

Grade criteria for the inspection of initial teacher education 2008–11

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Grade profile

To be at least satisfactory, all of the Government's requirements for initial teacher education and relevant legislation must be met, as appropriate for provision leading to qualified teacher status or provision in the further education system.

Overall effectiveness in securing high-quality outcomes for trainees

		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

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?	
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 grade profile will include the grades for the two main judgements and the sub-grades within each of these main judgements.

A separate grade profile will be completed for primary provision, secondary provision, provision in the further education system and employment-based routes to qualified teacher status. 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.

Making inspection judgements

All graded judgements will be made using the Ofsted four-point scale¹:

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

Inspectors will judge the impact of provision on:

- trainees' progress and attainment
- the proportion of trainees who successfully complete the course
- the proportion of trainees who secure employment or acquire licensed practitioner status in the further education system.

Inspectors will assess and compare the achievement and attainment of identifiable groups of trainees. For example, these groups may include:

- trainees, identified by gender, ethnicity, cultural background
- trainees in secondary subject groups
- primary trainees following undergraduate and postgraduate training routes
- trainees following specific age-range training programmes
- trainees placed in a particular school or cluster of schools
- in-service/pre-service cohorts of trainees in the further education system
- trainees working in non-traditional further education settings.

There is no overall grade for trainees' progress. However, trainees' progress is a key factor in determining:

- the quality of training

¹ The judgement of attainment is based on a proportions model rather than the descriptors used in the four-point scale.

- the support and guidance given to trainees
- the quality of formative and developmental assessment
- the promotion of equality and diversity.

Although there is no grade for trainees' progress, inspectors will evaluate the progress trainees make and this will inform the judgements they make for each of the key inspection questions.

Taking account of the views of trainees, former trainees and other stakeholders

Judgements should take account of the views of current trainees. Additionally, there is an expectation that the provider will actively seek the views of former trainees and their employing institutions, and of other stakeholders. Inspectors will always corroborate the views of trainees and others with other evidence and discuss these matters with the provider.

Using the grade criteria to make judgements

There is a set of grade criteria for each of the key inspection questions. In addition, there are grade criteria to guide inspectors in making judgements on the provider's:

- overall effectiveness in securing high-quality outcomes for trainees
- capacity to improve further and/or sustain high quality outcomes.

The grade criteria for each key inspection question are **cumulative** – for example, those making judgements need to check that all the criteria for 'satisfactory' have been met before considering the 'good' or 'outstanding' characteristics to make a judgement at a higher level.

To be judged at least **satisfactory** for each question:

- all of the Government's requirements for initial teacher education, and all relevant legislation, must be met, as appropriate for provision leading to qualified teacher status or provision in the further education system
- all aspects of the criteria for satisfactory must be achieved.

To be judged **good** or **outstanding**, the criteria are to be used as a 'best fit' model. Inspectors will apply their professional judgement in balancing the criteria and in taking account of the setting and of the context of the provision.

The key criterion for a judgement of **good** is:

- most trainees, including those within all identifiable groups, consistently make good progress to achieve challenging targets, assuming that success rates² are high.

Inadequate provision

There will be occasions where one of the factors graded inadequate will be sufficient to make the judgement for that inspection question inadequate, but this will not always be the case. Inspectors will weigh the significance of the evidence and exercise professional judgement in reaching a conclusion.

Indicative proportions

In several places in the criteria reference is made to 'proportions'. These are explained below.

Almost none, very few	0 to 3%
Very small minority, few	4 to 19%
Small minority	20 to 34%
Minority	35 to 49%
Majority	51 to 64%
Large majority	65 to 79%
Very large majority, most	80 to 96%
Overwhelming majority, almost all	97 to 100%

Note:

- **Where these proportions are used as an indicator for a grade, inspectors will use their professional judgement. The proportions are for guidance only.**
- For small cohorts inspectors will exercise caution and use their professional judgement in applying these proportions.
- For very small cohorts the proportions will not be applied.

These grade criteria need to read alongside the inspection framework. The framework identifies the factors to be considered by inspectors in reaching each of the graded judgements.

² Success rates means the proportion of trainees who successfully complete the course and, for pre-service provision, of trainees who go on to secure employment. For in-service provision, as far as possible, it will be the proportion of trainees who successfully complete and go on to acquire licensed practitioner status. Judgements will be based on comparisons with national/regional/other benchmark data.

Clarification of terms

- Outcomes are defined in terms of trainees' attainment, trainees' progress, the proportion of trainees who successfully complete the course and the proportion of trainees who secure employment or acquire licensed practitioner status in the further education system.
- 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 the standard reached by a trainee at the time of the inspection or at a suitable assessment review point.

Grading overall effectiveness in securing high-quality outcomes for trainees

Inspectors will evaluate: *'How effective is the provision in securing high-quality outcomes for trainees?'* They will do this by assessing and grading each of the key inspection questions under the overall effectiveness judgement in the grade profile.

There are separate judgements for primary provision, secondary provision, provision in the further education system and, in 2008–11, employment-based routes to qualified teacher status. However inspectors will look at a provider's ability to ensure consistent quality across all its remits.

The attainment grade for the provider

The attainment grade takes no account of trainees' starting points or the context of the training. It is determined by consideration of:

- how well trainees meet the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector by the end of their training
- the proportion of trainees awarded each attainment grade (see the table below)
- trends of attainment, in particular over the past three years, including notable differences between aspects of the provision.

The overall grade for trainees' attainments for each cohort (primary, secondary, employment-based qualified teacher status, further education) is determined as set out in the table below.

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

Attainment grade	
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

Notes:

- inspectors will apply their professional judgement in determining the grade
- grade 3 is a threshold judgement which must be achieved before a grade 2 can be considered
- at Annex 1, there are groups of characteristics to assist inspectors and providers in assessing trainees.

