The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local authorities;
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community learning;
- local authority education services for children and young people;
- teacher education and training;
- Welsh for adults
- work-based learning; and
- learning in the justice sector.

Estyn also:

- provides advice on quality and standards in education and training in Wales to the Welsh Government and others; and
- makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Introduction

Purpose of this guidance

This guidance sets out the way Estyn will inspect all providers of initial teacher training (ITT) in Wales for the six-year inspection cycle from 2010. It was reviewed during 2012-2013 in preparation for the second half of the inspection cycle.

The purposes of inspection are to:

- provide accountability to the users of services and other stakeholders through our public reporting on providers;
- promote improvement in education and training; and
- inform the development of national policy by the Welsh Government.

The inspectorate conducts a core inspection for all providers in each sector of education and training. This guidance explains how we will carry out core inspections. Where the inspection identifies a concern in relation to standards, quality of education and training or leadership and management, then the inspectorate will conduct follow-up activity with the provider. This guidance contains information about follow-up activity in Annex 6.

The inspectorate will consider each of the new Centres of Teacher Education (CTE) in Wales to be one ITT provider. We will inspect the institutions jointly involved in each centre at the same time. We will write one report covering all the ITT provision offered by the centre.

This guidance has two parts that are about:

- carrying out inspection; and
- making judgements.

ITT providers in Wales can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation. In addition, ITT providers can use the inspectorate’s self-evaluation guidance that is aligned with the Qualified Teacher Status (QTS) standards, the requirements for the provision of initial teacher training courses and the Common Inspection Framework (CIF) (September 2010).

Further information and guidance about inspections can be found on the Estyn website www.estyn.gov.wales.

Legal basis for the inspection of initial teacher training

Under section 18C of the Education Act 1994 (inserted by paragraph 13 of Schedule 14 to the Education Act 2005), Her Majesty’s Chief Inspector of Education and Training in Wales may inspect and report on:

- any initial training of teachers, or specialist teaching assistants, for schools; or
- any in-service training of such teachers or assistants, which is provided by a training provider in Wales.
Our inspection work also takes account of legislation governing the inspectorate and educational providers themselves including, for example, the Welsh Language Act. Inspections are carried out by Her Majesty’s Inspectors of Education and Training in Wales, and/or additional inspectors. Inspectors may be assisted by others as the Chief Inspector sees fit.

**Accreditation of institutions that provide ITT**

Under the Education (School Teachers’ Qualifications) (Wales) Regulations 2004, the Higher Education Funding Council for Wales (HEFCW) has specific responsibility for the accreditation of ITT for school teachers, in accordance with criteria specified by the Welsh Government.¹ In this, HEFCW must have due regard to evidence from Estyn (paragraph 6, 2006, No. 50). The inspectorate will inform HEFCW if provision is judged not to satisfy accreditation requirements. Procedures for the accreditation of new ITT providers and for addressing non-compliance and the withdrawal of accreditation are available from HEFCW on request or on its website (www.hefcw.ac.uk).

HEFCW’s procedures for accreditation, addressing non-compliance or withdrawing accreditation are distinct from the arrangements for inspecting and grading standards and the quality of provision. However, in most cases, provision that is judged to be unsatisfactory in one or more key questions or quality indicators is also likely not to be meeting accreditation requirements. In this case, re-inspection and HEFCW’s procedures for addressing non-compliance with accreditation criteria will proceed in parallel.

Part 1: Carrying out inspections

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

The reporting inspector is responsible for the conduct and management of the inspection, and for the inspection report. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all learners;
- ensure that judgements are secure, reliable, valid and based on first-hand evidence;
- involve ITT providers and their partnership schools fully in the inspection process, including the use of nominees;
- use the ITT provider’s self-evaluation report as the starting point for the inspection and identify key issues for investigation in order to make judgements on the validity of its findings;
- include peer inspectors in the inspection process;
- keep to a minimum any requirements for documentation and preparation by the ITT provider;
- gain the learners’ perspective and that of other stakeholders;
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate; and
- be constructive in identifying and supporting ITT providers with important shortcomings.

