

Framework for the inspection of initial teacher education 2008–11

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Introduction

1. The Education Act 2005 provides the remit for Her Majesty's Chief Inspector (HMCI) to inspect initial training of teachers for schools and, when requested by the Secretary of State, a duty to do so. The Post-16 Education and Training Inspection Regulations 2001 extended the remit of HMCI to cover the inspection of any publicly funded training of further education teachers. These remits were reinforced within the Education and Inspections Act 2006.
2. As a result, the Office for Standards in Education, Children's Services and Skills (Ofsted) is responsible for conducting inspections of all providers of programmes leading to qualified teacher status (QTS) for maintained schools as well as programmes of further education teacher training validated by higher education institutions. This single inspection framework for all such initial teacher education sets out the purposes and principles of inspection; summarises how the inspections will be carried out; sets out the inspection evaluation criteria; outlines the procedures in cases where provision is non-compliant or inadequate; and indicates the procedures for handling complaints about inspection.
3. Further details of how the framework is implemented and guidance materials can be found on the Ofsted website¹. These materials will be amended periodically to keep them relevant to changing circumstances in the settings in which training takes place and to respond to the evaluation of the impact of inspections. Supplementary guidance dealing with specific issues will also be published from time to time. The guidance on using the framework will be as consistent as possible across all types of provider, but will recognise the significant differences between provision for teaching in maintained schools and that for the further education system.

The purpose of inspections

4. The main purposes of the inspection of initial teacher education are to:
 - report on the outcomes for trainees, the overall quality of training and how well the provision is led, managed and quality assured
 - drive improvement for trainees, and therefore for learners, by identifying strengths and weaknesses and highlighting good practice
 - promote compliance with statutory requirements
 - foster a culture of rigorous self-evaluation among providers, leading to continuous improvement or maintenance of very high-quality training

¹ www.ofsted.gov.uk/publications/080021

- keep the Secretary of State for Children, Schools and Families, the Secretary of State for Innovation, Universities and Skills, the Training and Development Agency for Schools (TDA), the Higher Education Funding Council for England (HEFCE) and other relevant agencies informed about the quality and standards of training
- inform HMCI's annual reporting on the quality of education, children's services and skills
- inform national policy.

Principles of inspection

5. Six principles of inspection and regulation reflect Ofsted's corporate values and ensure that statutory duties are carried out as efficiently and effectively as possible. These focus on the interests of service users (trainees, former trainees and employing institutions) and are intended to promote improvement in the services we inspect or regulate. They also take full account of our policies on equality and diversity. All inspections comply with these principles, which are:

Support and promote improvement

We will:

- adjust the size and focus of inspection to have the greatest impact
- ensure inspections are of high quality, rigorous and focused on the outcomes for trainees.

Be proportionate

We will:

- adjust the frequency of inspection according to outcomes of risk assessment that consider the established track record of the provider
- deploy resources where improvement is most needed and/or inspection can add most value.

Focus on the needs of users

We will:

- take account of users' views, such as trainees and schools, when we plan and carry out inspections
- draw on users' views to inform our judgements and the outcomes of inspection
- encourage providers to focus on the needs of users

- minimise the risk to children, young people and adults by taking proper account of assessments of safeguards on health and well-being and the needs of the most vulnerable.

Focus on the needs of the providers

We will:

- communicate with providers before, during and at the end of the inspection
- take account of providers' self-evaluation and provide a clear analysis that contributes to future improvement.

Be transparent and consistent

We will:

- make clear and transparent judgements, based on sound evidence
- inspect and report with integrity
- have clear success criteria, procedures and guidance which are well understood by providers and users
- have published quality assurance and complaints procedures.

Be accountable

We will:

- ensure reports and the outcomes of inspection are published swiftly, in an appropriate format
- strive to improve our inspection and regulation activities by gathering the views of stakeholders and regularly evaluating the outcomes of inspection and regulation.

The inspection process

Pre-inspection

6. When inspecting programmes leading to QTS for maintained schools, the focus will be on outcomes for trainees in both centre-based and school-based training. For inspections of initial teacher education for the further education system, the focus will be on outcomes in the respective higher education institution and its partner colleges. The number of colleges chosen will depend upon the scope and scale of the partnership, and on the nature and focus of inspection.
7. Inspections will be tailored to risk and to the needs and circumstances of the provider through initial assessments; these will determine the nature and focus of the inspection and the size and composition of the inspection team. These

risk assessments will be based on the providers' annual self-evaluation and other available data and information.

