provision in more than one phase, the lead inspector will write a brief overall commentary.

5. The ITE inspection methodology is underpinned by some important new key components.
  - Inspection judgements are focused on the quality of the outcomes for trainees. These outcomes are: trainees' attainments; trainees' progress; the proportion of trainees successfully completing the course; and the proportion of trainees going on to employment or to acquire licensed practitioner status in the FE system. Significant inspection activity will be involved in gathering evidence of the quality of these outcomes.
  - Providers' self-evaluation is at the heart of the inspection process. It will be used in planning inspections and will form part of the evidence base for inspection judgements.
  - Inspections will be tailored according to the outcomes of an initial analysis and assessment (see annex 1), and will take account of the context, size and complexity of the provision. Providers' self-evaluation will contribute to the process of tailoring inspections.
  - Inspection judgements will take account of the views of the users of ITE. These users include trainees, former trainees and their employing institutions.
  - There will be communication with providers before, during and after the inspection. Providers will be sent a pre-inspection briefing, followed by a preliminary meeting with lead inspectors, before the main inspection activity. There will be on-going dialogue between inspectors and representatives of the provider during the inspection, and final feedback to the provider at the end of the inspection. Providers will have an opportunity to comment on the factual accuracy of the inspection report prior to publication. Providers will also be invited to evaluate the inspection.
6. Inspection judgements against the key inspection questions are made by considering the degree to which successful outcomes are achieved. For example, the overall judgement of trainees' attainments is based on the proportion of trainees judged to be satisfactory, good and outstanding. Other judgements are based on the proportion of trainees making progress to fulfil their potential. This is explained in the grade criteria. However, inspectors will always use their professional judgement.
7. For cohorts of between 11 and 30 trainees inspectors will exercise caution in considering the proportions, particularly when making judgements that are close to grade boundaries. For cohorts of fewer than 10 trainees inspectors will make judgements based on how well individual trainees make progress. In these cases it will not always be possible to provide a grade for trainees' attainments without identifying individual trainees and therefore this section will

not be included in the published report. For small cohorts trend data will also be treated cautiously and discussed with providers.

8. Inspection judgements will be determined through the impact on one or more of the outcomes for trainees and the effectiveness of the provision in securing the best outcomes for trainees. Inspectors will not undertake routine checks of the content of training, but will make judgements about how well trainees understand and can apply the training they receive. However, inspectors will be guided to include specific areas of training that are national priorities. Currently, this would include:
  - the teaching of early reading and the implications of the Rose review and the Williams review of mathematics teaching in early years settings and primary schools<sup>3,4</sup>
  - curriculum and other developments for secondary schools and the FE system
  - the teaching of learners with learning difficulties and/or disabilities, and effective practice in promoting equal opportunities for all groups of learners including those from minority ethnic groups.

Other key policies and initiatives will be included as and when appropriate.

## Provider self-evaluation

9. The provider's self-evaluation is central to the inspection process. It will be used in inspection planning and during the inspection. This is explained in more detail in annex 1 below. Providers are invited to submit their self-evaluation annually. Whilst self-evaluation will be accepted in a form to suit the provider, standard templates are available. These are closely matched to the graded inspection questions in the inspection framework.
10. The arrangements for provision leading to QTS and for provision for the FE system are different:
  - the self-evaluation document (SED) and supporting guidance for QTS provision are available on the website of the Training and Development Agency for Schools (TDA), which was responsible for the development of the SED ([www.tda.gov.uk](http://www.tda.gov.uk)).
  - the SED for ITE in the FE system ([www.ofsted.gov.uk/publications/080192](http://www.ofsted.gov.uk/publications/080192)) and its guidance ([www.ofsted.gov.uk/publications/080193](http://www.ofsted.gov.uk/publications/080193)) are available on the Ofsted website.
11. A provider offering both types of provision may use either format for both if this is more convenient.

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<sup>3</sup> [www.standards.dcsf.gov.uk/phonics/rosereview/](http://www.standards.dcsf.gov.uk/phonics/rosereview/).

<sup>4</sup> [www.standards.dcsf.gov.uk/primary/mathematicsreview](http://www.standards.dcsf.gov.uk/primary/mathematicsreview).

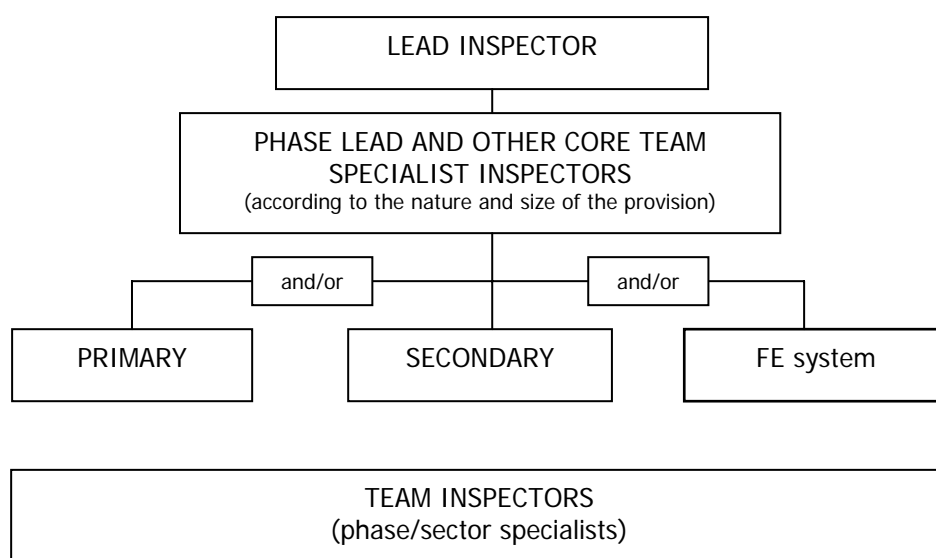
## The inspection team

### The structure of the inspection team

#### Multi-phase inspections

12. For those providers with more than one type of provision the structure of the inspection team is shown in figure 1 below.
13. The size and nature of the inspection team will be decided after the initial analysis and assessment undertaken for inspection planning in the year prior to the inspection.<sup>5</sup>
14. Where appropriate, one core team inspector will take responsibility for managing and drawing together evidence from both primary and secondary employment-based provision.

Figure 1



#### Single-phase inspections

15. For single-phase inspections there will be a lead inspector and an inspection team who are specialists in that phase. The size and composition of this team will be determined by the initial analysis and assessment.

<sup>5</sup> See Annex 1 for details of this initial analysis and assessment.