The factors contributing to trainees' attainment

Recruitment and selection

To what extent do recruitment/selection arrangements support high-quality outcomes?³

<p>Outstanding</p>	<p>For pre-service provision</p> <ul style="list-style-type: none"> ■ Selection arrangements support high-quality outcomes for trainees. ■ The levels of recruitment across the provision, including from underrepresented groups, and the quality of outcomes means that the well-argued and clearly understood rationale for the course and any clearly identified local and/or national need(s) are met extremely well. ■ Where the provider is not recruiting to target and/or to meet its identified need, a range of strategies to improve recruitment are used, with notable success, as indicated by a trend of improvement. ■ Recruitment from underrepresented groups is notably better than the norm, as indicated by national/regional/other benchmark data. ■ Selection procedures ensure that trainees have the intellectual capacity to make a significant contribution to the all-round development of learners. ■ High-quality selection procedures enable individual and group strengths and needs to be accurately identified to enable trainees to make rapid progress from the outset. <p>For in-service provision</p> <ul style="list-style-type: none"> ■ All trainees are placed on the most appropriate training programme, as indicated by high success rates when compared with national/regional/other benchmark data.
<p>Good</p>	<p>For pre-service and in-service provision, the key criterion for a judgement of good is:</p> <ul style="list-style-type: none"> ■ most trainees, including those within all identifiable groups, consistently make good progress to achieve challenging targets (trainees' progress and attainment), assuming that success rates are high (completion rates). <p>This means that:</p> <ul style="list-style-type: none"> ■ the recruitment of trainees is matched well to identified needs and the intentions of the course (including recruitment from underrepresented groups) as indicated by how well recruitment targets are met and by the consistency of success rates for all groups and over time, that is, three years

³ Throughout, 'outcomes' means: trainees' attainments and progress, rates for successful completion, and the proportion taking up employment and/or going on to attain licensed practitioner status. These outcomes are highlighted in bold throughout to show how judgements under each key inspection question are based on the impact on these outcomes.

	<ul style="list-style-type: none"> ■ individual and groups of trainees’ strengths and areas for development are accurately identified through selection. They are used well to develop individual training plans with the result that most trainees make progress from the outset⁴ ■ the outcomes for trainees (including trainees’ progress and any cases of non-completion) are analysed for individuals and for identifiable groups of trainees in order to evaluate the effectiveness of selection procedures and the effectiveness of individual training plans in securing trainees’ progress.
<p>Satisfactory</p>	<p>For pre- and in-service provision</p> <ul style="list-style-type: none"> ■ The provider’s rationale for the course is clear, based on accurate and reliable data, and understood throughout the partnership. ■ The trainees recruited are suitable for their course and its intended outcomes (with regard to the identified need) and all have the potential to attain at least at a satisfactory level (as defined by the grade criteria for trainees’ achievements – see Annex 1) (Trainees’ attainment). ■ The outcomes of recruitment/selection provide a secure basis for the initial strengths and needs analysis for those accepted onto programmes. ■ Where trainees do not complete the course, the provider must be able to give valid explanations to indicate why this does not impact on the judgement of the quality of selection arrangements (Completion rates). ■ All relevant requirements and legislation are met, including those related to equalities and diversity and for eliminating discrimination. ■ Selection procedures promote equality of access to programmes for underrepresented groups. ■ Selection procedures are applied rigorously, consistently and fairly. ■ Rates of successful completion over the full training programme (leading to the teaching qualification), as indicated by trends over three years, confirm the recruitment of suitable trainees. <p>Pre-service</p> <ul style="list-style-type: none"> ■ The provider meets recruitment targets (including those for specified groups) or has a reasonable and well-argued case where they have not been met. ■ Rates of conversion from training to employment, when compared with national/ regional/other benchmark data, confirm the recruitment of suitable trainees. <p>In-service</p> <ul style="list-style-type: none"> ■ All trainees are placed on the most appropriate training programme.
<p>Inadequate</p>	<p>The criteria for satisfactory are not met in one or more respects. This is</p>

⁴ See paragraph 43 on page 16 of *Inspections of Initial Teacher Education 2008–11* for information on trainees’ starting points, www.ofsted.gov.uk/publications/080190.

	<p>evidenced by:</p> <ul style="list-style-type: none"> ■ unsuitable trainees being recruited on to the course and/or trainees placed on inappropriate training programmes, as indicated by weaknesses in trainees’ attainment and/or trainees’ progress and/or completion rates ■ unconvincing argument about why targets have not been met ■ unfair/inconsistent application of selection criteria to an identifiable group or individual.
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Training and assessment

How well do training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?

Outstanding	<p>Trainees and groups of trainees consistently make good progress in achieving challenging targets (Trainees’ progress and attainment), because:</p> <ul style="list-style-type: none"> ■ the training fully meets the needs of the overwhelming majority of individual trainees and groups of trainees: <ul style="list-style-type: none"> – the training has consistently high, but realistic, expectations of all trainees and groups of trainees, which trainees meet – accurate initial strengths/needs analysis leads to high-quality individual and group training plans or profiles – assessment systems are used to provide accurate assessments of trainees’ progress towards meeting challenging targets – trainees are provided with consistently high-quality feedback on their progress and they are set and meet high-quality development targets – trainees’ progress and achievement are monitored carefully by all trainers and the outcomes are used to ensure that training meets the needs of individuals and groups so that they make further progress – training models best practice in coaching to support trainees’ progress ■ all elements of the course combine well to support the progress of individual and groups of trainees, with sufficient flexibility to match to individual needs – as indicated by trainees’ achievements ■ training ensures that trainees are able to make a significant contribution to the all-round development of learners, including learners with special educational needs and/or disabilities ■ the training draws upon the most relevant and best-informed practice available, and gathers within the partnership those best able to deliver high-quality training.
Good	<p>The key criterion for a judgement of good is:</p> <ul style="list-style-type: none"> ■ most trainees, including those within all identifiable groups, consistently make good progress to achieve challenging targets (trainees’ progress and attainment), assuming that success rates are high (completion rates).

	<p>This means that:</p> <ul style="list-style-type: none"> ■ there are clear links between most trainees making progress to achieve challenging targets and the training⁵ they receive ■ trainees receive relevant and helpful feedback on all aspects of their professional development, and specifically on their teaching and on the use of 'subject knowledge for teaching' ■ trainees are set well-focused developmental targets that support further progress ■ targets are reviewed regularly and refined to provide greater depth or breadth in order to secure further progress ■ assessment systems (formative, interim, summative, and so on) are of high quality, and applied accurately and consistently, in order to ensure that the large majority of trainees receive accurate feedback on their professional development and make progress in achieving challenging targets ■ training ensures that trainees are able to make contributions to the all-round development of learners, including learners with special educational needs and/or disabilities ■ all trainers work well together to ensure that all elements of the training are combined effectively and that the trainee is provided with consistent messages about their progress and developmental targets ■ when the progress of an individual trainee or a group of trainees is below that expected, interventions lead to improvements in their progress.
<p>Satisfactory</p>	<ul style="list-style-type: none"> ■ Training and assessment, and the support and guidance given to trainees, ensure that all trainees with the capability to do so meet the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment). ■ All trainees make progress towards meeting the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector (trainees' progress), because: <ul style="list-style-type: none"> – the training promotes equality of opportunity and has realistic expectations of all trainees and groups of trainees – the training equips trainees to teach all learners, including learners with special educational needs and/or disabilities – the initial needs analysis provides a sufficient basis for the training programmes for individuals and groups of trainees – the procedures for monitoring trainees' progress, the feedback they are given, the targets they are set, the way that the elements of the training combine, and the support and guidance they are given,

⁵ Training includes any central training sessions, subject-specific and 'professional' training, training in settings (placements schools, colleges, and so on.), the feedback trainees receive, the targets they are set, feedback on relevant tasks and assignments, interim reports on their progress, and so on.

