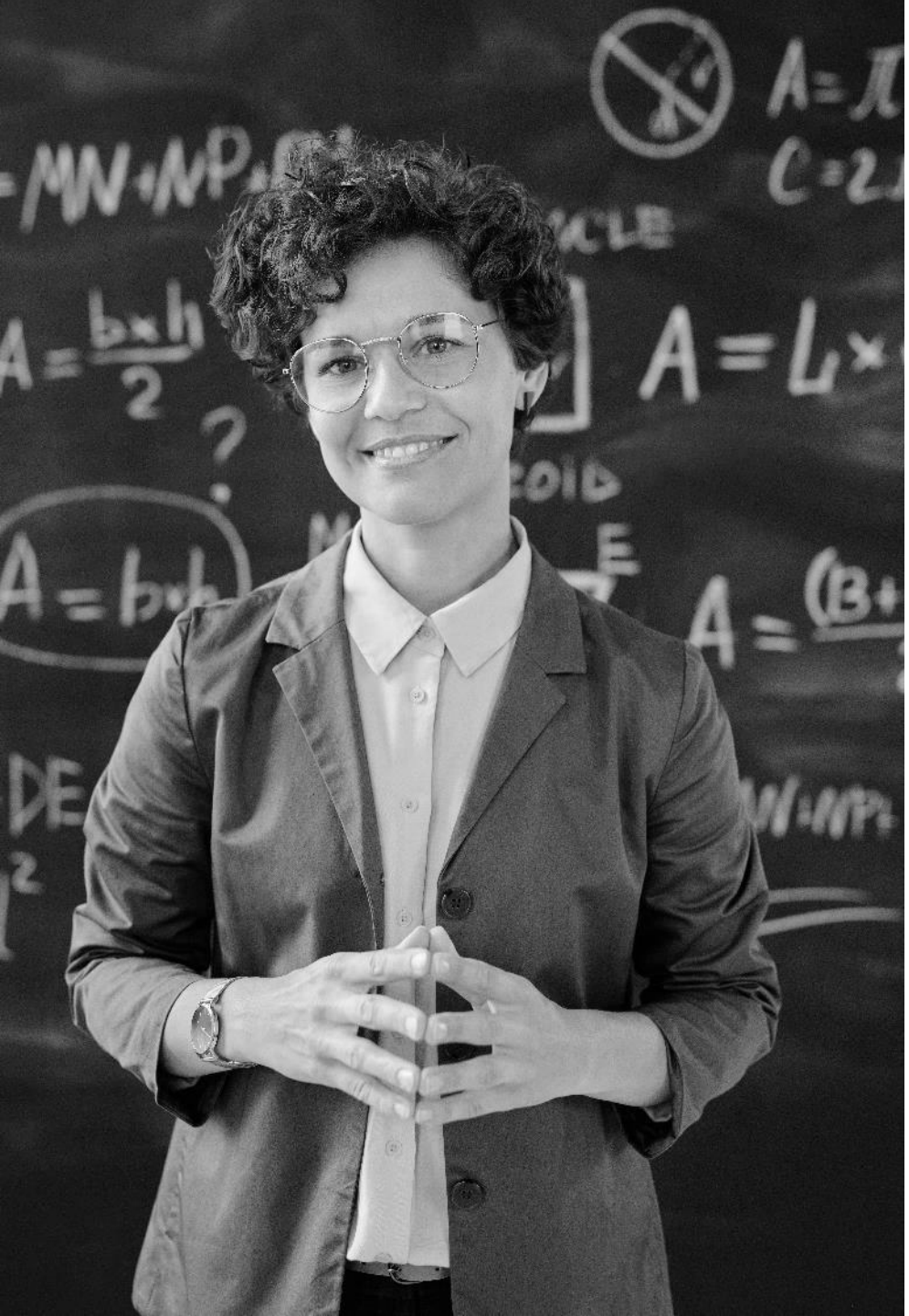


Education inspection framework
Our renewed approach

Ofsted
raising standards
improving lives

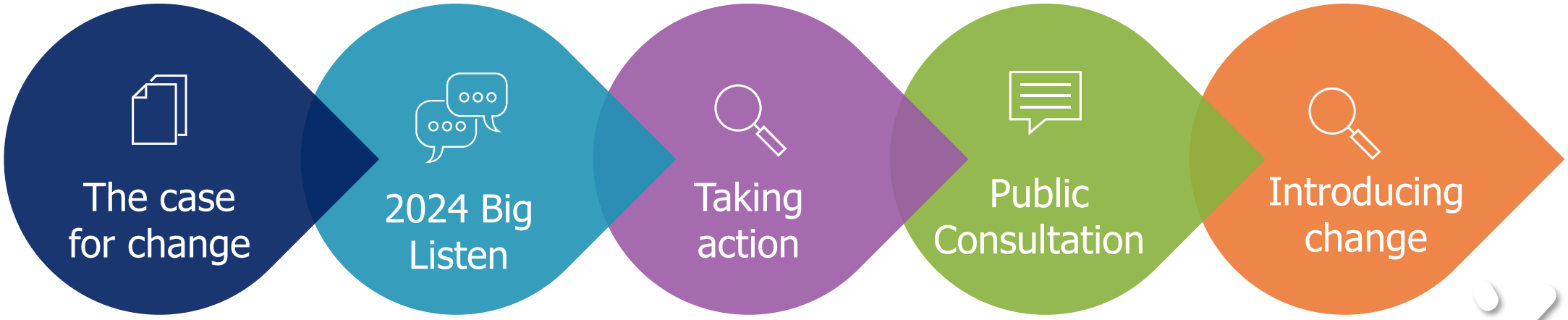


Outline of session

- Our journey so far
- Moving forward: our new approach
- What the changes mean for ITE providers
- Questions

Our journey so far

The journey so far



Summary of changes

New report card

A five-point grading scale

A renewed focus on inclusion

New toolkits

New inspection methodology

Taking steps to reduce workload



Moving forward: renewed approach

Our new approach



Breaking barriers to learning

Improved reporting

More collaboration



More focus on well-being

Taking context into account



Consistent approach

Providing constructive advice

Different by design



Questions

Our approach to inclusion in ITE is two-fold



Trainees' preparedness

to teach pupils and learners who are disadvantaged, those with SEND and those known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.



