

Initial teacher education inspection framework and handbook

Framework and handbook for inspecting initial teacher education partnerships in England under section 18B of the Education Act 1994 and Education and Inspections Act 2006.

The framework for inspecting initial teacher education (ITE) partnerships forms the first part of this document. The handbook in the second part of this document describes the main activities carried out during inspections of ITE partnerships in England under section 18B of the Education Act 1994 and the Education and Inspection Act 2006.

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Introduction

1. This document sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020. It sets out the principles that apply to inspection and the evaluation criteria that inspectors use to make their judgements, and on which they report, when carrying out ITE inspections. It reflects the expectations of different pathways to becoming a qualified teacher for early years (EY), primary and secondary schools and further education and skills (FES). Inspectors will inspect partnership phases for which they have appropriate expertise and training.
2. This document describes the main activities carried out during inspections of ITE under section 18B of the Education Act 1994 and the Education and Inspections Act 2006.
3. The document has two parts and two annexes:
 - Part 1 – The ITE framework: why we inspect ITE partnerships
This part sets out the purposes and principles of inspecting ITE partnerships and the statutory basis for doing so.
 - Part 2 – The ITE handbook: how we will collect evidence and judge ITE partnerships
This part contains information about the processes before, during and after the inspection. It contains the evaluation criteria that inspectors use to make the graded judgements about the ITE partnership and includes examples of the kinds of evidence and activities used by inspectors to make their judgements.
 - Annex A – Instructions and guidance for thematic subject inspections
This contains the evaluation criteria on the quality and effectiveness of training in subject/specialist areas of the ITE curriculum.
 - Annex B – Glossary of common terminology
This contains common terminology used throughout the handbook and useful links to official publications.

Privacy notice

4. During inspection, inspectors will collect information about staff and trainees at the partnership by looking at records, survey responses and other recorded information. Inspectors will also visit trainees while they are receiving training and/or teaching in schools and other settings. Inspectors may also meet with

trainers, newly qualified teachers (NQTs),¹ leaders, managers, mentors and employers, where appropriate.

5. Ofsted uses this information to prepare its report and for the purposes set out in its privacy notice.² In most cases, we will not record names. However, some of the information recorded may make it possible to identify a particular individual. We will not publish any information that identifies an individual trainee or member of partnership staff in the report.
6. Section 18B (5) of the Education Act 1994 sets out Her Majesty's Chief Inspector's (HMCI) 'right to inspect, and take copies of, any records kept by the training provider, and any other documents containing information relating to the training provider' when inspecting a training provider.
7. Section 132 of the Education and Inspections Act 2006 sets out HMCI's power to 'inspect, take copies of, or take away any documents relating to the education or training' during inspections of FES teacher training programmes. This power also enables our inspectors to inspect computers and other devices that may hold information.
8. In the vast majority of partnerships, we will gather evidence electronically using a range of devices, including laptops, mobile phones and tablets. All evidence is securely transferred to Ofsted's systems. Inspectors may take photographs of trainees' work, but the trainee's name will not be recorded.

¹ Our reference to an NQT is to a teacher or former trainee teacher who has completed successfully an initial teacher education course.

² Initial teacher education: Ofsted privacy notice; www.gov.uk/government/publications/ofsted-privacy-notices/initial-teacher-education-ite-partnerships-ofsted-privacy-notice.

Part 1. The ITE framework

Why we inspect ITE partnerships

9. This framework sets out the purpose of ITE inspections, how Ofsted inspections promote improvement, the principles of inspection and the statutory basis for ITE inspections. It explains who inspects ITE and the factors that determine the timing of an ITE inspection.

The purpose of ITE inspections

10. The inspection of an ITE partnership provides an independent external evaluation of its effectiveness and, where appropriate, recommends what it should do to improve. It is based on the range of evidence available to inspectors, which they evaluate against a national framework. It takes full account of our policies and relevant legislation in areas such as safeguarding, equality and diversity.
11. Ofsted's inspections of ITE perform four essential functions:
 - They provide trainees and prospective trainees with an expert, independent assessment of how well an ITE partnership is performing and the quality of ITE and training offered.
 - They ensure that NQTs and former EY and FES trainees are well prepared to meet the needs of pupils, children and learners in their care.
 - They provide information to the Secretary of State for Education and to Parliament about the work of ITE partnerships and the extent to which an acceptable standard of teacher training is being provided. This provides assurance that minimum standards are being met, provides confidence in the use of public money, and assists accountability, as well as indicating where improvements are needed.³
 - They encourage the improvement of individual ITE partnerships and the education system as a whole.

A force for improvement

12. Ofsted exists to be a force for improvement through intelligent, responsible and focused inspection and regulation.⁴ This is our guiding principle. The primary purpose of inspection under this framework is to bring about improvement in the services we inspect.
13. Through the use of evidence, research and inspector training, we ensure that our judgements are as valid and reliable as they can be. These judgements

³ Section 118 of the Education and Inspections Act 2006;
www.legislation.gov.uk/ukpga/2006/40/contents.

⁴ For more information, see 'Ofsted strategy: 2017 to 2022', Ofsted, September 2017;
www.gov.uk/government/publications/ofsted-strategy-2017-to-2022.

focus on key strengths, from which other partnerships can learn intelligently, and areas of weakness, from which the partnership should seek to improve. Our inspections act as a trigger to others to take action.

How we determine the timing of an ITE inspection

14. We publish on an annual basis the criteria used for the annual risk assessment process. The inspection arrangements will ensure that the frequency of inspection is proportionate to the performance and circumstances of ITE partnerships. This means that some ITE partnerships may be inspected more frequently than once during the current six-year cycle. The timing of an ITE inspection is determined by the annual risk assessment process and the calendar information that ITE partnerships return to us on an annual basis.
15. New partnerships will have their first inspection in their second year of delivering ITE to trainees.

Risk assessment

16. We use risk assessment to ensure that our approach to inspection is proportionate, so that we can focus our efforts on where we can have the greatest impact. Risk assessment combines an assessment of each partnership, based on analysis of official national data, with a more in-depth desk-based review of a wider range of information.
17. We use a broad range of indicators to select ITE partnerships for inspection.
18. In a risk assessment, we analyse:
 - the partnership's course arrangements, and the number of trainees in each age phase, submitted to us via the annual partnership survey
 - the views of trainee teachers, as provided through the trainee online questionnaire
 - the time since the previous inspection
 - the outcomes of the previous inspection, as well as the inspection framework that it was inspected under
 - any other significant concerns that are brought to our attention, for example complaints about the partnership.
19. An ITE partnership that has been judged at an inspection as requires improvement or inadequate will have a re-inspection (of the phase(s) judged as such) within 12 months of that inspection. The re-inspection will focus on ensuring that the partnership is consistently good or better, and that it adheres to the initial teacher training (ITT) compliance criteria for early years and for

primary and secondary phases.⁵ It will also check whether the partnership ensures that trainees within a primary or secondary phase receive their minimum entitlement, which is set out in the Department for Education's (DfE) ITT core content framework.⁶ Inspectors involved in re-inspections will use the instructions and guidance set out in this handbook.

Principles of inspection and regulation

20. Inspection of ITE partnerships provides important information to potential trainees, current trainees, employers and other stakeholders about the quality of ITE. These groups should be able to make informed choices about different partnerships based on the information published in our inspection reports.
21. This handbook sets out the judgements that apply to all phases of ITE and training programmes of individual partnerships. These are underpinned by consistent, researched criteria for reaching those judgements. Inspectors will take comparable approaches to gathering evidence for different phases, although there may be some variation, for example depending on the type of provision. Inspectors will comply with relevant guidance and codes of conduct,⁷ but they will always try to be curious.
22. Inspection provides assurance to the public and to government that:
 - minimum standards for educating trainee teachers are being met
 - where relevant, public money is being spent well
 - arrangements for safeguarding are effective.

Statutory basis for ITE inspections

23. This framework sets out the statutory basis for ITE inspections carried out under the Education Act 1994 and the Education and Inspections Act 2006.
24. Section 18B of the Education Act 1994 provides a power for HMCI to inspect initial training of teachers for schools and, when requested by the Secretary of State, a duty to do so.⁸

⁵ 'ITT: criteria and supporting advice, DfE, 2020; www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice; Early years ITT requirements and supporting advice, DfE, 2020; www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice.

⁶ 'ITT core content framework', DfE, 2019; www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework.

⁷ Such as the 'Powers of entry: code of practice', Home Office, March 2015; www.gov.uk/government/publications/powers-of-entry-code-of-practice.

⁸ Paragraph 13 in Schedule 14 (Amendments Relating to the Training of The School Workforce) to the Education Act 2005 substitutes Section 18A of the Education Act 1994 with Sections 18B and 18C; www.legislation.gov.uk/ukpga/2005/18/schedule/14; Education Act 1994; www.legislation.gov.uk/ukpga/1994/30/contents.

25. The Education and Inspections Act 2006 and the Education and Inspections Act 2006 (Prescribed Education and Training etc) Regulations 2007 set out the duty on HMCI to inspect publicly funded training of further education teachers, lecturers and trainers when requested by the Secretary of State.^{9,10}
26. Early years initial teacher training (EY ITT) inspections are covered under paragraph 9(1) of Schedule 13 (Interaction with other authorities) to the Education and Inspections Act 2006, which states that 'The Chief Inspector may make arrangements with a public authority for the carrying out by him (a) in England or Wales, or (b) in Northern Ireland, of inspections of any institution or matter which he is not required or authorised to carry out by virtue of any other enactment.'¹¹

The Equality Act 2010

27. The ITE inspection framework is intended to encourage improvement in the education and training provided to all trainee teachers in England. The ITE inspection framework and criteria are clear that the expectation is that all trainee teachers will receive high-quality, ambitious education and training.
28. Inspectors will assess the extent to which the partnership complies with the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.^{12,13}

One-stage inspection model

29. ITE inspections under this framework will have a sharp focus on areas that have the greatest impact on a trainee's development and training, as well as the overall impact of the ITE education offered.
30. The evidence from our pilot inspections has led to the introduction of a one-stage inspection model. The new framework focuses on the quality of education and training, with emphasis on the training programme, visits to trainees' sector placements and the ITE partnership's curriculum as key elements at the heart of inspection.
31. For inspections of primary and secondary partnerships, inspectors will consider how well partnerships have translated the minimum entitlement, which is set out in the DfE's ITT core content framework, into a carefully sequenced curriculum of education and training, including subject and phase expertise.

⁹ Education and Inspections Act 2006;

www.legislation.gov.uk/ukpga/2006/40/contents.

¹⁰ Education and Inspections Act 2006 (Prescribed Education and Training etc.) Regulations 2007;

www.legislation.gov.uk/uksi/2007/464/contents/made.

¹¹ www.legislation.gov.uk/ukpga/2006/40/schedule/13.

¹² The Equality Act 2010; www.legislation.gov.uk/ukpga/2010/15/contents.

¹³ The Human Rights Act 1998; www.legislation.gov.uk/ukpga/1998/42/contents.

32. For inspections of FES partnerships, inspectors will consider how well partnerships have translated the professional standards for teachers and trainers in education¹⁴ into a carefully sequenced curriculum of education and training relevant to the subject. This includes providing their trainees with the skills they need to develop inclusive approaches to meeting the literacy, language, numeracy and ICT needs of their learners.
33. Inspectors will assess how trainees are summatively assessed against the relevant standards, for example the teachers' standards (for primary and secondary phases) and the early years teachers' standards (for early years phases).¹⁵
34. The new approach is built around the connectedness of curriculum, teaching and assessment within the 'quality of education and training' judgement.
35. The inspection team will normally be on site for four days, within a single week.

The ITE curriculum

36. A partnership's ITE curriculum sets out the aims of a teacher-training programme. It also sets out the structure within which those aims should be implemented, including the knowledge, skills and behaviours to be gained at each stage. It enables the evaluation of trainees' knowledge and skills against those expectations.
37. The teachers' standards provide an end-point assessment for qualified teacher status (QTS) in primary and secondary phases delivered by ITE partnerships. They are not a curriculum.
38. We will judge fairly partnerships that take radically different approaches to the ITE curriculum. However, for primary and secondary school ITE, this does not mean to the point of exclusion of the full ITT core content framework, which the DfE has made compulsory from September 2020. We recognise the importance of partnerships' autonomy to choose their own curriculum approaches. If leaders are able to show that they have built a curriculum with appropriate coverage, content, structure and sequencing, then inspectors will assess the partnership's curriculum favourably.