## Inspections of providers of employment-based initial teacher training (EBITT) routes to QTS

16. These inspections will be undertaken by primary and secondary specialist inspectors as appropriate. More details are provided in annex 3.

### Combined inspections

17. Where two or more separately accredited providers of QTS provision (accredited by the TDA) are based in the same higher education institution (HEI), in most cases, they will be inspected at the same time. In these cases there will be one overall lead inspector to manage the whole inspection, but with identified leads, who are specialists in the appropriate phase/subject, allocated to each accredited provision.
18. These combined inspections include:
- HEI or school-centred initial teacher training (SCITT) provider with associated, but separately accredited, employment-based provision
  - circumstances where a primary and a secondary SCITT are run by the same overall organisation
  - a small number of providers where a different set of secondary subjects, or a SCITT, are accredited separately, but are run from the same HEI.

### Inspector roles

	Single-phase inspections <sup>6</sup>	Multi-phase inspections <sup>7</sup>	EBITT <sup>8</sup>
Role <sup>9</sup>	Responsibilities		
<b>Lead inspector</b>	Phase specialist Leading, managing, moderating and quality assuring the inspection.	Leading, managing, moderating and quality assuring the inspection across all phases. Managing the work of the lead specialists for each phase.	Leading, managing, moderating and quality assuring the inspection across both phases (where appropriate)..
<b>Phase lead specialists</b>	n/a	Leading, managing, moderating and quality assuring the inspection in their phase.	n/a
<b>Core team</b>	Where the size of the	Where the size of the	Where there is

<sup>6</sup> Inspections of providers with only one type of provision, such as primary, secondary, or provision in the FE system.

<sup>7</sup> Inspections of providers offering more than one type of provision.

<sup>8</sup> Providers of employment-based routes to qualified teacher status (QTS) for schools.

<sup>9</sup> All inspectors will undertake additional inspection activity as requested by the lead inspector.

	<p>provision in a particular phase requires it:</p> <p>supporting the lead inspector in all aspects of their role</p> <p>leading on specific aspects of the inspection in their phase</p> <p>leading some aspects of moderation and quality assurance</p> <p>acting as the critical friend for the lead inspector.</p> <p>Attending feedback.</p> <p>The precise nature of this role will vary with inspections and will be determined by the lead inspector.</p>	<p>provision in a particular phase requires it:</p> <p>supporting the phase lead specialist in all aspects of their role</p> <p>leading on specific aspects of the inspection in their phase</p> <p>leading some aspects of moderation and quality assurance</p> <p>leading some cross-phase aspects of the inspection</p> <p>acting as the critical friend for the phase specialist.</p> <p>Attending phase feedback.</p> <p>The precise nature of this role will vary with inspections and will be determined by the lead inspector and phase lead specialists.</p>	<p>provision in both primary and secondary phases, the core team inspector will be from the other phase to the lead inspector and will lead and manage the gathering of evidence in their phase.</p> <p>Both the lead inspector and the other phase core inspector will act as critical friends for the other.</p> <p>Attending feedback</p>
<b>Team inspectors</b>	<p>Undertaking inspection activity as directed by the lead inspector.</p> <p>Attending team and moderation meetings.</p>	<p>Undertaking inspection activity as directed by the lead inspector and phase lead specialist.</p> <p>Attending phase team and phase moderation meetings.</p>	<p>Undertaking inspection activity as directed by the lead inspector and phase lead specialist.</p> <p>Providing evidence and information for the lead and other phase core team inspector.</p>

## Initial inspection planning and tailored inspections

19. Ofsted will undertake initial analysis and assessment in the inspection year prior to the year of the main inspection (in January/ February for inspections in the following inspection year commencing in September). This analysis will determine how the inspection will be tailored to match the nature of provision and the priorities identified for inspection.<sup>10</sup> The planning process will be based on each provider's self-evaluation and previous inspection outcomes (where available), and will make use of data and other admissible evidence to focus inspection activity. For provision leading to QTS, the data available includes the

<sup>10</sup> See annex 1.

analysis of the TDA surveys of newly qualified teachers and of induction tutors. All providers will be asked to supply basic information about their programmes, such as course outlines, prior to this initial planning.

20. This initial analysis and assessment of each provider's strengths and risks will be used to determine the timing of the inspection, the key inspection focus, the amount and intensity of inspection activity, and the size and nature of the inspection team. Quality assurance of these outcomes of the analysis will be undertaken by Ofsted ITE managers.
21. The timing of the inspection will take account of other inspections, surveys or audits that affect the provider; for example, Ofsted inspections of partner FE colleges, audits undertaken by other agencies such as the Quality Assurance Agency (QAA) for Higher Education.<sup>11</sup>

## The inspection

### Notice of inspection

22. The provider will be sent notice of the inspection. For 2008/09, in accordance with current legislation, the provider will receive a letter of notification a minimum of eight weeks prior to the main inspection. Following this notice the lead inspector will make contact with the provider's representative. Lead inspectors will make a preliminary visit to the provider to plan the inspection. The letter of notification will be sent to the provider at least two weeks prior to this preliminary visit.

### Pre-inspection analysis

23. Once the provider has been sent the notice of inspection, lead inspectors will undertake more detailed pre-inspection analysis and begin in-depth inspection planning. This more detailed analysis will be based on the latest version of the provider's self-evaluation, previous inspection reports, the TDA data set (where applicable), and other available and admissible evidence.<sup>12</sup> In the case of multi-phase providers, the lead inspector will be responsible for producing the overall analysis, with contributions from phase lead specialists. The analysis will clarify the initial hypotheses by identifying the inspection focus and trails arising from the initial analysis and assessment.
24. A summary of the pre-inspection analysis (the pre-inspection briefing) will be sent to the provider not later than the day before the preliminary meeting in order to focus discussions between the lead inspectors and the provider representatives. This meeting will take place on-site (at the provider).

