

The inspection of initial teacher education 2008–2011

A guide for inspectors on the management and organisation of initial teacher education inspections, 2008–2011.

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Introduction

This guidance is designed to assist inspectors in conducting initial teacher education inspections. Unless required for clarification and ease of use, it does not duplicate any information already available in the published documents:

- *Framework for the inspection of initial teacher education 2008–11* (080129), Ofsted, 2008; www.ofsted.gov.uk/publications/0801269
- *Grade criteria for the inspection of initial teacher education 2008–11* (080128), Ofsted, 2009; www.ofsted.gov.uk/publications/080128
- *Inspection of initial teacher education 2008–11 – a guide for providers on the organisation and management of inspections* (080190), Ofsted, 2008; www.ofsted.gov.uk/publications/080190.

These documents are available on the Ofsted website. This guidance should be read alongside these documents. Ofsted inspectors and inspection service providers can access the relevant inspection instruments from the initial teacher education inspection manual zip file.

The scope of initial teacher education inspections

Who and what do we inspect? – qualified teacher status provision

Who do we inspect?

Under the Ofsted agreement with the Training and Development Agency, Ofsted will inspect:

- all accredited providers of initial teacher education leading to qualified teacher status
- providers deemed to be inadequate and/or non-compliant with the Secretary of State's requirements for initial teacher education (re-inspections undertaken in the following inspection year)
- new providers in their second year of operation
- employment-based initial teacher training providers
- Teach First (as one inspection of all provision across the regions and contracted providers).

Initial teacher education provision leading to qualified teacher status is provided through partnerships. These can be:

- higher education institution (HEI) led partnerships of schools – the HEI is named as the accredited provider
- consortia of schools providing school-centred initial teacher training (school-centred initial teacher training) – the school-centred initial teacher training is the accredited provider

- partnerships of schools providing employment-based routes to qualified teacher status with the employment-based initial teacher training provider named as accredited provider (Note: there are different funding mechanisms for trainees on employment-based routes).

Initial teacher education inspections are inspections of the partnership, even though the report is published under the name of the accredited provider. Judgements and grades apply to the partnership.

Ofsted will not inspect:

- other employment-based routes¹ - overseas trained teachers and registered teacher programme trainees
- any Teach First trainees encountered during institutional inspections of those providers contracted to provide training for these trainees. A separate 'provider' inspection of Teach First will be undertaken later in the initial teacher education inspection cycle
- programmes that are within the Training and Development Agency category of innovation. For 2008–2011 these are likely to be programmes that support the new 14–19 diploma lines
- the quality of the school/college or other setting in which the trainee is placed beyond the training provided for the trainee. However this may be covered in other Ofsted inspections.

What do we inspect?

- Inspectors must ensure that the provision is fully compliant with the relevant Secretary of State's Requirements.²
- Inspectors judge the quality of the provision. This involves making judgements about the overall effectiveness of the provision and the capacity to improve further or to sustain high quality provision.
- Initial teacher education inspections (of providers of provision leading to qualified teacher status) are only concerned with the award of qualified teacher status.

Ofsted does not inspect:

- the postgraduate certificate in education or BEd/BA as qualifications in themselves or any other qualifications awarded and validated by providers, including Masters (M) level work.

¹ Refer to Annex 1 for details of employment-based routes to qualified teacher status.

² For qualified teacher status provision details of the standards and requirements, and accompanying guidance, can be found on the TDA website: <http://www.tda.gov.uk/partners/ittstandards.aspx>.

Who and what do we inspect? – initial teacher education for the further education system

Who do we inspect?

Inspections of initial teacher education in the further education system covered by this framework do not include provision leading to (national) awarding body qualifications³. The inspections only cover higher education institutions-based partnerships.

What do we inspect?

The focus of inspection is on provision leading to qualifications that are endorsed by Standards Verification UK, based on the standards for teaching and supporting learning in further education, and the new qualifications to meet the regulations which came into force on 1 September 2007. The regulations require all new teachers appointed from 1st September 2007 to hold or acquire within a specified period of time:

- (a) a Preparing to Teach in the Lifelong Learning Sector award (or its equivalent), which is a minimum threshold licence to teach for all who have an element of teaching in their role, irrespective of job title; and
- (b) a Diploma in Teaching in the Lifelong Learning Sector at minimum Level 5 (or its equivalent) leading to Qualified Teacher Learning and Skills status for those in a full teaching role; or
- (c) a Certificate in Teaching in the Lifelong Learning Sector at Level 3 or 4 (or its equivalent), leading to Associate Teacher Learning and Skills status for those in an associate teaching role, (that is, a role that carries significantly less than the full range of teaching responsibilities carried out in a full teaching role).

Inspections must ensure that the provision meets the Secretary of State's requirement and inspectors must make judgements about the quality of the provision.

Much of the provision we inspect will have to meet the conditions of higher education institution-validated courses, such as postgraduate certificate in education and Cert Ed, as well as meeting the government's requirements. In making judgements on the quality of the provision, inspectors will often make judgments that relate to aspects of these qualifications, but they will not inspect the qualifications themselves.

Provision leading to subject-specific qualifications (for example Skills for Life) for teachers who are already fully qualified will not be within the scope for inspection.

³ The Framework is being used for an Ofsted survey of Awarding Body provision in 2008/09.

Where specialist Skills for Life qualifications are either integrated within initial teacher education courses or offered as Level 5 Additional Diplomas for unqualified teachers then these will be within scope for inspection.

Trainees within scope:

- all those teachers, tutors and trainers who came into the further education sector since 1 September 2007 and who are required by the 2007 Regulations to hold particular qualifications
- all those teachers, tutors and trainers in the further education sector workforce prior to September 2007 who choose voluntarily to gain the particular qualification for their role (rather than take an equivalent route to professional standing such as Professional Recognition)
- all those teachers, tutors and trainers whose employers are funded as learning providers by the Learning and Skills Council, and whose staff, if new entrants, are required by contract to hold the same qualifications for role as their counterparts in the regulated part of the further education sector
- all those who do not currently teach, tutor, or train in the further education/learning and skills sector but who are undertaking an endorsed qualification with the intention to practice in the sector.

The further education/learning and skills sector contains incorporated further education (including sixth form and specialist) colleges, together with other Learning and Skills Council funded provision such as work based learning, adult and community learning, offender learning, and so on. Reference to Learning and Skills Council funding provision refers to contracts with learning providers, and not to contracts with organisations whose primary purpose is not learning provision. Practising teachers, tutors and trainers seeking a career move into the further education/learning and skills sector from other types of provision may find their initial teacher education provider is able to assist in finding sufficient teaching practice in one or more further education/learning and skills contexts so that they can meet the requirements of an endorsed qualification.

Guidance relating to endorsement matters for individuals can be found within Standards Verification UK briefing papers 08/01, 08/02 and 09/02, available on their website at www.standardsverificationuk.org/3355.htm.

What is a postgraduate certificate of education (PGCE)?

Inspectors need to be careful when using the acronym PGCE for post-graduate courses.⁴ This can mean one of two different qualifications:

⁴ The definitions provided here are increasingly used by initial teacher education providers and by the Training and Development Agency. However, inspectors should bear in mind the Higher Education

- a postgraduate certificate in education – this must meet the university’s validation for post-graduate qualifications and will contain M-level units, and/or assignments, and assessment criteria (enables trainees to achieve academic credits at both levels 4 and 5 of the national qualifications framework)
- a professional graduate certificate in education – trainees awarded this qualification do not need to meet the M-level criteria (enables trainees to achieve academic credits at level 3/4 of the national qualifications framework).

Some university initial teacher education courses expect all trainees to achieve the M-level accreditation. Others have a differentiated assessment model with some trainees taking M-level units and others not.

Part 1: Before the inspection

A. Risk assessment

Initial teacher education inspections are planned well in advance of the inspection but details can be changed at any time. The timing of the inspection and size of the team is based on an annual risk assessment of individual providers which draws upon:

- provider self assessments returned to the Training and Development Agency or Ofsted each December (for primary/secondary and for further education respectively)
- information and data submitted to Ofsted each December
- previous inspection grades
- requests from the Training and Development Agency.

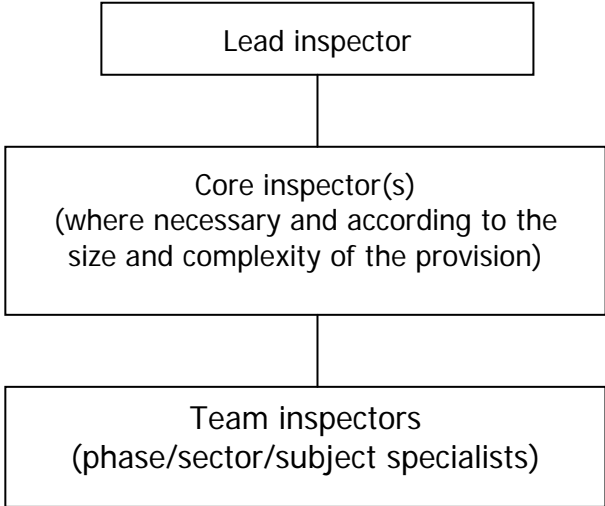
B. The structure of initial teacher education inspection teams

The size and expertise of the initial teacher education inspection team will depend on the type of training offered, the size and complexity of the provision, and the risk assessment of the quality of the provision. Ofsted will work with its contracted inspection service providers to deliver the inspection.

Funding Council for England definition of post-graduate students: A student on a course which normally requires a first degree as a condition of entry. This embraces both of the situations described, and for some providers is the definition still in use.

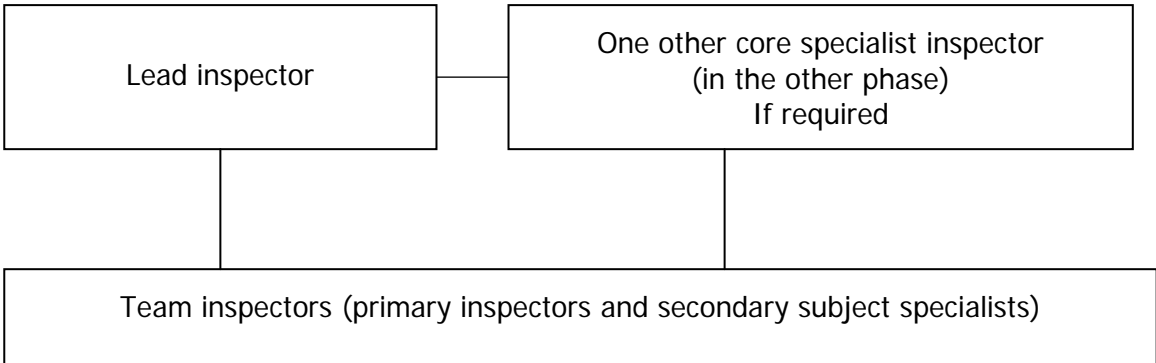
Single-phase inspections

For single-phase inspections the lead inspector and the other members of the inspection team will be specialists in that phase. The size and composition of this team will be determined by the initial risk assessment process.