	<p>enable trainees to make sufficient progress</p> <ul style="list-style-type: none"> – trainees are clear about what they need to do to improve. <ul style="list-style-type: none"> ■ For any trainee who does not complete the course, the provider must be able to give valid explanations to indicate why this should not impact on the judgement of the quality of training and assessment (completion rates). ■ All final assessments of trainees are accurate in determining whether they have met the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector.
Inadequate	<p>The criteria for satisfactory are not met in one or more respects. This is evidenced by:</p> <ul style="list-style-type: none"> ■ trainees at the end of the training not meeting the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector and/or not meeting the criteria for satisfactory attainment as a result of weaknesses in the training and/or assessment arrangements (trainees' attainment) ■ a training programme that fails to cover the necessary elements to prepare trainees to meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment) ■ the expectations of trainees or groups of trainees are too low, or there are weaknesses in the training, leading to trainees making insufficient progress (trainees' progress) ■ inconsistency across the partnership, indicating inadequate monitoring and assessment of trainees' progress and/or significant weaknesses in target-setting that lead to trainees making insufficient progress (trainees' progress) ■ training that does not ensure equality of access for all trainees ■ low completion rates that can be attributed to weaknesses in training and/or support and guidance for trainees ■ final assessments of trainees at the pass/fail boundary are inaccurate or based on insufficient evidence for secure judgements.

The effective and efficient use of resources⁶

To what extent are available resources used effectively and efficiently?

Outstanding	The provider makes the most effective and efficient use of the resources
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⁶ Resources include human resources, equipment (for example, specialist equipment and/or facilities in some subjects/phases), access to up-to-date and relevant teaching, library and/or ICT resources, and so on.

	<p>available to achieve the best possible outcomes for trainees:</p> <ul style="list-style-type: none"> ■ the deployment of resources has a significantly beneficial impact on improving and/or sustaining high quality trainee outcomes ■ the allocation of resources is highly responsive to need ■ balanced decisions are taken between competing priorities for the allocation of resources. <p>The provider justifies and explains fully the allocation of resources, and these are transparent and understood fully across the partnership.</p>
Good	<p>The key criterion for a judgment of good is:</p> <ul style="list-style-type: none"> ■ most trainees, including those within all identifiable groups, consistently make good progress to achieve challenging targets (trainees' progress and attainment), assuming that success rates are high (completion rates). <p>This means that:</p> <ul style="list-style-type: none"> ■ resources are allocated to ensure that most trainees within all groups make progress in achieving challenging targets ■ where the outcomes for an identified group of trainees are lower than for others, resources are allocated that lead to improvements in these outcomes ■ no identifiable group of trainees fails to meet their targets as a direct result of weaknesses in the allocation of resources ■ resources are allocated to ensure that success rates are high.
Satisfactory	<p>Resources are allocated to ensure that all trainees have the opportunity to meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment).</p> <p>The provider can explain and justify the rationale for the allocation of resources, with evidence that decisions are based on an analysis of need, as evidenced by trainees making at least satisfactory progress, and by completion rates that are at least in line with national benchmarks.</p>
Inadequate	<p>The criteria for satisfactory are not met in one or more respects. This is evidenced by:</p> <ul style="list-style-type: none"> ■ trainees or groups of trainees not meeting the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector because of ineffective and/or inefficient use of resources (as indicated by impact on trainees' attainment). ■ the provider is unable to demonstrate that the best use of the available resources has been achieved (as indicated by the impact on trainees' progress).

The quality of the provision across the partnership⁷

To what extent is the provision across the partnership of consistently high quality?

<p>Outstanding</p>	<ul style="list-style-type: none"> ■ There is a very high level of commitment and involvement in all aspects of the partnership leading to the overwhelming majority of trainees consistently making good progress towards achieving their challenging targets. ■ All trainers and trainees understand the high expectations required to achieve high-quality outcomes for trainees. The quality of training, by all trainers, is consistently high across the partnership. Trainers are clear about the current priorities and their role in meeting these. There is a strong sense of 'shared understanding' and common sense of purpose across the whole partnership, supported by excellent communication. ■ There are high levels of consistency where necessary, but with flexibility for systems and procedures to be applied as 'fit for purpose' to achieve the best possible outcomes for trainees, taking account of the context in which the training takes place. ■ The professional development of all those involved in the training leads to high-quality provision across the partnership, with trainers able to make best use of the flexibility to achieve the best possible outcomes for trainees given the context in which they work. ■ A shared understanding of high quality across the partnership is influential in shaping the provision and in ensuring high-quality outcomes for all trainees. Any issues and concerns are identified at a very early stage and dealt with promptly and effectively.
<p>Good</p>	<p>The key criterion for a judgment of good is:</p> <ul style="list-style-type: none"> ■ most trainees, including those within all identifiable groups, consistently make good progress to achieve challenging targets (trainees' progress and attainment), assuming that success rates are high (completion rates). <p>This means that:</p> <ul style="list-style-type: none"> ■ the aspects identified in <i>Training and assessment</i> are consistently of the quality required to be judged as good in all aspects and areas of the training (see footnote 5 above) so that no group of trainees fails to make progress in achieving challenging targets ■ the provider ensures that trainers are able to provide the training required to achieve the criterion above ■ the provider ensures that placements used in the training are able to provide the training required to achieve the criterion above.
<p>Satisfactory</p>	<ul style="list-style-type: none"> ■ There is a well-defined rationale for the training programme, which sets clear expectations and is understood across the partnership.

⁷ Partnership encompasses all those involved in and all elements of the training.

	<ul style="list-style-type: none"> ■ All trainees have appropriate placements and mentoring support. ■ Systems and procedures, including assessment arrangements, are consistently applied across the partnership. This leads to a coherent training programme where all the elements combine to ensure that trainees meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment). ■ There are systems and procedures for the professional development of all trainers to ensure sufficient consistency in training and reliable and accurate assessments of trainees so that they meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' progress and attainment).
Inadequate	<p>The criteria for satisfactory are not met in one or more respects. This is evidenced by:</p> <ul style="list-style-type: none"> ■ weaknesses in the training and/or assessment of trainees lead to trainees at the end of the training not meeting the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment) ■ the expectations of trainees or groups of trainees are too low and/or insufficiently well applied across the partnership, leading to trainees making insufficient progress (trainees' progress) ■ the provider is unaware of inconsistency and/or poor quality across the partnership that leads to trainees making insufficient progress or to not meeting the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector, and/or fails to take effective remedial action (trainees' progress and attainment).