When an inspection can take place

39. Because trainees in the autumn term have only just started their training, inspectors are unable to gather sufficient evidence to determine the quality of education and training. ITE inspections (including re-inspections and focused

¹⁴ Professional standards for FES teachers, ETF, 2014: www.et-foundation.co.uk/supporting/support-practitioners/professional-standards.

¹⁵ Teachers' standards, DfE, 2011: www.gov.uk/government/publications/teachers-standards. Early years teachers' standards, DfE, 2013: www.gov.uk/government/publications/early-years-teachers-standards.

thematic subject inspections) will therefore usually only take place in either the spring or summer term.

Part 2. The ITE handbook

How we will collect evidence and judge ITE partnerships

40. This handbook is primarily a guide for inspectors on how to carry out ITE inspections. However, we have made it available to ITE partnerships and other organisations to ensure that they are informed about the processes and procedures of inspection. The handbook seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each ITE provider.
41. This handbook should not be regarded as a set of inflexible rules, but as an account of the procedures of inspection. Inspectors will use their professional judgement when they use this handbook. It applies to all inspections of ITE partnerships carried out from September 2020 under the ITE inspection framework ('the framework').

Concurrent inspection of validated programmes

42. The ITE inspection framework covers the inspection of ITE programmes validated by higher education institutions (HEIs). This includes arrangements where college providers deliver the programme on behalf of the validating HEI. The college provider is responsible for planning a curriculum that meets the development needs of all trainees and inspires them to exceed the expectations of the professional standards in further education. The validating HEI remains responsible for the academic standards of the award granted in its name. Inspectors will make judgements about the partnership and present the findings in a single report.
43. The ITE inspection framework also covers the inspection of individual colleges that deliver ITE programmes under licence from a validating university. When these colleges share a common validating university, we may align the inspection of their ITE programmes. The individual college is responsible for the academic standards of the award granted by the validating university. We will schedule concurrent inspections of all the colleges so that lead inspectors can share any common relevant information. Inspectors will make judgements about the individual colleges, and each inspection will result in a separate report.

Clarification for partnerships

44. The information below confirms our requirements. This is to dispel myths about inspection that can result in unnecessary workload in partnerships. It is intended to highlight specific practices that we do not require.

45. Ofsted **will**:

- take a range of evidence, including that in electronic form, into account when making judgements. This will include official national data, discussions with leaders and managers, staff, trainees and NQTs, and questionnaire responses
- ensure that ITE partnerships are compliant with the relevant DfE compliance criteria (as appropriate) for teaching apprenticeships, early years, primary and secondary, and assessment-only routes
- report on any failure to comply with statutory arrangements when they form part of the inspection framework and evaluation schedule (see page 33 of this handbook)
- invite the partnership's representative or equivalent (a maximum of two observers per phase meeting), phase leaders and managers to observe the inspectors' end-of-day and final team meetings.

46. Ofsted **will not**:

- grade individual lessons led by trainees or sessions led by trainers/mentors
- provide evidence that could be used in capability/disciplinary proceedings or for the purposes of performance management or the partnership's 'cause for concern' arrangements
- create unnecessary workload for partnership staff/trainees through its report recommendations
- advocate a particular method of planning (including lesson planning), teaching or assessment; it is for partnerships to determine their practices and it is for leadership teams to justify these on their own merits rather than by referring to this handbook
- expect ITE curriculum planning to be organised around the teachers' standards, which are an end-point summative assessment for qualified teacher status (QTS) and not a curriculum
- expect any particular recruitment and selection process.

47. Ofsted **does not** require partnerships to provide:

- evidence in any specific format, as long as it is easily accessible to inspectors
- ITE curriculum planning (and trainee teaching planning) in any specific format
- evidence for inspection beyond that set out in this handbook
- photographic evidence of trainees' work (although inspectors may ask to take photographs of trainees' work, which will be anonymised)
- any written record of teachers'/trainees' oral feedback to pupils

- previous, current or future lesson plans
- grading evidence of trainees' progress against individual professional standards (early years teacher status (EYTS)/ QTS/qualified teacher learning and skills (QTLS))
- performance- and trainee-tracking information
- assessment or self-evaluation, other than that which is already part of the partnership's business processes.

48. Ofsted **does not** require partnerships to:

- do additional work or ask trainees to do work specifically for the inspection
- carry out a specified method or frequency of assessing trainees during their practical teaching experiences
- use the Ofsted evaluation schedule in any way to grade teaching or individual lessons
- provide additional information outside of their normal ITE curriculum planning.

49. Ofsted **does not** specify:

- how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain
- the frequency, type or volume of trainee assessments, observations or feedback
- the content of, or approach to, trainee assessments.

Before the inspection

Notification and introduction

50. We will normally contact the ITE partnership representative by telephone to announce the inspection between 9.30am and 11am three working days before the inspection. This will normally be on a Wednesday.
51. If the partnership representative is unavailable when the notification call is made, we will ask to speak to the most senior member of staff. Once we have informed the partnership by telephone that the inspection will take place, we will send confirmation to the partnership by email.
52. The inspection support administrator (ISA) will then send the partnership a note setting out information for leaders to be aware of before the inspection. This will include:
- Ofsted's privacy notice, which partnership leaders should share with any settings/schools/colleges and trainees that inspectors will be meeting during the inspection

- that inspectors will use a range of technology to gather evidence electronically, including mobile devices, tablets and laptops
- a notification to be distributed to trainee teachers and partnership placement settings/schools/colleges confirming the dates of the inspection
- that inspectors may request to take photographic evidence, for example of trainees' work, but that inspectors will not take photographs of trainee teachers, pupils or learners, or of any materials that will identify individuals.

Information that partnerships must provide by 9am on the day following the notification call

53. The lead inspector will ask the partnership to provide certain information to aid preparation. The ISA will send the partnership a document requesting that the following are made available to inspectors by 9am on the day following the notification call:

- a copy (where applicable) of the timetable for any centre-based training taking place during the inspection
- a copy of the current staff list
- a list of all partnership settings, indicating where trainees are currently placed (if no trainees are currently assigned to a partnership setting, inspectors will want to know when the last placement was assigned to the setting)
- evidence of involvement in the ITE partnership of settings/schools/colleges that are based in areas with different socio-economic circumstances, and those judged as requires improvement and new academies whose predecessor was judged less than good
- the number of trainees in each age phase and their subject(s)
- an overview of the design and delivery of education and assessment (postgraduate certificate in education, professional graduate diploma in education, QTS, and so on) offered by the ITE partnership
- maps (where appropriate) and other practical information
- information about the ITE curriculum, including an overview of the training calendar
- handbooks or other relevant information for subjects/courses to be explored during a focused review, as agreed during preparatory telephone conversations with partnership representatives
- a summary of any improvement planning, self-evaluation or equivalent
- in primary and secondary partnerships, an overview of how the partnership meets the requirements set out in the ITT core content framework
- an overview of how leaders and managers (where relevant) ensure compliance with the requirements and expectations of an apprenticeship

route, early years, primary and secondary, and assessment only route criteria.

Information that partnerships must provide by 10.30am on the first day of inspection

54. The lead inspector will ask the partnership to provide certain information to aid the inspection process. The ISA will send the partnership a document requesting that the following are made available to inspectors by 10.30am on the first day of the inspection:

- any further evidence or detail of improvement planning as a result of self-evaluation and the impact of this on the quality of the partnership's education and training
- any available evidence of internal and external monitoring and evaluation, including external examiners' reports and how the findings are used to improve the ITE curriculum
- any evidence of the involvement of settings/schools/colleges in the leadership of the ITE partnership and the process for the recruitment and selection of trainees
- any evidence of how partnership leaders meet the requirements of the Equality Act 2010, including the public sector equality duty (where applicable)
- background information on relevant trainees, including qualifications, prior experience and, for postgraduates, information about their undergraduate/postgraduate qualifications
- any evidence of how partnership leaders monitor the quality of mentoring, including an understanding of the experience and expertise of mentors and trainers
- any evidence of the professional development provided for mentors and trainers that supports the delivery of the curriculum (for primary and secondary mentors/trainers, this encompasses the ITT core content framework)
- any evidence (where relevant) of the quality and effectiveness of the ITE partnership's work in the areas covered by any annual focused thematic subject inspections.

Preparation

55. Once we have informed the ITE partnership of the inspection, the lead inspector will contact the partnership by telephone and ask to speak to the ITE partnership representative. In multi-phase provision, this conversation will be held for each phase of the partnership.

56. Inspectors' preparatory telephone conversations with partnership representatives will have two elements:
- a reflective, educationally focused conversation about the partnership's context, challenges and progress since the last inspection
 - a shorter inspection-planning conversation that focuses on practical and logistical issues.
57. It may be that both these elements are discussed in a single telephone conversation. Alternatively, the conversations may be carried out as two or more separate telephone meetings with a break in between, as agreed between the lead inspector and the partnership representative.
58. In practice, there are likely to be a number of shorter conversations about administrative matters between the lead inspector and the partnership representative. Discussions are likely to focus on organisational issues, such as visits to trainees and organising meetings.

The reflective, educationally focused conversation

59. This discussion will take place on the day of the notification call, normally between 12.30pm and 3pm. However, the lead inspector will try to ensure that practical arrangements are in place that take account of the partnership staff's availability and avoid disrupting the partnership's day-to-day programme. This conversation will usually last around 90 minutes.
60. Inspectors will use this conversation to understand:
- the partnership's context, and the progress it has made since the previous inspection, including assessment of the partnership's current strengths and weaknesses, and any specific progress made on areas for improvement identified at previous inspections that remain relevant under the current inspection framework
 - how leaders ensure, and assure themselves of, the ambition of the ITE curriculum, that it is designed around subject and phase dimensions, and that it is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
 - for partnerships that include primary and secondary trainees, the way in which leaders have translated the ITT core content framework into a carefully sequenced curriculum for trainees and how they have ensured that all aspects of that framework are covered. Inspectors will also discuss aspects of the programme that go beyond that framework. The discussion will explore how and why leaders have prioritised particular aspects of the programme
 - how the partnership assesses trainees formatively throughout the course (and summatively against the teachers' standards for primary and secondary

trainees, including those on the assessment only route and the early years teachers' standards for early years trainees)

- how trainees are taught to promote pupils' positive behaviour and attitudes, and how their practice in meeting the needs of pupils who speak English as an additional language (EAL) and pupils with special educational needs and/or disabilities (SEND) is developed throughout the ITE curriculums offered
- how leaders have ensured that the partnership is contributing to and meeting the local demand for teachers
- any enhancements and adaptations to the programme to meet the needs of current trainees and local/national priorities
- how leaders ensure (where applicable) that the centre-based and placement-based ITE curriculums are integrated to ensure that trainees make the best possible progress in their teaching
- how leaders ensure, and assure themselves, that trainees receive clear, consistent and effective training and mentoring
- how leaders ensure formative and summative assessment of trainees' progress in mastering the components of the ITE curriculum, without creating an unnecessary burden.

61. The educationally focused conversation will seek to confirm:

- the number of trainees in each age phase and their subject(s) (where appropriate)
- information about the organisation of the ITE partnership, including staff names and responsibilities.

62. For all phases/sectors of teacher training, the lead inspector will discuss the specific subject areas that should form part of a focused review of the inspection. From this conversation, the inspector will reach a decision on which subject areas to focus on, and this will inform the inspection planning discussion. For inspections of primary partnerships, inspectors will focus on early reading, including phonics and the foundation subjects as a whole. Other subject areas may be agreed as a focus with the partnership leaders.

Inspection planning discussion

63. This discussion will normally begin on the morning after the notification call, normally on a Thursday. However, the lead inspector will try to ensure that practical arrangements take account of the partnership representative's availability and aim to avoid disrupting the partnership's day-to-day programme.