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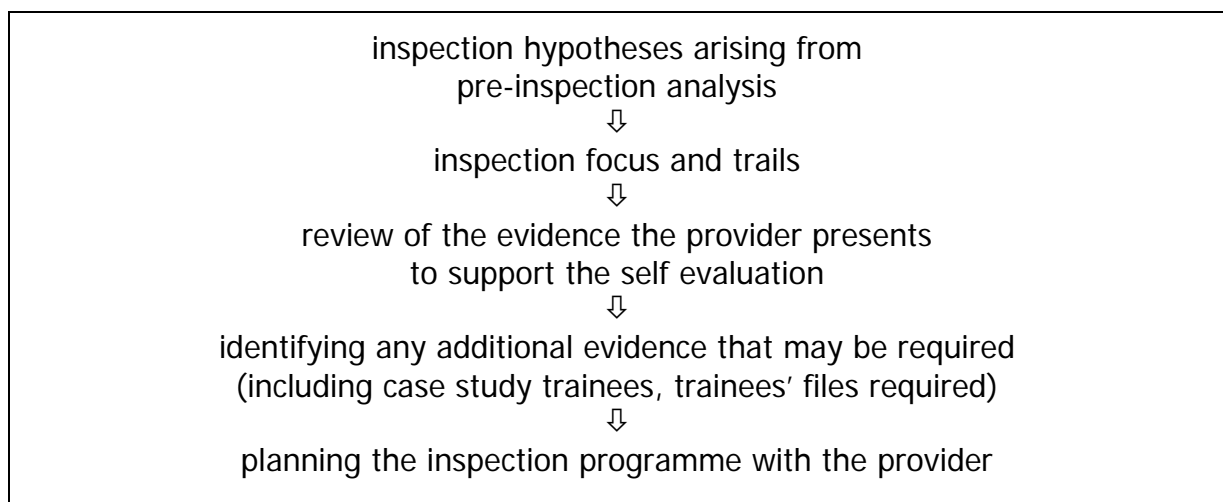
<sup>11</sup> [www.qaa.ac.uk/](http://www.qaa.ac.uk/).

<sup>12</sup> This means any evidence that the provider also has access to; for example, as provided by the TDA or QAA.

## The preliminary visit to the provider

25. The preliminary visit marks the start of inspection activity. The visit will take place on a date agreed between the lead inspector and the provider, but within the programmed pre-inspection preparation time scheduled for the lead inspector. The visit will be made by the lead inspector and phase lead specialists (as appropriate). The provider may choose or be requested to involve 'partners' in the meeting during the preliminary visit; for example, representatives from partner colleges for ITE provision in the FE system.
26. The visit affords the provider an opportunity to discuss their analysis of evidence in support of self-evaluation. These discussions will enable the inspection lines of enquiry to be more sharply defined. The lead inspectors will then agree with the provider an outline of the programme for the inspection and any additional evidence that needs to be made available at the time of the main inspection.
27. The process for establishing the inspection programme is shown in figure 2 below.

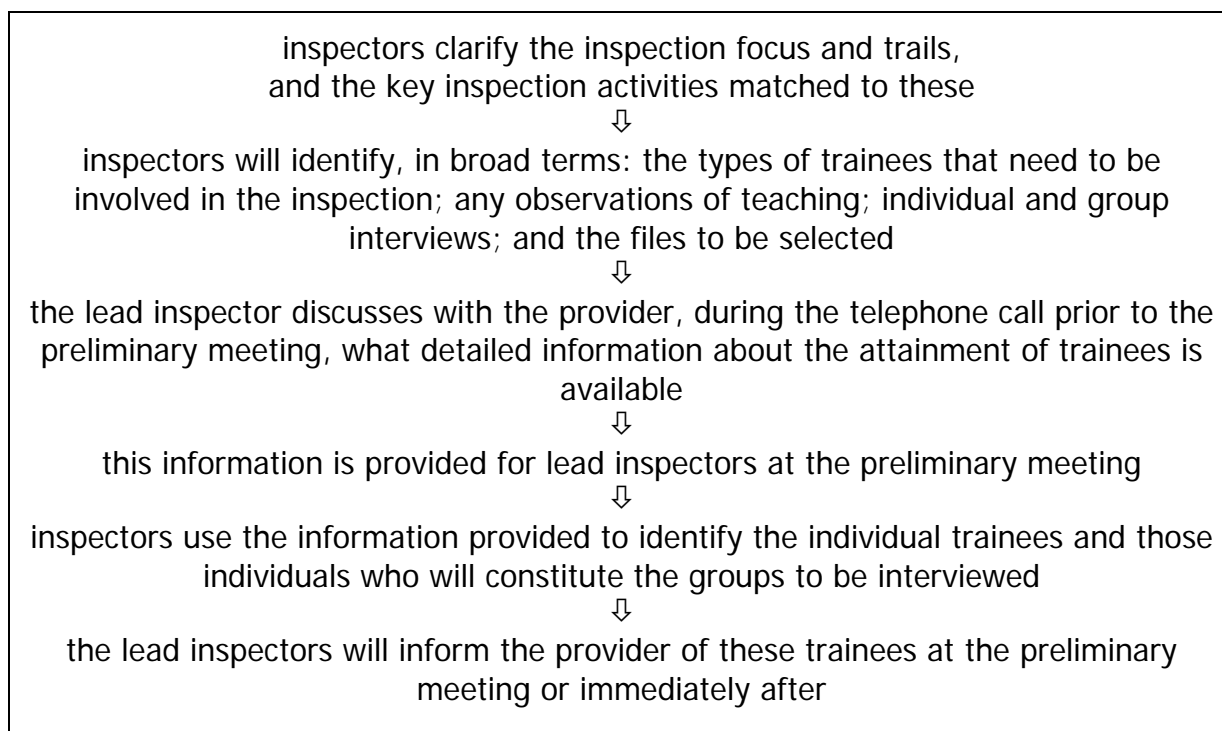
**Figure 2: inspection programme process**



28. During the preliminary meeting the provider will have an opportunity to explain and expand on the self-evaluation. To determine the lines of enquiry for the inspection, in many cases inspectors will require a finer level of detail than that likely to be included in the provider's self-evaluation submitted to the TDA or to Ofsted. This could include, for example, details of trainees' attainments for each secondary subject, for particular FE colleges, or for clusters of schools. The lead inspectors will use this information to determine which trainees will be involved in inspection activity, and which schools, colleges and/or other settings will be visited. Providers should be able to provide detailed information about their judgements of trainees' attainment for those trainees or groups of trainees identified to gather evidence for the inspection. The process of identifying the

trainees to be involved in the inspection is shown in figure 3 below. This process is designed to avoid providers having to supply detailed information about all of the trainees in very large cohorts.

**Figure 3: identifying trainees**



29. The key outcomes of the preliminary meeting should be:

- a clear and agreed outline plan for the inspection to allow the provider sufficient time to make arrangements for the inspection
- the identification of the trainees and groups of trainees who will be involved in the inspection, and schools, colleges and/or other settings to be visited
- details of any additional evidence required by inspectors to be available at the time of the main inspection
- an agreement of the arrangements for notifying schools, colleges and/or other settings that will be visited during the inspection.