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards of Estyn’s Code of Conduct. When conducting the inspection, inspectors should:

- carry out their work with integrity, courtesy and due sensitivity;
- evaluate the work of the provider objectively;
- report honestly, fairly and impartially;
- communicate clearly and openly;
- act in the best interests of learners; and
- respect the confidentiality of all information received during the course of their work.

It is important that inspectors judge the effectiveness of the provision and leadership
Guidance for the inspection of initial teacher training
from September 2010 (Updated September 2015)

on their contributions to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work of all learners.

Inspectors should inform Estyn of any perceived or actual conflicts of interest as soon as they receive notification that they are on the inspection of the provider.

**Expectations of providers**

In order that inspection and regulation are constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. Inspectors are expected to uphold Estyn’s Code of Conduct but we also expect providers to:

- be courteous and professional;
- apply their own codes of conduct in their dealings with inspectors;
- enable inspectors to conduct their inspection in an open and honest way;
- enable inspectors to evaluate the provision objectively against the Common Inspection Framework;
- use Estyn’s electronic systems for managing inspections as required;
- provider evidence that will enable inspectors to report honestly, fairly and reliably about their provision;
- maintain a purposeful dialogue with the reporting inspector and the inspection team;
- recognise that inspectors need to observe practice and talk to staff, learners and other stakeholders without the presence of a manager or senior leader;
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior leader;
- work with inspectors to minimise disruption and stress throughout the inspection; and
- ensure the health and safety of inspectors while on their premises.

At the point of the inspection notification, providers should review the composition of the inspection team. It is the responsibility of providers to highlight any perceived or actual conflicts of interest prior to the start of their inspection.

**Health and safety**

Inspectors will carry out inspections in accordance with the inspectorate’s guidance on health and safety.

If inspectors observe anything that they think constitutes an obvious danger to the safety of staff, visitors or learners, they should alert managers at the provider being inspected. Inspectors should also notify managers if less than obvious threats are noticed. In all cases, inspectors should make a separate electronic note of the threat and that managers were informed of it. This should be copied to the health and safety lead officer in the inspectorate. Inspectors should report on obvious breaches of health and safety legislation in Key Question 2.
Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, that inspector should follow the procedures as set out in the current version of ‘Estyn’s policy and procedures for safeguarding’, which is available on Estyn’s website.

Approach to inspection

This guidance sets out the procedures for core inspections of ITT providers. These will be complemented by follow-up activity that we will focus on those ITT providers that we have found, through their core inspection, to be underperforming.

The starting point for inspection is the ITT provider’s evaluation of its own performance, supported by relevant performance information. Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the ITT provider’s own evaluation of its work. The self-evaluation report will guide how the team samples the evidence, but the main focus will always be on the standards that learners achieve.

The standards achieved by learners and the progress they make are the key measures of the quality of the education and training that they have received and of the effectiveness of the leadership and management of the ITT provider. Inspection will focus on the needs of learners and the impact that education and training have on raising standards.

We will inspect all ITT providers accredited in Wales during a six-year programme of inspections.

The inspection period and number of inspectors may vary according to the size and organisation of the provision.

Inspection reports will cover all key questions, quality indicators and aspects of the CIF.2

All inspections are carried out in line with our Welsh Language Scheme, available from the inspectorate’s website www.estyn.gov.wales and supported by supplementary guidance on inspecting the Welsh Language development.

The Virtual Inspection Room

The inspectorate will use an electronic system for managing many aspects of the inspection. This system is called the ‘Virtual Inspection Room’ (VIR). It is a web-based system that allows providers to upload information to the inspectorate and to download guidance from the inspectorate about the inspection process. The VIR is also the place where providers can access the nominee’s guidance on preparing for the inspection and the post-inspection questionnaires.

There is a comprehensive set of guidance documents and videos available on Estyn’s website to help providers to understand and to use the system.