8. Inspections will be carried out by Her Majesty's Inspectors (HMI) and/or specialist additional inspectors. Where the provision is large, lead inspectors will be supported by specialists who will oversee specific elements of the inspections. The lead inspectors will discuss the provider's self-evaluation, preliminary hypotheses and the outline of the inspection programme with the provider at an inspection planning meeting.

On-site inspection and fieldwork

9. The arrangements for the inspection of initial teacher education from September 2008 are very different from those in previous frameworks. Much greater responsibility is placed upon the provider to present evidence and to demonstrate the validity of the judgements in its self-evaluation. Inspectors then use the inspection to gather first-hand evidence related to outcomes, following through the issues identified and confirmed with the provider in the pre-inspection planning meeting.
10. Inspection activities could include: interviewing staff charged with training, assessing trainees and quality assurance; talking to trainees, newly qualified teachers and key staff within the institutions where they are employed; scrutinising trainees' files and assignments and information relating to the assessment of their progress; gathering evidence of how trainees are selected and equalities issues addressed; analysing trainee records; tracking pre-determined case studies of individual trainees and groups of trainees; and observing the teaching of a sample of trainees.
11. Throughout the inspection, there will be an ongoing professional dialogue between inspectors and staff of the provider about the context of the provider's work and emerging inspection findings. Formal feedback will be provided at the end of inspection.

Common grading scale for all inspection judgements

12. A common grading scale will be used in making judgements.

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

13. Additional guidance is provided to indicate how the judgements will be made for each of the grades. Where necessary, the guidance is specific either to the

provision for initial teacher education for schools or to the provision for the further education system.

Inadequate provision

14. Where provision is found to be inadequate or non-compliant with the Government's requirements for initial teacher education, decisions about further inspection or monitoring activity will be taken in conjunction with the relevant government department and/or funding agency.

Reporting of inspections

15. Inspection findings lead to a published written report for each provider. The report contains discrete sections for the different phases inspected.² Each discrete section of the report contains an inspection judgement, commentaries on the providers' overall effectiveness and capacity for further improvement, as well as a clear indication of what the provider needs to do to improve further.
16. The format of inspection reports is prescribed, but the content and wording are not. The text, balance and tone of the report reflect the nature of the provider. The final pre-publication draft is sent to the provider for checking after moderation procedures have been completed. Following this, the report is published on the Ofsted website (www.ofsted.gov.uk/reports).

Quality assurance

17. All inspectors will be properly trained and assessed to specified standards. Quality assurance procedures will ensure that inspectors secure rigorous and fair judgements which attract the cooperation and confidence of those being inspected. They seek to do this before and during inspection by:
 - ensuring initial scrutiny of available evidence results in inspections that are appropriately tailored to risk and to the needs and circumstances of the provider
 - preparing clear and focused pre-inspection analyses and materials
 - deploying teams so that experience and relevant skills are used effectively and all are clear about roles and responsibilities
 - being clear and purposeful in inspection planning, communicating the reasons for their actions
 - gathering evidence systematically and evaluating it impartially
 - engaging in team discussions and rigorous on-site moderation of judgements

² For inspections carried out between 2008 and 2011, there will also be a separate section on employment-based routes to QTS in schools.

- making judgements on the basis of evidence and the consistent use of published criteria
 - communicating findings about strengths and weaknesses in a clear, fair and well-argued way.
18. There are also post-inspection checks to ensure that the judgements are secure. These include:
- rigorous moderation of judgements and written reports
 - arrangements through which providers can check the factual accuracy of written reports
 - procedures through which providers can raise concerns and/or make a complaint, although this will always be with the lead inspector in the first instance.
19. All providers are invited to take part in a post-inspection survey so that their views about the inspection of their programmes are obtained and contribute to further inspection development. We also seek providers' views on the impact of inspection on the quality of provision and outcomes for trainees.

The inspection evaluation schedule

20. The inspection evaluation schedule lists the questions inspectors must ask in every inspection. All questions are applicable to both schools and the further education system, although the emphasis and depth of inspection will vary according to particular age groups or particular types of provider. The schedule is based on Ofsted's Common Evaluation Schedule and meets the Government's requirements for initial teacher education, and:
- the Education Act 2005
 - the Learning and Skills Act 2000
 - the Education and Inspections Act 2006.