30. Where significant changes are required in the focus for the inspection or in the inspection programme, an updated summary of the pre-inspection briefing will be sent to the provider following the meeting.

31. A letter will be sent to any school, college and/or other setting that will be visited by inspectors as part of the ITE inspection.

## The main inspection week(s)

32. Tailored inspections mean that no two inspections will be exactly the same. However, there will be structural similarities and Annexes 2 and 3 provide examples of outlines of inspections for a multi-phase provider and for a provider of employment-based routes to QTS. The model in used in Annex 3 may also be used for inspections of ITE for the FE system.
33. All inspections will begin with an opportunity for inspectors to meet with those responsible for the self-evaluation. This is to enable the provider to present the key messages in self-evaluation, and supporting evidence, to the relevant inspection team. The model in annex 3 may also be used for the inspections of ITE for the FE system.
34. Much inspection activity will focus on determining the progress and attainment of trainees to underpin other inspection judgements. Section 6 below describes the range of inspection activity that involves trainees.
35. Other inspection activities could include:
  - interviewing centre-based and school/college-based staff
  - scrutinising trainees' files and assignments
  - scrutinising information relating to the assessment of trainees' progress
  - gathering evidence of how trainees are selected and how equalities issues are addressed
  - tracking pre-determined case studies of individuals or groups of trainees
  - interviewing former trainees and/or newly qualified teachers and key staff within the institutions where they are employed.

## Meetings between inspectors and provider representatives

36. Inspectors will maintain a dialogue with the provider throughout the inspection. This is to ensure that the basic principle of having no surprises, at the formal feedback to the provider, is adhered to. Lead inspectors and phase lead specialists (with other core team inspectors where appropriate) will hold regular meetings with the provider throughout the inspection. These should be included in the inspection programme. The meetings may include a mix of informal meetings and those with a formal agenda. Inspectors will discuss emerging findings with provider representatives at appropriate points throughout the inspection.
37. Where the evidence gathered requires a re-focusing of the inspection or changes in the planned inspection activities, these meetings provide an opportunity to discuss this. When there is a need to change the focus of an inspection or inspectors require additional evidence not covered in the initial plan, inspectors will be clear about why this further evidence is required and about the inspection questions or lines of enquiry being investigated. The

provider will be able to provide any additional evidence they feel is better suited to the line of enquiry being pursued.

## **Moderation meetings**

38. Emerging inspection judgements will be moderated formally at least once during the inspection. For single-phase providers this will involve a moderation of the judgements of provision in that phase. For multi-phase providers there will be:
- phase moderation – led by the phase lead specialist and, where necessary, by other core team inspectors
  - cross-phase moderation – led by the lead inspector and involving all of the core inspection team.

## **Formal end-of-inspection feedback**

39. There will be formal feedback at the end of the main inspection week, both in relation to individual phases and at the whole provider level. For multi-phase inspections, the lead inspector will attend phase feedbacks, and relevant phase lead specialists will accompany the lead inspector for the whole provider feedback.

## **Inspection reports**

40. For multi-phase providers reports will contain separately graded sections for provision in the primary phase, the secondary phase, employment-based routes to QTS as appropriate, and provision for ITE in the FE system. The reports will include a summary of the grades for each of the key inspection questions included in the ITE inspection framework.
41. Inspection reports will include a clear indication of the strengths of the provision and what the provider needs to do to improve quality.

## **The involvement of trainees in an inspection**

42. The focus of inspection activity is on determining the progress made by the trainees given their starting points, the accuracy of the final assessments, and how well the training and assessment arrangements, and the support and guidance given to trainees contribute to this. For light touch inspections it is likely that the inspection activity will focus more on carefully identified groups of trainees rather than individuals. The planning of all inspections will consider the extent of observations of trainees' teaching to obtain evidence matched to the focus of the inspection. For example, where a key focus of an inspection is to determine if trainees' attainments are outstanding or good there may be a need for some focused observations. There will always be a need for observations of trainees' teaching where the security of the pass/fail boundary is under consideration. Some observations of trainees' teaching could be

undertaken jointly by inspectors and trainers and/or managers from the provider; arrangements for this will be agreed at the preliminary visit.

43. In determining a trainees' progress, account will be taken of the initial assessment following interviews and at the start of training. In addition, to determine a much clearer indication of a trainee's potential, the following may provide a more secure point from which the provider can make an assessment of the expected progress and attainment:
  - for a one-year post-graduate course, this could be several weeks into the course once the provider has had an opportunity to undertake an initial assessment of the trainee's work in school
  - for a three- or four-year undergraduate course, this could be the end of the first year of the course when the provider takes stock
  - for GTP trainees (on employment-based routes) this will be from the first training plan
  - for in-service trainees in the FE system, this could be based on the initial needs analysis and initial tutorial.
44. Inspectors will examine how providers use early and subsequent reviews of trainees' progress to evaluate their procedures for ensuring that trainees with the necessary qualities are recruited. Inspectors will also evaluate the effectiveness of initial analysis of trainees' strengths and needs to plan the early stages of the training programme, individual training plans and any personalised support required.
45. Inspection activities involving trainees will be matched to the intensity of the inspection. Figure 4 below is intended to provide a general guide. A mix of these inspection activities could be used on any inspection. This will depend on the inspection hypotheses and lines of enquiry resulting from the initial analysis and assessment.



**Figure 4: involvement of trainees**

Intensive inspections	↔	Less intensive inspections
<p>Observations of trainees' teaching (to secure the accuracy of the pass/fail boundary where appropriate), meeting with trainee and mentor and head teacher, professional tutor/ITE coordinator where possible (i.e. school/college visit)<sup>13</sup></p> <p>Interviews with case study individuals and groups of trainees</p> <p>Samples of trainees' files</p>	<p>Interviews with case study individuals and groups of trainees – may involve focused observations of a sample of trainees</p> <p>Meetings with individuals could be in school/college to enable meetings with school/college-based trainers to also take place</p> <p>Samples of trainees' files</p>	<p>Interviews/other fieldwork with individuals and groups of trainees (in the centre or in another convenient location) matched to inspection focus</p> <p>Samples of trainees' files</p>

46. Where observations are made of a trainee's teaching, the inspector will always meet with the trainee after the observation. The object of this meeting is to discuss with trainees what went well and what could be done more effectively, with emphasis on the quality of learners' experiences. Feedback will not include reference to grades or grade descriptors and inspectors will not necessarily cover every aspect of the lesson. These observations may be undertaken for a variety of reasons. They will not be used to provide independent grades for trainees, but will be used to check the accuracy of the assessment of trainees' progress and attainment.