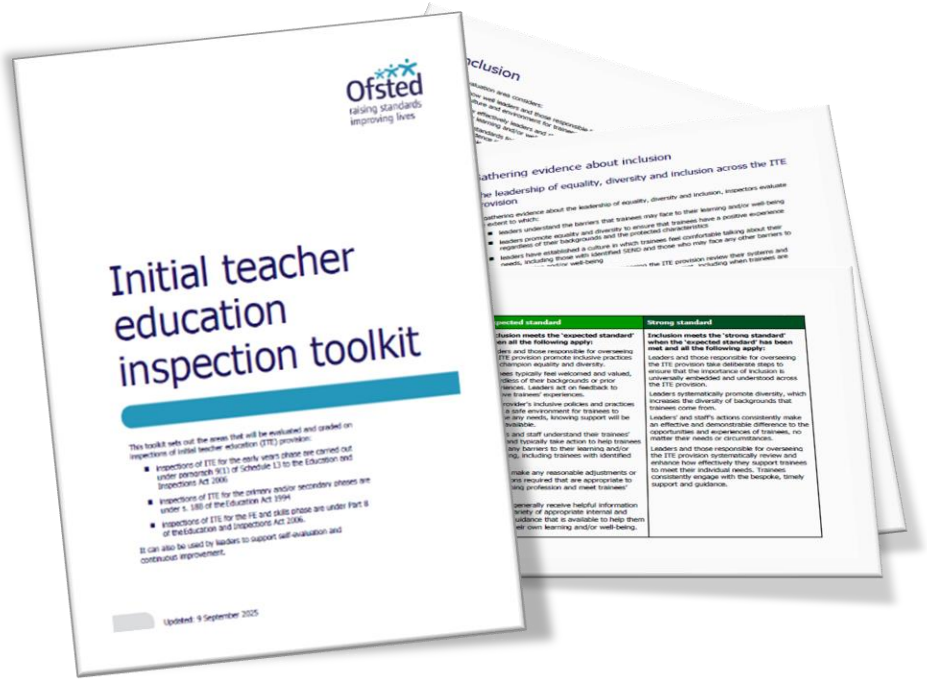
Inclusive environment

The extent to which trainees benefit from an inclusive environment and culture.



We will evaluate ITE providers against the following:

- inclusion
- curriculum, teaching and training
- achievement
- professional behaviours, personal development and well-being
- leadership