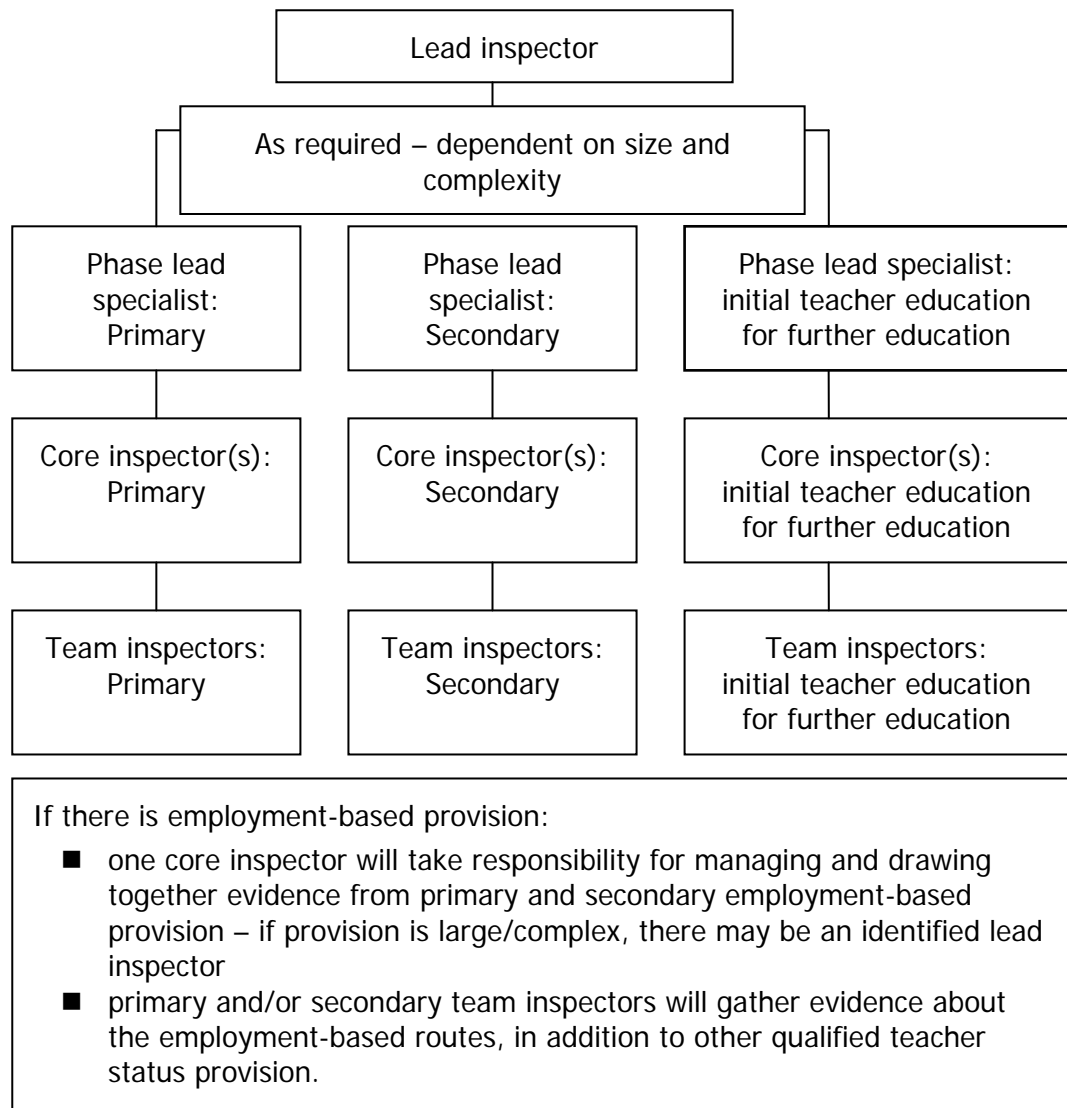
Inspections of providers of employment-based routes to qualified teacher status (employment-based initial teacher training provider)

These inspections will be undertaken by primary and secondary specialist inspectors as appropriate.



Multi-phase inspections

The inspection will result in a single published report with separate grades for each phase.



Combined inspections of two or more accredited providers

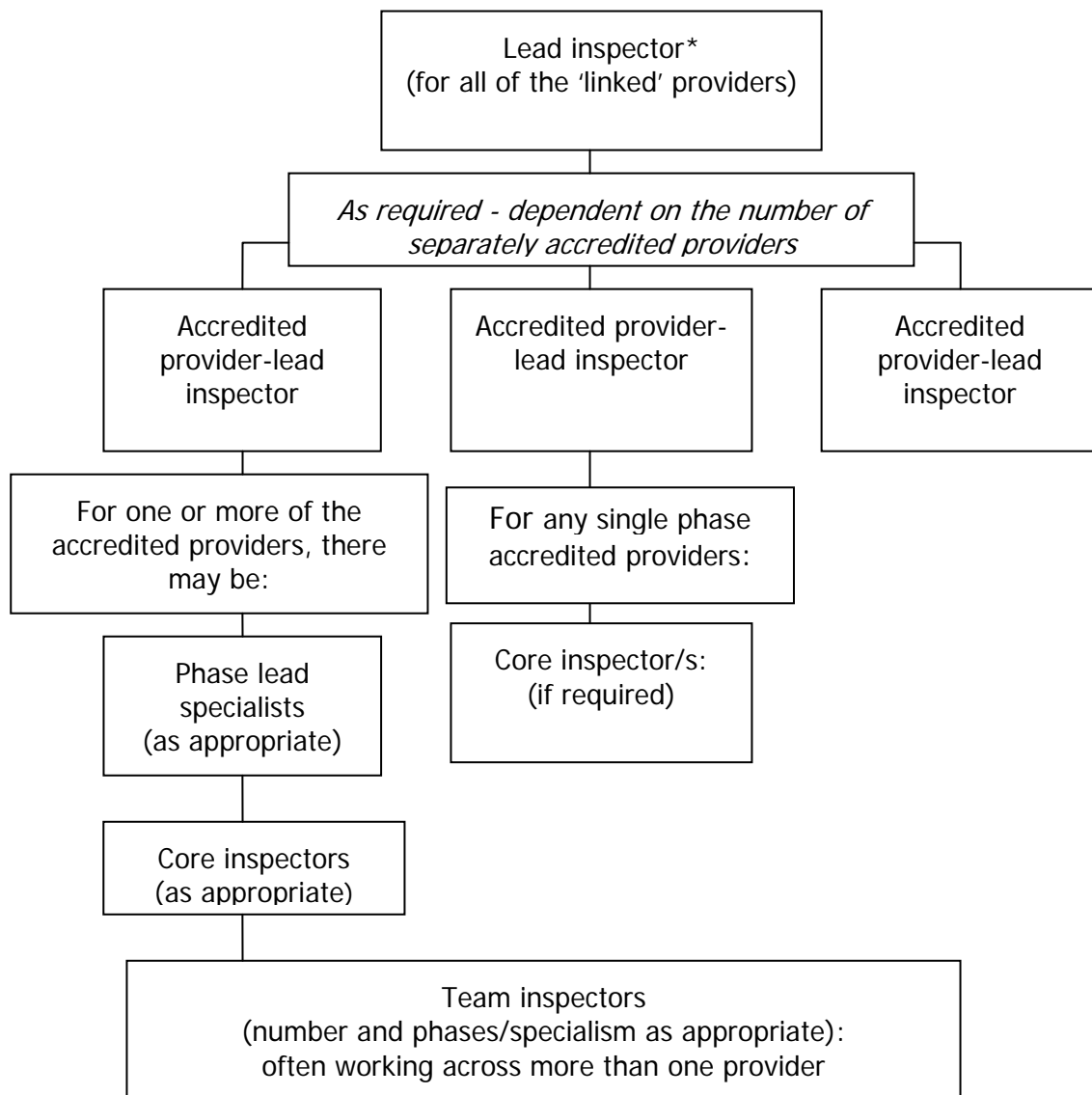
Where two or more separately accredited providers of qualified teacher status provision (accredited by the Training and Development Agency for Schools) are closely linked together, in most cases, they will be inspected at the same time. In these cases there will be one overall lead inspector to manage the whole inspection, but with identified leads, who are specialists in the appropriate phase/subject, allocated to each accredited provision. These will be known as the accredited provider-lead inspector. The inspection will result in a separate published inspection report for each accredited provider, each with its own set of grades.

These combined inspections include:

- higher education institution or school-centred initial teacher training providers with associated, but separately accredited, employment-based provision
- circumstances where a primary and a secondary school-centred initial teacher training are run by the same overall organisation
- a small number of providers where a different set of secondary subjects, or a school-centred initial teacher training, are accredited separately, but are run from the same higher education institution.

Roles within the team

- The accredited provider-lead inspector is responsible for writing the report for 'their' provider. The lead inspector will coordinate the reports across the two or more linked providers.
- There must be close liaison between the overall lead inspector and the accredited provider-lead inspector/s.
- In the case of employment-based routes, some (in many cases, most) team inspectors will be involved in inspection activity with trainees from both providers; for example, a secondary subject specialist will meet and observe trainees in their subjects from both providers.



*The overall lead inspector will sometimes also act as the lead for one of the accredited providers.

The diagram above shows three possible scenarios:

1. where one of the 'linked' providers has multi-phase provision requiring phase lead inspectors, and with sufficient size or complexity to require core team inspectors
2. one or more of the 'linked' providers is single phase, but may require core team inspectors (if the size and/or complexity requires this)
3. one or more 'linked provider' with small single phase provision.

C. Inspector roles

Role ⁵	Responsibilities
Lead inspector (LI)	Leading, managing, moderating and quality assuring the inspection Managing the work of the phase lead specialists for each phase as appropriate
Phase lead specialists (PLS)	Leading, managing, moderating and quality assuring the inspection in their phase, and writing the appropriate section of the report
Accredited provider lead inspector (AP-LI)	Leading, managing, moderating and quality assuring the inspection in their provider, and writing the appropriate section of the report
Core inspectors (CI)	Where the size of the provision in a particular phase requires it: <ul style="list-style-type: none"> ■ supporting the lead inspector in all aspects of their role ■ leading on specific aspects of the inspection in their phase ■ leading some aspects of moderation and quality assurance ■ acting as the 'critical friend' for the lead inspector. Attending feedback. The precise nature of this role will vary with inspections and will be determined by the lead inspector.
Team inspectors (TI)	Undertaking inspection activity as directed by the lead inspector/phase lead/accredited provider lead. Normally attend team and moderation meetings.

D. The inspection tariff

The tariff is based on a sliding scale to take account of the size and complexity of the provision and the outcomes of the initial analysis and inspection planning. The actual allocation of days will be determined by the initial inspection planning⁶.

⁵ All inspectors will undertake additional inspection activity as requested by the lead inspector.

⁶ Account must also be taken of travelling time.