2 Please see Annex 1: Common Inspection Framework chart.
The inspection team

Inspection teams will be led by a reporting inspector (HMI or additional inspector), with other team members drawn from among HMI or additional inspectors. Additional inspectors may be on secondment or contracted to the inspectorate, and staff currently working in the sector (peer inspectors). Peer inspectors, in the case of ITT, may be drawn from staff employed directly by the ITT provider or from staff involved with the training programmes (headteacher, senior mentor or mentor) in partnership schools.  

The reporting inspector manages the inspection team and the whole inspection process, and is the first point of reference for everyone involved in the inspection.

The ITT provider will be invited to select a senior member of staff, called the nominee, to work with the inspection team. The nominee will have sufficient seniority to act as a link between the provider and the inspection team.

Contacting the provider before the inspection

The ITT provider will receive formal notification of the inspection eight weeks prior to the start of the inspection. However, to ensure that the inspectorate can deploy staff to the university-based and school-based parts of the inspection appropriately, we will ask providers to provide us with their provision timetables for the academic year in which the inspection will take place usually in the summer term prior to the inspection.

Once we have formally told the ITT provider about its forthcoming inspection, the inspectorate will contact the ITT provider by telephone to set up the arrangements for the inspection.

During this discussion, the inspectorate will:

- explain the purpose of the inspection and discuss an outline programme for the inspection;
- discuss the specific information required before the inspection and make the arrangements for receiving it in an electronic form through the Virtual Inspection Room;
- ask if there are any issues or risks the team should be aware of and ask for a general health and safety briefing for the team at the start of the inspection;
- establish whether the ITT provider wishes to have a nominee and, if it does, agree the role of the nominee;
- arrange the availability of supporting evidence, including samples of learners’ work;
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection;
- arrange for senior members of staff with responsibility for ITT to meet with the inspection team;

3 The inspectorate plans to include trainee or newly-qualified teachers as part of the inspection team where appropriate.
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from September 2010 (Updated September 2015)

- agree the arrangements for completing stakeholder satisfaction questionnaires;
- organise any domestic arrangements such as a base for the inspectors and parking;
- set up the arrangements for feeding back the inspection findings; and
- inform the provider that the key matters of the arrangements will be confirmed in writing.

The inspectorate will request the following information as soon as possible:

- key background information on the ITT provider;
- a copy of any recent information on the provider available from the Quality Assurance Agency for Higher Education (QAA);
- a copy of the ITT provider’s most recent self-evaluation report and improvement plan; and
- details of the ITT provider’s confirmed timetables for the period of the inspection.

The inspectorate will inform the ITT provider if samples of learners’ work from the previous year will be needed during the inspection.

The inspectorate will ask the ITT provider to inform other partners and stakeholders about the inspection. The inspectorate will inform the ITT provider about the procedures for gaining the views of learners and stakeholders.

When ITT providers are notified of inspection they will receive information on how to conduct a survey of trainees. The results of these surveys will form part of the pre-inspection evidence.

A commentary on the trainees’ responses will be included in an annex to the inspection report. In addition, inspectors may use information from the National Student Survey (NSS) or other surveys carried out by the ITT provider as part of their normal procedures.

### Planning the inspection and preparing the team

Taking into account the ITT provider’s self-evaluation report and any information already held by the inspectorate, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team. The inspectorate will take into consideration any evidence from the QAA where this is available and pertinent to the inspection.

The reporting inspector will complete a pre-inspection commentary (PIC). This will include hypotheses based on the self-evaluation report and other information, and will be used to direct lines of inquiry during the inspection. The PIC will be sent to the nominee on the last working day before the first part of the inspection.

Inspections involve observation of trainees’ teaching and work with pupils, the training provided by tutors and mentors, and other work with trainees. ITT providers are expected to send the reporting inspector a full plan of all the provision for the appropriate academic years. On the basis of the information received, inspectors will select a sample of tutored sessions to observe and to evaluate. Inspectors may also
select a group of trainees to track during the inspection. The group will reflect the range of the ITT provider’s work and support the investigation of lines of inquiry suggested by inspectors’ initial hypotheses.