Promoting equality and diversity

To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?

Outstanding	<ul style="list-style-type: none"> ■ High-quality training promotes equality of opportunity, values diversity to ensure that: <ul style="list-style-type: none"> – trainees are prepared fully for teaching in a culturally diverse society and have a well-developed understanding of relevant issues – the overwhelming majority of trainees in all identifiable groups are provided with high quality support so that they make good progress to achieve challenging targets (trainees' progress and attainment) – the overwhelming majority of trainees are effective at teaching learners from a range of backgrounds – completion rates are notably better than national benchmarks. ■ The overwhelming majority of trainees feel secure in making declarations and reporting incidents, and are confident that adjustments and/or
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	<p>adaptations will be made. They are positive about their training, the support they receive and the way incidents are dealt with.</p> <ul style="list-style-type: none"> ■ There are no incidents of unlawful discrimination and few, if any, incidents of harassment. ■ The provider learns from any incidents and takes action to prevent similar incidents recurring through, for example, raised expectations, training, improved guidance. ■ The provider’s assessment of the impact of its policies on equality, diversity and inclusion is of high quality and drives further improvement.
<p>Good</p>	<p>The key criterion for a judgment of good is:</p> <ul style="list-style-type: none"> ■ most trainees, including those within all identifiable groups, consistently make good progress to achieve challenging targets (trainees’ progress and attainment), assuming that success rates are high (completion rates). <p>This means that:</p> <ul style="list-style-type: none"> ■ support for the well-being⁸ of individual and groups of trainees leads to most trainees achieving their challenging targets ■ the outcomes for all identifiable (and significant) groups are comparable. No group has significantly lower outcomes (given their starting points) than others and most trainees within each group achieve their challenging targets⁹ ■ most trainees are prepared well and have a secure understanding of how to teach in a diverse society. ■ most trainees are effective at teaching pupils/students from a range of backgrounds.
<p>Satisfactory</p>	<ul style="list-style-type: none"> ■ All requirements of all relevant legislation must be met. These are defined in the Government’s requirements for initial teacher education. ■ Entitlements for trainees are clear, and consistent application ensures equality of access to training and support for all trainees. ■ Trainees feel secure in making declarations and reporting incidents, and are confident that adjustments and/or adaptations will be made. They are positive about their training, the support they receive and the way incidents are dealt with.

⁸ Well-being is used to cover the personal needs of a trainee or a group of trainees as opposed to their professional development (which is covered in *Training and assessment*). This may require inspectors to balance meeting trainees’ professional development and personal needs when making a judgement. For example, when a provider has to balance personal against professional needs in deciding on a school or college placement this could have an impact on the judgements in either *Training and assessment* or in *Promoting equality and diversity*. Care will be taken to ensure that this does not have an overly significant impact.

⁹ It is recognised that some groups may be small and applying this proportions model may not be appropriate. It is the spirit of this model that is important and professional judgement will be applied where necessary.

	<ul style="list-style-type: none"> ■ Any reported incidents of unlawful discrimination and/or harassment, or other concerns, are identified at an early stage and dealt with promptly and effectively. ■ The training promotes equality of opportunity and values diversity to ensure that: <ul style="list-style-type: none"> – trainees meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment) – trainees are equipped with the necessary skills to teach learners from a range of backgrounds – trainees make at least satisfactory progress – completion rates are at least as good as national benchmarks <p>The partnership monitors success rates carefully to ensure that no group of trainees is proportionately disadvantaged.</p>
Inadequate	<p>The criteria for satisfactory are not met in one or more respects. This is evidenced by:</p> <ul style="list-style-type: none"> ■ entitlements are not clear or are not applied consistently to ensure equality of access to training and support for all trainees, as evidenced by any trainees not meeting the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment) or a small minority making insufficient progress (trainees' progress). ■ trainees are not confident in declaring a disability, or that adjustments/adaptations will be made, or in reporting incidents ■ harassment and unlawful discrimination are not dealt with effectively and/or efficiently.

Overall judgement on how effective the provision is in securing high-quality outcomes for trainees

This grade will be reached by balancing evidence from all of the graded key inspection questions.

The judgements will be based on the impact on the key outcomes: trainees' attainment; trainees' progress; and 'success rates', defined as successful completion and going on to employment/licensed practitioner status.

Outstanding	<p>To have outstanding overall effectiveness:</p> <ul style="list-style-type: none"> ■ no grade is less than good¹⁰ ■ 'training and assessment' and 'the quality of the provision across the partnership' have to be outstanding, demonstrating that all trainees and groups of trainees consistently make good progress to fulfil their potential, given their ability and starting points ■ those aspects of the provision judged to be good show clear trends of improvement.
Good	<p>To have good overall effectiveness the:</p> <ul style="list-style-type: none"> ■ 'training and assessment' and 'the quality of the provision across the partnership' have to be at least good ■ available resources are used effectively and efficiently so that the large majority of trainees fulfil their potential ■ equality of access to high-quality training leads to no significant groups being disadvantaged ■ all other grades must be at least satisfactory.
Satisfactory	<p>To have satisfactory overall provision, all requirements must be met and all of the contributing graded questions must be at least satisfactory.</p>
Inadequate	<p>The criteria for satisfactory are not met in one or more respects. This is evidenced by inadequacies in any of the contributing graded questions.</p>

Grading capacity to improve further and/or sustain high-quality outcomes

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 ability to secure continuous improvement and/or sustain high-quality outcomes. Inspectors will 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 making this judgement inspectors will consider each of the following questions.

¹⁰ In a very small number of exceptional circumstances, an outstanding grade for *Overall Effectiveness* could be awarded where trainees' attainment is satisfactory. This is where trainees with very low starting points (recruited to meet very clearly identified and specific needs) make outstanding progress to achieve the qualified teacher status standards or assessment requirements at a satisfactory level. In these circumstances, there must be a clear trend of improvement for specific cohorts indicating that the overall grade is improving towards, and is close to, 'good'.

How well the provider assesses its own performance

How effectively does the management at all levels evaluate performance in order to improve or sustain high-quality outcomes?