### Case studies of trainees

47. Case studies will include individuals and groups of trainees. The focus of these case studies will always be on trainees' outcomes, but also match the planned inspection trails. The case studies will be determined by the inspection team, through discussion with the provider; for example, to provide contingency planning and/or to enable the provider to use case studies to supply evidence to support self-evaluation. Inspectors will clarify with providers how the case studies will be presented. All case studies should include clear references to the evidence that supports judgements.
48. The groups of trainees identified for case studies will be selected to match the inspection lines of enquiry. Many will be closely defined. For example: a small

<sup>13</sup> For some inspections there will be value in undertaking joint observations with mentors, professional tutors, subject leaders and so on. This will be determined by the lead inspector and lead specialist.

group of trainees in a particular secondary subject who are judged to be outstanding by the provider; male trainees being trained to teach in primary schools; in-service trainees from a particular setting in the FE system.

## **Quality assurance**

### **During inspections**

49. Inspection judgements will be agreed collectively by the inspection team. This will be achieved through frequent team meetings and formal on-site moderation. Lead inspectors are responsible for leading and managing this process and for quality assuring the outcomes. For multi-phase provision, this process will be undertaken within and across phase teams.

### **Post-inspection moderation**

50. All inspection reports and, where necessary, the supporting evidence base will be scrutinised by a quality assurance reviewer to ensure that they meet the agreed high quality standards. A sample of reports will be taken to a moderation panel to ensure national consistency and grades will not be finalised until this process is complete.

### **Inspection reports**

51. Following the moderation process, the report will be sent to the provider to check factual accuracy prior to publication.

## **Dealing with provision that is judged to be inadequate or non-compliant**

52. Provision that is judged to be inadequate is automatically deemed to be non-compliant with government requirements for initial teacher education. However, it is possible for a provider to be non-compliant with a specific requirement, but to be judged to be at least satisfactory overall; an example is not checking documented evidence that entrants have achieved the required qualifications. Where provision is found to be inadequate or non-compliant with government requirements for ITE, decisions about further inspection or monitoring activity will be taken following discussion with the relevant government department and/or funding agency. Table 1 below gives an indication of the possible procedures for dealing with different levels of inadequate and/or non-compliant provision. In determining the significance of any inadequate provision, and subsequent actions, account will be taken of the impact, or potential impact, on the outcomes for trainees and the proportion of trainees affected.

**Table 1. Procedures for dealing with inadequate and/or non-compliant provision**

<p>The overall effectiveness and the capacity to improve and/or sustain high quality provision are judged to be at least satisfactory, whilst being non-compliant with a specific requirement</p>	<p>Where provision is found to be non-compliant with the government requirements for ITE, decisions about further inspection or monitoring activity will be taken following discussion with the relevant government department and/or funding agency</p>
<p>Provision judged to be inadequate in one of the two main inspection judgements:</p> <p>Single-phase or employment-based provision</p> <p>Multi-phase provision judged to be inadequate in one phase<sup>14</sup></p> <p>Multi-phase provision judged to be inadequate in more than one phase</p>	<p>Decisions about further inspection or monitoring activity will be taken following discussion with the relevant government department and/or funding agency. Provision will be monitored by Ofsted or the appropriate agency. Re-inspections will be conducted by Ofsted inspectors:</p> <p>Monitoring/inspection visit(s) to judge improvements in the specific areas identified in the inspection of the provision</p> <p>Monitoring/inspection visit(s) to judge improvements in the specific areas identified in the inspection of the provision in that phase</p> <p>Monitoring/inspection visit(s) to judge improvements in the specific areas identified in the inspection of the provision in those phases</p>
<p>Any provision judged to be inadequate in both of the two main inspection judgements</p> <p>Provision where the final assessment of trainees is judged to be inaccurate leading to a grade 4 for Overall effectiveness, even where the capacity to improve further or to sustain high quality is satisfactory.</p>	<p>Re-inspection of the provision</p> <p>In the case of multi-phase providers, this will be a re-inspection of the provision in those phases judged to be inadequate</p> <p>Re-inspection of the provision in the relevant phase(s)</p>

<sup>14</sup> Phase means the primary provision, the secondary provision or the provision in the FE system, or the employment-based QTS provision.

## **Annex 1. Inspection planning – from the analysis of indicators to ‘tailored inspections’**

### **Background**

One of the key principles underpinning the ITE inspection framework and methodology for 2008/11 is to adopt a tailored approach to inspections, whilst maintaining rigour. This will be delivered through a detailed and systematic analysis of the indicators outlined on page 24 to make judgements about the nature and depth of the subsequent inspection. This process will be based on each provider’s self-evaluation and previous inspection outcomes (where available), and will make use of data and other admissible evidence to focus inspection activity.<sup>15</sup>

**The analysis will take place as part of inspection planning in the year prior to the main inspection to scope the inspections.**

The analysis of indicators will:

- improve the effectiveness and efficiency of inspections
- use quantitative and qualitative approaches to determine the focus for inspections
- lead to focused and tailored inspections.

The analysis of indicators will pay due regard to:

- the provider’s self-evaluation
- previous inspection outcomes
- other available and admissible evidence and data, such as that from the TDA and the QAA
- the size, complexity and nature of the provision.

It is expected that the views of the users of ITE<sup>16</sup> will be included in the provider’s self-evaluation. If this is not the case, or the evidence lacks robustness, then any evidence that is available will be used as part of the inspection planning process. This includes the TDA surveys of newly qualified teachers and of their induction tutors (in schools).

Inspections will be tailored through:

- the focus of the inspection and the number of inspection trails to be followed up on the inspection
- the timing of the inspection – the stage in the course
- the size and nature of the core inspection team

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<sup>15</sup> This means any data or information that is also available to the provider.

<sup>16</sup> These are mainly former trainees and their employers, but may also include local authorities and/or other stakeholders.