Type of inspection	Inspector role	Preparation/days (including the preliminary visit to the provider) ⁷	Inspection/days in the week of the inspection	Post-inspection writing/days
Small single phase	Lead inspector	4	5 (including one writing day)	0
	Team inspector/s	0	As required up to 5	0
Single phase	Lead inspector	4	5	1
	Core inspector	1 (if required)	5	0
	Team inspectors	0	As required up to 5	0
Single phase plus employment-based initial teacher training provider⁸	Lead inspector	4	5	1 or 2 (if both phases in the employment-based initial teacher training provider)
	Core inspector <i>(other phase for employment-based initial teacher training provider)</i>	1	5	1 (employment-based initial teacher training provider report) to coincide with first of lead inspector writing days
	Team inspector	0	As required up to 5	0
Multi-phase	Lead inspector	4	5	2
	Phase lead specialist inspector	4	5	1 to coincide with first of lead inspector writing days
	Core inspector	0 or 1 (but 2 if leading on employment-based routes)	5	0 (1 if leading on employment-based routes)
	Team inspectors	0	As required up to 5	0

⁷ See page 15 for details of the arrangements for using these preparation days.

⁸ Some single phase providers (higher education institution or school-centred initial teacher training) offer employment-based provision in both primary and secondary.

Combined inspections	Accredited provider-lead inspector	4	5	1 to coincide with first of lead inspector writing days
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E. Inspection preparation (leads and phase leads)

It is suggested that the pre-inspection preparation time is used as follows:

Single phase inspections (lead inspector only):

Day	Activity
1 and 2	Off-site – analysis and preparation of pre-inspection briefing Telephone call to the provider to confirm arrangements. Email pre-inspection briefing to the provider
Approximately two weeks later	
3	Preliminary visit to the provider
4	Off-site – confirmation of arrangements with the provider Sending amended pre-inspection briefing to the provider (if necessary), and pre-inspection briefing and joining instructions to inspection team

Multi-phase inspections and combined inspections of 'linked' providers⁹

	Activity		
Day	Lead inspector	Phase lead specialists	Accredited provider-lead inspector (for combined inspections) ¹⁰
1 Following the provider's receipt of the notice of inspection	Off-site: <ul style="list-style-type: none"> ■ telephone call to the provider ■ cross-phase analysis 	Off-site – analysis and preparation of pre-inspection briefing – send to lead inspector	Off-site – analysis and preparation of pre-inspection briefing Send pre-inspection briefing to the overall lead inspector
2	Off-site – analysis and preparation of combined pre-inspection briefing Telephone call to the provider to confirm arrangements	<i>In most cases phase lead specialists will have this additional day</i>	Off-site – analysis and preparation of pre-inspection briefing Telephone provider's nominated representative Email pre-inspection

⁹ For details see *The Inspection Team*.

¹⁰ The 'overall' lead inspector makes the initial call to explain the inspection arrangements

	Email pre-inspection briefing to the provider		briefing to the provider
Approximately two weeks later			
3	Preliminary visit to the provider/s		
4	Off-site – confirmation of arrangements with the provider Send amended pre-inspection briefing to provider (if necessary) Sending pre-inspection briefing and joining instructions to inspection team	Phase-specific preparation (if required)	Provider-specific preparation, sending information to the inspection team (as required) and confirmation of arrangements with the provider

Preparation days 1 and 2

The telephone call to the provider

Before making the initial telephone call to the provider's representative, the lead inspector should review the risk assessment sheet and initial teacher education schedule to confirm the answers to the following questions.

- Is it one provider or a combined inspection of two or more combined, but separately accredited, providers?
- What phases are covered by the inspection?
- If there is further education provision, what does this cover, where is it located?
- Which inspectors are phase leads, core team inspectors and team inspectors and what roles will they be undertaking?

During the initial phone call lead inspectors:

- of combined inspections will inform the provider of any other accredited providers (linked providers) that will be inspected at the same time, and outline the arrangements for ensuring the respective leads keep in close communication and for moderating emerging judgements (this only applies to qualified teacher status provision)
- of combined inspections will discuss the arrangements for accredited lead inspectors to make contact
- of multi-phase inspections will clarify with whom they need to discuss the details and logistics of the inspection and arrangements for phase leads to make contact
- will discuss who will be attending the preliminary meeting

- will clarify arrangements for sending the pre-inspection briefing
- will alert the provider to the need for more detailed information about those trainees who will be involved in the inspection
- will discuss arrangements for subsequent phone calls.

Undertaking the pre-inspection analysis and completing the pre-inspection briefing

The pre-inspection briefing template is available in the zip file sent to all inspectors and available through the inspection service provider portal. It includes prompts in blue to help lead inspectors complete the pre-inspection briefing. These prompts should be removed as the template is completed.

The provider's self evaluation, submitted to the Training and Development Agency or Ofsted, is the main document which informs the pre-inspection analysis. The pre-inspection briefing should be sent to the provider as soon as possible after preparation day 2.

A guide to planning inspection activities according to the lines of enquiry

This guide identifies a range of activities and the purpose of each in the inspection. The list is not exhaustive and other inspection activities may be agreed between lead inspectors and the provider matched to particular lines of enquiry.

Inspection activity	Purpose
Analysis of the provider's self-evaluation and supporting evidence/data.	Analysis of trainee outcomes to focus other activity to verify, explore further, and so on, attainment, progress, completion, 'employment'.
Observations of trainees' teaching: <ul style="list-style-type: none"> ■ general – by non-specialist inspector ■ phase specific – specialist inspector ■ subject/ areas of learning specific - specialist inspector Do not need to be whole lessons Could be series of short focused observations linked to particular inspection trail/hypothesis.	Can be used to: <ul style="list-style-type: none"> ■ determine the accuracy of assessments at the pass/fail boundary ■ determine accuracy of other judgements to confirm the provider's self-evaluation of the attainment grade ■ provide an opportunity to talk with learners and look at their work ■ to gather evidence against a particular inspection trail.
Joint observation with 'trainer' (class teacher, mentor, moderator, subject-specialist trainer, and so on) – against a clearly identified purpose – and observation of the feedback (provided by the trainer).	To check the quality of feedback and the accuracy of assessment. To confirm evidence presented by the provider about a particular aspect of training (or other aspect of the provision). Could be initiated by the provider.

<p>Interviews with trainees:</p> <ul style="list-style-type: none"> ■ individual – with and without observation of teaching, with and without files ■ groups – subject, phase, within one grade category, mixed subject, and so on ■ trainees who have already completed the course – for example, employment-based initial teacher training provider (early assessment), further education where inspection occurs after the end of the training programmes. 	<p>The primary focus is gaining evidence of trainees' progress and achievements. These interviews will also be used to establish the quality of training, assessment and support through the impact on trainees' progress.</p> <p>Other interviews or groups convened to gather evidence against any other inspection trails.</p>
<p>Scrutiny of trainees' files:</p> <ul style="list-style-type: none"> ■ teaching files – lesson plans, schemes of work, teaching resources ■ trainees' self-evaluation and/or reflective journals ■ portfolios of evidence ■ records of feedback, meetings with mentors, review of targets, and so on ■ assignments. 	<p>To identify specific issues for the interviews above.</p> <p>Evidence of the quality of feedback from mentors and other trainers, target setting and other aspects of training.</p>
<p>Interviews with trainers:</p> <ul style="list-style-type: none"> ■ specialist mentors – specialist or non-specialist inspector ■ groups of mentors – grouped by phase, specialism, cluster of partners, or mixed groups ■ individual and/or groups of professional tutors/initial teacher education coordinators/college coordinators ■ tutors/central trainers ■ telephone interviews with 'partnership-based' trainers (in certain circumstances with a very specific focus). 	<p>To follow up issues identified through the interviews with trainees and the scrutiny of their files.</p> <p>Quality of training and support.</p> <p>Other issues related to the key inspection questions and inspection trails.</p>
<p>Visits to school/colleges/other settings:</p> <ul style="list-style-type: none"> ■ the place and balance of fewer longer intensive visits and shorter sharply focused visits to obtain a wider range of evidence. 	<p>To meet trainees and trainers.</p> <p>To follow up issues related to specific lines of enquiry.</p>
<p>Interviews with managers/leaders:</p> <ul style="list-style-type: none"> ■ course/phase leader 	<p>To follow up issues identified through the interviews with trainees and the scrutiny of their files.</p>

<ul style="list-style-type: none"> ■ subject/ strand ■ senior managers/leaders ■ partnership leaders/initial teacher education co-ordinators ■ telephone interviews with 'partnership-based' managers. 	<p>Quality of training and support.</p> <p>Other issues related to the key inspection questions and inspection trails.</p>
<p>Course documentation:</p> <ul style="list-style-type: none"> ■ handbooks ■ action/improvement plans ■ partnership agreement ■ recruitment and retention data, and so on. 	
<p>Interviews with 'users of initial teacher education' – could be telephone interviews:</p> <ul style="list-style-type: none"> ■ former trainees ■ their employers ■ local authority or stakeholders in the further education system. 	<p>To identify those aspects of training that worked well and could be applied to practice, and those that required a different treatment/more depth, and so on.</p>
<p>Cross-phase issues, such as:</p> <ul style="list-style-type: none"> ■ Criminal Records Bureau and safeguarding ■ checking the checking of certificates, and so on ■ key policies, for example equal opportunities and diversity 	<p>Avoiding duplication or omission (inspected by each phase, or everyone assumes that the lead inspector or someone else is doing it):</p>
<p>Observations of training, including tutorials, weekly meetings, and so on.</p>	<p>Quality of training.</p> <p>Opportunity to talk with trainees during training activity to determine level of understanding.</p>
<p>Checking any on-line training materials, including the use of a virtual learning environment.</p>	<p>Focus is on how well this supports the trainees and contribution to training (and progress).</p>

On multi-phase inspections the lead inspector must ensure that cross-phase aspects of the inspection are not duplicated or omitted. For example, Criminal Records Bureau and safeguarding checks, the reporting and monitoring of incidents of discrimination and/or harassment, ensuring that the provider has undertaken all routine checks (certificates, and so on). One inspector should be allocated overall responsibility for this.

Preparation day 3

The preliminary visit to the provider

The preliminary visit will be made by the lead inspector, phase lead specialists and the lead inspector for employment-based provision (as appropriate) on a date agreed between the lead inspector and the provider, but within the programmed pre-inspection preparation time scheduled for the lead inspector. This will normally be the first day of the second two-day block of preparation time. For combined inspections the visit to linked providers will take place at the same time as the visit to the host provider. The provider may choose or be requested to involve 'partners' in the meeting during the preliminary visit; for example, representatives from partner colleges for initial teacher education provision in the further education system.

Outcomes of the preliminary visit 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
- the identification of other service users such as former trainees and employing institutions
- the identification of schools, colleges and/or other settings to be visited
- a clear understanding of the details of the evidence to be made available for inspectors during the inspection week, including case study material
- an agreement of the arrangements for notifying schools, colleges and/or other settings that will be visited during the inspection (including contact details: address, name of contact, headteacher/principal etc, telephone numbers)
- a timeline for when actions will be completed – both by inspectors and the provider, such as:
 - sending an amended pre-inspection briefing (lead inspector)
 - details of the inspection programme (provider)
 - identifying and informing lead inspector about the use of 'reserve trainees' (provider)
 - clarification of the arrangements if a school/college/other setting receives notice of an institutional inspection during the initial teacher education inspection (see page 26).

