



# Framework for the inspection of initial teacher training for the award of qualified teacher status 2005–11

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## Purposes of inspection

1. The main purposes of the inspection of initial teacher training (ITT) are to:
  - ensure public accountability for the quality of ITT
  - stimulate improvement in the quality of provision
  - provide objective judgements on providers for public information
  - inform policy
  - enable the statutory link to be made between funding and quality
  - check compliance with statutory requirements.
2. Inspection reports provide an invaluable source of information for providers' own improvement strategies, together with that derived from their continuous self-evaluation. Increasingly, this information feeds into the improvement strategy of the Teacher Training Agency (TTA) which aims to:
  - identify and disseminate successful practice
  - monitor policy implementation in order to identify the areas where general support to the sector is needed
  - identify providers requiring specific support or other intervention
  - encourage successful providers to help others experiencing problems.

## Inspection process

3. This framework covers inspections of ITT for Qualified Teacher Status (QTS) over the six-year period between 2005/06 and 2010/11. Primary and secondary training will be inspected separately, and each of these phases will normally be inspected twice during this period.
4. The inspection programme will differentiate according to the quality of the provision in its previous inspection. Where provision is in TTA categories A or B, a short inspection will take place; where it is in category C, there will be a full inspection. Inspections will usually be separated by three years. If, at any stage, provision is found to be inadequate (previously categorised as unsatisfactory), an additional follow-up full inspection will take place the next year. Table 1 summarises how the differentiated programme will operate over the six-year period.

**Table 1. Summary of the differentiated inspection programme.**

Quality of provision at the start of 2005/06	First inspection normally	Outcome of first inspection	Next inspection normally
(a) Good (TTA categories A or B)	Short Within the period 2005 to 2008	Good quality confirmed	Short 3 years later
		Good quality not confirmed	Full the following year then either full or short 3 years later
(b) Satisfactory (TTA category C)	Full No more than 3 years after the last inspection	Provision judged to be good	Short 3 years later
		Provision judged to be satisfactory	Full 3 years later
(c) Inadequate (TTA category D)	Follow-up full The year following the inadequate finding	Provision judged to be good	Short 3 years later
		Provision judged to be satisfactory	Full 3 years later

**Notes:**

*Where provision is found to be non-compliant, there will be a follow-up inspection in the next year to check that the non-compliance has been remedied.*

*If, at any stage, provision is found to be inadequate in a full inspection, there will be a follow-up inspection in the following year; the pattern will then follow as in (c) above.*

5. Short inspections focus on the management and quality assurance of the whole provision of either primary or secondary training. The aim is to verify whether the provider's self-evaluation and improvement planning procedures ensure that good quality training is planned and delivered. Specialist inspectors make judgements in particular subjects (English, mathematics and science in primary, and a sample of subjects in secondary) about whether the quality of provision is at least good, and contribute to the judgement on the impact of management and quality assurance on training and outcomes.
6. Full primary inspections cover the management and quality assurance of the whole provision, the quality of the training programme and the standards of the trainees' teaching towards the end of their training. While there is a strong focus on inspecting the quality of training and the standards of trainees' teaching in English, mathematics and science, training and outcomes in other elements of the primary curriculum are also included. Early years courses are inspected as part of primary provision.
7. Full secondary inspections similarly cover the management and quality assurance of the whole provision, the quality of the training programme and the standards of trainees' teaching. While the inspection encompasses general features of all subjects offered by the provider, more detailed

evidence is collected by specialist inspectors from a sample of subjects, usually about half of those offered by a provider.

8. Inspection of a phase will cover all the routes to QTS offered by the provider, with the exception, at least for the first three years of the inspection cycle, of the graduate teacher programme (GTP). After the first inspection round, Ofsted and the TTA will review inspection procedures and will consult on future inspection arrangements for GTP.
9. Self-evaluations carried out by providers are key elements of inspection evidence. Managing inspectors of both short and full inspections use these to identify issues and set the detailed agenda for inspections. Self-evaluation is likely to draw on information from a variety of sources. These may include:
  - the evaluation of the impact of action and improvement plans
  - evaluation of training by all members of the partnership
  - evaluation of training by current and former trainees
  - reports from external examiners
  - peer reviews and observations
  - other internal reviews
  - reports from external consultants.

Inspectors are interested not only in the content of such documents but in the impact they have in stimulating improvements in the quality of provision.

## Reporting of inspections

10. Short inspections report on, and award a grade for, the management and quality assurance of the whole provision of either primary or secondary training. They summarise the reasons for judging whether or not the training provision is good, but do not report on, or grade, the quality of training or the standard of trainees' teaching.
11. For either primary or secondary training, full inspections report on and award grades for the management and quality assurance of the whole provision, the overall quality of the training programme, and the standards of the trainees' teaching towards the end of their training.
12. The grades are awarded for overall provision. For full inspections, they are arrived at by including in the sample of trainees and training observed a selection of those on each route. The sample and/or the weighting of the evidence used to arrive at an overall grade reflects as far as possible the numbers of trainees on the different routes.

## Grading scale and non-compliance

13. A four-point grading scale is used. Any non-compliance judgements are treated separately, allowing grade 4 to be used by inspectors to identify provision that meets the Requirements for ITT in a formal and technical sense, but at a quality level which is insufficiently high. This ensures that provision that is otherwise good, but which is non-compliant (for example provision that has an incorrect age-phase course title), can be addressed without giving a grade that would place it in a low allocation category and thus make it subject to possible reductions in intake target. Table 3 gives a definition of each grade.

