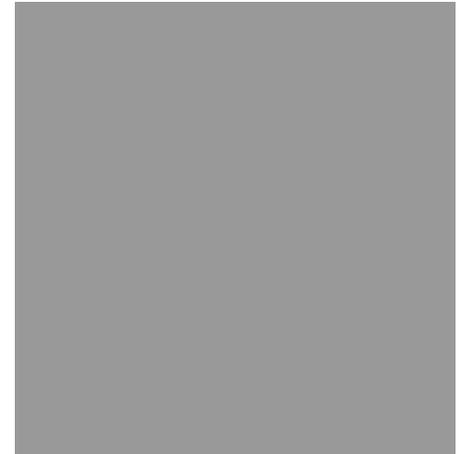


# The new inspection framework for ITE: a presentation to the National Primary Teacher Education Council

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# Aims

- To ensure ITE partnerships are aware of the key changes to ITE inspections and inspection methodology from September 2012
- To provide an overview of the ITE inspection handbook and key judgements
- To ensure ITE partnerships are aware of the implications for future inspections
- To provide an opportunity to raise questions about changes to ITE inspections and the implications for ITE partnerships

# Key changes to ITE inspections and inspection methodology



# Context and drivers for change

## **Ofsted**

- Changing approaches to inspection at Ofsted

## **Response to government reforms in the ITE sector**

- *The importance of teaching*
- *Training our next generation of outstanding teachers*
- *Great teachers: attracting, training and retaining the best*
- *Professionalism in FE interim report*

## **New professional standards and requirements**

- *The Teachers' Standards*
- *Revised ITT criteria*

## Key changes (1)

- raise expectations by creating more challenging criteria for the different grade judgements
- make fewer overall judgements
- have one headline judgement for overall effectiveness
- adopt a more proportionate approach to inspection that is informed by a robust risk assessment process
- target inspections where improvement is needed most
- extend the length of the inspection cycle to six years
- inspect a sample of good and outstanding ITE partnerships within each year of the cycle

## Key changes (2)

- introduce focussed monitoring inspections to evaluate the quality and effectiveness of training in phonics in primary ITE partnerships as part of the new ITE inspection framework
- include an annual thematic element in ITE inspections
- introduce a shorter notice period
- make practical arrangements for the inspection by telephone
- reduce the number of on-site inspection days
- introduce 'requires improvement' rather than satisfactory
- implications of judgements for future inspections

## Key similarities

- retain single inspection events
- retain the focus on outcomes for trainees
- continue to use key inspection questions
- report on primary, secondary and FE in ITE provision and GTP (in 2012-13)
- retain the provider's representative role
- continue to involve leaders and managers, trainers, mentors, trainees and former trainees in inspections
- continue to take account of an ITE partnership's self-evaluation
- provide brief verbal feedback at the end of the inspection
- provide a detailed report on each ITE partnership phase inspected
- retain quality assurance arrangements

# Key differences

Greater priority is given to:

- recruitment and selection, partnerships, the quality of placements and mentoring, new standards, ITT criteria and requirements
- the direct observation of trainees' and former trainees' teaching and centre and school-based training where possible
- user views e.g. satisfaction surveys and use of a new trainee online questionnaire
- the quality of trainees' skills in teaching early reading using SSP, communication and language development, mathematics, managing behaviour and discipline and meeting the needs of pupils with special educational needs and those with English as an additional language (EAL)
- trainees' ability to support the development of their pupils' literacy and mathematical skills
- the impact of training and leadership and management on trainees' outcomes
- the involvement of the provider's representative and phase leaders in team and grading meetings
- a code of practice for inspectors and ITE partnerships
- focused monitoring inspections to evaluate the quality and effectiveness of training in phonics in primary ITE partnerships which will result in a published monitoring letter

# The ITE inspection handbook

- Introduction
- Part 1: Instructions and guidance on the preparation for and conduct of ITE inspections
- Part 2: Criteria and grade descriptors to guide inspectors in making their judgements and to indicate the main types of evidence they should collect and analyse
- Annex A: Instructions and guidance on the preparation for, and conduct of, unannounced focused monitoring inspections to primary ITE partnerships to evaluate the quality and effectiveness of training in phonics

# Overall effectiveness and the three key judgements

- One key judgement for overall effectiveness
- In judging the ITE partnership's overall effectiveness, inspectors will take account of three key judgements:
  - outcomes for trainees
  - the quality of training across the partnership
  - the leadership and management of the partnership

and compliance in relation to statutory ITT criteria and requirements and all relevant legislation