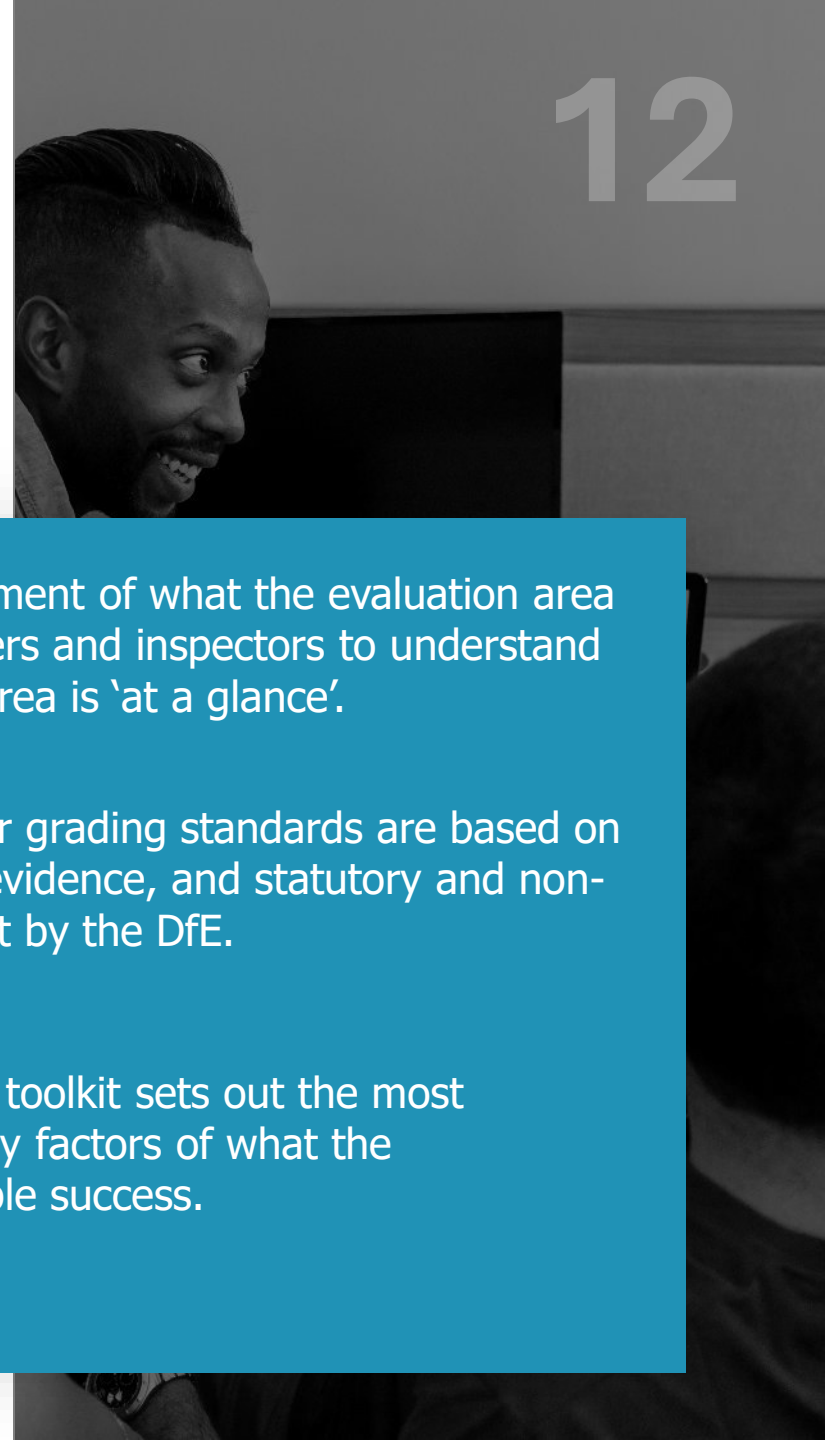


Toolkits

- Toolkits **replace the grade descriptors** that are currently in our inspection handbooks.
- Toolkits show providers and inspectors the **evaluation areas that we'll focus** on and how we'll evaluate and grade providers.
- The **general structure of the toolkit is the same** whatever sector you are working in, but we have **carefully reflected on** how our evaluation areas should apply for different sectors.

Toolkit

The toolkit is broken down into different evaluation areas. Each evaluation area starts with a covering page.



Curriculum, teaching and training

This evaluation area considers:

- how leaders ensure that there is a high-quality, ambitious ITE curriculum for trainees
- how leaders, teacher educators and mentors ensure that the ITE curriculum is taught effectively, across each subject and phase

The grading standards focus on the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to a high-quality ITE curriculum and effective teaching and training that prepares trainees to teach their subject(s) and phase.

These factors are:

- an ambitious ITE curriculum that is designed around subjects, phases and statutory and non-statutory guidance to give trainees the necessary knowledge, teaching skills and experience
- planning and sequencing the ITE curriculum so that trainees build their knowledge and teaching skills, preparing them to teach their subject(s) and phase well
- teacher educators and mentors using their expert subject and phase knowledge to implement the ITE curriculum effectively
- mentoring as an integral and effective part of the ITE programme
- effective assessment that informs the ITE curriculum and provides meaningful feedback to trainees
- purposeful integration of the taught elements of the ITE curriculum and teaching practice

1. A summative statement of what the evaluation area covers – to help leaders and inspectors to understand what the evaluation area is 'at a glance'.