Inspectors will not usually observe trainees who, in their final school experience, are judged likely to fail their training. ITT providers will, however, need to show inspectors evidence of how they have monitored the trainees’ progress and the support they have provided to help the trainees to improve.

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**During the inspection**

**Initial team meeting**

In the initial meeting of the inspection team, there should be a health and safety briefing from the ITT provider. After that, the team should discuss the strategy for the inspection. This should start with the ITT provider's self-evaluation and the PIC.

Inspectors will sample, test and validate the evaluations made by the ITT provider. The discussions should centre on the evidence that needs to be reviewed. This will include observations, sampling trainees’ work and interviews with trainees, tutors, mentors, headteachers and other stakeholders.

**Gathering and reviewing inspection evidence**

Inspectors will evaluate the provision and make two overall key judgements. These overall judgements will derive from the judgements made on the three key questions. Each key question is broken down into quality indicators which have a number of aspects.

The team will plan the inspection so that they can cover the quality indicators and pursue the identified lines of inquiry that are specific to the ITT provider.

The team will ensure that they have enough time to review the key evidence that is needed to make judgements. The team will need to ensure that it is focused on the key evidence that can be used to substantiate its judgements.

The main forms of evidence are:

- internal and external quality assurance reports, including those from external examiners and the QAA, where appropriate and available;
- documentary evidence, including data on trainees’ performance and progress;
- teaching or training sessions and other activities;
- samples of trainees’ work;
- the views of trainees and partnership schools; and
- discussion with tutors, mentors, headteachers, leaders and managers, senior university staff and others.

Details of the main sources of evidence are included in Annex 2.

The team will use direct observation of work wherever possible to gather evidence to support judgements. When used, inspectors will normally spend no less than 30
minutes observing a learning activity. Inspectors may select an additional group of learners’ work to meet the needs of a particular line of inquiry.

Learner voice is a key source of evidence of trainees’ achievement, attitudes and wellbeing. Discussions with learners will provide an opportunity to explore trainees’ knowledge and understanding of their work, and how well they feel the ITT provider supports them and contributes to their wellbeing.

The trainees that are to be interviewed should be selected carefully. They will be chosen by the inspection team in order to provide evidence for a particular line of inquiry. Inspectors will request lists of learners from the ITT provider and then select those that they wish to interview. The ITT provider should provide the lists based on various categories, for example, those with particular needs, Welsh-speakers and minority ethnic groups across all ITT programmes. The aim is to explore through these discussions the extent to which all trainees, regardless of background or needs, have had the opportunity to achieve their potential and have their learning needs met.

ITT providers should make information available to the inspection team about the standards achieved by trainees at various points in their training including the results of any initial screening tests and assessments. This will help inspectors to judge trainees’ progress and to come to a view about the standards trainees achieve compared to their starting-points.

The team will need to consider stakeholders’ views on the ITT provider and test out the validity of those views during the inspection in order to inform judgements.

It is important that the reporting inspector holds regular meetings during the university-based period with senior staff directly overseeing initial teacher training to agree new arrangements, discuss matters of concern, clarify inspection issues and obtain further information. In addition, the reporting inspector will discuss emerging findings with senior leaders of ITT.

**Recording inspection evidence**

Inspectors will use the following forms to record evidence and judgements:

- School-Based Observation Form (SBOF) for observing trainees’ teaching in school;
- University-Based Observation Form (UBOF) for observing taught sessions at the university;
- Evidence Form (EF) for recording other evidence gained from discussions with trainees, interviews with tutors, mentors and headteachers, interviews with leaders and managers, scrutiny of documentation, performance information and samples of trainees’ work; and
- Judgement Forms (JF) to summarise evidence from the inspection.