64. The lead inspector will (where applicable):
- discuss any information about previously planned interruptions to normal routines during the inspection
 - consider information about specific settings/schools/colleges and centre-based training, recruitment and selection, and other events taking place during the inspection week
 - discuss whether any trainers/trainees cannot be visited while teaching for any reason (for example, if they are subject to capability procedures)
 - review details of trainees' placements or place of work, including addresses and unique reference numbers (URNs) for settings/schools/colleges
 - discuss the settings selected for visits during the inspection, including mentors and trainees (this should not be extensive)
 - discuss other meetings needed to support exploration of the training course(s)
 - arrange meetings with relevant staff, including those responsible for delivering the ITE curriculum and mentor training, and with groups of mentors
 - clarify any cross-phase aspects of the inspection that the lead inspector could carry out to avoid duplication, for example compliance, Disclosure and Barring Service (DBS) and safeguarding checks, or reporting and monitoring incidents of discrimination and/or harassment
 - request information about staff absence and other practical issues
 - organise a meeting with those responsible for oversight of the partnership
 - discuss the availability of NQTs to give feedback on their training experiences
 - agree a place where the inspection team(s) can meet and other practical arrangements, such as Wi-Fi codes
 - provide an opportunity for the partnership to ask any questions or raise any concerns, such as perceived conflicts of interest.
65. The lead inspector may also ask the ITE partnership for any further information required to carry out the inspection.
66. Inspectors and partnerships must follow the expectations set out in 'Conduct during inspections'.¹⁶ Inspectors should be as flexible as possible, to fit in with the ITE partnership's arrangements, while ensuring that they can gain robust evidence to support inspection judgements. We expect partnerships to work

¹⁶ 'Conduct during Ofsted inspections', Ofsted, March 2020; www.gov.uk/guidance/conduct-during-ofsted-inspections.

with inspectors to ensure a positive working relationship based on courteous and professional behaviour.

Further inspection preparation carried out by the lead inspector

67. To draw an initial picture of the ITE partnership's performance, planning for inspection will be informed by analysis of a wide range of information. Inspectors will review and consider:
- the previous inspection report on the age phase(s) of the partnership
 - any surveys or monitoring letters
 - the outcomes of any risk assessment carried out by Ofsted
 - information on our provider information portal,¹⁷ including any complaints received since the last inspection and compliance action taken by the DfE
 - information available from the trainee online survey (where relevant) and questionnaires
 - relevant publicly available information, such as the ITE partnership's website
 - information provided to Ofsted on an annual basis by the ITE partnership.
68. In addition to the information requested from the partnership, inspectors will review and consider:
- all relevant information held by Ofsted, including:
 - any complaints made about the partnership
 - most recent partnership return.
69. The lead inspector should consider the following local information to help understand the context in which trainee teachers are being prepared:
- relevant findings from any inspection of the local area's arrangements for identifying, assessing and meeting the needs of young children with SEND¹⁸
 - the most recent inspection report on the relevant local authority's children's services.¹⁹

¹⁷ The provider information portal gives inspectors a high-level view of information about providers that Ofsted inspects and regulates.

¹⁸ 'The handbook for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities', Ofsted, April 2016; www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors.

¹⁹ 'Framework, evaluation criteria and inspector guidance for the inspections of local authority children's services', Ofsted, November 2017; www.gov.uk/government/publications/inspecting-local-authority-childrens-services-from-2018.

Seeking the views of stakeholders

70. Inspectors will use the information to hold discussions about SEND training and the preparation for the trainees' child protection responsibilities while training in settings/schools/colleges.
71. Trainees' perceptions are important for Ofsted to come to a view about the effectiveness of an ITE partnership. Alongside first-hand discussions with trainees, inspectors will use the trainee online questionnaire when taking trainees' views into account. Inspectors will also take account of the results of past surveys carried out internally by the ITE partnership.
72. ITE partnerships may want to encourage trainees to complete the online questionnaire for trainees. It will be available annually during the summer term of each academic year. If responses are received, we will share the partnership summary in hard copy with individual partnerships to help with their own improvement planning.
73. Inspectors will access summary information from the online survey of trainees twice during the inspection process. Before the inspection begins, inspectors will have access to information available from the previous year. During the inspection, there will be an opportunity to gather trainees' views through an online survey that will end on the third day of inspection. This allows inspectors to consider further responses received during the inspection.

Information for inspectors

74. After receiving the information requested from the ITE partnership, lead inspectors will liaise with phase leaders and managers to select a sample of trainees to meet.
75. Inspectors will visit a selection of trainees to support their focused reviews of the ITE curriculum:
 - Inspections of primary and EY phases will always include a focused review and trainee visits on early reading, including phonics, and foundation subjects.
 - Inspections of the secondary phase will include visits to a selection of trainees specialising in the subject areas that inspectors have agreed with the partnership representative.
 - Inspections of the FES phase will include visits to a selection of trainees. The selection will depend on the nature of training provided by the partnership and the range of specialisms held by trainees. Inspectors will agree their strategy with the partnership.
76. Wherever possible, inspectors will maximise the time available by visiting a number of trainees based in the same settings/schools/colleges. Lead inspectors must check that the settings/schools/colleges selected are not due to

be visited as part of another known Ofsted inspection by completing and submitting a record of visit form.

77. Lead inspectors may work with the partnership representative to organise conference calls with trainees, particularly those who are placed in settings that are geographically challenging to visit.
78. Lead inspectors must provide a notification for the ITE partnership to send electronically to any settings/schools/colleges that will be visited by inspectors as part of the ITE inspection. The notification explains that the inspector will visit the settings/schools/colleges as part of the inspection of the ITE partnership. Lead inspectors must identify the nature and timing of inspection activities to be carried out in these settings to enable the ITE partnership to make the necessary practical arrangements. These activities are likely to include: visits to trainees teaching lessons/sessions; discussions with trainees and mentors; and reading trainees' files or equivalent evidence. Each of these activities enables inspectors to examine how the central ITE education and training are embedded into the trainees' placement-based experiences.
79. The lead inspector will identify (where applicable) any centre-based training sessions and/or other events that they wish to visit and the range of discussions that will need to be arranged. Lead inspectors should discuss and agree these requirements with the ITE partnership as soon as possible to enable them to make the necessary practical arrangements.
80. The ITE partnership will confirm the inspection timetable in discussion with the lead inspector and will set out the practical arrangements for the inspection team, including, for example, rooms and car parking.
81. The lead inspector will prepare and distribute brief joining instructions to the inspection team. In a multi-phase inspection, the relevant phase lead will be responsible for preparing these and distributing them to their team. The joining instructions are likely to include:
 - essential information about the ITE partnership and the timing of the inspection
 - a brief summary of the pre-inspection information
 - a clear indication of individual inspectors' roles and responsibilities
 - an inspection programme, including details of the trainees, the settings/schools/colleges to be visited and any other inspection activities, including team meetings and how these relate to the subject areas of the ITE curriculum being explored
 - programme subject areas that will be inspected during the first two days of the inspection.

The programme subject areas should be discussed and agreed with the leaders and managers of the ITE partnership. Inspectors must inspect early reading,

including phonics when looking at early years and primary training courses. For primary and secondary ITE curriculums, inspectors must ensure that they will be able to judge whether the course provides trainees with their minimum entitlement, as set out in the ITT core content framework. Day 3 of the inspection will allow the lead inspector (or phase lead) to carry out additional focused reviews, as agreed during the initial inspection planning. However, in smaller partnerships it may not be necessary to introduce additional areas to sample. Days 3 and 4 will also allow inspectors to look more broadly at leadership and management. However, inspectors should be flexible with their programme if other opportunities to gather evidence are available. For example, if a recruitment and selection event is taking place on day 1 or 2 of the inspection, inspectors may include this in their inspection evidence gathering.

82. Lead inspectors must deploy inspection team members effectively to contribute to the evaluation of the two key judgements.
83. Inspectors must plan sufficient time to meet regularly with partnership leaders, for inspection team meetings and to give oral feedback so that they can finish the inspection in good time.

Requests for deferral or cancellation

84. A partnership may request a deferral of its inspection. It may make a request to the ISA when it is notified of the inspection, or to the lead inspector on the day it is notified of the inspection. We will not normally consider a deferral request if we receive it after 4.30pm on the day the partnership is notified. If the ISA or lead inspector receives a request, they must immediately contact the regional duty desk. We will decide whether this should be granted, in accordance with our deferral policy.²⁰

The inspection

Days allocated to inspection and inspection team members

85. Inspections will consist of four days within the same week. The size of the inspection team will vary according to the size of the partnership.

Arrival time on the first day of inspection

86. On the first day of inspection, inspectors will arrive between 10.30am and 12pm. However, lead inspectors and phase lead inspectors should adapt the start time to ensure that inspectors do not need to travel on a Sunday evening.

²⁰ 'Deferring Ofsted inspections', Ofsted, 2020; www.gov.uk/government/publications/deferring-ofsted-inspections.

Gathering and recording evidence

87. Although meetings with leaders are important, inspectors' first priority during inspections is to collect first-hand evidence.
88. Inspectors will evaluate evidence of the intent, implementation and impact of the ITE curriculum for trainees. Inspection activities to gather evidence will include:
 - talking to stakeholders, including partnership leaders, trainees, NQTs and mentors
 - observing trainees and mentors, including during teaching practice
 - talking to partnership headteachers and gathering their views
 - examining written evidence provided by the partnership and trainees.
89. Inspectors should bring together evidence relevant to the framework criteria that they have gathered through different inspection activities, in order to inform the judgements.
90. Inspectors must record their electronic evidence clearly, ensuring that evidence is labelled and tagged for all inspection activities correctly.
91. Electronic evidence is the main record of the evidence that has been considered in the inspection and may be scrutinised internally for retrieval or for quality assurance monitoring and in the event of a complaint.
92. Inspectors will also request evidence of how the ITE partnership meets:
 - the relevant mandatory ITT criteria, assessment only route criteria or the EY ITT requirements
 - all relevant legislation and guidance, including that related to meeting the relevant professional standards (for QTS or EYTS), promoting equality and diversity, eliminating discrimination, and safeguarding.

Evaluating different approaches to teacher education

93. Ofsted does **not** advocate that any particular teaching approach should be used exclusively with trainees. Different approaches to ITE can be effective in preparing trainee teachers for their first year of teaching. What is appropriate will depend on the aims of a particular training session or activity, and its place in the sequence of teaching a particular topic and subject.

Overarching approach to inspection

94. The ITE framework focuses on factors that both research and inspection evidence indicate contribute most strongly to high-quality education and

training.²¹ The framework seeks to put a single, joined-up conversation about education at the heart of inspection. It is built around the connectedness of the trainee curriculum, training on pedagogical approaches and assessment of trainees within the 'quality of education and training' judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors will be able to gather evidence through the focused review. Inspectors need to be able to gather evidence of how a partnership's activities to deliver high-quality education and training for its trainees connect and work together to achieve the highest standards.

95. The crucial element for inspectors is to be able to form a **connection** between different pieces of evidence. Inspectors will not emphasise one specific type of evidence above all others. Instead, inspectors will focus on gathering evidence that is balanced and connected.
96. This evidence will always lead inspectors back to the overall quality of education and training on offer. The focus of inspection will not be on one particular training session or trainee. Rather, it will be on the interconnection of all of these pieces of evidence. Inspectors will consider what this evidence suggests about the quality of education and training provided. In particular, they will consider how the ITE curriculum enables trainees to ensure that pupils make progress, in the sense of knowing more, remembering more and being able to do more. The evidence from our piloting of the framework is that this approach enables inspectors and leaders to build up a clear picture of whether the partnership is meeting the criteria set out in the 'quality of education and training' judgement.

Inspector visits to training

97. Lead inspectors may ask for visits (where applicable) to centre- or placement-based training to be carried out jointly with partnership leaders, mentors and/or trainers. Following a visit to a training session, inspectors should provide an opportunity to discuss how the training builds on previous training and how it will link to centre-based learning for trainees. Inspectors should follow this up with further discussions with trainees and mentors.
98. Visits to training sessions should focus on:
 - the content and context of the session within subject- and phase-specific dimensions of the partnership's curriculum, and, in primary and secondary phases, the content laid out in the ITT core content framework
 - whether the session is part of a curriculum that is ambitious in scope, coherent, and rigorous in content choice

²¹ 'Building great teachers? Initial teacher education curriculum research: phase 2', Ofsted, 2020: www.gov.uk/government/publications/initial-teacher-education-curriculum-research/building-great-teachers.