2. A reminder that our grading standards are based on research, inspection evidence, and statutory and non-statutory guidance set by the DfE.

3. Following that, the toolkit sets out the most significant contributory factors of what the standards are to enable success.

Toolkit

Considering curriculum, teaching and training in different phases

When inspectors apply this evaluation area in ITE, they consider the context of the relevant phase – for example:

- In the **early years** phase, inspectors consider how well the provider prepares trainees to teach to the requirements outlined in the statutory framework for early years, including the prime and specific areas of learning and development from birth to age 5. This should include how children develop and learn, and their readiness for key stage 1. For this phase, the ITE curriculum should have due regard for the DfE's EYITT criteria and supporting advice.
- In the **primary** phase, inspectors consider how well the provider prepares trainees to teach the national curriculum subjects, as well as the areas for learning and development in the Reception Year. For this phase, the ITE curriculum should be underpinned by the ITTECF and meet the statutory requirements of the ITT criteria and supporting advice, including for ITAP and mentoring.
- In the **secondary** phase, inspectors consider how well the provider prepares trainees to teach their specialist subject(s). For this phase, the ITE curriculum should be underpinned by the ITTECF and meet the statutory requirements of the ITT criteria and supporting advice, including for ITAP and mentoring.
- In the **FE and skills** phase, inspectors consider how well the provider prepares trainees to teach their specialist subject(s) in a relevant FE and skills setting. For this phase, the ITE curriculum should reflect the requirements of the occupational standard.

Each evaluation area then has a section to explain how this area is applied in the different phases.