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

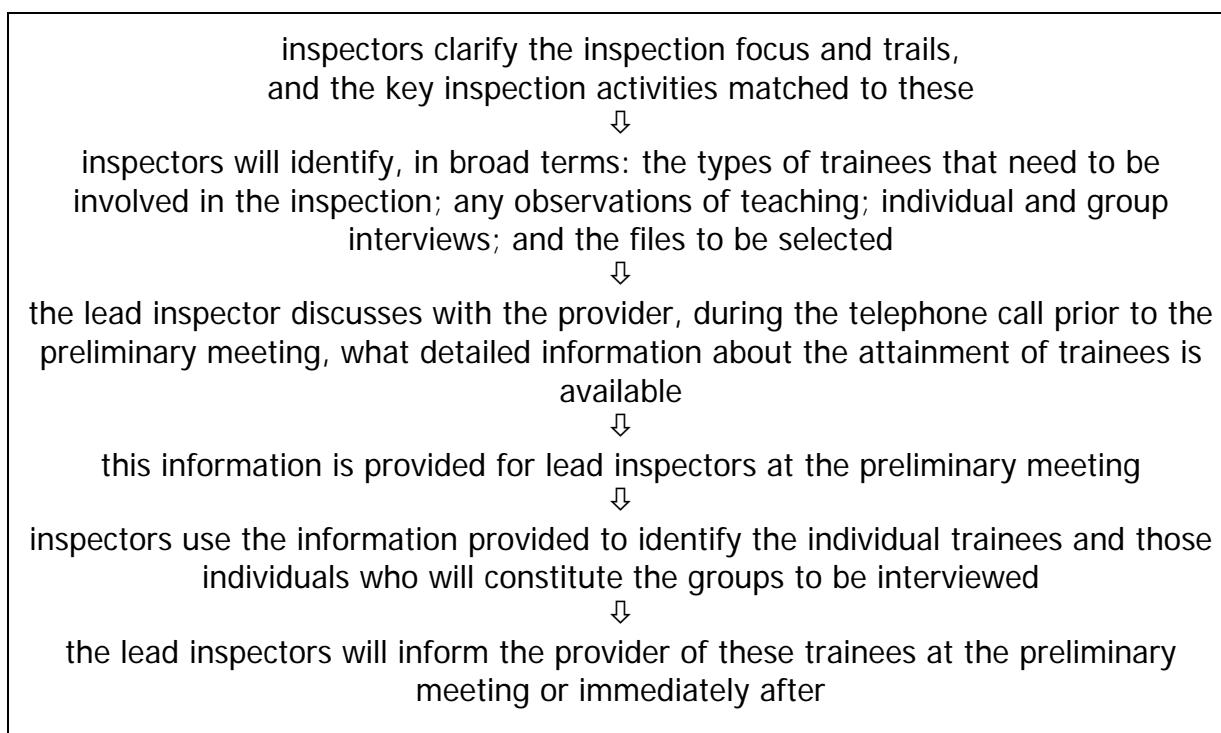
A letter will be sent to any school, college and/or other setting that will be visited by inspectors as part of the initial teacher education inspection (copied to the provider and to the lead inspector).

- The lead inspector will customise the letter template
- The letter will be sent by the appropriate inspection service provider at least one week before the start of the inspection
- Following this deadline, the lead inspector will deal with any changes.

Identifying case study trainees

During the preliminary visit, lead inspectors must agree the extent of trainee involvement in the inspection and what further information the provider is expected to provide.

Lead inspectors need to be able to match trainees to the planned inspection activities; that is, lesson observations, individual interviews, group interviews, and scrutiny of files. They must have details of how many trainees on each training route, phases and subject specialisms (secondary trainees) to inform their choice.



The size of the sample of case study trainees

- The actual size of the sample of case study trainees, and matching the trainees to particular inspection activities (individual interviews, lesson observations, group interview, files available, and so on), will be determined by the focus and lines of enquiry for the inspection.

- The following is provided as guidance for lead inspectors to determine how many trainees will be involved in individual interviews and/or observations of their teaching.

Cohort size	Possible sample size
6 to 30	6
31 to 100	9 to 12
101 to 299	18 to 24
300 plus	24 plus

- These guideline figures may be exceeded if there is a strong case for additional evidence against specific inspection lines of enquiry.

Once trainees are selected, lead inspectors will need the following background information on each trainee ('pen portrait', see page 27 for details):

- gender, ethnicity (if disclosed), qualifications, relevant prior experiences, details of placements and the provider's view of the relative achievement of each trainee.

It is important that inspectors identify a reserve list of trainees in case it is not possible to visit the trainee on their placement (for instance if the placement is in a school which is due to have a school inspection at the same time).

Additional guidance for selecting case study trainees for inspections of employment based routes

- as employment-based initial teacher training providers have not been previously inspected, if there are any grade 3 or 4 trainees these should be observed teaching to secure the accuracy of the assessment of the pass/fail boundary
- observations of other trainees' teaching should be made to secure other grade boundaries and the accuracy of the cohort grade for attainment
- other inspection activity will be as for other initial teacher education inspections – to gather evidence against the key inspection questions through the impact on trainee outcomes – a sample needs to be selected to provide sufficient breadth and depth of evidence
- a particular issue with secondary employment-based initial teacher training providers is the quality of subject-specific secondary training and the sample should be selected to enable good quality evidence of this to be gathered.

Lead inspectors of providers of employment-based routes must have details of which trainees have a salary and training grant, which trainees have a training grant only and which trainees are self funded.

It is essential that the individual trainees and the groups of trainees to be involved in the inspection (and reserves) are selected by the lead inspector/phase lead inspector/s.

Other trainee meetings

Meetings with small groups of trainees may also be arranged for a specific purpose. For example:

- checking arrangements for recruitment and selection
- discussing issues across a range of/all subjects on a secondary inspection
- gaining additional evidence about how well trainees are prepared to teach a specific aspect of the primary curriculum
- gathering evidence about the effectiveness of the training and assessment
- gathering evidence from trainees across a wider range of partners colleges in further education.

Gathering the views of the users of initial teacher education

Inspection judgements must take account of the views of the users of initial teacher education. These users should include former trainees and their employing institutions wherever possible. Their views could be sought through:

- a meeting with a group of former trainees and/or induction tutors, managers in their school/college, local authority officers/advisers etc.
- telephone interviews
- an analysis of any evidence the provider has collected but not submitted to support the self-evaluation (such as trainees' evaluation)
- an analysis of other admissible evidence; for qualified teacher status provision this would include the Training and Development Agency newly qualified teacher survey and evidence from induction tutors.

Arranging meetings

The following meeting schedule should be part of all inspection planning:

- an initial briefing meeting for the full inspection team – in most circumstances this will be on-site, but this may not be possible for all teams inspecting further education initial teacher education provision and may need to be undertaken by telephone/email for a small number of inspectors
- an opportunity for lead and core inspectors to meet with those responsible for self-evaluation in their phase at the beginning of the inspection
- regular timetabled meetings with provider representatives
- regular meetings of inspection team – phase and whole team as appropriate

- on-site moderation meetings
- formal feedback to the provider.

Team meetings

- During the inspection week there should be regular meetings of phase teams (multi-phase providers) or whole team for single phase/small providers.
- Core teams should meet more regularly to review evidence and emerging findings.
- For multi-phase inspections, there should be at least one full team meeting prior to the moderation meeting
- For combined inspections of two or more linked providers, the overall lead inspector and accredited provider-lead inspectors should meet to discuss emerging judgements and undertake a final on-site moderation prior to giving feedback to the providers.
- The number and nature of meetings will depend on the size, complexity and nature of the provision and inspection; for employment-based initial teacher training provider inspections and inspections of initial teacher education in the further education system, meetings of a widespread field team will not be possible until towards the end of the inspection week.
- All formal team meetings should be included in the programme for the inspection.

Meetings with provider representative/nominee

There will usually be a meeting of the whole team and provider representatives at the start of the inspection and, where appropriate, this may be followed by phase team meetings. The attendance of provider representatives at any other team meetings is at the discretion of the lead inspector, but should not include moderation meetings.

Preparation day 4

Following the preliminary visit, inspectors are allocated a further day to finalise arrangements. This day will need to be used flexibly according to circumstances. Tasks may include:

- amending the pre-inspection briefing and sending the revised version to the provider
- confirming the inspection programme, the details of the trainees to be involved in the inspection and other matters with the provider.
- sending to the inspection team:
 - the pre-inspection briefing (amended if necessary)

- the programme for the inspection
- joining instructions – maps, location of the inspection base, travel and accommodation arrangements, and so on
- a more detailed briefing (if required) where there is no on-site briefing meeting at the start of the inspection.
- customising letters to all schools, colleges and other settings to be visited by inspectors. The lead inspector must then arrange for the inspection service provider to send these letters to the provider and copy them to the inspectors making the visit.

Arranging the details of the visits

Once the sample of trainees and the schools/colleges to be visited have been finalised, the provider is requested to contact the schools/colleges/other settings and discuss the requirements for the programme of visits. The lead inspector is responsible for deciding which schools/colleges/ settings, and which trainees, will be visited by which inspector.

Within the further education system, the range and nature of visits may also be determined by the 'geography' of the partnership. There are several possible approaches:

- attaching inspectors to a sample of partner colleges/ settings (*for example, four of eight partner colleges*)
- 'thematic visits' to a wider sample (*visits to all partner colleges to collect evidence about the quality of training for teaching in the 14–19 age range*)
- a combination of these with a smaller sample augmented by evidence from shorter and more focused visits to other partners (*for example, in-depth visits to two partner colleges, with linked inspectors, and short focused visits to four or five others*).

The lead, or phase lead, inspector is responsible for ensuring that all team inspectors are fully briefed about the nature of their visits.

The provider should agree with each school/college/setting a programme for the inspection visit and check its suitability with the lead inspector. This should be scheduled to cause minimum disruption and inconvenience to those in the school/college/setting.

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.

When visiting independent schools or maintained schools or other settings in Wales, the agreed procedures should be followed. Please inform the principal officer for initial teacher education if you intend to make visits to these settings.

Logging visits

Lead inspectors are responsible for completing a **record of visits form**. This should be completed once the arrangements for the visits have been made. It may need to be amended if changes are made closer to, or during, the inspection.

- The record of visits template is available from the inspection service provider zip file.
- The completed record of visits should be returned to the inspection service provider.

An alternative to visits: using telephone calls

It is worth considering telephone interviews when a broad range of evidence about a clearly identified issue is required. Telephone interviews are an accepted form of evidence gathering on initial teacher education inspections.

School inspections, college inspections and inspections of other settings

If a partnership school, college or other setting receives notification of an institutional inspection after the programme for the initial teacher education inspection has been agreed, an alternative visit must be arranged. It is recommended that lead and/or phase lead inspectors always have a reserve list of trainees to call upon.

Part 2: The inspection

A. Inspection activities

Judging the overall effectiveness of a provider's provision is principally concerned with the extent to which the provision is successful in securing high quality outcomes for all trainees. To do this, inspectors have to judge:

- How well do trainees attain?
- To what extent does the training and assessment ensure that all trainees make progress to achieve as well as possible, given their starting points?