- whether the content of the observed session fits into a well-sequenced programme of sessions
- evidence of how observed training is part of a purposefully integrated curriculum across the centre- and placement-based settings (where applicable)
- whether, in this session, trainees are able to build on previous learning (when relevant).

Undergraduate initial teacher education

99. Lead inspectors should ensure that they are aware of any undergraduate provision when preparing and planning for an inspection.
100. Lead inspectors should be aware of the regulations that limit the changes to undergraduate course provision that universities can make once trainees have begun training.

Meeting with stakeholders

101. Inspectors will hold meetings or conference calls with individual or groups of:
- trainees
 - trainers
 - mentors
 - phase leaders and managers
 - NQTs/employed teachers
 - members of the strategic partnership committee
 - other stakeholders.

Initial meeting with the partnership's representative/senior leaders

102. Inspectors should meet with the partnership's representative/senior leaders to discuss the ITE curriculum. Partnership leaders will be able to explain the organisation and structure of the ITE curriculum to inspectors. Inspectors should:
- discuss how the ITE curriculum is ambitious in scope and rigorous in content choice
 - ensure that the ITE curriculum is coherent and well sequenced and leads to cumulatively sufficient knowledge and skills
 - in primary and secondary programmes, discuss how the partnership ensures that it meets the minimum expectations set out in the ITT core content framework, ensuring coverage of all 'learn that' and 'learn how to' statements. The framework describes in detail the minimum entitlement of

all primary and secondary trainee teachers, which all ITE partnerships must incorporate in full within their curriculum

- ensure that discussions focus on both centre-based input for trainees and how partnerships blend the school-based and centre-based curriculums (where applicable)
- ensure that conversations explore how the course structure is designed around subject- and phase-specific dimensions
- ensure that leaders understand that information does not need to be in any specific format, as long as it is easily accessible for the inspection team
- ensure that all information from leaders and staff about the ITE curriculum is considered, including how trainees are supported in managing their workload
- ensure that leaders are responding to the needs of individuals and groups of trainees, and how they are adapting the ITE curriculum or pastoral arrangements for each new cohort of trainees.

Meeting with subject leaders/staff

103. Inspectors should arrange meetings with the appropriate subject leaders/managers and any other key staff. Subjects will be selected based on the pre-inspection evidence and discussions with senior leaders.

104. Inspectors should gather first-hand evidence to evaluate how well:

- the course structure is designed to prepare trainees to teach the subject within their phase of education
- the course prepares trainees for teaching subjects across the full curriculum (EY/primary)²² and, where appropriate, inspectors may sample any specialism(s) offered as part of their course
- leaders ensure (where applicable) that the placement-based training aligns with and reinforces the content, sequencing and progression of the centre-based ITE curriculum (inspectors of primary and secondary ITE will ensure that the overall content of courses provides trainees with their minimum entitlement laid out in the ITT core content framework)
- leaders identify gaps in prospective trainees' fundamental English and mathematics skills that will not be covered in the course content and ensure that those gaps are filled before the course is completed.

Meeting with mentors

105. Inspectors will use meetings with mentors to consider how the training and support they provide for trainees is part of a subject- and phase-specific curriculum that is purposefully integrated (where applicable) across the centre-

²² This may include looking at a sample of specialisms offered within primary courses.

and placement-based settings. This conversation will allow inspectors to consider the role of mentors within the partnership and whether the mentors' agreed role allows them to provide trainees with the training and support they need.

Meeting with trainees, NQTs and former EY/FES trainees

106. Inspectors will use meetings to consider how well trainees have been taught and how well they have learned the intended curriculum, as well as to consider whether they are gaining the practical experience, support and feedback they need.
107. Ofsted does not have a preferred model for dividing the curriculum between centre- and placement-based training. For example, inspectors of FES partnerships understand that they may need to spend longer considering the taught curriculum through placements. However, inspectors will consider how well this training aligns with and complements the intentions of (where applicable) centre-based leaders.
108. Inspectors should ensure that they also consider trainees' knowledge and practice in behaviour management, in meeting the needs of pupils with SEND and those who speak EAL, and (early years and primary only) in systematic synthetic phonics.
109. Meetings should be held in a variety of ways to maximise the number of trainees who inspectors can meet during an inspection. This can include:
 - visits (where applicable) to placements where multiple trainees, NQTs and former EY/FES trainees are present
 - arranging a conference call, allowing trainees to dial in
 - setting up individual calls in which a specific issue needs to be discussed that may be important for evidence-gathering
 - meetings where the partnership is based
 - focus-group discussions with a range of trainees, NQTs and former EY/FES trainees to discuss the impact of training.
110. Discussions with NQTs and former EY/FES trainees should allow inspectors to explore how well they felt prepared in their subject(s).

Engaging with the partnership's representative, leaders and managers

111. Inspection has the strongest impact on improvement when the ITE partnership understands the evidence and findings that have led to the judgements and recommendations for improvement. The lead inspectors will ensure that the partnership representative/leaders (where relevant, a maximum of two observers per phase) and managers at team and final meetings:

- are kept up to date with how the inspection is proceeding
- understand how the inspection team reaches its judgements
- have opportunities to clarify how evidence is used to reach judgements
- understand the strengths and weaknesses identified when looking at the ITE curriculum
- at end-of-day team meetings only, are given the opportunity to present additional evidence.

112. The lead inspector should meet with the partnership's representative daily during the inspection to:

- provide an update on emerging issues and enable the ITE partnership to provide any further relevant evidence
- allow the partnership's representative to raise any concerns, including those related to the conduct of the inspection or the conduct of individual inspectors
- alert the partnership's representative to any serious concerns that may lead to the ITE partnership being judged less than good and/or non-compliant with ITT criteria and other statutory requirements.

113. The inspector will record any key points arising from discussions with the partnership's representative in their electronic evidence.

Teaching apprenticeships

114. Inspectors will consider how well leaders and managers ensure that the apprenticeship curriculum meets the principles and requirements of an apprenticeship.

115. Evidence will include the extent to which the partnership's staff engage with employers to:

- plan the initial assessment, training, formative assessments, review points and milestones throughout, and agree any additional qualifications to be included
- monitor and support apprentices to gain new knowledge, skills and behaviours and achieve to their full potential.

116. Inspectors will judge how well trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects expected practice and meets employers' needs.

117. Inspectors will determine whether apprentices acquire that knowledge effectively so that they demonstrate the skills and behaviours that will enable them to:

- complete their apprenticeships
- contribute to their workplace
- fulfil their career aims by progressing to their intended job roles, other sustained employment, promotion or, where appropriate, a higher level of apprenticeship or qualification.

The use of data on inspection

118. Inspection judgements will not be based on data. However, inspectors will use nationally available data, such as data on employment and completion of qualifications, to help prepare for the inspection. When patterns are identified in the data, these will form part of the rationale for exploring particular aspects of the ITE curriculum. However, data will not be a factor that determines final grades at the end of the inspection.

119. If partnerships gather information and/or benchmark outcomes data against wider sector data, inspectors will not seek to validate this information. Inspectors will focus on what leaders have established from their data and how this has been used to improve the ITE curriculum for trainees and the pupils they teach.²³ Inspectors may check that this data avoids premature use of generic outcome descriptors, such as the teachers' standards, and ask leaders to explain how the data has been used to shape improvement planning and secure better quality for trainees.

Team meetings during the inspection

120. The inspection team for each phase will:

- meet briefly at the end of each day (if possible) to discuss emerging findings – a maximum of two nominated phase leaders or managers from the ITE partnership will be invited as observers²⁴
- meet at the end of the inspection for a grading meeting – a maximum of two phase leaders and managers from the ITE partnership will be invited as observers, but all judgements will be made by inspectors and the inspection team

²³ Partnerships should be aware of the principles of the use of data given in the DfE's 'Making data work' report, November 2018; www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response.

²⁴ When a face-to-face meeting is not possible, team members will discuss their findings by telephone with the lead inspector, who will discuss these with phase leaders and managers or the provider's representative.

- meet with other inspection teams at a cross-phase grading meeting, where relevant, to finalise judgements and identify areas of improvement – the phase leaders and managers and the partnership’s representatives are invited as observers, but all judgements are made by inspectors and the inspection team
- record the outcomes of all team meetings electronically.

Reaching final judgements

121. The inspection team will also ensure that time is set aside to prepare for the final team meeting and the final feedback. During the final team meeting, the team will complete an evaluation card. The main points for feedback to the ITE partnership will be recorded as the meeting progresses.
122. In multi-phase inspections, phase teams will meet in a cross-phase grading meeting to identify any common strengths and areas for improvement across the partnership, and to ensure that the grade criteria are interpreted in the same way. Lead inspectors will also agree the points to be included in the commentary at the start of the report.

Providing feedback

123. The on-site inspection ends with a final feedback meeting with the ITE partnership. The lead inspector must ensure that the ITE partnership is clear:
- about the provisional grades awarded for each key judgement
 - about the key findings from the inspection, as summarised in the final summary evaluation – the lead inspector must give sufficient details to enable all attendees to understand how judgements have been reached
 - that the grades are provisional and may be subject to change as a result of quality assurance procedures or moderation, and so must be treated as restricted and confidential to the relevant senior personnel (as determined by the ITE partnership). They may be shared with partnership staff and those responsible for governance, irrespective of whether they attended the meeting, so long as they are marked as provisional and subject to quality assurance. Inspection outcomes should be shared more widely only when the partnership receives a copy of the final inspection report
 - that the main findings of the inspection and the main points provided orally in the feedback, subject to any change, will be referred to in the text of the report, although the text of the report may differ slightly from the oral feedback
 - that the partnership is invited and encouraged to complete the post-inspection survey
 - about any recommendations for improvement
 - about the procedure leading to the publication of the report

- about the procedure for making a complaint about the inspection
- if the ITE partnership is being placed in a category of concern, that it may make comments on the judgements in the draft report during quality assurance; that is, it is not limited to comments on factual accuracy.

After the inspection

The inspection report

124. The (phase) lead inspector is responsible for writing the phase-specific inspection report and submitting the evidence to Ofsted shortly after the inspection ends.

125. The overall lead inspector will:

- ensure that the text of the report explains the judgements and reflects the evidence
- ensure that the findings in the report are consistent with the feedback given to the ITE partnership at the end of the inspection
- complete and submit the final version of the record of visits (ROV) form.

126. The report usually contains sections for the different phases inspected. In ITE partnerships with fewer than 60 trainees across both the primary and secondary phases, the report will provide one set of judgements covering both the primary and secondary phases.

Arrangements for publishing the report

127. Inspection reports will be quality assured before we send a draft copy to the ITE partnership.²⁵ The draft report is restricted and confidential to the relevant personnel (as determined by the ITE partnership) and should not be shared more widely or published.

128. Normally within 18 working days of the end of the inspection, the ITE partnership will be invited to comment on the draft report. The ITE partnership will have five working days to alert us to any factual inaccuracies in the draft report or other comments about the inspection process and findings it would like us to consider before the report is finalised.

129. The lead inspector will respond to the ITE partnership's comments about factual accuracy. The factual accuracy comments of both the partnership and the lead inspector will be reviewed by the regional SHMI for ITE and/or the specialist adviser for ITE, if appropriate.

²⁵ The term 'report' is used to describe the formal written outcome of the inspection.

130. Typically, the ITE partnership will receive an electronic version of the report within 30 working days of the end of the inspection. We will also send our response to its comments on the draft report and inspection process and findings. In most circumstances, the final report will be published on our website within 38 working days.

131. The ISA will email the final version of the report to:

- the ITE partnership
- the lead inspector
- the DfE.

132. The inspection process should not be treated as complete until all inspection activity has been carried out and the final version of the inspection report has been published on our reports website.

The inspection evidence base

133. The evidence base for the inspection will be retained in line with Ofsted's retention and disposal policy. This is normally for six years from when the report is published. We may decide that retaining it for longer is warranted for research purposes.