Toolkit

The next part of each evaluation area explains the evidence inspectors will gather.

Theme

Strategic leadership of curriculum, teaching and training

In gathering evidence about strategic leadership of curriculum, teaching and training, inspectors consider the extent to which:

- leaders ensure that the ITE curriculum is expertly designed to prepare trainees to teach their subject(s) and phase
- leaders ensure that trainees receive training from teacher educators and mentors with suitable expertise in their subject(s) and phase

Evidence gathering prompts

Toolkit

Grades we expect to see **most frequently** on inspection

Grades across a 5-point scale

Needs attention	Expected standard	Strong standard
Curriculum, teaching and training are likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Leaders have appropriate ambitions for the ITE curriculum, teaching and training, but there are weaknesses or inconsistencies in implementation. ■ Leaders' actions to improve curriculum, teaching and training, while appropriate, are only at an early stage and it is too early to determine the impact of this work. ■ Leaders have taken steps to review their ITE curriculum, but some aspects lack depth or breadth. ■ Leaders use research to inform the ITE curriculum, but trainees are not taught how to critically engage with research. ■ Leaders plan appropriate content and sequencing for the taught elements of the ITE curriculum. However, the teaching practice that trainees complete is not aligned to this.	**Curriculum, teaching and training meet the 'expected standard' when all the following apply:** Leaders ensure that the ITE curriculum is ambitious, well structured and designed to prepare trainees to teach their subject(s) and phase. Leaders ensure that the ITE curriculum meets all statutory and non-statutory guidance and trainee entitlements, as relevant to the phase. In primary and secondary phases, ITAP elements play a key role in enhancing trainees' knowledge and application of specific, foundational and pivotal aspects of teaching. Leaders ensure that ITAP elements are embedded in the ITE curriculum, including through mentoring. Trainees have sufficient purposeful opportunities to learn about and practise teaching their subject(s) and phase. Leaders ensure that the ITE curriculum breaks down key knowledge and teaching skills into logical, meaningful steps. Leaders typically make sure that teacher educators and mentors provide trainees with sufficient opportunities to apply and revisit this knowledge.	**Curriculum, teaching and training meet the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders ensure that the ITE curriculum is expertly designed. It is taught to a consistently high standard across the ITE provision. Leaders ensure that there is seamless integration between the taught ITE curriculum and teaching practice. The ITE curriculum is built on extensive, relevant research (where available). Trainees explore and apply high-quality research in their learning and teaching practice. They evaluate this research to make autonomous, well-informed decisions about teaching their subject(s) and phase. Leaders integrate into the ITE curriculum high-quality, relevant research about the barriers pupils and learners may face, including those who are disadvantaged. Teacher educators and mentors help trainees develop a deep and thorough understanding of adaptive teaching in their subject(s) and phase, which trainees have meaningful opportunities to practise.

Grading standards

Indicator

Toolkit

Grades we expect to see **less frequently** on inspection

Urgent improvement

Curriculum, teaching and training are likely to be graded 'urgent improvement' when any of the following apply:

- The ITE curriculum has limited ambition or does not have enough structure or coherence. In primary and secondary programmes, the ITAP elements of the ITE curriculum are selected without care or precision.
- The ITE curriculum does not prepare trainees to teach their intended subject(s) and phase.
- The ITE curriculum does not meet trainees' statutory entitlement. In the primary and secondary phases, this includes the content of the ITTECF.
- The ITE curriculum does not prepare trainees to carry out their safeguarding responsibilities.
- Lack of critical engagement with high-quality, relevant research means trainees' use of discredited research is not tackled effectively.
- Leaders do not plan for the integration of the ITE curriculum with teaching practice. Trainees do not have sufficient opportunities to apply in their teaching practice what they learn in the taught parts of the ITE curriculum.
- Ineffective teaching, training and/or mentoring limits trainees' learni
- The ITE curriculum does not include relevant content about the barri addressed, including for those who are disadvantaged, those with SE care.