Where possible and practical inspectors will complete their judgement forms electronically as part of Estyn’s electronic system for collecting, collating and recording inspection findings.
Team meetings

The main purpose of team meetings is to arrive at an accurate, thoroughly tested and corporate view of standards, quality and leadership. The inspection team will come to corporate judgements that are based upon sufficient valid and reliable evidence. Meetings will have clear agendas and there will be opportunities for inspectors to:

- test the judgements in the ITT provider's self-evaluation report;
- discuss emerging issues and lines of inquiry;
- resolve pre-inspection issues and hypotheses;
- discuss any gaps in the evidence base; and
- consider main inspection findings and recommendations.

Professional dialogue

At the end of an observation, inspectors should, as far as practicable, have some brief professional dialogue with the member of staff on the work seen. It may be necessary, in some cases, to have a fuller discussion at a later time and, if so, this should be arranged at the end of the session. The member of staff involved should be told that these are emerging interim findings on one aspect of the evidence and that these may be amended, on reflection, after scrutiny of trainees' work or talking to trainees, or as the result of moderation within the team. For this reason, inspectors should not discuss any provisional overall evaluations, but they should try to focus on any strengths or areas for development in relation to the work seen.

It is reasonable for trainees to expect inspectors to have a brief professional discussion following observation of their teaching. Inspectors must bear in mind that they are not inspecting the trainee in isolation, but as part of the evidence of the ITT provider's ability to provide coherent training. The inspector should, as far as possible, have this professional dialogue with the trainee after they have observed the mentor feeding back. The inspector should not discuss their judgements with the trainee or school representatives, but focus on strengths and areas for improvement.

Formal feedback

At the end of the inspection, the team will provide oral feedback to leaders and managers. A representative of the senior management of the university with responsibility for ITT should be invited to attend the meeting. There may be representation from the trainee body, at the provider's discretion. The feedback should convey the main judgements and the reasons for them for the two overall summary judgements and for the key questions and quality indicators.

The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. The reporting inspector should explain to the provider that issues may be raised and discussed, factual matters may be corrected and judgements may be clarified, although they are not negotiable. There should be broad consistency between the evaluations that are fed back and what appears in the written report unless the evaluations are required to change as a result of internal moderation within the inspectorate after the on-site part of the inspection.
All the judgements that are reported during an inspection are provisional and subject to moderation by HMCI. They are confidential to the ITT provider until the report is published.

Follow-up activity

During all core inspections, the inspection team will consider whether the ITT provider needs any follow-up activity and it will feed back clearly to leaders and managers if any follow-up activity is required during the formal feedback meeting.

Annex 6 outlines the inspectorate’s guidance on follow-up activity.

Meeting statutory requirements

ITT providers’ work is governed by a range of statutory requirements. The inspectorate expects ITT providers to evaluate how effectively they meet these requirements through their own normal self-evaluation procedures. They should indicate how well they meet these requirements in their self-evaluation report.

Inspectors will use the self-evaluation report and other information to identify any issues in relation to how effectively an ITT provider meets the statutory requirements. Inspectors will investigate these issues further during the inspection where they are likely to have a significant impact on standards and quality.

Failure to meet statutory requirements that affect quality and standards will be reported in the text and may result in a judgement no higher than adequate for the relevant quality indicator. ITT inspection reports will note compliance with the criteria and requirements for accreditation as an ITT provider.

Details of the relevant statutory requirements are in Annex 3.

After the inspection

The inspection report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the ITT provider. When writing reports, inspectors should take account of Estyn’s writing guidance which is available on our website www.estyn.gov.wales.

We will publish reports bilingually where this has been requested, in line with the Estyn’s Welsh Language Scheme.