Main inspection judgements

21. There will be **two main judgements and grades**:
- the overall effectiveness of the provision in securing high-quality outcomes for trainees
 - the capacity of leadership and management at all levels to secure further improvement and/or sustain high-quality outcomes.
22. There are separate judgements for primary, secondary and further education provision and, in 2008–11, employment-based routes to QTS. However, inspectors will look at a provider's ability to ensure consistent quality across all of its remits.

The overall effectiveness of the provision

23. The judgement on the overall effectiveness of the provision is principally concerned with the extent to which the provision is successful in securing high-quality outcomes for all trainees.³

24. Inspectors will evaluate, '*How effective is the provision in securing high-quality outcomes for trainees?*' They will do this by assessing the extent to which:

■ trainees attain well

Factors to be considered include:

- 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
- attainment trends, in particular over the past three years, including notable differences between aspects of provision.

■ recruitment/selection arrangements support high-quality outcomes

Factors to be considered include:

- how well recruitment or selection arrangements meet current requirements and legislation, including those related to equality and diversity, and for eliminating discrimination
- how well the provider positively promotes equality of access to programmes for underrepresented groups
- how well the provider or employer ensures the recruitment of those trainees with the qualities and attributes required to complete the course successfully and to attain the QTS Standards or licensed practitioner status
- how well the provider interprets and meets institutional, local and/or national needs for teachers
- how well the provider meets recruitment targets, including those for specific groups.

■ training and assessment ensure that all trainees progress to fulfil their potential, given their ability and starting points

Factors to be considered include:

- how well individuals and groups of trainees make progress and attain at the level of which they are capable, through:

³ Outcomes are defined as: trainees' attainments; trainees' progress; completion rates; and numbers going on to employment/licensed practitioner status.

- training that has consistently high, but realistic, expectations of all trainees and groups of trainees
 - effective and accurate monitoring of trainees' progress, the quality of the feedback they are given and the setting of targets that enable them to make progress and fulfil their potential
 - equality of access for all trainees
 - training in which the elements combine effectively to ensure individuals and groups of trainees make progress.
- the extent to which trainees complete the course successfully and progress to employment and/or gain licensed practitioner status
 - the views of trainees about their progress.
- available resources are used effectively and efficiently

Factors to be considered include:

- how well the available resources are deployed to secure the best possible outcomes for trainees
 - how well the provider explains and justifies the allocation of resources in terms of the outcomes for trainees.
- the provision across the partnership is of consistently high quality

Factors to be considered include:

- the extent to which all trainers contribute to the training programme and the accurate assessments of trainees to secure the best possible outcomes for individuals and groups of trainees, as evidenced by:
 - how well all those involved in training understand the rationale for the training programme
 - the quality of placements and mentoring support for trainees
 - the involvement of all partners in reviewing, planning and delivering the training programme
 - the extent to which all training partners have high expectations for training and of trainees
 - the effectiveness of the professional development of all trainers in securing and sustaining high-quality training and consistent and reliable assessments of trainees
 - the accuracy of final assessments
 - the views of trainees.
- the provision promotes equality of opportunity, values diversity and eliminates harassment and unlawful discrimination

Factors to be considered include:

- how well the partnership ensures that all trainees receive their entitlement to high-quality training to secure the best possible outcomes
- how well the partnership promotes equality of access and opportunity, eliminates any harassment and unlawful discrimination
- how well the partnership creates a harmonious and inclusive environment for learning through:
 - the quality of support for the personal well-being of individual and groups of trainees
 - how secure trainees feel in declaring a disability and/or personal circumstance and/or in reporting incidents of harassment and unlawful discrimination
 - how confident trainees are that any declaration will lead to adjustments and adaptations to training programmes so that equality of access is secured
- the views of trainees.