Pen portraits of case study trainees

For each of the trainees involved in the case study sample the provider should supply a 'pen portrait' that includes:

- the provider's evaluation of the trainee's current level of achievement
- a synthesis of information gathered during selection and in the early stages of the course to determine the trainee's potential, and strengths and specific training needs (this does not have to be graded)
- the provider's evaluation of the trainee's progress against these expectations to current level of achievement
- a brief account of particular features of training that have led to this progress (for example, any interventions)
- interview records
- initial and current audits, for example subject knowledge
- written feedback following observations of their teaching
- records of meetings with mentors/tutors including the targets set and review of these targets
- records of interim assessments
- trainees' own evaluations of their progress
- copies of any relevant assignments and/or completed tasks
- records of evidence against the Qualified Teacher Status Standards or assessment requirements (initial teacher education for further education).

1. Observations of a case study trainee's teaching

Indications of timings

Inspectors will normally:

- have a brief preliminary meeting with the trainee and mentor/initial teacher education coordinator on arrival
- read documentation – the trainee’s files (60 to 90 minutes)
- observe a lesson taught by the trainee (about 60 minutes)
- meet with the trainee (60 minutes)
- meet with the mentor and/or class teacher (up to 60 minutes)
- meet with other appropriate staff, such as the initial teacher education coordinator, professional tutor (up to 30 minutes each).

Notes:

The order of the meetings and timings can change

During a primary visit, the inspector may observe about 30 minutes of an additional lesson (about 90 minutes in total); the two observations will often cover sessions on literacy and numeracy but this will depend on the focus for the inspection.

Joint observations of teaching

In some cases, there may be a joint observation involving an inspector and a trainer followed by the inspector observing the feedback given by the trainer.

Protocols for joint observations:

- the evidence arising from the observation will only be used to contribute to the evidence base for the inspection of the initial teacher education provision
- there should always be some feedback to the trainee following the observation
- the feedback should be led by the observer from the provider and not by the inspector
- the inspector should not reveal any grades to the trainee or the observer from the provider
- inspectors should not add to comments made to the trainee by the observer from the provider to avoid giving implicit judgements on the quality of this feedback
- the inspector should always have a discussion with the observer from the provider following the feedback to the trainee to explore the basis for the feedback provided to the trainee and any judgements made.

For in-service and trainees on employment based-routes, the additional protocol will apply:

- the outcomes of the observation, and any judgements about the trainee, should not be declared to the trainee's employer, and must not be used for performance management or competency procedures.

2. Interviews (where there are no observations of teaching)

What discussions will cover

The precise details of what is covered in these interviews will depend on the lines of enquiry relevant to that inspection. The guidance below gives a general indication of what will be covered.

Topics for discussion in interviews with case study trainees may include:

- points arising from the observation/s
- issues arising from the scrutiny of documentation
- the trainee's awareness of strengths and areas for development
- how the trainee has been monitored and assessed
- knowledge and understanding of planning and progression, including, where relevant, subject-specific issues
- knowledge and understanding of the assessment of learners' progress and achievement
- professional values and practice
- professional development needs.

Inspectors should not disclose any grades

Topics for discussion in interviews with groups of trainees may include:

- making judgements about the trainees' progress and current level of achievement, including trainees' awareness of their own progress, the targets they have been set, how training is matched to these targets, progress against targets, and so on
- gathering evidence of the contribution of training, assessment and support to this progress and achievement, including that provided in the school/college/other setting
- gathering evidence of the quality of the provision across the partnership, including providing opportunities for trainees to evaluate the quality of their training
- gathering evidence of the quality of the promotion of equality and diversity, including how the provider deals with particular incidents
- the effectiveness of assessment and moderation procedures
- the extent to which trainees are consulted and informed about course development and results of evaluation.

The topics for discussion in interviews with school/college/setting-based trainers may include:

- the factors which lead to the mentor's overall evaluation of the trainee
- specific matters arising from the observations of teaching and the teaching file
- the trainee's progress, with specific reference to targets set
- the organisation and implementation of the final assessment procedures
- the trainee's professional values and practice
- the coherence of the course in terms of linking the elements of training
- the role of the school/college/setting as a training centre – for example, the involvement of staff other than designated mentors or tutors
- partnership issues in terms of support and training for the mentor's role and responsibilities.

Topics for discussion in interviews with provider staff may include

- the trainers' understanding of their roles in training and assessment; in particular the match of training to individual trainees' needs and progress and the coherence between the different elements of the training and how this relates to the progress and achievement of the trainee/s interviewed
- the cohesion and coherence of the partnership; including communications between the partners; the contribution made by school-based trainers to selection, course planning, the delivery of training, management and decision-making; the effectiveness of quality assurance procedures; the involvement of all partners in self-evaluation and improvement planning
- how progress is assessed and the effectiveness of procedures to moderate the assessment of trainees' progress and attainment
- the promotion of equality and diversity
- the allocation, deployment and effective and efficient use of partnership resources
- how effectively management and leadership functions are carried out at all levels across the partnership.

3. Scrutiny of documents

Inspectors must not expect the settings to send any materials in advance, other than a programme for the visit. Any requests for documents must be confined to those that already exist. It is expected that the following documents will be available during visits to trainees in their placements or place of work:

From the trainees

- a record of the training in this placement
- records of specific training activities in this placement, including focused tasks, and the trainee's response to them, and training matched to the targets
- records of mentor/trainee meetings and trainees' meetings with other trainers
- trainees' self-reviews and evaluations
- records of all observations of the trainee's teaching
- teaching plans and trainees' evaluations of their teaching
- professional development records (audits, profiles)

From the school/college/other setting-based trainers

- the training plan/programme for the placement
- details of specific training activities for the trainee/s currently in the school/college/other setting (or on the most recent placement)
- records of observations of trainees' teaching
- records of mentor/trainee meetings
- reviews/reports of the trainee's progress.

4. Observations of training

Occasionally, it may be appropriate to observe training. Before deciding to observe any training the lead, or phase lead, inspector should carefully consider what evidence the observation will provide of trainees' outcomes and links to training. Observations include:

- central training session – those provided for all trainees in a particular cohort or other identified group
- observations of school/college/other setting-based training sessions.

5. Giving feedback

Feedback to case study trainees

- Any trainee observed teaching should be offered feedback. However, the trainee must be absolutely clear that the feedback can in no way contribute to their final assessment. 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 must not include reference to grades or use the grade descriptors in such a way that the grade can be determined. It will be used to check

the provider's accuracy of the assessment of trainees' progress and attainment.

- The opportunity should be offered to comment on the feedback to encourage genuine discussion.

Feedback to trainers

- An opportunity must be found at the end of any session that has been observed, or as soon as feasible afterwards, to offer trainers feedback on their work. The object of this meeting is to discuss with trainers what went well and what could be done more effectively, with emphasis on the impact on the outcomes for trainees.
- Feedback must not include reference to grades or use the grade descriptors in such a way that the grade can be determined.
- The opportunity should be offered to comment on the feedback to encourage genuine discussion.

Feedback to senior staff

- Usually when a visit has been made to a school, college or other setting as part of an initial teacher education inspection, some feedback will be given. It will focus on initial teacher education provision at the individual institutional level.
- Inspectors should also make clear that while it is the partnership that is being inspected and evidence from the visit will be used in making judgements about the quality of the initial teacher education provision, none of the evidence gathered will be used to inform any inspections of the institution.
- An initial teacher education evidence form should be used to make a record of the key aspects of the feedback given and any response to the feedback.

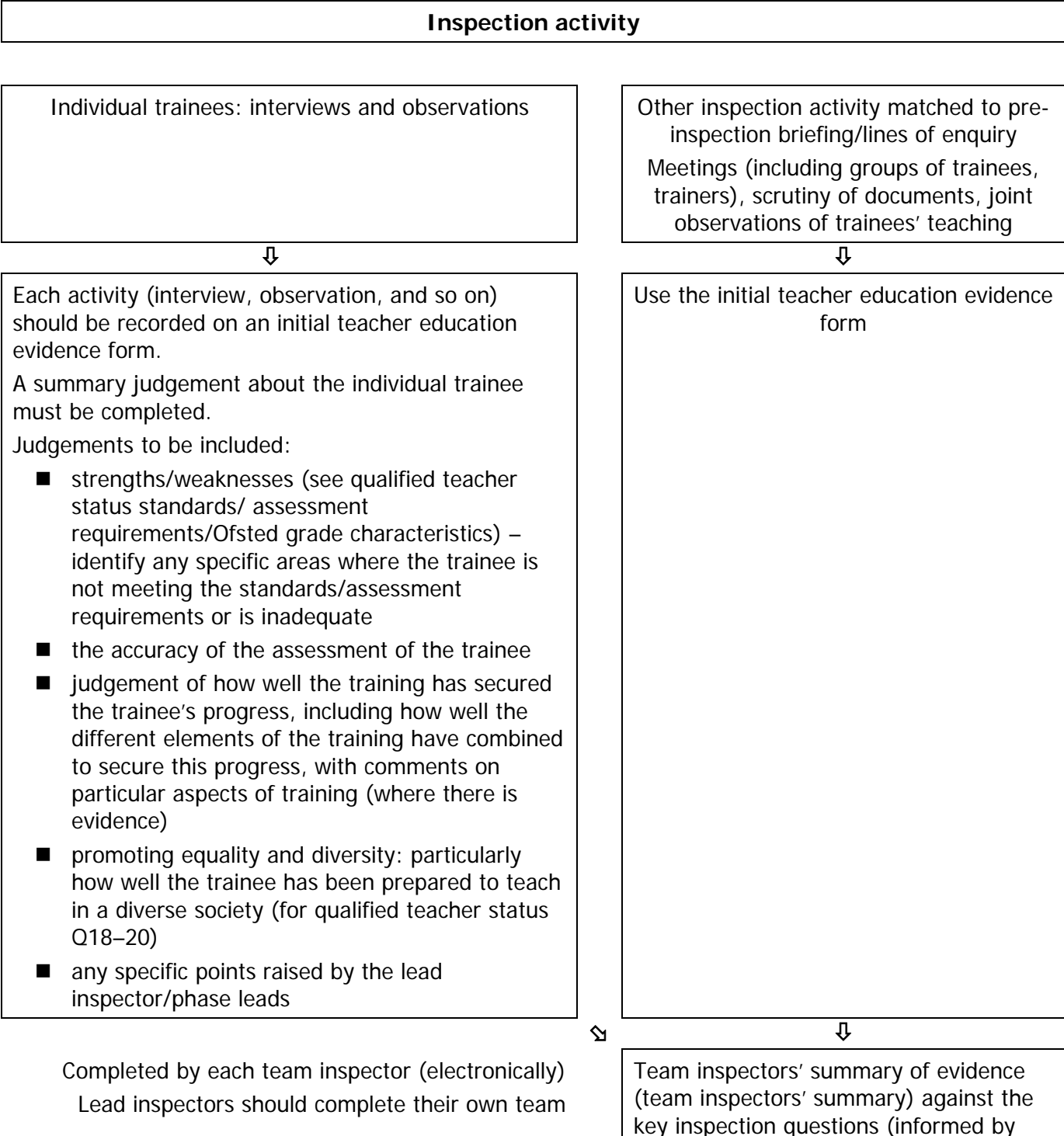
Dealing with requests for specific feedback

If specific feedback is sought there are some important principles to consider:

- feedback should never be given on areas where insufficient evidence has been collected
- feedback should always be based on secure evidence and not speculate or extrapolate
- feedback or advice on areas beyond the scope of the initial teacher education inspection should not be given
- feedback to senior staff should not include observations on the work of members of staff that have not already been communicated to them.