**Table 2: Definition of grades**

Grade	Descriptor
1	Outstanding
2	Good
3	Satisfactory
4	Inadequate

## Evaluation schedule: short inspections

Inspectors evaluate the extent to which providers meet the Requirements for ITT and enable their trainees to meet the *Standards* required for the award of Qualified Teacher Status. These *Requirements for ITT* and *Standards* therefore constitute the essential criteria for evaluation (they are currently published in *Qualifying to teach: professional standards for Qualified Teacher Status and Requirements for ITT* published by the TTA and available on their website [www.canteach.gov.uk](http://www.canteach.gov.uk)). In order to apply these criteria, inspectors address the following questions.

### Management and quality assurance of the provision

*1. Are the selection procedures designed and managed to meet the Requirements in Qualifying to teach and other relevant legislation?*

To answer this question, inspectors will evaluate:

- the accuracy and clarity of the information given to prospective trainees about the training programmes
- the efforts made to recruit trainees from minority ethnic and other under-represented groups
- the effectiveness of the provider's equal opportunities and race equality policies in the selection process
- the appropriateness of the selection criteria for each stage of the selection process and the effectiveness of the interviews in identifying suitable trainees
- the identification, recording and communication to trainees of relevant information on any developmental activities that they need to undertake to help them prepare for the training.

*2. Does the management of the training programmes ensure that the training and assessment and school partnership Requirements in Qualifying to teach are met and high-quality training and good outcomes promoted?*

To answer this question, inspectors will evaluate:

- the effectiveness of the partnership arrangements in the planning and delivery of the training programmes
- the clarity and effectiveness of the partnership agreement
- the effectiveness of the overall arrangements for managing of the training programmes
- the clarity and appropriateness of roles and responsibilities of all involved in the partnership
- the effectiveness of the procedures to ensure that trainers have the knowledge, skills and understanding necessary to discharge their roles successfully
- the deployment of resources to support effective training.

*3. Do the quality assurance procedures ensure that the Requirements in Qualifying to teach are met and support the management of high-quality training and good-quality outcomes?*

To answer this question, inspectors will evaluate:

- the effectiveness of the monitoring of policies on equality of opportunity and the promotion of good race relations
- the monitoring of training programmes to ensure that high quality is established, maintained or enhanced
- the monitoring of assessment processes and the effectiveness of the internal and external moderation procedures in ensuring that the assessment of trainees is rigorous, consistent and accurate
- the effectiveness of the systems for evaluating the quality of provision
- the quality and impact of the provider's improvement planning.

### **Quality of training**

*Are the content, structure and delivery of the training programmes and the assessment of trainees at least good?*

To answer this question, inspectors will use the previous inspection findings, together with evidence of changes or developments since then, to evaluate:

- the structure and content of the training programme(s) and whether they meet the Requirements
- how well all elements of the programme combine to secure trainees' progress towards the Standards
- the implementation of the planned programme of training
- the quality of the training
- how well training takes account of individual needs
- how well trainees' progress is monitored to enable training to be focused on their needs in relation to the Standards
- the assessment of trainees' achievements against the Standards.

## Evaluation schedule: full inspections

Inspectors evaluate the extent to which providers meet the Requirements for ITT and enable their trainees to meet the Standards required for the award of Qualified Teacher Status. These Requirements for ITT and Standards therefore constitute the essential criteria for evaluation (they are currently published in *Qualifying to teach: professional standards for Qualified Teacher Status and Requirements for ITT* published by the TTA and also available on their website [www.canteach.gov.uk](http://www.canteach.gov.uk)). In order to apply these criteria, inspectors address the following questions.

### Management and quality assurance of the provision

The same questions and evaluation criteria apply as for short inspections.

### Quality of training

*1. Are the content and structure of the training programme designed to ensure that trainees meet the Standards?*

To answer this question, inspectors will evaluate:

- the structure and content of the training programme(s) and whether they meet the Requirements
- how well all elements of the programme combine to secure trainees' progress towards the Standards.

*2. How effective is the training in ensuring that trainees meet the Standards?*

To answer this question, inspectors will evaluate:

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

*3. Is the assessment of trainees against the Standards effective and accurate?*

To answer this question, inspectors will evaluate:

- the assessment of trainees' progress and achievements against the Standards during their training
- the accuracy and rigour of the final assessment for the award of QTS.

## Standards achieved by trainees

### *How well do trainees meet the Standards?*

To answer this question, inspectors will evaluate the extent to which trainees:

- are committed to raising pupils' educational achievement and demonstrate appropriate values and attitudes in their teaching and their conduct with support staff and with parents in and out of school
- are able to improve their own teaching by effective evaluation and have the motivation and ability to develop professionally
- have a sufficient command of the subject and of the professional knowledge they will require to teach their subjects effectively in their selected age-range
- demonstrate clear teaching objectives and learning targets in their planning, based on high expectations for all their pupils
- are able to use effectively a range of teaching strategies, including ICT and homework, that enable all groups of pupils to acquire the expected knowledge, understanding and skills
- are able to devise and use appropriate methods for monitoring and assessing their pupils' progress to inform their own planning, to stimulate their pupils to improve and to enable them to report on pupils' progress
- are able to organise and manage their classes confidently and safely
- are able to give suitable support to pupils with special needs and to those for whom English is an additional language, and ensure that all pupils have full access to the curriculum, regardless of ethnicity, gender or ability.

### **Note**

*It is important, in using this framework, to appreciate that all elements of the inspection process are interrelated. For instance, on the standards visits inspectors will also evaluate how much progress trainees have made and the effectiveness of the training, and these evaluations will inform the judgements about management and quality assurance.*