<p>Outstanding</p>	<ul style="list-style-type: none"> ■ Self-evaluation across all areas of provision: <ul style="list-style-type: none"> – involves all partners and is based on a wide range of carefully analysed information and data about all aspects of the provision – is rigorous and leads to an accurate and incisive analysis of the quality of the provision – is based on the rigorous analysis of trainees’ outcomes over time, including for all identifiable groups of trainees, the views of ‘users’ and the outcomes of other monitoring arrangements – leads to a clear and concise identification of those aspects of the course that work well and those where any further improvements or changes are required. ■ Comprehensive and in-depth monitoring and review of trainees’ progress and outcomes are used to evaluate and improve the effectiveness of recruitment and selection arrangements, the quality of training and assessment across the partnership, and equality of access and opportunity. ■ All internal and external moderators/examiners are very clear about their roles and responsibilities and they provide analytical and highly evaluative reports that focus on outcomes for trainees and that are effective in informing action planning. ■ The provider undertakes regular and thorough reviews of the effectiveness of its resource allocation, through the impact on trainees’ progress and attainment, and acts decisively and effectively on the findings.
<p>Good</p>	<p>Self-evaluation across all areas of provision:</p> <ul style="list-style-type: none"> ■ leads to an accurate identification of strengths and areas for development that are expressed in terms of the outcomes for trainees ■ is clearly based on the analysis of all outcomes for all trainees, and includes individual and groups of trainees and the analysis of trends over time ■ includes all partners; the outcomes of internal and external moderation; the outcomes of internal and external evaluation ■ takes account of the views of users (such as trainees, former trainees and their employing institutions) and is based upon a range of accurate and reliable evidence ■ is part of a process of continuous improvement.
<p>Satisfactory</p>	<ul style="list-style-type: none"> ■ Self-evaluation across all areas of provision: <ul style="list-style-type: none"> – clearly indicates that the provider knows its strengths, weaknesses and areas for development in all major respects to provide a basis for further improvement – covers all key aspects of the provision and partnership (including the

	<p>Requirements and legislation for equalities and diversity) and is based on an analysis of a range of evidence, and most particularly the analysis of trainees' attainments and outcomes over time</p> <ul style="list-style-type: none"> – takes account of a wide range of evidence, such as: from across the partnership; the views of trainees; the views of former trainees; their employing institutions; other stakeholders; external examiners; benchmarked information – uses future career paths to evaluate the effectiveness of selection for both individual and particular groups of trainees. <ul style="list-style-type: none"> ■ The internal and external moderation of assessment ensures accuracy of judgements of all trainees' progress and achievements, and security of the final assessment of trainees. ■ There is sufficient monitoring and evaluation of the quality of the training and assessment across the partnership, including the analysis of data and other information about trainees' progress and achievements, to bring about improvement and ensure that trainees meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment). ■ There is systematic monitoring and evaluation of the impact of policies on equality and inclusion to ensure that groups and individuals achieve their potential (trainees' progress and attainment). ■ The provider undertakes periodic review of the effectiveness and efficiency of its resource allocation (through the impact on trainees' progress and attainment) and takes action on its findings.
<p>Inadequate</p>	<p>The criteria for satisfactory are not met in one or more respects. This is evidenced by:</p> <ul style="list-style-type: none"> ■ self-evaluation that is insufficiently accurate to provide a secure basis for improvement planning because: <ul style="list-style-type: none"> – monitoring arrangements have not detected weaknesses in the training and/or inaccurate formative assessment and/or inequality of access that leads to trainees at the end of the training not meeting the qualified teacher status standards or the assessment requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainments) or trainees making poor progress (trainees' progress) – internal and/or external moderation are insufficiently robust to ensure reliable and accurate assessment of trainees – self-evaluation is based on an insufficiently wide range of evidence, and/or does not take account of trainees' attainment over time and/or the views of end users.

Anticipating and responding to change

How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?¹¹

Outstanding	<ul style="list-style-type: none"> ■ The leadership at all levels has the capacity to anticipate and drive change, and to take timely and effective action to respond to changes and national and local initiatives to ensure that the overwhelming majority of trainees receive high-quality training (trainees' progress and attainment). ■ The leadership at all levels is highly effective in identifying and securing the necessary workforce and partnership development, and targeting of resources, to meet the demands created by change to ensure that trainees receive high-quality training (trainees' progress and attainment). ■ Systematic and/or innovative and creative solutions and approaches have been found to longstanding problems and potential barriers to improvement.
Good	<ul style="list-style-type: none"> ■ The leadership at all levels has the capacity to anticipate change and has demonstrated success in introducing changes across the partnership which have had a positive impact on improving most trainees' practice. <p>The leadership will have considered:</p> <ul style="list-style-type: none"> ■ the 'focus' of the response on maintaining and/or improving high-quality outcomes for trainees ■ the 'scale' of the response to ensure that all relevant changes have been considered across all aspects of the partnership ■ the 'scope' of the response to ensure that it includes consideration of the implications for workforce development, developing the partnership and the allocation of resources ■ the 'quality' of the response so that systematic and/or innovative solutions are monitored and evaluated for their effectiveness on the outcomes for trainees.
Satisfactory	<ul style="list-style-type: none"> ■ The leadership at all levels has the capacity to respond to national and local initiatives and changes and to identify the workforce and partnership development, resource planning and any necessary review of the rationale for the course required to meet the resultant demands and to ensure smooth transition/delivery (judged through impact on trainees' outcomes). ■ Where and when problems emerge, suitable solutions are found.
Inadequate	The criteria for satisfactory are not met in one or more respects. This is

¹¹ This will change year-on-year. Currently, for example, this could include: the Rose Review; the Williams Review; curriculum development at Key Stage 3; education for sustainable development; 14–19 developments; qualification reform in the learning and skills sector.

	<p>evidenced by:</p> <ul style="list-style-type: none"> ■ leadership at any level lacks the capacity to respond to change/ national and local initiatives to ensure that trainees are fully prepared for employment (trainees’ outcomes) ■ insufficient attention to workforce and partnership development and/or resource planning (impact on trainees’ attainment and progress) ■ failure to implement solutions to longstanding problems or weaknesses in the provision (impact on trainees’ attainment and progress).
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Planning and taking action

How effectively does the provider plan and take action for further improvement?