The capacity of leadership and management at all levels to secure further improvement and/or sustain high-quality outcomes

25. The judgement of the provider's capacity to make further improvement is primarily about leadership and management. It focuses on the provider's record of improvement and on the potential to secure continuous improvement and/or sustain high-quality outcomes.
26. Inspectors must evaluate: *'To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high-quality outcomes?'* In reaching this judgement inspectors will judge the extent to which the provider:

- evaluates performance in order to improve or to sustain high-quality outcomes

Factors to be considered include:

- the extent to which self-evaluation by management:
 - covers all aspects of the provision (including the Requirements and legislation for equality and diversity)
 - is based on reliable evidence, including the views of trainees and other users such as schools and colleges
 - has correctly identified any variations in the quality of provision
 - is incisive, rigorous and accurate
 - includes the analysis of trainees' progress and attainments over time
 - provides a secure basis to evaluate impact and plan for further improvements
- how well the quality of recruitment and selection, training and assessment of trainees across the partnership is monitored and judged, through:

- the analysis of data and other information about trainees’ progress and attainment, including that made by particular groups, and, where appropriate, trainees’ future career paths
 - the scrutiny of the impact of the policies on diversity, equal opportunities and race relations, and the elimination of harassment and unlawful discrimination
 - the quality of internal and external moderation of the assessment of trainees’ progress and attainment
 - the extent to which the provider takes account of a wide range of evidence, including the views of current trainees and training partners, former trainees and their employing institutions, and other stakeholders, to evaluate the quality of the training.
- anticipates change, and prepares for and responds to national and local initiatives

Factors to be considered include:

- the extent to which the leadership at all levels deals effectively with change, implements improvement and assesses impact, through:
 - the effectiveness of planning in anticipating and addressing changes in policy, and national/local initiatives
 - the extent to which workforce, partnership and resource planning and development are effective in preparing to meet the demands created by these changes
 - the use of systematic and/or innovative and creative approaches: to dealing with change; longstanding and intractable problems; implementing improvement; and assessing impact.
- plans and takes action for improvement

Factors to be considered include:

- how well planning builds on clearly identified needs and priorities, establishes focused and measurable success criteria and allocates resources to achieve the best outcomes for trainees
- the extent to which leadership at all levels has a record of securing improvement and/or sustaining high-quality outcomes for trainees, as evidenced by:
 - the effectiveness of the actions taken to ensure consistently high-quality training and outcomes across the partnership
 - the impact of the actions taken to deal with identified shortcomings in trainees’ progress and attainments
 - the effectiveness with which the necessary actions are communicated across the partnership.

Grade profile

27. The grade profile will include the grades for the two main judgements and the sub-grades within each of these main judgements.
28. A separate grade profile will be included for primary provision, secondary provision, provision in the further education system and, in 2008–11, employment-based routes to QTS. For those providers with more than one phase, route or sector a commentary at the beginning of the report will draw together key strands from the grade profiles to provide an overview and judgement of the quality of the provision.

Overall effectiveness

29. To be at least satisfactory in both overall effectiveness and the capacity to improve, all of the Government's requirements for initial teacher education must be met, for provision leading to QTS or provision in the further education system.

		GRADE
How effective is the provision in securing high-quality outcomes for trainees?		
Trainees' attainments	How well do trainees attain?	
The factors contributing to trainees' attainments	To what extent do recruitment/selection arrangements support high-quality outcomes?	
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	
	To what extent are available resources used effectively and efficiently?	
The quality of the provision across the partnership	To what extent is the provision across the partnership of consistently high quality?	
Promoting equality and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	

Capacity to improve further and/or sustain high-quality outcomes

	GRADE
To what extent do the leadership and the management at all levels have the capacity to secure further improvements and/or to sustain high-quality outcomes?	
How effectively does the management at all levels assess performance in order to improve or sustain high-quality outcomes?	
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	
How effectively does the provider plan and take action for improvement?	

The code of conduct for inspectors

30. Inspectors must uphold the highest professional standards in their work, and ensure that staff in schools and colleges and other workplaces are treated fairly and benefit from their inspection. These standards are assured through a code of conduct for inspectors and a quality guarantee to trainers and other staff. The code requires inspectors to:

- evaluate objectively, be impartial and have no previous connection with the institution/provider
- report honestly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy and sensitivity
- do all they can to minimise the stress on those involved in the inspection, taking account of their best interests and well-being
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information as far as possible, particularly about individuals and their work.

Concerns and complaints about inspections

31. The vast majority of inspections are free of problems. Providers are encouraged to raise concerns about an inspection as early as possible with the lead inspector in order that they can be resolved informally wherever possible. Occasionally, providers feel dissatisfied with some aspect of their inspection or inspection report. Ofsted takes such matters seriously and providers will have recourse to published procedures for dealing with complaints about the conduct of an inspection or an inspector. These procedures can be found on the Ofsted website. .