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1 May 2019

To all initial teacher education partnerships
via email

Dear colleagues,

May 2019 information to ITE partnerships

This communication provides further details to update you about the arrangements for Ofsted's inspections of ITE partnerships during the summer term 2019.

ITE partnership contact details
This communication has been sent to you as the identified provider's representative for your ITE partnership. I would be grateful if you would pass this on to the relevant colleague if there has been a recent change and contact us with their details via the ITE@ofsted.gov.uk mailbox. Thank you to colleagues who have recently contacted us about such changes.

ITE partnership return and calendar
Thank you for returning the 2019-20 calendars so promptly during the spring term 2019 and for providing helpful additional information about reading and systematic synthetic phonics. 99% of the partnership returns and calendars were submitted within the deadline this year.

Spring Term activities
Ofsted has provided requires improvement seminars for ITE partnerships, which remain open, and were judged to require improvement in 2018. These partnerships will receive a one-stage re-inspection during the summer term 2019.

ITE management information
The latest Ofsted management information was published on 7 February 2019. It includes all of the inspection judgements from the 2018/19 inspections and re-inspections and is available via the following link: https://www.gov.uk/government/statistical-data-sets/management-information-ofsteds-initial-teacher-education-ite-inspections-outcomes.

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Trainee online questionnaires
Each provider's representative will have received an email on 15 April 2019 which contains a unique link to the questionnaire, for their ITE partnership. We would be grateful if you would pass this link on to your trainees. The web link will be open during the summer term 2019 **only,** from 15 April until 31 July 2019. The responses to the questionnaires will be used as part of scheduled inspections, to inform inspection trails and as part of Ofsted's inspection evidence. Responses will continue to be shared appropriately with ITE partnerships **during** their inspections. This is usually done verbally by the lead inspector. There have been no changes to the questions we are using in 2019, however two questions have been added to the survey that are relevant to all phases.

Given the NQT survey has been discontinued and to avoid the necessity for a parallel survey, we have agreed to share the trainee online questionnaire data with the Department for Education (DfE), at a provider level.

A copy of the questions used can be found in the annex at the end of this letter. The additional questions for primary appear in blue, for Early Years ITT in red and for secondary and ITE in FE in green. We would be grateful if ITE partnerships would remind early years trainees to complete the questions related to early years ITT if they are on programmes leading to the award of EYTS (0-5) or primary if they are on programmes leading to the award of QTS (3-7).

Summer Term 2018 Stage 1 inspections
These are scheduled to take place from the end of April until the first week in July 2019. Inspections have been scheduled based on the information ITE partnerships supplied on calendars for the summer term 2019 and any recently received updated calendars.

Partnerships are reminded that although ITE inspections take place in two stages they are part of one single inspection. This means that information provided to ITE partnerships, including the summary of verbal feedback proforma, provided at the end of stage 1 of an inspection, is confidential and should not be shared beyond the partnership. The proforma inspectors use in 2019 has been marked 'Protect-confidential' and includes a confidential watermark to remind partnerships about its status.

ITT Criteria and supporting advice
The DfE have published an updated version of the ITT Criteria and supporting advice https://www.gov.uk/government/publications/initial-teacher-training-criteria. The update adds information on fee charging and student support for part-time courses.

ITE inspection handbook for use from April 2019
A number of minor amendments have been made to the ITE inspection handbook for use in this final year of the current inspection framework and cycle in 2019. Click here to view a copy of the updated handbook.

The changes include:

- Table 1, page 29 – completion rates have been removed from the outcomes.
- Paragraph 119, page 30 and pages 33–36 – completion rates have been removed from areas to be considered by inspectors when evaluating programme outcomes.
- Paragraph 147, pages 45–46 – completion rates will now be considered alongside leadership and management. New wording has been inserted to ensure that inspectors focus on leaders' evaluation of completion rates. It also explains how both recruitment and selection are improved, while ensuring providers admit prospective trainees that they are ready to train to teach rather than ready to teach at the point of admittance.

Ofsted has removed completion rates from the 'quality of outcomes' judgement. This means the framework does not require trainee completion rates to be above national and regional benchmarks for a provider to be judged Good.

For all inspections from April 2019, inspectors will consider completion rates as part of the leadership and management judgement. Inspectors will consider how well leaders of initial teacher education ensure the rigour of the recruitment and selection process by evaluating evidence of trainee completion rates across different subjects and training routes. Where trainees have withdrawn, inspectors will explore what lessons have been applied to the recruitment and selection policy, while still allowing as many suitable prospective trainees to be recruited in the future.

> **Clarification**: Following publication of the updated handbook, Ofsted has been asked how inspectors will review employment rates. Inspectors will consider employment rates for trainees who completed their training, not those who have begun training.

Discussions with leaders and managers during stage 1 and 2 inspections in 2018

During both stages of ITE inspections, taking place in 2019, inspectors will continue to discuss with partnership leaders and managers how they are maximising recruitment and contributing to the supply of new teachers.