Outstanding	<ul style="list-style-type: none"> ■ Improvement planning is focused on key priorities, sets high expectations for trainee outcomes, is underpinned by clear and precise plans for implementation, monitoring and evaluation and has resources that are sharply targeted to meet priorities. ■ Improvement plans are communicated effectively across the partnership so that everyone is fully aware of their role in securing the improvements required. ■ Those responsible for taking action fully understand the reasons for the action, their role in carrying it out, the intended outcomes and how this will be monitored to ensure the actions are effective. ■ The impact of any action taken is assessed against the intended impact on trainees’ progress and achievements. This contributes to the progress made by individual and groups of trainees. ■ Improvements over time indicate a consistent and well-evidenced record of making decisions, establishing and meeting high expectations and targets, taking action, and driving continuous improvement and/or sustaining high-quality provision, as evidenced by the high quality of the outcomes for trainees.
Good	<ul style="list-style-type: none"> ■ Improvement planning and the actions taken have led to maintaining high-quality outcomes and/or to a trend of improvement in the outcomes for trainees, including for specific groups, and in trainees’ attainment. ■ Improvement planning should indicate clearly the expected improvements in outcomes for trainees and how these will be monitored and evaluated. ■ Improvement planning should be clearly focused on those aspects of the provision that require improvement (based on self-evaluation) or development (to deal with anticipated changes) and these should be clearly linked to the outcomes for trainees. ■ All partners are clear about their role in securing the improvements in the outcomes for trainees.
Satisfactory	<ul style="list-style-type: none"> ■ There are clear links between monitoring and evaluation, improvement planning, actions taken and ensuring consistency across the partnership

	<p>to enable trainees to meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment).</p> <ul style="list-style-type: none"> ■ The outcomes of monitoring and evaluation are used to direct any actions, interventions and resources to ensure that trainees meet the qualified teacher status standards or the requirements of the relevant qualification to teach in the lifelong learning sector (trainees' attainment). ■ The provider has demonstrated its ability to review and evaluate performance and to seek continuous improvement. This is evidenced by a successful track record of steady improvements in trainees' outcomes through: <ul style="list-style-type: none"> – responding to internal and external monitoring – responding to national and/or local change or policies – setting and achieving targets and success criteria – deploying resources in line with priorities. ■ The necessary actions are communicated across the partnership and responsibilities for implementation are understood clearly.
Inadequate	<p>The criteria for satisfactory are not met in one or more respects. This is evidenced by:</p> <ul style="list-style-type: none"> ■ plans and actions insufficiently linked to identified priorities ■ there is no evidence of improvement planning leading to sustained improvement in trainees' outcomes over time (taking into account new provision) ■ success criteria are either not set, or not sufficiently focused on trainees' outcomes, or not met ■ insufficiently well-resourced actions plans ■ an insufficiently well-evidenced record of improvement in trainees' outcomes ■ the provider fails to take effective remedial action when there is undue inconsistency and/or poor quality across the partnership, as evidenced by the impact on trainees' progress and/or attainment.

Overall judgement capacity to improve further and/or sustain high-quality outcomes

This grade will be reached by balancing evidence from all of the graded key inspection questions.

Outstanding	<p>Outstanding capacity for further improvement and/or for sustaining high-quality outcomes includes an impressive record of:</p> <ul style="list-style-type: none"> ■ marked trends of improvement in progress and attainment and/or sustaining high-quality outcomes for a wide range of individuals and groups of trainees.
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	<ul style="list-style-type: none"> ■ accurate and comprehensive review and self-evaluation ■ anticipating and driving change ■ high-quality planning and actions that have had notable success.
Good	<p>Good capacity for further improvement in trainees' outcomes includes a record of:</p> <ul style="list-style-type: none"> ■ trends of improvement in trainees' progress and attainment for defined individuals and group of trainees ■ accurate review and self-evaluation ■ anticipating, planning for and taking successful action in response to monitoring, review and/or national and/or local issues.
Satisfactory	All graded judgements for 'capacity to improve' are at least satisfactory.
Inadequate	The criteria for satisfactory are not met in one or more respects. This is evidenced by inadequacies in any of the contributing graded questions.

Annex 1. Assessing trainees

The following characteristics have been developed to be used alongside the qualified teacher status standards or assessment requirements of the relevant qualification to teach in the lifelong learning sector. They are intended to help providers and inspectors make judgements about trainees working at higher levels; that is, above the threshold level of the qualified teacher status standards or assessment requirements. The characteristics do not replace or duplicate the qualified teacher status standards or the assessment requirements. They are indicators of a trainee's performance at each level.

Using the characteristics to assess individual trainees

During inspections, inspectors will always meet with individual and groups of trainees and scrutinise their files (teaching files, records of evidence, records of feedback, and so on). On some inspections they will also observe the teaching of a sample of trainees. The characteristics have been grouped together to match these sources of evidence. Providers will also use these sources of evidence when making their own judgements of trainees.

Groups of characteristics	Sources of evidence
Trainees' teaching: What might you see in a lesson/teaching session?	Observation of teaching
Trainees' files: What might you see in their files?	Sample of trainees' files Meetings with individuals or groups Interviews with trainees whose teaching has been observed
Trainees' explanations: What sort of things can they explain?	Meetings with individuals or groups Interviews with trainees whose teaching has been observed
Trainees' characteristics: What noticeable characteristics do they have?	All of the above

These characteristics indicate the quality of teachers in training, not those of qualified practitioners. This is relevant to those trainees in the further education system who have teaching experience before commencing their training. Many of the characteristics are indicators of the potential of trainees to become good or better teachers. A particular case is the quality of trainees' lessons. For example, we should not expect outstanding trainees to always teach outstanding lessons (as judged using the criteria for school or college inspections), although the very large majority of their lessons should be at least good. We should look for the potential to be outstanding teachers, which includes learning from situations where lessons do not go as planned, including learning from mistakes.

Lesson observations will result in judgements of the quality of the lesson based on the grade criteria for lessons used during school or college inspections. These are 'absolute' judgements. However, it is recognised that many observations by trainers of trainees' lessons are developmental rather than 'absolute'. The assessment of the lesson needs to be considered alongside other evidence to judge the progress made by the trainee.

The characteristics can be used by providers:

- to assess a trainee's attainment at, or towards, the end of the training programme
- to provide developmental feedback and targets during the training programme.

Reaching the judgement:

- Those making judgements need to check that the satisfactory characteristics have been met before using the 'good' or 'outstanding' characteristics to make a judgement at a higher level.
- To be judged satisfactory, all aspects of satisfactory in each of the four groups have to be achieved:
 - for a trainee following a course leading to qualified teacher status they must meet all of the qualified teacher status standards
 - for trainees in the further education system, they must meet all of the requirements of the appropriate teaching qualification for the further education system
- In order to judge a trainee as good or outstanding, those making the judgement need to look at the characteristics in all four groups. The characteristics are intended to describe the features that indicate that a trainee is performing at that level. It is a 'best fit' model. They also need to be interpreted within the setting and context in which the trainees work.
- In making the final decision, inspectors need to weigh the evidence in each of the groups of characteristics. To judge a trainee as good or outstanding they need to demonstrate the characteristics at this level across all four groups. To be outstanding overall there must be sufficient outstanding features from all four groups. Similarly, in reaching a judgement of good there must be sufficient good features from all four groups.