Quality assurance and complaints

Quality assurance

134. All inspectors are responsible for the quality of their work. The lead inspector (or overall lead inspector in the case of multi-phase inspections) must ensure that inspections are carried out in accordance with the principles of inspection and the expectations set out in 'Conduct during Ofsted inspections'.

135. We monitor the quality of inspection through a range of formal processes. This may involve a telephone call to the inspector to discuss progress, or an on-site visit during the inspection. When an on-site quality assurance visit is scheduled, the lead inspector will explain the purpose and format during the initial telephone conversation with the partnership's representative.

136. Lead inspectors should contact the SHMI for ITE and inform the ITE specialist adviser if an ITE partnership is likely to be judged as outstanding, inadequate or requires improvement, or if there is any potential aspect of non-compliance.

137. All ITE partnerships are invited to take part in a post-inspection survey so that their views about the quality of the inspection are obtained and contribute to the development of inspection.

Handling concerns and complaints

138. The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence.
139. If it is not possible to resolve concerns during the inspection or through submitting comments in response to the draft report, the ITE partnership may wish to lodge a formal complaint on receipt of the final report. The lead inspector will ensure that the partnership is informed that it is able to make a formal complaint and that information about how to complain is available on our website.²⁶

Conduct during inspections

140. So that inspection is productive and beneficial, it is important that inspectors and ITE partnerships establish and maintain an appropriate working relationship based on courtesy and professional behaviour.
141. Inspectors and partnerships must follow the expectations set out in 'Conduct during inspections'.²⁷

The evaluation schedule – how we will judge ITE partnerships

142. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret the way that grades are described according to the stage of training and phase of education.
143. Inspectors will use the evaluation schedule in conjunction with the instructions and guidance in Part 1 of this handbook.
144. Inspectors will make judgements on the following (wherever appropriate for each phase):

- overall effectiveness

and the two key judgements:

- quality of education and training
- leadership and management.

²⁶ 'Complaints about Ofsted', Ofsted, 2018: www.gov.uk/government/publications/complaints-about-ofsted.

²⁷ 'Conduct during Ofsted inspections', Ofsted, March 2020; www.gov.uk/guidance/conduct-during-ofsted-inspections.

145. Inspectors will use the following four-point scale to grade the key judgements and the overall effectiveness judgement:
- grade 1: outstanding
 - grade 2: good
 - grade 3: requires improvement
 - grade 4: inadequate.
146. Inspectors will use the criteria set out below to make each of the graded judgements. The handbook explains how these criteria are applied in each context.
147. Outstanding is a challenging and exacting judgement. In order to reach this standard, inspectors will determine whether the partnership meets **all** the criteria for good under that judgement and whether it does so securely and consistently. In other words, it is not enough for the partnership to be strong against some aspects of the judgement and not against others; it must meet each and every criterion for good. In addition, there are further criteria set out under the outstanding judgement that the partnership will also need to meet.
148. A partnership should only be judged outstanding in a particular area if it is performing exceptionally. This outstanding performance should be consistent and secure across all judgement areas in order to be judged outstanding overall.

Reaching a judgement of good, requires improvement or inadequate

149. When considering a final judgement, inspectors will assess whether the evidence they have gathered shows that the partnership's overall quality is most closely aligned with the good criteria.
150. When a partnership does not, on a best-fit approach, meet the good criteria, and none of the inadequate criteria apply, the partnership will be graded as requires improvement.
151. When inspectors' evidence shows that any one of the inadequate criteria applies, then this aspect of the ITE partnership's work will likely be judged inadequate.

Overall effectiveness

152. In judging the partnership's overall effectiveness, inspectors will take account of the two key judgements: the quality of education and training, and the leadership and management of the partnership.

153. In coming to each of these key judgements, inspectors will draw on evidence from the inspection of each phase and consider the impact of the judgements of the phase(s) on the ITE partnership as a whole.
154. Inspectors must consider whether the ITE provided by the partnership complies with the relevant statutory ITT criteria, assessment only route criteria or EY ITT requirements and all relevant legislation and guidance, including those related to promoting equality and diversity, eliminating discrimination, and safeguarding. In primary and secondary school training, inspectors must ensure that the partnership provides trainees with their minimum entitlement, ensuring coverage of all 'learn that' and 'learn how to' statements set out in the ITT core content framework.
155. Where appropriate, inspectors must also consider the extent to which the ITE provided by the partnership complies with apprenticeship requirements and expectations.
156. Inspectors will judge the overall effectiveness by applying the grading criteria set out below.

Grade descriptors for overall effectiveness

Outstanding (1)

- The quality of education and training is outstanding.
- The quality of leadership and management is outstanding.

Good (2)

- Both key judgements must be at least good.

Requires improvement (3)

- When the partnership is judged as requires improvement in either of the two key judgements, the overall effectiveness will also be requires improvement, unless one is judged inadequate.
- ITE is non-compliant with statutory criteria and requirements and/or all relevant legislation and guidance, excluding that related to promoting equality and diversity, eliminating discrimination, and safeguarding. Non-compliance is likely to be minor and not have a significant impact on the quality of education and training provided to trainee teachers.

Inadequate (4)

- The judgement on the partnership's overall effectiveness will be inadequate when either one or both of the key judgements is inadequate.

- ITE is non-compliant with the ITT compliance criteria. Non-compliance is likely to have a significant impact on: the quality of education and training provided to trainee teachers; the safeguarding of pupils in EY, schools or colleges; and the quality of apprenticeships.
- The partnership does not comply with relevant legislation and guidance relating to safeguarding, equality and diversity, and eliminating discrimination.

The quality of education and training

157. Inspectors will take a rounded view of the quality of education and training that a partnership provides. This will include close consideration of the ITE curriculum.
158. Inspectors will consider the knowledge and skills that the partnership plans that trainees will gain at each stage (we call this '**intent**'). They will also consider the way that the ITE curriculum developed or adapted by the partnership is taught and assessed in order to support trainees to build their knowledge and to apply that knowledge as skills (we call this '**implementation**'). Finally, inspectors will consider whether trainees know more and remember more of the intended curriculum and apply that knowledge to their practice (we call this '**impact**').

Intent

159. In evaluating the ITE partnership's intent, inspectors will primarily consider the curriculum provided by the ITE partnership. They will discuss this with the partnership's representatives, leaders and managers. Inspectors must ensure that the curriculum provided prepares trainees to meet the relevant professional standards (QTS or EYTS). In primary and secondary phases, ITE inspectors must ensure that partnerships provide the minimum entitlement outlined in the ITT core content framework.

Implementation

160. In evaluating the implementation of the ITE curriculum, inspectors will primarily consider how trainees are taught, trained and supported at both the centre and on placements, including the quality of mentoring.

The use of assessment

161. Inspectors will evaluate how the partnership uses assessment of trainees to inform the teaching of the ITE curriculum.
162. Ongoing assessment of trainees should be largely formative. Inspectors should check that trainees are gaining, applying and refining the knowledge and skills set out in the ITE curriculum. The partnership should also use formative assessment to help trainees embed knowledge and use it fluently, and to assist

trainers/mentors in refining a robust ITE curriculum. Therefore, partnerships should avoid the premature use of summative assessments, for example generic outcome descriptors, such as the teachers' standards.

163. For apprentice teachers, the partnership should make accurate and rigorous assessments that enable apprentices to take their end-point assessments.
164. The partnership should make accurate and rigorous final assessments for the award of QTS in relation to the teachers' standards for primary and secondary trainees, and the award of EYTS for early years ITT trainees. For FES trainees, the partnership should ensure that trainees understand the professional formation process that they may undertake towards the end of their first year of teaching.

Impact

165. When inspectors evaluate the impact of the education and training provided by the partnership, their focus will primarily be on whether trainees know more and remember more of the intended curriculum and apply that knowledge to their practice.

Grade descriptors: quality of education and training

166. Inspectors will use professional judgement when judging the partnership's quality of education and training:
 - If all aspects of the good criteria are consistently met, inspectors will consider whether all the outstanding criteria are met. For a partnership to be graded outstanding for quality of education and training, it must be consistently meeting all aspects of the good **and** outstanding criteria.
 - When a partnership does not, on a 'best fit' basis, meet the good criteria consistently and none of the inadequate criteria apply, the partnership will be graded as requires improvement for its quality of education and training.
 - When inspectors' evidence shows that any of the inadequate descriptors apply, then this aspect of the ITE partnership's work will likely be judged inadequate.

Outstanding (1)

- The partnership meets **all** the criteria for good quality of education and training **securely** and **consistently**.
- The quality of education and training provided is **exceptional**.

In addition, the following apply:

Intent

The partnership's training programme is:

- designed to ensure that any generic principles are always understood practically and in relation to subject and phase
- co-produced with partners to ensure the curriculum is integrated and sequenced across the partnership
- delivered by leaders, mentors and (where applicable) centre- and placement-based staff throughout the partnership who have a firm and common understanding of the intended curriculum and what it means for their practice
- designed to consistently give trainees necessary expertise in the subject(s) they teach to **all** pupils, including those with SEND and those who speak EAL
- the curriculum is designed to ensure that trainees are introduced to the tools to develop their knowledge further, for example through sharing access to professional networks.

Implementation

- Teaching and training are of a high quality, which allows trainees to learn the intended curriculum effectively.
- The curriculum is delivered effectively across all settings within the partnership.
- Trainers and mentors are consistently skilful at drawing on the taught curriculum during their interactions with trainees, particularly during mentoring sessions and feedback following observations.

Impact

- Trainees develop detailed knowledge and skills across the taught ITE curriculum. This knowledge is routinely and skilfully applied by trainees to their professional practice.
- Trainees are able to apply what they have learned from the range of different placement experiences and settings.

Good (2)

Note: When inspectors are considering the intent and implementation criteria set out below, it must be clear that leaders have designed an ambitious ITE curriculum. We recognise that some partnerships will have completed new curriculum plans but disruption to normal operations, as a result of COVID-19, has meant that they are not able to deliver their new plans fully. It must be clear that these plans will be fully executed for the September 2021 academic year. We will review this statement before September 2021.

Intent: principles informing the ITE curriculum

Ambitious

- The ITE curriculum is ambitious in scope and rigorous in content choice. It is coherent and well sequenced and leads to cumulatively sufficient knowledge and skills.
- In primary and secondary programmes, the ITT core content framework defines in detail the minimum entitlement of all trainee teachers, which all ITT partnerships must incorporate – in full – within their curriculums. The ITE curriculum covers the full entitlement described in the ITT core content framework, including all ‘learn that’ and ‘learn how to’ statements.
- EY, primary and secondary programmes will prepare trainees for QTS or EYTS. For FES trainees, the partnership should ensure that trainees understand the professional formation process that they may undertake towards the end of their first year of teaching.

Designed around subject and phase

- The course structure is designed around subject- and/or phase-specific dimensions.²⁸ The application of any generic principles is taught and practised as and when appropriate.
- In primary phase programmes, training ensures that trainees learn to teach early reading using systematic synthetic phonics, as outlined in the ITT core content framework, and that trainees are not taught to teach competing approaches to early reading. Trainees are taught the importance of providing pupils with enough structured practice to secure fluency in both reading and numeracy work.
- In EY programmes, trainees gain knowledge of appropriate curriculum content as well as appropriate pedagogies for children.
- In FES programmes, trainees gain or consolidate appropriate knowledge and skills for the vocational, pre-vocational or academic courses that they will teach. The ITE curriculum is designed to secure competence in appropriate teaching skills. Centre-based leaders (where applicable) ensure that trainees are gaining high-quality training and professional practice in their placement settings.²⁹

Purposefully integrated

- The ITE curriculum is purposefully integrated across its different partnership settings.
- Inclusion and teaching pupils with SEND are meaningfully integrated into all aspects of the training programme.

²⁸ Inspectors will adapt their focus on the ITE curriculum to take into account the design approach as set out by the partnership.

²⁹ Professional practice in this context refers to vocational training courses such as plastering and plumbing.