B. Recording inspection evidence

An evidence form should be used to record evidence for each activity. After all inspection activity has ended and in preparation for the on-site moderation meeting, each team member completes a team inspector summary form. Following the moderation meeting, the phase lead or lead inspectors complete the record of inspection judgements. A separate record of inspection judgements is used for each phase in a multi phase inspection, and/or each accredited provider in a combined inspection.



inspector summary if they undertake inspection activity involving trainees
[key inspection questions: see framework and grade criteria]

the lines of enquiry/inspection trails in the pre-inspection briefing

- electronic template to be used
- the team inspector summary acts as preparation for on-site moderation.



Moderation (phase/provider)



Completed by PLS/lead inspector (electronically)

Record of inspection judgements (phase for multi-phase or provider for single phase inspection)



Cross-phase moderation



Completed by overall lead inspector (electronically)

Record of inspection judgements (provider)

C. Making inspection judgements

Clarification of terms

Attainment is defined as the standard reached by a trainee at the end of their training.

Progress is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

Achievement is judged in terms of the progress made and standard reached by a trainee at the time of the inspection or at a recent assessment review point.

D. Team inspectors contributing to judgements about overall effectiveness

Once a team inspector has made judgements about trainees' achievements they can contribute to other judgements.

Inspection judgement	Evidence/questions to answer
Recruitment and selection	In evaluating trainees' progress from their starting points inspectors can contribute to judgments about:

	<ul style="list-style-type: none"> ■ how well the provider ensures that trainees with the necessary qualities are recruited ■ how well the providers uses information gathered during selection together with early and subsequent reviews of trainees' progress to: <ul style="list-style-type: none"> – provide an accurate initial analysis of trainees' strengths and needs – plan the early stages of the training programme, including the quality of individual training plans – ensure that trainees make progress from the outset.
<p>Use the judgement about the trainee's achievement to determine the quality of the training and assessment for this trainee</p>	<p>The judgement about the trainee's achievement determines the judgement about the quality of training and assessment. This involves asking question such as:</p> <ul style="list-style-type: none"> ■ Is the feedback to the trainee following lesson observations 'sharp and precise' and does it lead to clear targets for further development? ■ Was the trainee set challenging targets that are appropriate for them and their professional development? ■ Was progress against these targets monitored carefully and the trainee given useful feedback that led to further progress? (includes the accuracy of assessment) ■ Do assessment review points present an accurate evaluation/assessment of the trainee's current level of achievement and set clear and precise targets for further professional development? ■ Is the trainee supported to ensure that the various elements of training combine to ensure their professional development?
<p>Efficient and effective use of resources</p>	<p>This judgement is, in part, based on the deployment of resources to ensure that trainees make consistently good progress.</p> <p>Note any positive or negative impacts on the trainee's achievement that can be clearly attributed to the deployment of resources.</p>
<p>Quality across the partnership</p>	<p>The judgements made about the quality of training and assessment will feed into the overall judgement about the quality of the provision across the partnership (this means everywhere and anywhere that training takes place).</p>

Promoting equality and diversity

- Has the trainee's personal well-being been taken care of?
- How well is the trainee prepared well to teach in a diverse society?
- In addition, note carefully any identifiable groups that might apply to the trainee. This will be used to compare the achievements and attainment of different groups.

E. Team inspectors contributing to judgements about the capacity to improve further and/or sustain high quality outcomes

All inspectors can gather evidence about:

- trends in improvements in the outcomes for trainees
- evidence of the accuracy of the provider's self-evaluation and of how well focused this is on the outcomes for trainees
- evidence of the capacity of middle management and leadership to secure and sustain improvement
- evidence about how well the provider 'anticipates change, and prepares for and responds to national and local initiatives'
- evidence of the impact of actions taken in improving the outcomes for trainees.

Any team inspector with a specific responsibility (such as a secondary subject, a primary core subject, the inspection of one partner college) can gather evidence of:

- trends of improvement in outcomes in that specific area – particularly looking at three-year attainment data, recruitment and retention rates, successful completion rates, what happens to trainees after completion, and so on
- the capacity of middle leadership
- how well the strengths and areas for development are evaluated in that specific aspect of the provision
- how well that aspect of the provision is anticipating and dealing with changes that relate to that area of work (for example, curriculum/qualification changes)
- evidence of the impact of specific changes on the outcomes for trainees.

All inspectors can gather some evidence of, for example:

- the accuracy of self-evaluation; for example:
 - how accurate is the provider's assessment of the training provided in a particular school or college?
 - how well does that school/ college etc. evaluate the quality of its own provision?
 - how accurately has the provider evaluated the impact of a particular piece of training on the outcomes for trainees?
- the quality and impact of the leadership of initial teacher education in a school/ college, and so on

- how well trainers in schools/colleges, and so on, are informed about the key priorities for improvement and their role in securing these
- whether the provider has have introduced changes in response to particular changes/initiatives – have these been well communicated to all schools/colleges to ensure that all trainees benefit and can demonstrate the impact on their teaching?

Weighing up the evidence

- When an inspector has collected the evidence from all of the trainees they have interviewed or observed, and from other sources, they need to weigh up all of the evidence and complete a team inspector summary form ready for the moderation meeting.

F. The on-site moderation meeting

At the end of the inspection, phase lead inspectors/accredited provider lead inspectors will conduct moderation meetings with their teams. On a multi-phase inspection or combined inspection, the final moderation meeting will be led by the lead inspector and attended by the phase leads or accredited provider leads. It will result in the award of provisional grades against each of the key inspection questions.

Planning the moderation meeting

The inspector leading the moderation meeting should:

- for single phase or phase meetings, receive a team inspector summary from each team inspector
- for cross-phase meetings
 - receive copies of all team inspector summary (in the possession of the phase leads)
 - the record of the phase moderation meeting (phase record of inspection judgements) from each phase lead
 - the summary grade sheet
- use these records of evidence to identify the key issues that need to be discussed and resolved at the moderation meeting.

Recording the outcomes of the moderation meeting

Following the on-site moderation meeting, the lead and phase leads complete the record of inspection judgements as appropriate.

Cross-phase moderation meeting

Where applicable, there will be an additional cross-phase moderation meeting led by the lead inspector. The purpose of this meeting is to:

- ensure that judgments across the phases are consistent, that similar evidence leads to similar judgements, and that the grade criteria are interpreted in the same way

and to identify:

- any common strands – strengths or areas for development/improve across more than one phase
- strengths in one phase that could be, and have not been, applied to other phases
- these will be reported back to the provider by the lead inspector and may be included in the overarching commentary in the inspection report.

Agree the points to be included in the commentary in the report.

The outcomes of this meeting should be recorded as above.

Combined inspections

Where applicable, the purpose of the 'across provider' moderation meeting is to ensure consistency by:

- checking that similar evidence leads to the same judgements, unless there is a clear and strong case
- checking consistency of judgements about common systems and procedures; for example, where there are common procedures for moderating assessments of trainees. There may well be differences in the effectiveness of the application and outcomes of these systems and procedures.

G. Judging attainment

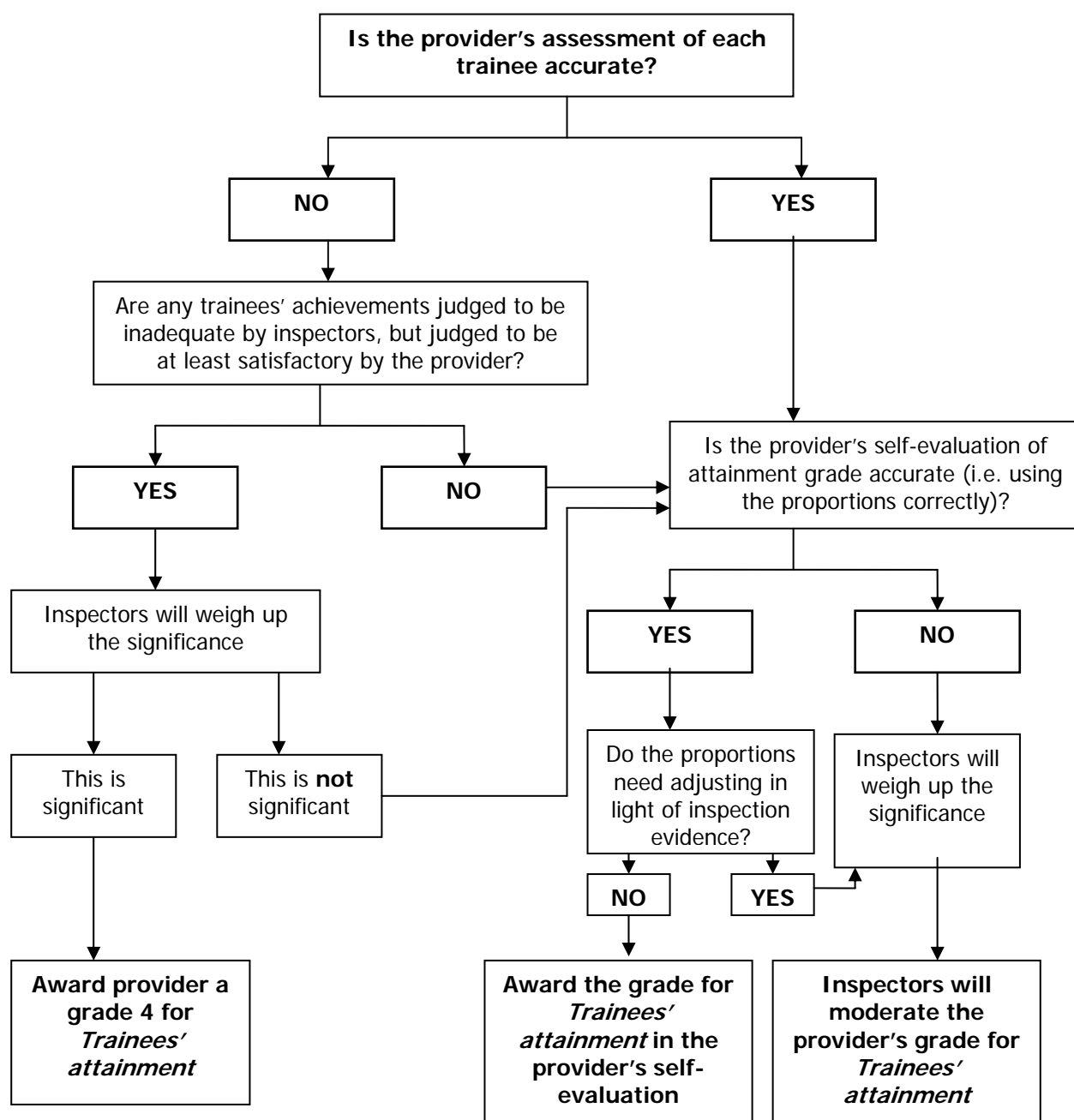
- If the inspection takes place close to the end of the training programme then this judgement can be reached using the provider's grade profile and checking the accuracy of assessment for the sample of trainees involved in the inspection.
- In many cases the inspection will not take place at the end of the course and so the above approach cannot be used. The judgement will, therefore be based on:

- the provider’s judgment of the attainment of the previous cohort (the provider’s grade for *trainees’ attainment* in self-evaluation)
- three-year trend data for attainment
- the inspection judgement of the accuracy of the provider’s assessment of trainees
- using the decision tree (see below)
- inspection evidence of the likely attainment of the current cohort (particularly for small cohorts and/or where trend shows attainment to be ‘volatile’).