Features of trainees

Grade	Key aspects of trainees' performance: In lessons
Outstanding	<p>Outstanding trainees:</p> <ul style="list-style-type: none"> ■ teach lessons that are mostly good, and often show characteristics of outstanding lessons ■ ensure that all learners make good progress so that they fully achieve the challenging intended learning outcomes ■ teach learners to be able to explain how the teaching helped them to make progress ■ teach lessons that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher ■ have a rapport with learners – high-quality dialogue and questioning, guiding learning, with attention to individuals and groups ■ monitor learners' progress to evaluate quickly how well they are learning so that they can change the approach during the lesson if necessary, and provide detailed feedback and targets to individual learners that are focused well to ensure further progress ■ demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches to ensure that all learners make the expected progress ■ demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson in response to what learners say and do ■ make links with other aspects of learners' development and understanding (for example, linking to work in other subjects) ■ fully exploit possibilities to promote learners' understanding and appreciation of social and cultural diversity.
Good	<p>Good trainees:</p> <ul style="list-style-type: none"> ■ teach lessons that are never less than satisfactory, but often good or better ■ ensure that all learners are sufficiently challenged and achieve the intended learning objectives ■ teach in a way that engages learners' interest so that they become fully involved in the lesson ■ make creative use of resources ■ use a range of different assessment methods matched well to the expected learning outcomes and show an understanding of why a particular method was chosen

	<ul style="list-style-type: none"> ■ monitor and assess learners' achievement and provide feedback to them that is based on the specific needs of learners or groups of learners that leads to further progress ■ show flexibility/adaptability that takes account of the progress made by learners and match their teaching to it, including by matching pace to learning and the use of a variety of teaching methods ■ understand how to overcome barriers to learning such as low levels of literacy/numeracy ■ use their subject knowledge to find different ways of explaining or teaching approaches ■ work effectively with learning support and other professionals in planning, teaching and monitoring and reviewing learners' progress ■ make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity.
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<p>Satisfactory</p>	<p>To be judged satisfactory a trainee must meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p> <p>Satisfactory trainees:</p> <ul style="list-style-type: none"> ■ teach consistently at least satisfactory lessons (by the end of their training) in which learners make progress or consolidate their learning¹² ■ teach at a satisfactory level across a range of different contexts (for example, different ages, groups sizes, levels) ■ respond to individual and groups of learners' questions and needs to enable learners to progress and meet the learning expectations ■ demonstrate secure subject knowledge that develops learners' understanding and skills ■ set clear expectations for learning and behaviour ■ manage the learning environment and resources to enable all learners to make progress ■ match teaching and learning activities to the intended learning outcomes ■ plan and use resources efficiently, including the deployment of other adults, learning support and other professionals ■ monitor learners' progress and assess their achievement, and provide feedback to learners which aids their progress ■ begin to develop learners' wider understanding and appreciation of social and cultural diversity.
<p>Inadequate</p>	<p>Inadequate trainees do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p>

¹² Lessons judged using the Common Inspection Framework for schools or colleges and the associated evaluation schedule for *Evaluating the quality of teaching*.

Grade	Key aspects of trainees' performance: Trainees' files
Outstanding	<p>Outstanding trainees:</p> <ul style="list-style-type: none"> ■ demonstrate a clear and deep understanding of how to plan for progression – stages in learning, different rates of progress, identifying clear 'strands of progression' and the use of these to plan 'steps in learning', their teaching, dealing with barriers to learning, and through this demonstrate depth of subject knowledge and subject pedagogy ■ provide evidence of monitoring and recording learners' progress and how this the outcomes are used in subsequent planning, with a clear focus on groups and individual learners ■ demonstrate the clarity of links between learning objectives, teaching approaches and assessment strategies – 'what I want learners to learn, how they will learn, and how I know that they have, what I will do next' ■ show innovation within the constraints of a scheme of work/curriculum ■ maintain files as working documents – annotated as part of self-evaluation ■ show high-quality self-evaluation with clear focus on learners and setting challenging targets for their own professional development – including, for example, future career progression with evidence of implementation and further review, and critical analysis and reflection, taking full account of feedback from trainers and other professionals they work with ■ innovative approaches to the integration of <i>Every Child Matters</i>, and social and cultural diversity.
Good	<p>Good trainees:</p> <ul style="list-style-type: none"> ■ plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, and matching these to the teaching and learning approaches and activities used – with clear recognition of how to deal with any potential barriers to learning – and through this demonstrate their own depth of subject knowledge ■ plan clear links between expected outcomes and how progress and achievement will be monitored and assessed, with outcomes used in subsequent planning ■ set lessons clearly in a sequence that is designed well to secure progression ■ provide clear evidence of understanding the need to take responsibility for their own professional development through evaluating performance and setting challenging targets, working with trainers to refine these and to monitor their progress, then evidence of implementation, review and critical reflection.
Satisfactory	To be judged satisfactory a trainee must meet all of the qualified

	<p>teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p> <p>Satisfactory trainees:</p> <ul style="list-style-type: none"> ■ plan lesson/s that set clear learning outcomes and indicate how the planned activities will enable learners to meet these, and how progress and achievement will be monitored and assessed – including recognition of potential barriers to learning such as low levels of literacy/numeracy ■ evaluate their teaching and show an understanding of the need to evaluate the effectiveness of it through the impact on learners – with evidence of the use of aspects covered in training activities to secure trainees’ own progress ■ take some responsibility for their own professional development – clear relationship between targets set by trainers and trainees’ own reflections and personal target-setting, and trainees’ progress ■ take account of <i>Every Child Matters</i>, and social and cultural diversity.
<p>Inadequate</p>	<p>Inadequate trainees do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p>

Grade	Key aspects of trainees' performance: Trainees' explanations
Outstanding	<p>Outstanding trainees:</p> <ul style="list-style-type: none"> ■ describe the stages in progress through a topic/set of ideas and concepts/sequence of teaching – explaining what they would look for in learners ■ can give examples of lessons, and individual/groups of learners, to illustrate this – including the identification of barriers to learning and how these were/can be overcome ■ are able to discuss in detail individual learners' progress as well as attainment/achievement ■ are able to use their depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approaches and why these are likely to be more successful than others ■ demonstrate an understanding of the range of professionals that contribute to learners' overall development and their place in the 'bigger picture' – well-informed discussion about individual/groups of learners and particular needs ■ show a depth of understanding of the implications of <i>Every Child Matters</i> across a wide range of work and how to promote learners' understanding and exploit the potential provided by social and cultural diversity.
Good	<p>Good trainees:</p> <ul style="list-style-type: none"> ■ can give examples of how they have secured progression for groups of learners through a sequence of lessons, including how they know that learners have made progress ■ are able to explain why they use particular teaching and learning approaches and why these work in their subject ■ demonstrate their understanding of barriers to learning and how these can be overcome in their subject ■ can give examples of working with a wider range of professionals to secure the overall development of learners ■ demonstrate a secure understanding of the implications of <i>Every Child Matters</i>, and social and cultural diversity, and can apply this to their own teaching.
Satisfactory	<p>To be judged satisfactory a trainee must meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p> <p>Satisfactory trainees:</p> <ul style="list-style-type: none"> ■ can explain how the training has enabled them to improve their teaching ■ can explain how their lesson planning fits into a sequence that