Informed by up-to-date or pertinent research

- The ITE curriculum is designed to ensure that trainees engage with up-to-date or pertinent research findings, for example the research informing the ITT core content framework (for primary and secondary phase trainees).
- The curriculum ensures that trainees are taught how to apply principles from scholarship relevant to their subject and phase when making professional decisions. Trainees learn how to assess the appropriateness and value of new approaches that they might encounter in future by: considering the validity and reliability of any research on which the approach depends; considering its context in existing community debates (for example, subject, phase, SEND, psychology); and relating it to their professional experience.
- Trainees know about up-to-date research for promoting inclusion and teaching pupils with SEND, and those who speak EAL. They are able to apply this knowledge in their subject and phase.

High expectations³⁰

- The ITE curriculum introduces trainees to the scope and richness of the knowledge that pupils can acquire in each subject. The curriculum is designed to ensure that trainees practise communicating shared values that improve school culture and sustain excellent behaviour.

How pupils learn

- The ITE curriculum ensures that trainees know how pupils can be taught to acquire expertise and how this applies in their subject and phase. Trainees are taught how to ensure that pupils remember and/or practise components of knowledge and skills that they teach, and to ensure that pupils integrate new knowledge into larger concepts or accounts. Trainees are also taught that some pupils experience specific difficulties with acquiring, recalling and using knowledge.

Subject and curriculum

- The ITE curriculum provides a systematic and critical introduction to key educational traditions, practices and debates within the trainees' specialist subject(s) and/or phase(s). It ensures that trainees have sufficient subject knowledge to identify and evaluate content for their teaching, considering matters of scope, coherence, sequencing and rigour. Trainees are taught to identify appropriate pedagogies that secure the curriculum intent.

Classroom practice

- The ITE curriculum introduces trainees to up-to-date research on effective classroom practice. This includes research on how to present subject matter clearly and explicitly, promoting appropriate discussion, reflection and questioning, and on how to use relevant pedagogy to enable effective

³⁰ Points 5 to 13 in the DfE guidance are structures to reflect the sequential order of teachers' standards.

teaching of the subject/specialist area. Trainees are taught how to plan and resource lesson sequences within their specialist subject(s) in their phase, and to understand how sequences fit into and serve wider goals for that subject.

Adaptive teaching

- The ITE curriculum teaches trainees to promote inclusion. Trainees are taught the ways in which knowledge promotes inclusion, for example by giving access to texts, by allowing participation in discussion or by ensuring that all pupils are equally ready for next steps in a curriculum.
- The ITE curriculum is designed to ensure that trainees: recognise foundational curriculum components; teach them so that they are learned securely; and identify misconceptions and explicitly correct these through subsequent planning, teaching or feedback.
- Trainees are taught to recognise signs that may indicate SEND and know how to help pupils overcome barriers to learning. They are taught to adapt their teaching, while maintaining high expectations, by working closely with expert colleagues, such as the school's special educational needs coordinator and other special education professionals.

Assessment of pupils

- The ITE curriculum ensures that trainees know why, when and how to assess in a subject or phase. Trainees are taught how to seek and draw conclusions about what pupils have learned, for example to look for fluent recall or deployment in order to establish whether pupils have embedded an concept or procedure, as intended. The ITE curriculum introduces trainees to important concepts in assessment, such as why teaching 'of the subject domain' rather than 'to the test' is important.

Managing pupils' behaviour

- Trainees are taught the key principles of behaviour management and the importance of consistency of approach among teachers within an institution. The ITE curriculum ensures that trainees learn how to teach pupils explicitly how to behave. This practice will include setting and securing high standards of behaviour, creating an environment that allows pupils to focus on learning, and establishing classroom routines.

Professional behaviours

- The ITE curriculum prepares trainees for a fulfilling and successful career as a teacher. Trainees are taught how to manage their workloads and how to maintain their own health and welfare, as well as how to engage with relevant subject and/or scholarly communities, including communities of practice relating to technical and vocational training, where relevant.
- Trainees are taught how to promote pupils' safety and welfare. They understand their statutory safeguarding duties (including the 'Prevent' duty) and responsibilities.

- Trainees are explicitly taught high standards for teachers' personal and professional conduct, including promoting a positive view of inclusion.

Pupils' physical and mental health

- Trainees are taught how to respond appropriately to pupils' needs that arise from physical and mental health issues and how schools can promote good physical and mental health.

Implementation

How trainees are taught

- All trainers (including mentors) draw on and model expert application of their own knowledge and skills, relevant to their subject and phase. When teaching trainees how to appraise subject and curriculum approaches, trainers model and foster informed use of relevant professional and academic literature. They find meaningful opportunities to enhance trainees' subject and curriculum knowledge and their phase expertise.
- The ITT core content framework defines a key role for 'expert colleagues' in respect of the skills to be practised or introduced in the ITE curriculum. Partnerships ensure that all 'expert colleagues' understand their role in delivering the ITE curriculum.
- Trainees receive clear, consistent and effective training and mentoring across the placement settings. They have adequate opportunities to observe expert colleagues, for example, as they plan lessons, teach pupils and carry out assessment. Trainees have enough opportunities to practise, with appropriate support. They receive regular, focused feedback and are supported through focused and challenging discussion.
- Flexible and responsive opportunities are given for individual trainees to observe and learn from diverse, excellent practice in different settings, including in specialist settings such as special schools and pupil referral units. These might also include vocational placements, diverse contexts or settings related to trainees' own interests that are relevant to the pupils or subjects being taught.³¹
- Trainees are helped to recognise and create useful connections across training experiences and relate these experiences to subject- or phase-specific challenges.

Assessment of trainees

- Ongoing **formative** assessment of trainees focuses on whether trainees are gaining, applying and refining the knowledge and skills set out in the ITE curriculum, paying particular attention to subject-specific dimensions. Ongoing assessment enables partnerships to diagnose deficits and close gaps. It avoids premature use of generic descriptors such as the teachers' standards. These outline final summative outcomes and not the curriculum, which, when learned, enables those outcomes.
- In primary and secondary programmes, the ITT core content framework is not used as an assessment framework. Instead, partnerships will use it to design an ITE curriculum that ensures that all trainees receive their full entitlement. This includes coverage of 'learn that' and 'learn how to' statements, as described in the ITT core content framework.

³¹ One example among many might be musical or artistic practice or an industrial setting.

- When targets are set for trainees, they: are produced collaboratively between mentors and trainees; relate to programme content to be mastered and specific expertise to be developed; and are adapted flexibly in response to trainees' progress and needs, ensuring that agreed actions are implemented by all parties.
- The partnership makes accurate and rigorous final **summative** assessments for the award of QTS in relation to the teachers' standards for primary and secondary trainees and for the award of EYTS for EY ITT trainees.
- For FES trainees, the partnership ensures that trainees understand the professional formation process that they may undertake towards the end of their first year of teaching.

Impact

Professional development

- Trainees have largely learned the intended knowledge and skills set out in the ITE curriculum. Their mastery of knowledge and skills is evident in any planning produced, teaching, evaluation and assessment.³²
- Trainees reflect on their teaching in the context of the curriculum components that they intended pupils to master. They take into account their assessment of what and how much pupils have securely learned.
- When trainees complete their training, they are aware of their professional strengths and areas for improvement. FES trainees understand what they need to do to achieve QTLS during the professional formation process.

Requires improvement (3)

- The quality of education and training provided by the partnership is not good.
- In primary and secondary programmes, the partnership does not comply fully with the ITT core content framework. The non-compliance does not have a significantly negative impact on the overall quality of the ITE curriculum for trainees.

³² It is for the partnership to decide on the planning requirements for trainees. However, this should take into account the stage of training that trainees are at and the workload demands that result.

Inadequate (4)

The quality of education and training is likely to be inadequate if any one of the following applies:

Intent: principles informing the ITE curriculum

Ambitious

- The ITE curriculum lacks ambition and rigour in content choice. It lacks coherence and fails to develop cumulatively sufficient knowledge and skills for trainees.
- In primary and secondary programmes, the partnership does not comply with the ITT core content framework in multiple areas or in areas that have a significantly negative impact on the overall quality of the ITE curriculum for trainees.
- The partnership has not ensured that the ITE curriculum prepares trainees to meet the professional standards required for their phase (QTS/EYTS).
- In EY programmes, the partnership does not adequately prepare trainees for EYTS at the end of their training.
- In FES programmes, the trainees do not understand the professional formation process that they may undertake towards the end of their first year of teaching.

Designed around subject and phase

- EY and primary training does not ensure that trainees only learn to teach decoding using systematic synthetic phonics as part of early reading.
- In EY programmes, trainees have not gained sufficient knowledge of appropriate curriculum content and pedagogies for children.
- In FES programmes, trainees have failed to gain appropriate knowledge and skills for the vocational, pre-vocational or academic courses that they will teach.
- In FES programmes, trainees are not gaining high-quality training and professional practice in their placement settings.³³

Informed by up-to-date or pertinent research

- Trainees do not know about up-to-date or pertinent research and so are unable to apply this knowledge in their subject and phase.

Adaptive teaching

- The ITE curriculum does not teach trainees how to promote inclusion. Trainees are not taught to recognise signs that may indicate SEND and know how to help pupils overcome barriers to learning.

³³ Professional practice in this context refers to vocational training courses such as plastering and plumbing.

Assessment of pupils

- The ITE curriculum does not ensure that trainees know why, when and how to assess pupils in a subject and phase context.

Managing pupils' behaviour

- The ITE curriculum does not teach trainees the key principles of behaviour management, how important it is to teach pupils how to behave and the importance of consistency of approach among teachers within an institution.

Professional behaviours

- Trainees are not taught how to promote pupils' safety and welfare. They do not understand their statutory safeguarding duties (including the 'Prevent' duty) and responsibilities.
- Trainees are not explicitly taught high standards for teachers' personal and professional conduct, including promoting a positive view of inclusion.
- Trainees are not taught how to manage their workloads or to maintain their own health and welfare.

Implementation

How trainees are taught

- Trainees consistently receive unclear and ineffective training and mentoring across various settings.
- Trainees have few opportunities to observe expert colleagues.
- Trainees consistently receive poorly focused feedback and are not supported through rigorous and challenging discussion.

Assessment of trainees

- In primary and secondary programmes, the ITT core content framework is, incorrectly, being used as a **formative** assessment framework.

Impact

Professional development

- When trainees complete their training, they are unaware of their professional strengths and areas for improvement. FES trainees do not understand the professional formation process that they may undertake towards the end of their first year of teaching.

Leadership and management

167. Inspectors will evaluate the work and impact of senior leaders, managers and other leaders with leadership and management roles across the partnership.
168. Inspectors must consider how effectively schools, colleges, early years or FES settings are engaged in the ITE partnership, for example through their involvement in:
- strategic leadership and management
 - quality assurance systems
 - recruiting and selecting of trainees
 - designing and delivering training and assessment
 - reviewing, evaluating and developing provision with settings/schools/colleges based in areas of challenging socio-economic circumstances and those judged to require improvement, and in FES with employers and business engagement.
169. In evaluating the extent to which leaders ensure that the overall partnership provision prepares trainees to teach subjects and phases, inspectors must consider:
- how leaders have prepared trainees for the realities of teaching, including how leaders have used the DfE's guidance on workload in ITE to eliminate unnecessary workload³⁴
 - how leaders have equipped subject leaders/trainers with the appropriate level of subject expertise, subject teaching experience and ongoing subject training in order to lead, design and deliver subject dimensions of courses
 - how leaders have overseen and engaged with decisions concerning the scope, depth, timing and sequencing of content of overall subject provision, and the extent to which leaders have ensured that:
 - in the secondary phase, trainees receive:
 - comprehensive, coherent (across settings) and well-paced training in how to plan, teach and assess their subjects
 - training that promotes excellent teaching through high levels of subject and curriculum knowledge
 - in the primary phase, trainees receive:
 - adequate training in all national curriculum subjects, relationships and religious education, sufficient to understand the scope, purpose and principles of each subject, to begin to build secure frameworks of

³⁴ DfE 'addressing teacher workload in initial teacher education (ITE)'; www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite.

knowledge for each subject and to recognise high-quality subject resources that make efficient use of lesson time

- thorough training in teaching systematic synthetic phonics, early number work and handwriting, including focused practice in school placements, based on up-to-date or pertinent research.