# Key judgements and key questions

Overall Effectiveness	The extent to which the ITE partnership secures consistently high-quality outcomes for trainees
<p><i>Outcomes for trainees</i></p> 	<p><b>What is the quality of outcomes for trainees?</b></p> <ul style="list-style-type: none"> <li>Attainment</li> <li>How well trainees teach</li> <li>Completion rates</li> <li>Employment rates</li> </ul>
<p><i>The quality of training across the partnership</i></p> 	<p><b>How well does the ITE partnership prepare trainees to teach pupils in the age range, and/or subject(s)/specialisms for which they are being trained?</b></p> <ul style="list-style-type: none"> <li>Overall consistency, coherence and quality of all aspects of the training</li> <li>High-quality of training and support which prepares trainees with the skills they need</li> <li>The quality of placements</li> <li>Subject and phase specific mentoring</li> <li>The accuracy of assessment</li> </ul>
<p><i>The quality of leadership and management of the partnership</i></p> 	<p><b>How well do leaders and managers at all levels of the ITE partnership ensure that the best outcomes are achieved and sustained?</b></p> <ul style="list-style-type: none"> <li>Vision for excellence</li> <li>The engagement of schools, colleges and/or other settings</li> <li>The rigour of recruitment and selection process</li> <li>Effective monitoring and evaluation</li> <li>Compliance with ITT criteria and requirements</li> <li>Capacity to improve further</li> </ul>

# The descriptors

At phase and cross phase grading meetings at the end of an inspection, inspectors will weigh up the evidence against the descriptors, starting with the bullet points for inadequate, using the following scale:

- Grade 1: outstanding
- Grade 2: good
- Grade 3: requires improvement
- Grade 4: inadequate

# Outcomes for trainees

*What is the quality of outcomes for trainees?*

- **Attainment**

how well trainees meet the Teachers' Standards or relevant professional standards for ITE in FE

- **How well trainees teach**

- **Completion rates**

- **Employment rates**

how completion and employment rates compare with regional and national data

# The quality of training across the partnership

*How well does the ITE partnership prepare trainees to teach pupils in the age range, and/or subject(s)/specialisms for which they are being trained?*

- the overall consistency, coherence and quality of all aspects of the training
- high-quality training and support that prepares trainees with the skills they need
- the quality of placements
- subject and phase specific mentoring
- the accuracy of assessment

# The quality of leadership and management of the partnership

*How well do leaders and managers at all levels of the ITE partnership ensure that the best outcomes are achieved and sustained?*

- vision for excellence focused on improving or sustaining high quality provision and outcomes for trainees
- the engagement of schools, colleges and/or other settings
- the rigour of the recruitment and selection process
- effective monitoring and evaluation
- compliance
- capacity to improve further

# Inspection planning and timeframes



# Pre-inspection timeline

<b>2 working days before inspection</b>	<b>1 working day before inspection</b>	<b>Weekend/ Bank Holiday</b>	<b>Inspection begins</b>
Usually Thursday	Usually Friday		Usually Monday

# Information required to plan the inspection

- This can be found in the ITE inspection handbook: paragraph 24 page 11
- Are ITE partnerships clear about what information they will need to have ready to allow inspectors to plan the inspection?  
Examples include...

# Information required to conduct the inspection

- This can be found in the ITE inspection handbook: paragraphs 25 and 26 page 12 and 13
- Are ITE partnerships clear about what information they will need to have ready and accessible for inspectors during the inspection? Examples include...

## Before the inspection

- This can be found in the ITE inspection handbook: paragraphs 27 to 33 page 13 and 14
- Are ITE partnerships clear about what will happen on the days before the inspection and what they will need to do? Examples include...

# The inspection week

Day 1	Day 2	Day 3	Day 4
<ul style="list-style-type: none"> <li>▪ Inspectors travel to the ITE partnership</li> <li>▪ School visit programmes and pen portraits available for inspectors</li> <li>▪ Inspection activities including visits to schools, colleges and/or other settings, discussions and observations of training</li> <li>▪ Team meeting(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inspection activities</li> <li>▪ Team meeting(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inspection activities</li> <li>▪ Team meeting(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of any inspection activities</li> <li>▪ Phase grading meetings</li> <li>▪ Cross-phase grading meeting (where required)</li> <li>▪ Brief verbal feedback</li> <li>▪ Inspectors travel from the ITE partnership</li> </ul>

# Inspection activities

## First hand evidence:

- observations of trainees and former trainees teaching
- observations of school, college and/or other setting and centre-based training (where possible)

## Discussions:

- compliance
- outcomes and data
- specific aspects of training e.g. thematic inspection/skills trainees need most
- leadership and management including meeting with the strategic partnership group
- issues emerging from the pre-inspection analysis or during the inspection

## Focused monitoring inspections

- Ofsted will contact ITE partnerships identified for these focused monitoring inspections on an annual basis to request information about when specific school and centre-based phonics related training is taking place
- The information provided by ITE partnerships will be used to plan the timing of unannounced focused monitoring visits to primary ITE partnerships
- Annex A of the ITT inspection handbook provides detailed instructions and guidance
- ITE partnerships will receive a published monitoring inspection letter
- Autumn Term 2012 pilots.

Any questions?