New ITE Framework 2020

Ofsted is working to engage widely in the development of the new ITE framework for 2020. We will continue to consult, engage and work with as many representative organisations within ITE as possible.

ITE Research

HMCI has commissioned a programme of research to inform the development of the next ITE framework. The research team, led by Alan Passingham and Adrian Lyons, HMI, will have been in contact with the first phase of their work. They have been

gathering your views via online questionnaires, which closed on 29 April 2019. If you missed the opportunity to respond, please contact Alan (alan.passingham@ofsted.gov.uk) directly. The data gathered from the research questionnaires will inform the development of curriculum quality indicators, to test a research model in the second phase of research. The second phase will involve fieldwork, led by Adrian and other HMI during the summer term. This fieldwork will involve visits to a balanced sample of providers nationally.

Interim research findings will be published in September 2019 with a full report of the study available in the new year.

ITE piloting

I am currently working with regional SHMI colleagues to prepare for framework piloting in the autumn term of 2020. This will be informed by the findings of the research programme. Importantly, it will also allow us to look at how the new framework can work in practice, minimising the burden on providers and trainees workload. This piloting programme will be instrumental in ensuring the new framework supports and challenges improvement of ITE across early years (EY), schools and further education (FE). The piloting will cover small, large, school-based, university-based providers across EY, schools and FE ITE provision.

The first phase of piloting will take place in the autumn term of 2019.

Consultation

The formal ITE consultation will take place in the spring term of 2020. Piloting will continue to take place during the spring term, allowing Ofsted to consider potential changes to framework. The consultation will take place for 12 weeks. We will hold consultation events during this period as was the case in the recent EIF framework.

Term	Policy	Research
Summer 2019 (May – August 2019)	■ Framework development underway – informed by Ofsted's research programme	■ Phase one of the research programme underway ■ Phase two of the research programme beginning in May 2019
Autumn 2019 (September – December 2019)	■ Policy to hold engagement events with the sector and stakeholders ■ On-site friendly pilot inspections begin	■ Publication of interim findings

Spring 2020 (January – April 2020)	■ Policy to launch ITE framework consultation ■ Spring term on-site friendly pilot inspections ■ Policy to hold consultation engagement events	■ Publication of research findings, alongside framework consultation

NQT job hunting
Trainees completing their training may appreciate the link below for the DfE's new vacancy service. This free service is now available for schools to post teaching vacancies.

https://teaching-vacancies.service.gov.uk/

Regional SHMI with responsibility for ITE
The following SHMI currently have ITE responsibility in each of Ofsted's regions:

Region	**SHMI**
East of England	Michelle Winter
East Midlands	David Carter
London	John Seal
North East, Yorkshire and the Humber	Lee Owston
North West	Joanne Olsson
South East	Alison Bradley
South West	Richard Light
West Midlands	Rob Hackfath

If you have any queries about the content of this letter then please contact the ITE mailbox: ITE@ofsted.gov.uk.

Yours sincerely

David Storrie HMI
Specialist Adviser for ITE

Annex – Copy of Trainee Online Questionnaire (TOQ) statements

- I am confident the training programme I am on will make me a good or better teacher.
- I am confident I will be able to demonstrate I have met the Teachers' Standards, the Teachers' Standards (Early Years) or 2014 professional standards in FE by the end of my training.
- I am confident the support I receive will enable me to complete my training.
- My training programme will help me to secure employment.
- I went through a rigorous selection process to gain a place on an ITE programme.
- I feel I have been effectively trained by trainers and mentors.
- My placement experiences have taken place in different types of schools/colleges/settings.
- Arrangements for my placements have been made in a timely manner.
- My placement experiences have been of high quality.
- My mentors have provided me with helpful feedback and clear targets to help me improve my teaching.
- I have the knowledge, understanding and skills I need to meet the needs of all learners (including those who are disabled or who have special educational needs) in the age phase for which I was trained.
- I know how to promote good behaviour through my teaching and implement a range of behaviour management strategies.
- [Primary specific] I am confident in the use of phonics in early reading and/or how to promote learners' literacy skills.
- [Primary specific] I am confident in the teaching of primary mathematics.
- [Primary specific] I am confident that I have the subject knowledge to teach physical education well, including for pupils with special educational needs.
- [EY specific] I am confident that I can demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.

- [EY specific] I am confident that I can demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.
- [EY specific] I am confident that I have secure knowledge of early childhood development and its impact on learning.
- [Secondary/FE specific] I know how to promote learners' literacy skills.
- [Secondary/FE specific] I know how to promote learners' mathematical skills.
- My training programme promotes equality of opportunity.
- My views on the quality of all aspects of my training are gathered regularly and impact on the quality of training I receive.
- I am confident that my training programme is well led and managed.
- **[New]** I would recommend my training provider to others.
- **[New]** I used Ofsted ITE reports to help me find my current ITE training provider.