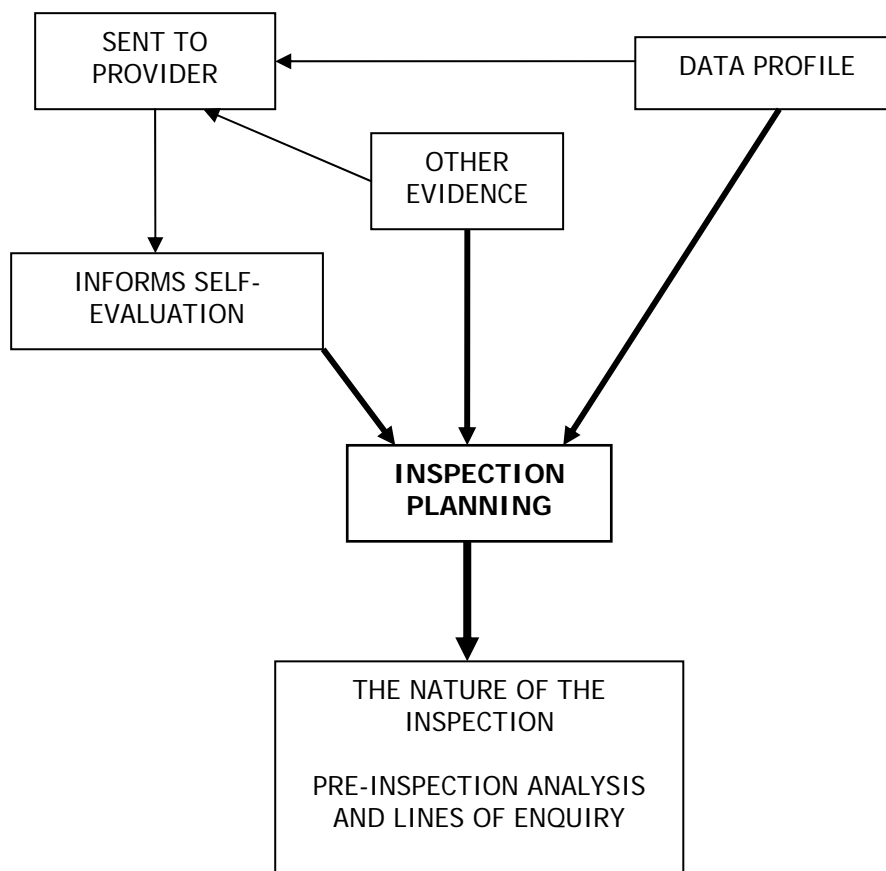
- the number and nature of case studies of trainees and selected groups of trainees needed; this will determine the number and specialism of team inspectors required.

## The process

### A summary of the inspection planning process

Figure 5 below summarises the initial analysis and assessment process.

Figure 5



- identify those aspects of the provision that need to be a focus of fieldwork to judge each of the key inspection questions
- determine the initial inspection trails – the key lines of enquiry – and the level and type of inspection activity
- determine the timing of the inspection in the inspection year
- determine the size and nature of the core inspection team, including the need for specialist inspectors (phase, subject and so on.)

## The place of self-evaluation and the use of other data

For provision leading to QTS to teach in maintained schools:

- the TDA will send a data profile to providers early in the autumn term. This profile includes an analysis of the survey of newly qualified teachers and the survey of induction tutors as well as other benchmarked data. The analysis is specific to each provider but can be benchmarked against both national data and identified groups of other providers
- providers will submit their completed SED to the TDA late in the autumn term<sup>17</sup>
- the SED will be up-dated annually
- Ofsted will have access to the providers' self-evaluations to inform inspection planning that will be undertaken in January for inspections in the next inspection year (September to July).

For ITE provision in the FE system:

- there is no organisation directly equivalent to the TDA
- there is not the same set of data on providers that the TDA and Ofsted hold for QTS provision
- these providers will submit their SED to Ofsted (in 2008/09 only, until the Department for Innovation Universities and Skills makes other arrangements)<sup>18, 19</sup>
- Ofsted will use the completed SED to undertake initial inspection planning in January (as above).

Each year providers are also required to send to Ofsted its course outlines and other information about the ITE programmes offered. Details of the information required are sent to providers in the autumn term each year. This information is used in determining the timing of the inspection to ensure that the planned inspection activities match what is taking place at that time in the training course.

Ofsted also receives information about the allocation of training places on QTS courses from the TDA. For providers of ITE in the FE system, some information about the numbers of trainees on training programmes is requested with the submission of the self-evaluation. It is recognised that providers may not have accurate information at this time, but this information gives an indication of the likely size and nature of the provision to inform Ofsted's inspection planning.

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<sup>17</sup> This QTS SED has been developed by the TDA working with a wide range of providers. They have provided training in the completion of the SED for all providers.

<sup>18</sup> [www.dius.gov.uk/](http://www.dius.gov.uk/).

<sup>19</sup> The SED for providers in the FE system has been developed by Ofsted. The two SED are aligned as closely as possible, while taking account of the distinctive features of each sector.

## **The use of other forms of self-evaluation**

The submission of a standardised self-evaluation (using the SED) is not a statutory requirement. The inspection planning process will still be undertaken, using all available data and information, even where there is no SED. Providers can submit self-evaluation in other formats.

## **The use of indicators in inspection planning**

### **Applying the analysis of indicators to different types of provision**

The model described below will be separately applied to each type of provision offered by the provider (primary QTS, secondary QTS, employment-based routes to QTS, provision in the FE system). For multi-phase providers, the outcomes will then be considered together to determine the overall priorities and the balance of the inspection.

The process will be undertaken by HMI with expertise in ITE, including a balance of relevant phase specialists.

### **An outline of the process**

The process will involve a balance of quantitative indicators and professional judgement based on qualitative indicators.

The process for each provider will:

- use all available and admissible evidence about the provider (the provider's self-evaluation, previous inspection report and other data) to identify group strengths and potential 'risk' factors
- identify those factors that may impact on the main inspection judgements: the overall effectiveness of the provision (current performance); the provider's capacity to improve and/or sustain high quality outcomes
- identify the strengths that could be tested to verify the quality of the provision and accuracy of self-evaluation
- analyse each factor to determine the extent and possible impact on the outcomes for trainees; including the proportion of trainees and any specific groups likely to be affected and the scale of that impact<sup>20</sup>
- prioritise potential strengths and potential areas of concern or uncertainty to determine those that should form the focus for the inspection
- use each potential strength and area of concern/uncertainty to outline the main inspection activities – type, intensity, scale
- use the analysis to determine the timing of the inspection (the stage in the training programme) in the inspection year

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<sup>20</sup> These outcomes are: trainees' attainments; trainees' progress; the proportion successfully completing the course; and the proportion going on to employment or to acquire licensed practitioner status in the FE system.

- use the identification of inspection activities to determine the size and nature of the inspection team.

### **Key indicators**

The key indicators that will be used to inform the inspection planning and to inform inspection trails are:

- previous inspection outcomes
- significant changes in the provision (including new providers and changes in existing provision)
- significant changes in leadership and management (as identified in the context section of self-evaluation or from the information supplied by providers)
- the views of users including trainees; former trainees (e.g. from the newly qualified teacher (NQT) survey); employing institutions (e.g. from survey of induction tutors for NQT in schools)
- other admissible evidence, such as that provided by the TDA or QAA.