	<p>will enable learners to make progress</p> <ul style="list-style-type: none"> ■ can explain how they monitor and assess learners' achievements, and how this indicates that the learners are making progress ■ show awareness of barriers to learning, such as levels of literacy or numeracy, and the likely impact on their subject, with some ideas for dealing with this ■ know who they should turn to for expert advice on particular aspects of learners' overall development, specifically including child protection and safeguarding issues ■ demonstrate a secure understanding of <i>Every Child Matters</i> and of social and cultural diversity.
Inadequate	<p>Inadequate trainees do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p>

Grade	Key aspects of trainees' performance: Noticeable characteristics
Outstanding	<p>Outstanding trainees:</p> <ul style="list-style-type: none"> ■ take risks when trying to make teaching interesting, are able to deal with the unexpected and 'grab the moment' ■ inspire and communicate their enthusiasm to learners ■ have an intrinsic passion for learning ■ show innovative and creative thinking – lateral thinkers ■ have the ability to reflect critically and rigorously on their own practice to inform their professional development, and to take and evaluate appropriate actions – they are able to learn from their mistakes ■ take full responsibility for their own professional development ■ are highly respected by learners and colleagues and, where appropriate, parents/carers and employers ■ have the clear capacity to become outstanding teachers ■ demonstrate, or show the capacity to develop, leadership and management skills.
Good	<p>Good trainees:</p> <ul style="list-style-type: none"> ■ show a willingness to try out range of approaches to teaching and learning, know how to learn from both success and 'failure', and know when/who to ask for support both in trying out new approaches and in evaluating how well they work ■ clearly understand their own role as 'learners' and how to ensure they achieve their own learning goals ■ systematically evaluate their own practice, including through its impact on learners, and take appropriate action ■ have the clear capacity to become good, and possibly outstanding, teachers.
Satisfactory	<p>To be judged satisfactory a trainee must meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p> <p>Satisfactory trainees:</p> <ul style="list-style-type: none"> ■ tend to have a limited, but adequate, range of teaching and assessment strategies, but use these competently and with confidence ■ evaluate their own practice, including through its impact on learners, and take appropriate action ■ recognise that they need help with some aspects of teaching, and are willing to seek out and act on advice and guidance ■ show clear capacity to become competent, and in some aspects, good teachers.

Inadequate	Inadequate trainees do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.
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Annex 2. Glossary of terms

The following terms have been used 'generically' to avoid having to explain them within each context each time they are used:

Classroom	Any setting where trainees teach and learning takes place.
Further education system	Settings in the learning and skills/lifelong learning sector that include provision for learners aged 14 years or over: for example: further education or sixth form colleges, specialist colleges, work-based learning, personal and community development learning (formerly known as adult and community learning), voluntary and community learning, offender learning, the armed forces.
Groups of trainees	Identifiable groups of trainees, for example grouped by gender, ethnicity or age; groups of trainees within a particular college, cluster of schools, secondary subject; or those training to teach in the 14–19 age range.
Learner	Can be individuals or groups of children, pupils, students or adults.
Lesson	Any activity involving trainees working with learners.
Mentors	Trainers who are responsible for trainees' day-to-day guidance and training during teaching experience. For trainees on secondary courses and for trainees in the further education system, mentors will be specialists in the trainees' subject or area of learning.
Outcomes for trainees	Outcomes are defined as: trainees' attainments; trainees' progress; rates for successful completion; and numbers going on to employment/licensed practitioner status.
Partnership	Partnership encompasses all those involved in and all elements of the training.
Provision	All aspects of the recruitment/selection, training, assessment systems, trainee support arrangements, management and leadership that relate to the outcomes for trainees. It is used as an 'all embracing' term to indicate all aspects that will be inspected.
Requirements	This covers: <ul style="list-style-type: none"> ■ Secretary of State's requirement for initial teacher education leading to qualified teacher status ■ Secretary of State's requirement for initial teacher education in the further education system ■ legislative requirements such as: Disability Discrimination Act, Race Relations (Amendment) Act 2000, Safeguarding legislation,

	and so on.
Resources	Resources include human resources, equipment (for example, specialist equipment and/or facilities in some subjects/phases), access to up-to-date and relevant teaching, library and/or ICT resources, and so on.
Starting points (trainees)	<p>In determining a trainee's progress, account will be taken of the initial assessment following interviews and at the start of training. In addition, to determine a much clearer indication of a trainee's potential, the following may provide a more secure point from which the provider can make an assessment of the expected progress and attainment:</p> <ul style="list-style-type: none"> ■ for a one-year post-graduate course, this could be several weeks into the course once the provider has had an opportunity to undertake an initial assessment of the trainee's work in school ■ for a three- or four-year undergraduate course, this could be the end of the first year of the course when the provider takes stock ■ for graduate teacher programme trainees (on employment-based routes) this will be from the first training plan ■ for in-service trainees in the further education system, this could be based on the initial needs analysis and initial tutorial.
Subject knowledge	Trainees' understanding of their specialist area and related pedagogical understanding.
Success rates	The proportion of trainees who successfully complete the course and, for pre-service provision, of trainees who go on to secure employment. For in-service provision, as far as possible, it will be the proportion of trainees who successfully complete and go on to gain licensed practitioner status. Judgements will be based on comparisons with national, regional, or other benchmark data.
Teacher	Any professional supporting learning.
Teaching	Any activity involving the trainees and learner(s) that promotes learning. Teaching is sometimes used to include the planning and assessment of learners' achievements, as well as the actual learning activity.
Trainee	Any person undertaking an initial teacher training qualification, even if they are experienced teachers.
Trainer	Anyone involved in the professional development of the trainee, including specialists working alongside the trainee if they have any involvement in their professional development.
Training	All activities, events and relevant experience that contribute to the trainees' progress and professional development. Training includes any central training sessions, subject-specific and 'professional' training, training in settings (placements schools, colleges, and so on), the feedback trainees receive, the targets they are set, feedback on

relevant tasks and assignments, interim reports on their progress, and so on.

Well-being
(trainees)

Well-being is used to cover the personal needs of a trainee or a group of trainees as opposed to their professional development.