Indicative proportions for grading the cohort of trainees at the end of the course

Attainment grade	Description
Grade 1	More than a half of trainees are judged to be outstanding, with no more than one tenth judged to be satisfactory
Grade 2	At least three quarters of trainees are judged to be at least good
Grade 3	All trainees are judged to be at least satisfactory
Grade 4	Assessment is inaccurate at the pass/fail boundary, leading to trainees whose attainment is judged to be inadequate being awarded the qualified teacher status standards or the qualification to teach in the lifelong learning sector

Decision tree for determining the provider's grade for trainees' attainment



Small cohorts

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 10 or fewer 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.

Assessing trainees' achievement

Inspectors will find the characteristics of trainees contained in annex 1 of the *Grade criteria for inspection of initial teacher education 2008–11* helpful in assessing trainees' achievement.

They should ascertain the trainees' prior learning and the provider's current assessment of the trainees' achievement. This could be based on the following evidence:

- degree classification and content
- subject knowledge audit/test
- prior experience of teaching/working with learners
- provider assessment/grading of trainee at point of selection
- the provider's early assessment of the trainee (not at selection, but at some suitable point early in the course, particularly after the trainee has undertaken some teaching – possible parts of a lesson or team teaching)
- the latest provider assessment/grading/pen portrait of the trainee
- self-assessment by the trainee at the start of the interview.

In judging trainees' starting points inspectors should discuss:

- trainees' prior subject knowledge and relevant experience
- trainees' subject and other audit/s and their targets set on entry
- the trainee's initial training/development plan and how this has been
 - used to secure progress
 - monitored to review progress and set developmental targets.

In judging trainees' knowledge and understanding of the 'subject' and of teaching, inspectors should:

- ask phase- and/or subject-specific/curriculum area questions (see phase- and/or subject-specific guidance); include a selection of questions on teaching and learning probe trainees' understanding of:
 - 'how to teach' and 'why particular teaching approaches are effective' (linked to an understanding of 'learning')
 - assessment and monitoring
 - use of literacy, numeracy and ICT – including identifying and overcoming barriers to learning

- knowledge and understanding of diversity issues/teaching in a diverse society, and the promotion of children’s and young people’s health and well-being
- identify one or more targets set for trainees at the beginning of the course or at an early review point, and track the trainees’ progress in meeting the targets.

Assessing the evidence for individual trainees

Inspectors use their professional judgement to evaluate how much:

- the trainees’ progress/achievement can be attributed to the training
- the trainees’ progress/achievement can be attributed to the trainee, as opposed to the training.

H. Arriving at final judgements on overall effectiveness and capacity to improve

Final judgements are made at the on-site moderation meeting. For each of the two main judgements, inspectors will need to:

- consider all of the evidence under each of the contributing key inspection questions to determine the sub-grades
- check that there are no contradictions where evidence may contribute to more than one graded judgement
- use the grade criteria to determine the main grades.

This approach then needs to be balanced with the professional judgement of the inspection team.

Issues to consider:

when judging overall effectiveness:

- do the trainees’ attainments match their progress/achievements and the quality across the partnership?
- the ‘equality’ judgment should reflect the extent to which all trainees and groups have access to high quality training

when judging capacity to improve:

- check the interrelationship between the three contributing judgements
- does ‘action planning’ lead to a proven track record of improvement, and take account of both reviews of current performance and anticipating change?

Dealing with significant exceptions, involves considering questions such as:

- Is there a distinct difference between the quality of primary and secondary (employment-based initial teacher training provider)?
- Is there a distinct difference between the quality of undergraduate and postgraduate provision?
- Are any secondary subjects out of line with the overall judgement?
- Is there a distinct difference between shortage subjects (difficult to recruit) and non-shortage subjects, particularly on employment-based routes. Is the difference just final attainment or progress, and hence, training?
- Are any significant groups of trainees out of line with the overall judgement?
- Are any other identifiable aspects of the provision (for example, 14–19 vocational) out of line with the overall judgement?

In dealing with these differences, they need to be considered in terms of:

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

The team then exercise professional judgement in determining the impact on the grades.

Strengths, required actions and recommendations:

- as a team, agree these for inclusion in the report
- record these in the record of inspection judgements.

I. Giving feedback to providers at the end of the inspection

There will be formal feedback to the provider at the end of the main inspection week:

- formal feedback will be provided at phase level and, for multi-phase providers, at 'whole provider' levels
- for multi-phase inspections all lead specialists will normally accompany the lead inspector for the provider feedback and core inspectors will accompany phase lead inspectors to phase feedback
- the record of inspection judgements should be used to keep a record of the feedback and provider's responses/comments, although this can be done on an evidence form as an electronic annex to the record of inspection judgements.

The principles of feedback

- There should be no surprises – the emerging judgments should be discussed with the provider through on-going dialogue.
- Feedback should provide a clear and convincing account of the findings of the inspection.
- Messages must be clear – those aspects judged to be strengths and those aspects that need to be improved.
- Conclusions must be explained – those receiving feedback should understand why the judgement has been reached.
- Summarise what the provider needs to do to improve further.
- Explain the nature and extent of the evidence base on which the inspection judgements are made.

There must be a record of the feedback and the provider's response.

Feedback at the end of the inspection:

- Inspectors will feed back provisional inspection judgements and grades, making clear that these are subject to rigorous moderation and that grades can and do change – no grades are confirmed until the moderation process is completed.
- The messages given at feedback should be agreed at the moderation meeting.
- There must be a record of the feedback and the provider's response.
- The feedback should be a presentation of the inspection findings.
- Explain that the findings are confidential until the report is published.
- Explain the moderation procedures and checking of factual accuracy.

Where the inspection team has serious concerns

Where the inspection team has serious concerns that may lead to a judgement of inadequate provision or provision that is non-compliant with requirements and/or legislation governing initial teacher education, this should be clearly signalled to the provider as soon as possible after the evidence emerges. This feedback must focus on, and identify clearly, those aspects of the grade criteria that lead to this judgement. It must also be done in a way that makes it clear that the final grade has not yet been confirmed.

- The feedback must make clear those aspects of the provision that might be judged to be inadequate or non-compliant with requirements and/or legislation, making reference to the *Grade criteria*, and the impact on the main inspection judgements.

- If there is potential non-compliance, the specific parts of the requirements and/or legislation with which the provider is not complying must be made clear.
- The principal officer (for initial teacher education) and managing inspector (for initial teacher education) should be informed as early as early as possible about inadequate or non-compliant provision, and preferably during the inspection week.

Part 3: After the inspection

Writing initial teacher education inspection reports

For multi-phase inspections:

- phase leads are responsible for writing their sections of the report and completing the grade table for their phase
- the lead inspector is responsible for the 'cross-phase' sections of the report and for the quality assurance of the complete report.

Quality assurance

The quality assurance of initial teacher education inspections will be carried out in accordance with Ofsted's agreed procedures.

Background

The fundamental principle of the quality assurance procedures is to ensure that, as far as possible, inspections are 'right first time, every time' and the need for any post-inspection quality assurance is reduced to a minimum.

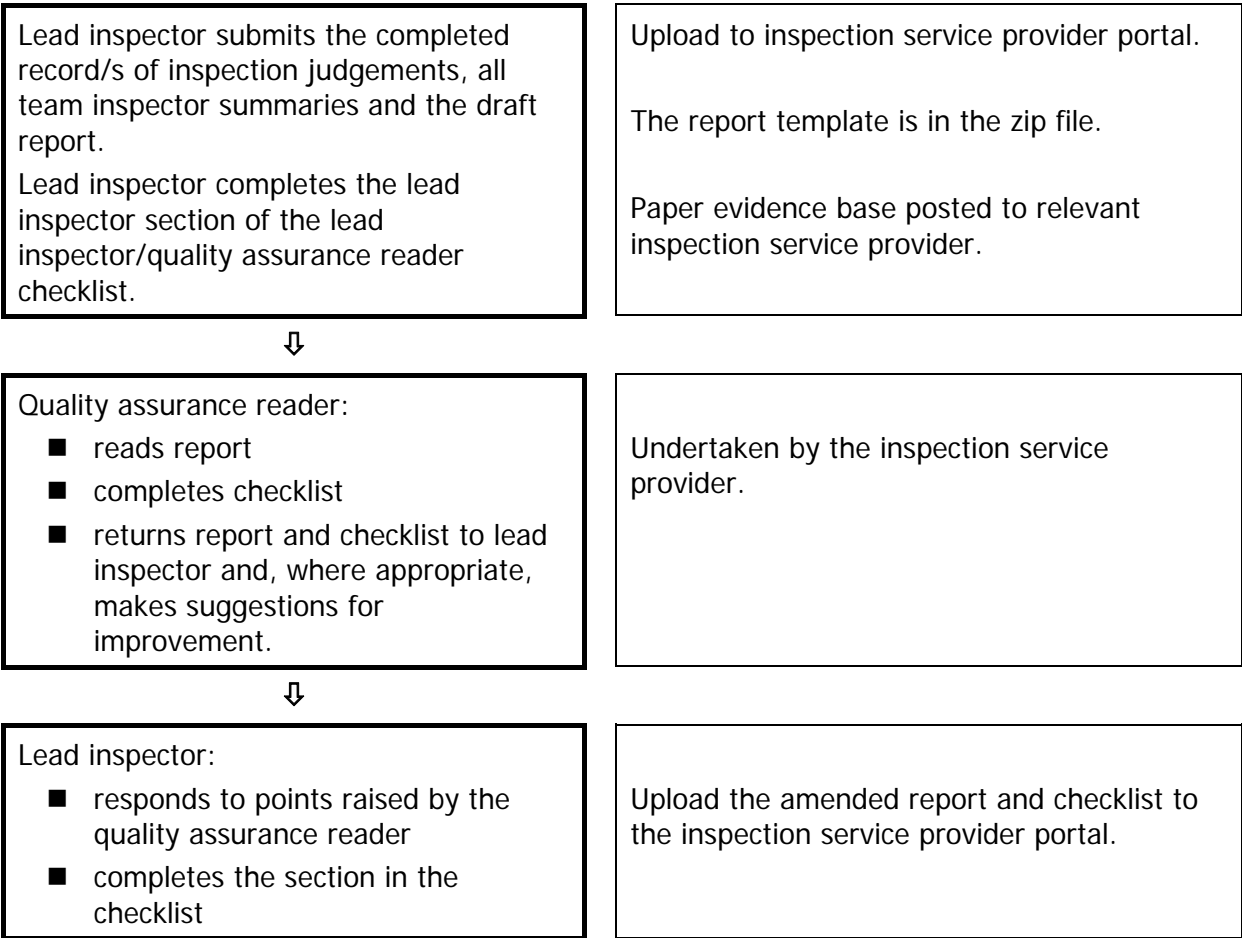
- Lead inspectors are primarily responsible for the quality assurance of all aspects of the inspection.
- Phase leads, for multi-phase inspections, are responsible to the lead inspector and for the quality assurance of all aspects of the inspection in that phase.
- For combined inspections, the accredited provider-lead inspector is responsible for the quality assurance of all aspects of the inspection of the provider allocated to them.
- For single-phase and multi-phase inspections the lead inspector is responsible for the overall quality of the report – all sections, covering all of the phases inspected.
- For combined inspections of two or more 'linked' providers, the lead inspector is responsible for checking each of the reports to ensure that there are no inconsistencies.
- Approximately 50% of inspections will be subject to an on-site quality assurance visit.