Account will also be taken of the context and the size and complexity of the provision.

### **The outcomes of the initial analysis and assessment analysis**

The key outcomes of the initial analysis and assessment are:

- the main focus for the inspection
- recommendation for the timing of the inspection
- recommendation for the size and composition of the inspection team (within the overall tariff for that inspection determined in the business plan).

These outcomes will be moderated by the ITE management team.



## Annex 2. Outline of the main inspection week for a typical multi-phase provider inspection

Day	Activity			
1	Travel Full team meeting Phase team meetings Phase lead specialists (possibly plus phase core team inspector) meet provider course leaders/SED writers Team inspectors: trainees' files and other key documents trainee interviews	Determine the quality of outcomes Trainees' attainment Trainees' progress Completion rates and the proportions going onto employment/licensed practitioner status	Frequent team meetings: phase and whole team Frequent meetings with the provider Emerging key issues – alert the provider as soon as possible	All activities are linked to the inspection foci and inspection trails with enough flexibility to deal with the unexpected
2	All inspectors: Inspection activities involving trainees Other inspection activity			
3	AM Further work with trainees PM Following up issues with provider staff  Informal feedback – inspectors and 'tutors'			
4	Moderation			
5	Feedback to the provider			

This model can be adapted for a single-phase provider.

## Annex 3. Outline of the main inspection week for a typical EBITT

The inspection of secondary employment-based routes to QTS introduces additional challenges. Within a provider, the total number of trainees across all secondary subjects is often small (typically 20 to 30) with very small numbers in each subject. This leads to a small inspection team of one or two inspectors. However, the Ofsted report on the survey of employment-based routes identified a number of significant concerns about the quality of secondary subject-specific training.<sup>21</sup> As there have been no previous inspections and, therefore, no robust evidence of the security of the assessment of trainees at the pass-fail boundary, these inspections of EBITT providers will require some observations of the teaching of a sample of trainees. These observations and any interviews with trainees need to be undertaken by secondary subject specialists.<sup>22</sup>

In order to address these issues:

- EBITT providers will be grouped into three sub-regional groups within each Ofsted region (aligned with government regional offices).
- the inspection of all EBITT in a sub-region will take place at the same time
- in the week (or two weeks where numbers of trainees are larger) prior to the main inspection week, a pool of subject-specialist inspectors will undertake the majority of visits to schools to meet trainees and observe their teaching, review their files and meet their subject mentor. Evidence from these visits will be passed to the appropriate lead secondary inspector.

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<sup>21</sup> *An employment-based route to teaching* (HMI 2264), Ofsted, 2005; [www.ofsted.gov.uk/publications/2406](http://www.ofsted.gov.uk/publications/2406).

<sup>22</sup> This model could also be adapted for EBITT providers with large primary cohorts and/or for providers of programmes for the FE system where there are trainees across a wide range of areas of learning.

Week	Inspection activity										
<b>1 Two weeks prior to the main inspection week</b>	See week 2 – in some subjects there will be visits this week as well as in week 2. Scheduling teams have the flexibility to plan these secondary subject visits over these two weeks and the first two or three days of the inspection week itself.										
<b>2 One week prior to the main inspection week</b>	<p><b>Field team – secondary:</b></p> Visits to schools for a sample of trainees – observations of teaching, review files, interview trainee and subject mentor Meetings – subject specialists meet with providers subject leaders <p><b>Note:</b> In most cases individual subject inspectors will be undertaking visits to trainees (and possibly meeting subject leaders) across a number of EBITT providers (grouped in three sub-regions for each of the three Ofsted regions).</p>										
<b>3 The main inspection week</b>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left; width: 50%;"><b>Primary</b></th> <th style="text-align: left; width: 50%;"><b>Secondary</b></th> </tr> </thead> <tbody> <tr> <td>Meet the providers' senior staff</td> <td></td> </tr> <tr> <td>School visits</td> <td>Further school visits</td> </tr> <tr> <td>Meet groups of trainees/ case studies</td> <td>Meet groups of trainees/ case studies</td> </tr> <tr> <td>Meet course leaders</td> <td>Meet course leaders/subject leaders</td> </tr> </tbody> </table> <p>LI and other phase core inspector acting as a critical friend for the other            Moderation (PM of penultimate inspection day)            Team meeting followed by feedback            Writing the inspection report</p>	<b>Primary</b>	<b>Secondary</b>	Meet the providers' senior staff		School visits	Further school visits	Meet groups of trainees/ case studies	Meet groups of trainees/ case studies	Meet course leaders	Meet course leaders/subject leaders
<b>Primary</b>	<b>Secondary</b>										
Meet the providers' senior staff											
School visits	Further school visits										
Meet groups of trainees/ case studies	Meet groups of trainees/ case studies										
Meet course leaders	Meet course leaders/subject leaders										

## Annex 4. Criteria for cancelling or postponing inspections<sup>23</sup>

A deferral or cancellation of all or part of an inspection should only be granted in the event of:<sup>24</sup>

- providers no longer offering training
- unforeseen circumstances, such as major disruption through flooding
- imminent significant change such as closure of programmes
- non-recruitment.

### Closure of training

Cancellation of all or part of an inspection for reasons of closure will be considered only if the following conditions are satisfied:

- the phase is to close within six months of the planned date of the inspection
- in the case where training was offered in the primary or secondary phases or through employment-based routes leading to QTS, the provider has written to the TDA to return its allocations in the phase.

### Unforeseen circumstances

Examples of unforeseen circumstances that might be considered include:

- compassionate grounds
- fire/natural disaster
- industrial action leading to more than three quarters of the trainees being unavailable.

All or part of an inspection may be postponed (but not cancelled) on compassionate grounds if a key member of staff is seriously ill or has died. Although the provider should have procedures in place so that the trainees are not disadvantaged in these circumstances, it is recognised that an inspection may place additional demands on staff and trainees.

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<sup>23</sup> In the case of inspections of primary and secondary ITE providers (but not for inspections in the FE system), the decision to cancel or postpone an inspection is always made jointly by the TDA and Ofsted. Ofsted will inform the provider of the decision.

<sup>24</sup> There would need to be compelling circumstances for postponing or cancelling an entire multi-phase inspection.

## Imminent significant change

This includes the following:

- the decision has been taken to make significant alterations to the post-graduate training routes with the result that courses are in their final year of operation
- in the case of providers of primary and secondary training courses and employment-based routes leading to QTS, radical strategic changes have been agreed by the TDA and confirmed in writing by a senior manager at the agency
- significant changes are taking place that will have an impact on the provider as a whole, for example as a result of a QAA inspection leading to the granting of degree-awarding powers or change of status.