Grades across a 5 point scale

Exceptional

Inspectors may consider leaders' work in curriculum, teaching and training to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- The quality of the ITE curriculum, teaching and training is exemplary, sustained over time and has a transformational impact on trainees' knowledge and teaching skills, including for those with identified SEND and those who may face other barriers to their learning and/or well-being.
- There is meticulous integration between the taught elements of the ITE curriculum and teaching practice.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

Indicators

Standards

Grading on an ITE inspection

- We will continue to grade the different phases of ITE offered by a provider.
- Within each phase, all of the evaluation areas will be graded.
- On multi-phase inspections, the grades awarded for one phase will not affect those awarded to other phases.
- Evidence collected by the overall lead inspector or the phase lead inspectors can contribute to the grades in more than one phase.



Questions



The ITE evaluation areas

- **inclusion**
- curriculum, teaching and training
- achievement
- professional behaviours, personal development and well-being
- leadership



The ITE evaluation areas

- inclusion
- **curriculum, teaching and training**
- achievement
- professional behaviours, personal development and well-being
- leadership



The ITE evaluation areas

- inclusion
- curriculum, teaching and training
- **achievement**
- professional behaviours, personal development and well-being
- leadership



The ITE evaluation areas

- inclusion
- curriculum, teaching and training
- achievement
- **professional behaviours, personal development and well-being**
- leadership



The ITE evaluation areas

- inclusion
- curriculum, teaching and training
- achievement
- professional behaviours, personal development and well-being
- **leadership**

Questions



Inspections will look and feel different

- **Context** taken into account.
- A more **collaborative** approach.
- A **consistent** approach to inspection.
- **Constructive** advice with clear recommendations on what to improve.
- A continued **focus on well-being**.

Notification of an ITE inspection

- Following the Big Listen, we committed to review the notification period for ITE inspections.
- We included notification in our testing activities during the spring and summer of 2025.
- We have extended the notification period for all ITE inspections from **three working days to five working days.**



Before an inspector arrives

Notification call

Provider leaders invited to identify an individual(s) to act as **nominee(s)** – not compulsory.

Timetable for inspection

to enable inspectors to gather evidence relevant to the provider's context.



Nominee(s)

help the inspection process run smoothly and collaboratively through planning, communication and engagement with the inspection team

Planning calls

the overall lead inspector/lead inspector/phase lead inspector will work collaboratively with the nominee(s) and leaders to identify any necessary reasonable adjustments and understand the context

During the inspection

- Day 1 will start with a whole team meeting.
- On-site inspection activities will be completed over all 4 days.
- We will ensure our inspections cover existing responsibilities – **we do not expect any provider to be doing more than it needs to just "for Ofsted".**



Team inspectors

- Inspection activities for team inspectors will include:
  - discussions with trainees, mentors and teacher educators
  - visits to trainees on their teaching practice/in the workplace
  - visits to training delivered to trainees.