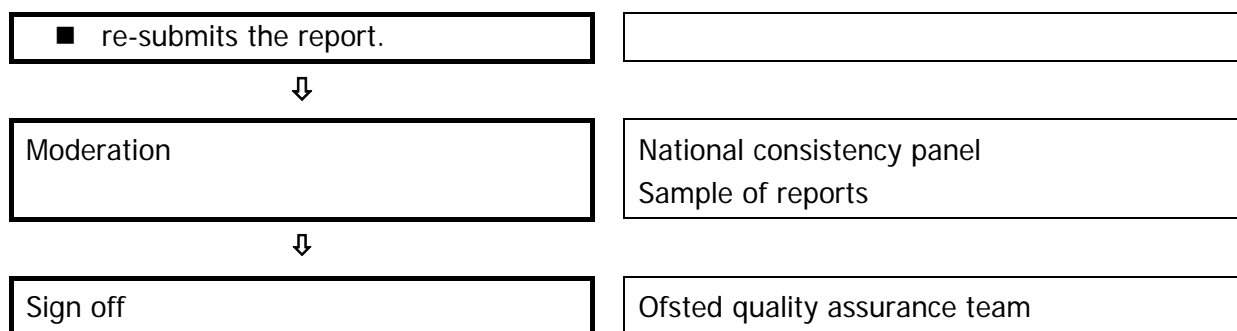
Quality assurance process

The stages to the quality assurance process for initial teacher education inspections are as follows:

- on site quality assurance visits to a sample of inspections
- quality assurance by the lead inspectors (and phase leads and accredited provider leads as applicable), both during the inspection and before submitting the report
- quality assurance read of all reports by the inspection service provider
- the national consistency panel selects a sample of inspection reports and checks the evidence base, grades and quality of the report
- quality assurance of a sample of reports by Ofsted central quality assurance team
- final sign off.

Summary of the post-inspection procedures





Explanatory notes

- The lead inspector has responsibility for the whole report. He/she should ensure that there is coherence between each of the sections and that the report is of publishable quality before sending to the quality assurance reader.
- It is not the task of quality assurance readers to re-draft the report in their own preferred style.
- The role of the quality assurance reader is to ensure that the text and the evidence match the proposed grades and recommendations.
- The quality assurance reader should identify any weaknesses in the report which must be corrected by the lead inspector.
- In addition to track changes on the report, required improvements should be noted on the quality assurance reader checklist.

Where a grade is questioned or where reports are far from meeting the required quality standards or where significant change might be necessary, the quality assurance reader should ask for the report to be returned for checking before it is passed as suitable for moderation. Where there is no response or where there continue to be differences that cannot be reconciled, the managing inspector (for initial teacher education) needs to be notified and the report will be forwarded to the national consistency panel for resolution.

Annex 1. Background information on employment-based routes to qualified teacher status

Types of provision

Providers of employment-based routes to qualified teacher status are one of three types.

- Part of an already accredited provider – a higher education institution-led partnership or part of a school-centred consortium (school-centred initial teacher training) – they are not separately accredited and will be inspected as part of the inspection of that provider, and reported on within that inspection.
- A separately accredited provider of employment-based routes to qualified teacher status (employment-based initial teacher training provider) that is very closely linked to another accredited (host) provider – either an higher education institution-led partnership or a school-centred initial teacher training. This is the case with the large majority of university-based employment-based initial teacher training provider and a small number of school-centred initial teacher training. These employment-based initial teacher training providers will be inspected at the same time as the ‘linked provider’ but will be graded and reported on separately. For each linked provider an accredited provider-lead inspector (AP-LI) will be identified. The AP-LI will liaise with the overall lead inspector for the combined inspection.
- A ‘stand-alone’ employment-based initial teacher training provider – these will mainly be inspected in sub-regional clusters (inspections completed in 2008-09).

This guidance covers all inspections of employment-based routes, including employment-based initial teacher training provider – combined inspections and stand-alone inspections.

Explanation of employment-based routes to qualified teacher status

Employment-based initial teacher training was established through the 2003 Education Act. The Act enables schools, as part of a training partnership, to employ those seeking qualified teacher status for the period of their training.

The employment-based initial teacher training provider scheme consists of four components:

Programme	Inspection arrangements
The Graduate Teacher Programme	Inspected in this inspection cycle and covered by this guidance
The Teach First Programme	Inspected in this cycle, but as one inspection . Any Teach First trainees

	encountered during other inspections should not be included in inspection activity. There will be separate guidance for those involved in the inspection of Teach First
The Overseas-Trained Teacher Programme	Not inspected in this cycle
The Registered Teacher Programme (RTP)	Not inspected in this cycle

The graduate training programme

This is a programme for training graduates for qualified teacher status while they are employed in a school as a supernumerary teacher. The length of training provided under the graduate training programme must be appropriate to the trainees' needs for practical teaching experience and training, and must not be less than three months or more than one year's duration, or its part-time equivalent. Graduate training programme trainees should not fill a teaching vacancy at a school. This does not preclude headteachers from deploying trainees in ways that meet the needs of the school, so long as this does not conflict with the training needs of the trainees.

Funding arrangements for trainees on the graduate trainee programme

Funding arrangement	Details	Implications for inspection
Salary grants	Employment-based initial teacher training providers receive a contribution from the Training and Development Agency towards the salaries of funded trainees on the graduate training route. This is paid by the Training and Development Agency to the employment-based initial teacher training provider that is responsible for passing it on to the employing schools. The salary grant is weighted according to whether the school is located nationally or is in outer or inner London.	These trainees tend to be much more 'closely attached' to the provider; for example through attending regular training sessions organised by the employment-based initial teacher training provider.
Training grant¹¹ only funded places	Refers to those trainees not in receipt of a salary grant . It means that the school and/or local	These trainees can be less closely attached to the provider; for example, they do not always attend training

¹¹ Training Grants: Training grants form the basis of funding for all employment-based initial teacher training provider. They are paid to the lead organisation, which decides how to allocate resources to fund and support the training. Training grants are weighted to reflect the additional costs for those providers located in inner or outer London.

	authority is expected to meet all of the employment costs for a trainee. It does not mean that trainees pay for the training themselves. Trainees pursuing this option must be paid in accordance with either the qualified or unqualified teacher scales.	events and sessions run by the employment-based initial teacher training provider. Inspectors must check that they are receiving appropriate training (as judged through their progress and attainment).*
Self funded places	The Training and Development Agency can approve a satisfactory training programme without funding where a school (or local authority) is willing to cover the full cost. The Training and Development Agency will normally pay for the final qualified teacher status assessment.	This option is popular with independent schools. Independent schools are not eligible for a salary or training grant but can apply to an employment-based initial teacher training provider for the graduate training programme. These trainees should be included in the inspection (see * above).
Assessment based training option	<p>Providers may recruit additional trainees on an assessment based training basis. These trainees will have prior experience and a portfolio of evidence to indicate they are meeting the Qualified Teacher Status Standards. They require a period of teaching in a school to enable the provider to undertake a final assessment against the Qualified Teacher Status Standards.</p> <p>These programmes do not attract a training or salary grant from the Training and Development Agency, although they do attract funding to cover the cost of assessing trainees against the standards for the award of qualified teacher status and for facilitating assessment based training.</p>	These trainees can still be included in an inspection. However, inspectors should note that these trainees may complete the course and acquire qualified teacher status prior to the inspection taking place (earlier in the year) and may be in employment as qualified teachers. These trainees can still be included in the sample to be involved in the inspection (including observations of teaching), although this needs to be handled sensitively with the individuals and schools concerned.

Notes:

- There is a current consultation on assessment only routes. This will not have any impact on inspections in the 2008–11 cycle.
- The new six month route to qualified teacher status has not yet been introduced and will not be covered by the 2008–11 inspection cycle.

Other important aspects of employment-based routes

Feature	Details	Implications for inspection
Training	Training and Development Agency expectation: Whereas every aspect of a route or course leading to qualified teacher status could be seen as training, the term has a more specific meaning in relation to the expectation that the graduate training programme route should include at least 60 days of training . In this context, training must be intentional, planned and reviewed, rather than simply an experience or activity.	Ofsted inspections are not intended to check compliance with this Training and Development Agency requirement. Inspections will judge whether the training provided secures trainees' progress and will be judged using the key inspection questions and grade criteria.
Individual training plans	The Training and Development Agency expects that trainees on employment-based programmes will be in receipt of an individual training plan. The training plan should detail the training to be undertaken in relation to the individual needs of the trainees and should indicate whether trainees are exempted from elements of a programme on the basis of prior knowledge and/or teaching experience.	Requirement R2.4 expects all providers to take account of individual training needs of all trainees. This is no different on employment-based routes from any other provision and will be judged using the key inspection questions and grade criteria. However, because of the nature of these routes the individual training plan will have greater importance and significance.

Annex 2. Specific issues relating to gathering evidence on inspections of employment-based initial teacher training providers

The trainee:

- the suitability of the trainee for this route, including checking the funding arrangements and the implications for training
- the trainee's prior school and other relevant experiences and the quality of the initial needs analysis and individual training plan – and the monitoring, review and updating of the plan
- the match of the trainee's role to their experience
- how well the training has been focused on their individual needs, from:
 - the centre/provider – including visits to the school to meet trainees and observe teaching
 - the base school
 - the second school placement
- the quality of the support and training provided in the school and by the employment-based initial teacher training provider (including subject-specific training for secondary trainees, and training in teaching early reading and mathematics for primary trainees) – specifically how effective is the training in securing trainees' progress and attainment?
- trainees' teaching experiences – do they provide the breadth and depth required?
- the extent, complementary nature and quality of the second school experience
- the accuracy of assessment – formative, at interim review points, and final
- the sufficiency and quality of the evidence for meeting the standards in the files.

Schools:

- the context of the school, and the secondary department (where relevant) as suitable for employment-based training
- school-based trainers' understanding of initial teacher education and the Qualified Teacher Status Standards
- school-based trainers' understanding of their roles in developing a training programme to match the individual trainees' needs
- the school's management and quality assurance of the graduate training programme

- the school's expectations of the trainee's regular teaching commitments?
- the actions taken to support trainees failing to make the expected progress.

School-based mentors:

- The quality of mentor training for the employment-based initial teacher training provider role as opposed to mentor training for initial teacher education.
- Mentors' role in supporting trainees.
- Mentors' involvement in the recruitment and selection of trainees.
- Mentors' involvement in drawing up the trainees' individual training plans.
- If secondary, has the trainee got an overall mentor and a subject-specific mentor?
- How do mentors moderate their judgements of trainees' progress and attainment, for example, with other staff and senior staff within the school; with the link tutor for the provider?
- Do they observe the trainees teach regularly? What is the norm? Are joint observations made and if so with whom?