- whether leaders have created opportunities for subject leaders and other subject trainers (and, in secondary, subject mentors) to renew and strengthen the subject dimensions of training. This might happen through collaboration in sourcing, producing or adapting high-quality subject resources or through giving trainers opportunities to consider quality in subject practice or subject curriculums
- how leaders have ensured that 'subject distinctiveness' is paramount. This means ensuring generic programmes do not compromise subject rigour.

170. Inspectors must consider evidence of appropriate monitoring and assessment of trainees' progress in mastering the components of the overall ITE curriculum. For example, they will consider the extent to which leaders and managers are:

- monitoring the quality of the overall ITE curriculum, its implementation and impact on trainees' teaching and professional behaviours, including acting on findings in order to improve trainees' progress
- evaluating accurately the quality of the intent, implementation and impact of the ITE curriculum and overall training provision in relation to other ITE partnerships
- ensuring that each trainee's individual training programme is responsive to ongoing formative assessment of strengths, gaps and needs
- taking opportunities to embed knowledge and skills of the ITT core content framework, for example by ensuring that regular review of routine targets, new target-setting and personalised training activities draw on the ITT core content framework wherever appropriate
- drawing on evaluations and satisfaction surveys of trainees, NQTs and former trainees to review and improve provision
- actively seeking feedback on the performance of NQTs/former trainees from employers to improve the quality of provision
- monitoring the preparation of trainees (where applicable) for employment and induction
- ensuring that the final assessment arrangements (in EY, primary and secondary phases) are rigorous in establishing whether trainees have met the minimum level of practice expected of teachers, as defined in the teachers' standards or the EY teachers' standards
- understanding and applying the fundamental principle that 'the curriculum is the progression model', for example by avoiding attempts to track progress, by making premature summative judgements, or using final outcome

descriptors such as the EY teachers' standards, the teachers' standards or the quality of teaching and learning standards.

171. In evaluating how well leaders and managers ensure the rigour of the partnership's recruitment and selection process, inspectors must consider:
- the extent to which leaders recruit trainees with the potential to meet the needs of local, regional or national employers and to meet the needs of the wider educational community, including settings/schools/colleges in areas of challenging socio-economic circumstances and those judged as requires improvement
 - the extent to which leaders select candidates with appropriate qualifications, relevant subject/specialist knowledge and (in EY, primary and secondary phases) the potential to meet the relevant professional standards by the end of their training
 - whether leaders have placed applicants on a training programme that makes best use of their skills, aptitudes and previous experience and develops their subject knowledge, where appropriate.
172. Inspectors must consider the partnership's capacity to bring about further improvements, as shown by a combination of:
- a track record of improving or maintaining high-quality provision
 - specific improvements in the quality of training, including national priority areas for ITE, and (for primary and secondary) the implementation of the ITT core content framework within the overall ITE curriculum and the impact this has on improving trainees' practice over time
 - leaders' and managers' attention to building subject-specific capacity in trainers and mentors, so that the training provision is secure and sustainable.
173. Inspectors must consider how effectively leaders and managers ensure compliance with all relevant legislation and guidance, including the ITT statutory criteria (for EY, primary and secondary phases), and requirements relating to:
- promoting equality and diversity
 - eliminating discrimination
 - safeguarding, including e-safety.
174. Inspectors must evaluate how far leaders and managers pursue a vision for excellence focused on improving or sustaining high-quality provision for trainees. To do this, they must consider:
- the extent to which primary and secondary leaders have ensured that the ITT core content framework is thoroughly taught, appropriately integrated

within the ITE curriculum as a whole and reinforced in the partnership's various settings

- leaders' implementation of improvement plans and the extent to which these are based on a robust and perceptive self-evaluation of overall ITE curriculum intent, implementation and impact
- leaders' analysis of improvements in trainees' practice, for example in securing good behaviour, in teaching reading using systematic synthetic phonics, in applying effective approaches for learners with SEND or (at secondary) in ensuring that pupils master foundational subject components and know how to assess and use those components in their later teaching
- the training that leaders have constructed and the extent to which it successfully integrates:
 - general principles for learning to teach (such as the application of up-to-date or pertinent research in the science of learning or in classroom management)
 - learning to teach a subject (including subject knowledge, subject pedagogy and subject curriculum)
 - learning to be a teacher (in terms of professional behaviours and values)
- the consistency of leaders' application of effective policies and procedures across the partnership, for example ensuring that trainees receive good-quality mentoring and regular mentoring time, and ensuring that routine target-setting and target reviews are detailed, subject-specific where appropriate, and rooted in a thorough evaluation of trainees' recent practice
- the extent to which professional development for all mentors and trainers involved in the ITE partnership is of a high quality
- how leaders liaise with settings/schools/colleges and other employing settings in the local area/region in order to promote high-quality induction of NQTs/former trainees
- the extent to which partnership leaders are strategic and effective in addressing local, regional and national concerns. These include teacher quality, supply and retention issues, all of which contribute towards improving the education sector's professional capacity for curriculum improvement, in line with the education inspection framework (EIF)
- whether trainers evaluate their teaching and have ensured that trainees learn sufficient knowledge and skills.

Grade descriptors: leadership and management of the partnership

175. Inspectors will use professional judgement when judging the partnership's leadership and management.

- If all aspects of the good criteria are consistently met, inspectors will consider whether all the outstanding criteria are met. For a partnership to be graded outstanding for leadership and management, it must be consistently meeting all aspects of the good **and** outstanding criteria.
- When a partnership does not, on a 'best fit' basis, meet the good criteria consistently and none of the inadequate criteria apply, the partnership will be graded as requires improvement for leadership and management.
- When inspectors' evidence shows that any of the inadequate descriptors apply, then this aspect of the ITE partnership's work will be judged inadequate.

Outstanding (1)

- The partnership meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- Leadership and management are exceptional.

In particular, the following apply:

- Leaders and managers are relentless in pursuing a vision for excellence focused on improving or sustaining high-quality provision for trainees.
- Leaders and managers are highly proactive in ensuring that settings/schools/colleges are engaged in the ITE partnership and contribute to success of its work.
- Leaders and managers ensure that the partnership's provision includes phase-specific and subject-specific training, so that trainees are fully prepared to teach the range and depth of subjects appropriate to their phase.
- Monitoring and formative assessment of trainees' progress is highly effective in identifying that trainees are learning the sequenced components of the ITE curriculum.
- Improvement planning is based on rigorous and systematic evaluation of the ITE curriculum, using evidence of qualitative impact on trainees' learning, professional knowledge and developing expertise in the classroom. Evaluation takes into account, where appropriate, the perspectives of training partners, surveys from employers, trainees and former trainees, and an understanding of local, regional and national needs.

176. In order to judge whether the partnership is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

Strategic leadership

- Leaders in settings/schools/colleges work together as a partnership in order to contribute to: the strategy for recruiting and selecting trainees; developing the education and training that trainees receive; systematically evaluating the intent and implementation of the ITE curriculum; and the strategic leadership of the ITE provision.
- Quality assurance systems sustain effective and consistent teaching of coherent, well-planned programmes and their integration across the ITE partnership.
- Engagement and liaison with employers assist an effective continuum from initial teacher training to induction and early career development.
- Where possible, partnership leaders ensure that training provision includes placements that offer diverse experiences across pupil attainment, demographics and needs.
- Partnership leaders ensure that the partnership consistently meets the DfE's ITE compliance criteria.

Vision of excellence

- High-quality mentors benefit from an effective cycle of mentor induction, training and feedback that involves all partners. Settings/schools/colleges work with the partnership to ensure that, as far as is possible, mentoring supports the intent of the ITE curriculum.
- Leaders and managers have a clear picture of the partnership's strengths and weaknesses, and have used this to secure improvements for trainees.
- Leaders and managers routinely use trainees' views to evaluate the effectiveness of the course, plan for improvement and measure the impact of initiatives.
- Selection procedures ensure that trainees are ready to acquire the relevant curriculum/vocational knowledge and teaching expertise during the course and that trainees have clear potential to meet the required professional standards by the end of their training.
- Trainees receive appropriate and timely professional and pastoral support, including with managing workload and maintaining good health. The partnership is alert, and intervenes, when possible, to avoid trainees withdrawing from the programme when they have the capacity to continue.

Workload

- Partnership leaders do not encourage unnecessary bureaucratic workload demands such as excessive paperwork. This may include documentation or paperwork for generic tracking against teachers' standards that is not related to immediate, specific programme components, training targets and needs.

- All trainers understand the limitations of the different forms of assessing pupils' learning. Trainers do not require trainees to mark or assess pupils' work in a way that creates unnecessary burdens for trainees or that detracts from their own wider learning within the course programme.
- Partnership leaders make proportionate demands with regard to lesson planning and balancing the need for the trainees to learn how to plan sequences of lessons with workload considerations.

Equality and diversity

- Partnership leaders ensure that training respects and teaches knowledge and application of fundamental British values and the Equality Act 2010.

177. In order to judge whether the partnership is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Requires improvement (3)

- Leadership and management are not good.

Compliance

- Partnership leaders have failed to ensure that the partnership consistently meets the DfE's ITE compliance criteria. Identified areas of the programme that do not meet the compliance criteria are minor and easily rectified. Consequently, the gaps in compliance do not have a significant impact on trainees or their training.
- In primary and secondary programmes, partnership leaders have failed to ensure that the partnership complies fully with the ITT core content framework. The non-compliance does not have a significantly negative impact on the overall quality of the ITE curriculum for trainees.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following apply:

- Settings/schools/colleges do not work effectively with the provider. For example, they do not contribute to the partnership's strategy for recruiting trainees, or the evaluation of the partnership's ITE curriculum.
- Quality assurance systems do not sustain effective and consistent teaching of coherent, well-planned programmes and their integration across the ITE partnership.
- The partnership does not liaise or engage with employers, resulting in an ineffective continuum from ITE to induction and early career development.

- Mentoring training does not focus on ensuring quality interactions between trainees and mentors. Mentoring is consistently not matching the intent of the ITE curriculum.
- In early years and primary programmes, mentors do not support the teaching of systematic synthetic phonics. Some trainees are being poorly prepared to teach systematic synthetic phonics.
- Improvement planning is weak. It is not based on rigorous and systematic evaluation of the ITE curriculum.
- Selection procedures do not ensure that trainees are ready to acquire the relevant curriculum/vocational knowledge and teaching expertise during the course and have clear potential to meet the required professional standards.

Workload

- Partnership leaders do not routinely check that all partners avoid bureaucratic workload demands. Unnecessary burdens are placed on trainees, mentors and trainers, and these routinely detract from their own wider learning within the training programme.

Equality and diversity

- Partnership leaders do not ensure that training respects and teaches knowledge and application of fundamental British values and the Equality Act 2010.

Compliance

- Partnership leaders have failed to ensure that the partnership consistently meets the DfE's ITE compliance criteria. Identified areas of the programme that do not meet the compliance criteria are not minor, and they have a significant impact on trainees or their training.
- In primary and secondary programmes, partnership leaders have failed to comply with the ITT core content framework in multiple areas or in areas that have a significantly negative impact on the overall quality of the ITE curriculum for trainees.
- Partnership leaders have failed to ensure that the partnership fulfils the requirements of a quality apprenticeship.

Annex A. Instructions and guidance for focused thematic subject inspections

Background

178. Focused thematic subject inspections concentrate solely on the quality and effectiveness of individual subject training in primary and secondary ITE partnerships. We carry out these inspections as part of the ITE inspection framework, but they also contribute towards national thematic subject reports led by Ofsted's national subject leads. Inspectors focus on the preparation of trainee teachers within individual subjects.
179. We select ITE partnerships for thematic subject inspections based on a range of data available to us. However, we may include partnerships due to their size, geography or secondary subject provision.
180. ITE partnerships will receive their next ITE inspection in accordance with routine inspection scheduling arrangements. Focused thematic subject inspections cannot change the primary or secondary inspection grade for overall effectiveness. However, if the thematic subject inspection raises concerns about the standard of training provided, then this may influence the timing of the next ITE inspection.
181. This guidance sets out the judgements that inspectors make and report on when evaluating the quality and effectiveness of a subject in a thematic subject inspection, and the range and types of evidence they will use.
182. All focused thematic subject inspections are carried out in accordance with the principles and code of conduct for inspectors, as set out in paragraphs 140–141.
183. Thematic subject inspections are led by a specialist ITE lead inspector. These are inspectors who are contributing to national subject thematic studies and are experienced ITE lead inspectors. They will be allocated three days to plan, carry out and report on the inspection event. They may be joined by up to three team inspectors for each phase on the second day of the inspection, depending on the size of the primary and/or secondary ITE partnership.