## Non-recruitment

Where a provider fails to recruit trainees in the phase to be inspected, the inspection will be postponed until trainees have been recruited.

## Procedure for cancelling or postponing inspections

The following are the procedures for cancelling or postponing inspections.

- The final decision whether or not to grant a deferral request lies with Ofsted senior managers.
- Requests by providers for their inspection to be deferred must be addressed to the senior ITE support person of the Ofsted region in which the provider is located. The names and addresses of the regional points of contact are given in the letter to the provider giving notice of the inspection and at the end of these procedures
- Requests may be made in the first instance by telephone, but must be followed up in writing (either letter or email) within two working days and must state the reasons for the request
- All requests will be acknowledged and recorded by the region
- The regional manager or another nominated member of staff may telephone the provider to talk through the reasons for the request
- In the case of deferral requests relating to inspections of primary and secondary ITE providers, the regional manager will contact the TDA and consult internally to agree how best to respond. In the case of deferral requests relating to inspections of ITE in the FE system, the regional manager will contact relevant Ofsted personnel to agree how to respond
- 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 contact details of the three regional centres/points for contact are:

### **Midlands region**

Susan Trigg  
Building C  
Cumberland Place  
Nottingham  
NG1 6HJ  
[susan.trigg@ofsted.gov.uk](mailto:susan.trigg@ofsted.gov.uk)

### **North region**

Catherine Sankey  
Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA  
[catherine.sankey@ofsted.gov.uk](mailto:catherine.sankey@ofsted.gov.uk)

### **South Region**

Kathie Knowles  
Freshford House  
Redcliffe Way  
Bristol  
BS1 6NL  
[Kathie.Knowles@ofsted.gov.uk](mailto:Kathie.Knowles@ofsted.gov.uk)

## **Annex 5. Making inspection judgements about trainees' attainments**

### **Introduction**

The grade criteria for the inspection of initial teacher education 2008/11 explains how the grade for trainees' attainments is based on the proportion of trainees judged to be within each of the Ofsted grade categories. The paper also includes detailed procedures and grade criteria for grading individual trainees. The progress made by trainees as a result of the training they receive is a key outcome. Judgements of the progress made by trainees are fundamental in making the judgement of the overall effectiveness of the provision. This annex clarifies how inspectors will make judgements about trainees' progress and attainments and how these relate to other inspection judgements.

### **Clarification of terms**

#### **Trainees' attainment**

For individual trainees, the judgement of attainment is made:

- at the end of the training programme
- against the grade criteria.

For a provider, the trainees' attainment grade:

- is determined at the end of the course and based on how well, by the end of the training programme, the cohort of trainees meets the QTS standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector – FE system
- is determined by the proportion of trainees within each grade
- takes into account the trends of attainment, in particular over the past three years, including notable differences between aspects of the provision.

Paragraph 7 on page 6 explains how account is taken of small cohorts when applying this 'proportions model'.

Trainees' progress is a judgement of an individual trainee's professional development from their starting point to the level achieved at the time of the inspection or at a suitable review point.

Paragraphs 42 and 43 on pages 15 and 16 explains how trainees' starting points are determined.

The judgements of the progress made by trainees is the key factor in determining the quality of training, the support and guidance given to trainees, the quality of

formative and developmental assessment, and promoting equality and diversity. Through its impact on these factors and in determining the quality across the partnership, this progress judgement is also a key factor in making the overall effectiveness judgement.

## **Provider self-evaluation**

In their self-evaluation providers are expected to use the guidance in the grade criteria (and in the supporting guidance for self-evaluation) to make a judgement of trainees' attainment. This will be undertaken at the end of the training programme and included in the self-evaluation submitted in the following autumn.

## **How will inspectors make judgements of trainees' progress and attainment?**

### **Inspection activity**

Inspections will not always take place at the end of a training programme. Inspectors will not attempt to judge trainees' attainment at an interim stage for the current cohort/s of trainees.

At the time of the inspection, providers will be asked to present evidence and judgements of the trainees' progress and current level of performance at that stage of the training programme.

The sample of trainees to be involved in the inspection and the inspection activities will be selected by lead inspectors and matched to the inspection focus and lines of enquiry.<sup>25</sup> When lead inspectors make the initial telephone call to the provider they will agree the arrangements for providing detailed information on trainees' progress and levels of performance. With the exception of very large cohorts, it is assumed that this information will be available for all trainees at the time of the preliminary inspection planning visit that lead inspectors will make to the provider. For very large cohorts the telephone conversation will be used to identify the groups of trainees where this information will be required. These will be matched to the main inspection focus and lines of enquiry. Between the telephone call and this preliminary inspection planning visit providers will need to pull this information together to focus discussions and to agree the selection of trainees.

Inspection activities will include: interviews with trainees; scrutiny of files and assessment information (such as records of meetings with mentors and trainers, and interim reviews of progress); and, where appropriate, observations of trainees' teaching. Inspectors will focus these inspection activities on determining the progress the trainee has made by their current stage of training. The evidence gathered about trainees' progress will be used in determining the graded judgements.

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<sup>25</sup> Paragraphs 42-48 on pages 15-18 explain the involvement of trainees in inspections in more detail. Figure 3 on page 13 explains how the sample of trainees is selected.



The inspectors emerging judgements will be checked against the evidence given by the provider. Inspectors will then discuss this with appropriate staff from the provider.

### **Making a judgement of trainees' attainment**

The starting points in the process of determining the grade for trainees' attainments are:

- the provider's self-evaluation of trainees' attainments and supporting evidence
- discussions with the provider about the current cohort/s and about trends
- the outcomes of the activities described above, including discussions with appropriate staff from the provider, and the accuracy of the provider's judgements of trainees' progress and current levels of performance
- comparing the provider's judgement of trainees' levels of performance at the time of the inspection with the progress they have made and their starting points
- any additional evidence which the provider submits, such as the outcomes of internal and external moderation, external examiners' reports, and the views of former trainees and/or their employers.

In weighing up the evidence, and especially where the team's judgements differ from the provider's self-evaluation, inspectors will take account of the impact on the outcomes for trainees including:

- the proportion of trainees affected and the scale of the impact
- any specific groups affected and the scale of the impact.

Inspectors will apply their professional judgement in reaching the final decision on the grade for trainees' attainment. The decision will be reached by the inspection team through the on-site moderation processes during the inspection. Further off-site moderation will be applied to ensure national consistency.