

## Bea Noble-Rogers

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### The inspection process – points to bear in mind

The points below were written with Dr Carole Baker and Professor Roger Woods based on our work supporting providers in preparation for inspection. Although much of what is set out below may be self-evident we thought it would be useful to draw it together in a single document.

#### 1. Language

- Express provision in terms of the partnership – orally and in written materials
- During discussion avoid abbreviations unfamiliar to inspectors and provide a glossary for inspectors alongside materials
- Respond to questions in terms of provision overall, and avoid speaking about any one pathway (using phrases such as “my pathway” or “in GTP”) unless asked specifically to do so

#### 2. Materials

- Ensure that any materials presented are easy to access, intuitively navigable and lead the team to relevant evidence and only the relevant evidence
- Be prepared to produce hard copies
- Ensure that materials follow common formats as far as possible
- Avoid any expressions giving the impression that centre and school-based elements are separate tracks
- Check partnership agreement compliance checklists to ensure that they demonstrate fully that the requirement is met – in particular C3.4 in respect of monitoring and evaluation. It’s worth looking at the ITE criteria supporting advice
- Provide a very short description of the structure of each pathway, including the number of school-based days and where they occur and how and where each priority area is tackled by pathway – ‘timeliness’ linking school to centre based training is important
- Present materials to inspectors so that they support judgments against G1 criteria with an emphasis on evidence of impact on trainees’ competence and confidence and of trainees’ and NQTs’ impact on pupils’ learning and school improvement. For instance, using:
  - SED with electronic links to relevant evidence or cross reference to packs of relevant paper evidence
  - regularly reviewed IPs with electronic links to relevant evidence or cross reference to packs of relevant paper evidence plus clearly identified consequent adjustments to planning
  - It might be useful to cross reference such evidence to a VLE collection of the evidence listed in the inspection guidance – just in case

#### 3. Style

- Differences in inspection style are likely
- If the style inhibits responses the lead should be alerted asap

#### **4. Meetings**

- All involved in each meeting need to be familiar with key features of relevant aspects of all provision so that common strengths can be ascertained easily and any differences shown to be designed purposefully to secure quality and impact relevant to the pathway
- Most trainers present should speak at the meeting to demonstrate common approaches/understanding
- Schools need to be represented wherever possible
- Visits to schools will check claims, for instance of the effectiveness of quality assurance processes and, it is important that all schools are familiar with key strengths, areas of development in the Partnership as well as such things as assessment processes
- Raise the issue of presenting additional evidence during the inspection at the outset and up to the point where you receive the final judgement
- Use the last meeting of each day to present your case to the inspection team representatives, as well as for responding to their feedback

#### **5. Organisation of trainee files**

- Files should be very easy to access: to allow inspectors to find key docs quickly, for instance, observations/reports/lesson planning/evaluations/ trackers – so that they can identify quality and see progress/monitoring of progress/interventions and their impact. This might be via a contents page but plus signposting post-its or tags
- Planning/evaluations/observation proformas and reports need to give close attention to evidence of impact of trainees' teaching on pupils' learning and impact of training on trainees' teaching
- It is worth checking files to these ends as well as for their quality

#### **6. Inspector observations of teaching**

- Ensure that a well-structured lesson plan is provided
- Ensure that the lesson allows the trainee to demonstrate the quality of their teaching and their subject knowledge – so that the inspector sees that it reflects indicative grading

#### **7. Inspector observation of training**

- Ensure that a well-structured session plan is provided for every centre or school based-session. They should follow a common format, model good planning practice, for instance plans should cross reference preceding, concurrent/embedded and further relevant training in centre and in school, demonstrate structured links between centre and school-based training, identify relevant standards and/or NPs addressed, set out relevant up-to-date reading/links including refs to inspection reports and national expectations such as the draft NC, clearly identify intended outcomes for trainees

#### **8. Inspector timetables**

- Check in advance how much time needs to be built in for reading, coffee and lunch
- Be proactive in identifying the amount of influence you can have on school selection
- Confirm in advance that a daily meeting with the key manager/s will be included to discuss findings to date and identify any further evidence needed