Evaluating the quality and effectiveness of training in subject/specialist areas of the ITE curriculum

184. In all focused thematic subject inspections, inspectors are required to evaluate the quality and effectiveness of subject/specialist training.
185. Inspectors will provide a feedback letter that identifies strengths and weaknesses. They will reach these findings by carefully considering the evidence gathered and using their professional judgement.

Outline guidance

186. Inspectors must consider first-hand evidence, including a sample of visits to trainees teaching the subject being inspected and observations of any school- or (where applicable) centre-based subject training taking place at the time.

187. Inspectors will take account of:

- the quality of the ITE curriculum and how effectively the implementation of that curriculum prepares trainees to:
 - teach the subject to children/pupils/learners
 - promote and manage good behaviour in the subject and age range for which they are trained
- whether trainees:
 - ‘if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics’ by the end of their training
 - ‘manage behaviour effectively to ensure a good and safe learning environment’³⁵
- any specific issues raised in the last inspection report about the subject or behaviour management and whether these have been tackled effectively and are showing clear signs of improvement
- the views of trainees, NQTs, mentors, trainers, induction tutors and employers on the quality of subject training and its impact on trainees’ teaching and pupils’/learners’ learning
- the effectiveness of the ITE partnership’s work in seeking and responding to satisfaction surveys, including those from trainees, NQTs, induction tutors and employers, about the quality of subject training
- how the partnership has taken account of the ITT core content framework, ensuring that the subject training has taken account of the up-to-date research to support subject training
- the quality, coherence and rigour of school- and (where applicable) centre-based subject training
- the quality and effectiveness of training materials, directed tasks, assignments and audits related to the subject being inspected
- the quality and effectiveness of placement settings/schools/colleges in providing experiences that develop trainees’ confidence and competence in the teaching of the subject being inspected
- the expertise and effectiveness of mentors and other trainers in providing high-quality subject training

³⁵ ‘Teachers’ standards’, DfE, 2013;
www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011.

- the effectiveness of leaders and managers in ensuring that the quality and effectiveness of the subject training is sustained or improving.

What happens in focused thematic subject inspections

188. The ISA will telephone the ITE partnership the afternoon before the first of the three days allocated to the inspection to inform the partnership's representative of the inspection and the inspectors' expected time of arrival to complete preparation. This phone call could take place on any day of the week. Focused thematic subject inspections usually take place during the spring or summer terms. If the partnership's representative is unavailable, the lead inspector will ask to speak to the most senior member of staff present. If it is not possible to contact the ITE partnership, the lead inspector will inform the ITE partnership of the focused thematic subject inspection on arrival.
189. Inspectors and ITE partnerships should follow the guidance for deferral in paragraph 84.
190. As soon as they are certain that the focused thematic subject inspection can take place, the ISA will notify the inspector. The ISA will send the partnership representative the privacy notice information and formal confirmation of the inspection by email. The email will include contact details for the ISA and an outline of the arrangements for publication of the thematic subject inspection letter after the event.
191. Inspectors should make initial preparations for the inspection on the morning after the initial notification. Preparation should be done on site, with the partnership representative. When preparing for inspection, inspectors should be flexible in selecting appropriate and secure evidence to evaluate and report on the main focus of the inspection. Wherever possible, inspectors should maximise the time available by visiting a number of trainees based in particular settings/schools/colleges.

Inspection activities

192. Inspection activities should involve:
- observations of school- and/or (where applicable) centre-based subject training
 - visiting trainees teaching the subject focus of the thematic subject inspection
 - analysis of directed tasks, assignments and audits related to the thematic subject inspection
 - scrutiny of the ITE partnership's records and documentation, including:
 - curriculum and training materials

- evaluations of the quality of school- and (where applicable) centre-based subject training
 - evaluations of mentor subject training and monitoring
 - discussions with:
 - individual and/or groups of trainees and NQTs
 - trainers, mentors, induction tutors and employers
 - key staff involved in training in the subject that is the focus of the thematic inspection
 - examination of additional documentation, including, for example:
 - reports or action plans from the DfE and/or other key partners
 - analysis of trainees', NQTs' and employers' views on the impact of actions taken to improve subject training
 - case or impact studies provided by the ITE partnership.
193. Although discussions are important, the main focus will be on gathering first-hand evidence, including observations of:
- school- and/or (where applicable) centre-based subject training
 - trainees' and NQTs' teaching of the subject being inspected.
194. Inspection activities will be focused on:
- issues that relate directly to the quality and effectiveness of training in the subject
 - any concerns raised by the pre-inspection analysis or during the inspection, including those raised by trainees in the trainee online survey.

Engaging with the partnership's representative, phase leaders and managers

195. The principles for engaging with the partnership's representative and leaders and managers are set out in paragraphs 111–113 and should be applied during thematic subject inspections. The lead inspector should exercise discretion in adapting and extending the approach according to the ITE partnership's circumstances.
196. It is important that professional dialogue is maintained throughout the inspection. Emerging strengths and issues should be discussed during feedback at the end of the inspection and should not be a surprise to the ITE partnership.
197. Throughout the inspection, inspectors should thoroughly investigate the areas of concern and acknowledge where the ITE partnership has been successful in tackling areas for improvement.

Feedback on visits to trainees, and school- and centre-based training sessions

198. Feedback on the quality of subject teaching is an integral and essential part of the inspection. Inspectors must follow the guidance for feedback and discussion in paragraph 123.
199. The lead inspector and the partnership's representative should decide which members of the ITE partnership will attend the feedback, especially when the feedback is challenging or raises sensitive issues.
200. The feedback must:
- report on the range of evidence gathered
 - explain the thematic subject inspection findings, including strengths and weaknesses
 - make clear that the text of the inspection findings letter will be quality assured and may differ slightly from the wording of the oral feedback, although it will contain the same clear messages and the judgements are unlikely to change.
201. If the thematic subject inspection has raised serious concerns, this may affect the timing of the next ITE inspection. The lead inspector will make sure that the ITE partnership is aware of this and will also inform the SHMI for ITE and/or the specialist adviser for ITE. However, the likely timing of any further inspection will not be indicated to the ITE partnership.

The thematic subject inspection letter

202. We will publish the letter on our reports website within 15 days of the end of the inspection.
203. Normally within eight working days of the end of the inspection, we will notify the ITE partnership that the letter is available for a factual accuracy check. The ISA carries out this process if necessary. The ITE partnership will have one working day to complete the check.
204. The lead inspector will respond to the ITE partnership's comments about factual accuracy. The factual accuracy comments of both the partnership and lead inspector will be reviewed by the SHMI for ITE and/or the specialist adviser for ITE if appropriate. The ITE partnership will then receive an electronic version of the letter, normally within 14 working days of the end of inspection. After that time, we will publish the letter on our reports website, normally within 19 working days of the end of the inspection.
205. The ISA will email the final version of the letter to:
- the ITE partnership

- the lead inspector
- the DfE.

206. In general, thematic subject inspection letters are expected to be between 700 and 1,000 words in length. Inspectors will make professional judgements about the amount of detail needed to clearly explain the quality and effectiveness of an ITE partnership's training in the subjects inspected.

207. The letter will include the strengths and weaknesses identified within the subject(s) reviewed or inspected as part of the focused thematic subject inspection.

Annex B – Glossary of common terminology

Compliance criteria – refers to the phase-specific ‘compliance criteria’, where such criteria exist.

- For the early years phase, the relevant compliance criteria are the DfE’s early years ITT requirements and supporting advice; www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice.
- For primary and secondary phases, the relevant compliance criteria are the DfE’s ITT criteria and supporting advice; www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice.
- For the assessment-only route, the relevant compliance criteria are the DfE’s assessment-only route to QTS: criteria and supporting advice; www.gov.uk/government/publications/the-assessment-only-route-to-qts/assessment-only-route-to-qts-criteria-and-supporting-advice.

Early years teacher status (EYTS) – early years initial teacher education leads to the award of EYTS. This runs in parallel with QTS, but is not QTS, which is the qualification required to teach in maintained schools.

Newly qualified teacher (NQT) – references to an NQT in the handbook are to a newly qualified teacher or former trainee teacher who has successfully completed an initial teacher education course in early years, primary or secondary. In FES ITT such individuals are often referred to as ‘former trainees’.

Overview – inspectors may initially discuss with partnerships a summary or ‘top-level’ outline of the evidence in an accessible format. The partnership will subsequently make this evidence available during the inspection. The word ‘overview’ is not a reference to a particular type of document or form of evidence. Ofsted does not require partnerships to provide evidence in any specific format.

Pupils – sometimes used independently of the phrase ‘children, pupils and learners’. For the sake of brevity, the term ‘pupils’ is sometimes used to refer to children in early years, pupils at primary and secondary, students in post-16 provision and learners in FES, as appropriate to the teacher education phase.

Report – used to describe the formal written outcome of the inspection.

Subject – refers to what is being taught, including areas of learning in early years, particular subjects and/or subject areas in schools and FES.

Transition statement – this applies only to the ‘good’ grade criteria for the quality of education and training judgement. See ‘Note’ under the ‘Good’ criteria heading, page 38. Inspectors will consider the ambition of curriculum plans and how well they have been delivered. It must be clear that the plans will be fully executed for the September 2021 academic year. To be graded outstanding for the quality of

education and training judgement, a partnership must meet all of the criteria for good and should also be exceptional.

Schools – primary and secondary

Core content framework (CCF) – a mandatory, minimum requirement for all trainee teachers, which all ITT partnerships must incorporate – in full – within their curriculums. The ITE curriculum will encompass the full entitlement described in the ITT core content framework, ensuring full coverage of all ‘learn that’ and ‘learn how to’ statements; www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework.

Qualified teacher status (QTS) – achieved following successful completion of an initial teacher education programme. Teachers must have QTS to teach in a maintained primary, secondary, special school and a non-maintained special school in England.

Early career framework (ECF) – a development support programme for NQTs in England, commencing from September 2020; www.gov.uk/government/publications/supporting-early-career-teachers.

Further education and skills (FES)

Qualified teacher learner and skills (QTLS) – a qualification for post-16 education and training that helps practitioners advance in their careers and demonstrate their expertise and experience to colleagues, employers and learners. It is not a mandatory requirement to teach in the further education sector.

Professional formation – the term used for the post-qualification process that FES practitioners undergo to achieve QTLS. Practitioners need to be a member of the Society for Education and Training to apply to undertake the professional formation process. Former trainees generally undertake the process after their first year of professional practice; set.et-foundation.co.uk/professionalism/qtls/professional-formation/.

Teacher apprenticeships

For teaching apprenticeships, the standards set out by the Institute for Apprenticeships (IfA) for different levels are:

- **Level 5 teacher apprenticeship pathway** – the Learning and skills teacher (LST) is ‘dual-professional’, having first achieved competence in a vocational or subject specialism and then subsequently trained as a teacher. LSTs teach young people and adults in all parts of the further education and training sector, including work based/independent training provision; further, adult and higher education; offender-learning; and the voluntary sector; www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher/.

- **Level 6 teacher apprenticeship pathway** – complies with the statutory teachers standards. Apprentices must complete a programme of ITT. Apprentices will be assessed against the teachers standards for the awarding of QTS. The apprentices will complete their end-point assessment at the start of their NQT year. Successful apprentices are awarded their apprenticeship certificate;
www.instituteforapprenticeships.org/apprenticeship-standards/teacher/.

End-point assessment (EPA) – a series of tests that an apprentice must take to prove their ability to do the job for which they have been trained. These tests take place at the end of an apprenticeship following a period of training and development often referred to as the 'on-programme' period.



The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for children looked after, safeguarding and child protection.

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