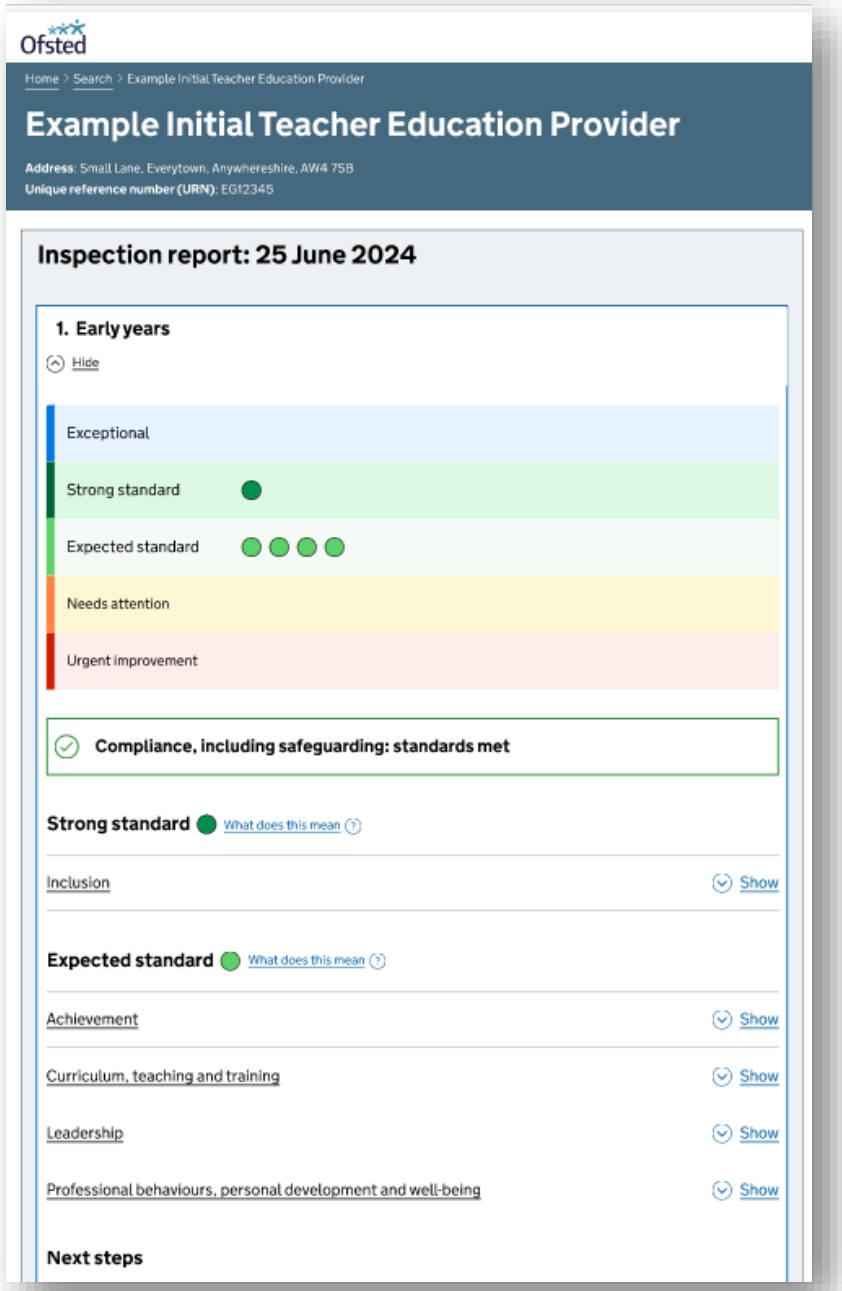
Meetings during the inspection

The overall/lead inspector/phase lead inspector will:

- have discussions with provider leaders and staff about the toolkit evaluation areas
- liaise with the nominee(s) to identify additional inspection activities as necessary fostering a collaborative approach.

Throughout the inspection, there will **be multiple opportunities** for the inspection team to meet with provider leader(s) and the nominee(s) to discuss the inspection findings.





Report cards

- Our new report card will make findings clear and accessible.
- The report card will provide a summary overview as well as a detailed explanation for each of the evaluation areas the provider and/or phase has been evaluated against.
- Colours ranging from red, for urgent improvement, to blue, for exceptional will provide a visual overview.
- The next steps will be written in a constructive way to make clear what the improvement priorities are for the provider/phase.



Other information

- We inspect providers of ITE for FE and skills who deliver programmes that are publicly funded.
- Only programmes at Level 5 and above that are aligned to the occupational standard are in scope.
- Providers will be inspected for the programmes they directly deliver or deliver on a validated basis.

Recap of changes

- The introduction of the 5-point grading scale for specific evaluation areas per phase.
- Compliance, including safeguarding will now be graded as met/not met.
- Increased focus on inclusion.
- Notification window increased from three to five working days.
- Focused reviews will no longer be part of the inspection methodology.



The timeline for change



Questions

Thank you