The structure of the inspection report is based on two overall summary judgements, three key questions and 10 quality indicators and will take the following form:

| Context
<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>overall judgement on current performance</td>
</tr>
<tr>
<td>overall judgement on prospects for improvement</td>
</tr>
</tbody>
</table>
Recommendations

Main findings

Key Question 1: How good are outcomes?
- standards
- wellbeing

Key Question 2: How good is provision?
- learning experiences
- teaching
- care, support and guidance
- learning environment

Key Question 3: How good are leadership and management?
- leadership
- improving quality
- partnership working
- resource management

Appendix 1: Stakeholder satisfaction report
Appendix 2: The inspection team

The two overall summary judgements, the judgements on the three key questions and the ten quality indicators will be based on a four-point scale.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

The report will be produced within statutory or agreed sector timescales. The report will indicate if the provider requires any follow-up inspection activity (see Annex 6).

The inspectorate will give the ITT provider a late draft of the report to help check the factual accuracy of the content. The ITT provider has five working days in which to consider the draft report and to identify any factual errors.

Assuring the quality of inspections

The inspectorate is committed to:
- effective selection, training, briefing, support and deployment of inspectors, including peer inspectors;
• effective training, briefing and support to allow the nominee to play an active role;
• regular dialogue with the provider during inspection;
• criteria and recording systems that comply with the CIF and guidance;
• careful review and analysis of evidence;
• unambiguous oral feedback on the summary judgements, key questions and quality indicators;
• consistently clear, accurate and well-presented reports; and
• maintaining appropriate internal moderation and quality improvement activities, including monitoring inspections as appropriate.

As part of its quality assurance procedures, the inspectorate invites providers to complete a post-inspection questionnaire (PIQ). The questionnaire will be available to providers in the VIR. ITT providers should complete the first part of the PIQ immediately after the inspection and submit it electronically to Estyn through the VIR system. ITT providers can complete the second part of the PIQ after the publication of the inspection report, again through the VIR system.

ITT providers should raise any concerns about the conduct of an inspection with the reporting inspector during the inspection. Any objections to the findings of inspection should also be discussed with the reporting inspector as they arise during the inspection. The quality assurance of the inspection will always be carried out by the reporting inspector in the first instance. A sample of inspections and reports will be quality assured by the inspectorate.

Estyn’s arrangements for dealing with complaints are set out in ‘Complaints Handling Procedures’, which is available on the inspectorate’s website www.estyn.gov.wales.
Part 2: Making Judgements

The guidance that follows shows how to complete the section on the context, the summary and the recommendations of the report, and sets out the reporting requirements for each key question.

About the ITT provider

This section of the report should contain brief background information about the ITT provider. The content of this section is normally agreed with the ITT provider. Where there is disagreement about the content of this section, the reporting inspector will make the final decision.

This section must include brief information on:

- the size, nature and location of the ITT provider;
- the background and the circumstances of the trainees, including linguistic background;
- any significant changes since the last inspection; and
- any other relevant factors.

Summary

The summary contains the two overall judgements on the ITT provider’s current performance and prospects for improvement. There should be a brief explanation of the reasons for these judgements. The summary must be consistent with the text in the body of the report and the oral feedback to the ITT provider.

Overall judgement on the ITT provider’s current performance

The first overall judgement should be based on the judgements made on the three key questions. The greatest weight should be given to the judgement about Key Question 1.

Normally, this overall judgement should be no higher than the lowest level of judgement on any key question. The overall judgement can be one level higher than the lowest level of judgement awarded to any key question, but the reasons for this exception must be explained clearly and fully in the report. During the process of moderating the inspection judgements, such exceptions will be carefully considered.

Overall judgement on the ITT provider’s prospects for improvement

The second overall judgement represents inspectors’ confidence in the ITT provider’s ability to drive its own improvement in the future. The judgement on prospects for improvement should normally relate closely to the overall judgements for the quality indicators for leadership and/or improving quality, or to significant aspects within those quality indicators that support the overall judgement.
In coming to a judgement on prospects for improvement, inspectors will consider the extent to which leaders and managers have:

- the capacity and capability to make improvements and implement plans;
- a successful track record in managing change, addressing recommendations from the previous inspection and securing improvement;
- clear priorities and challenging targets for improvement;
- coherent and practical plans to meet targets;
- resources to meet the identified priorities; and
- appropriate systems to review progress, identify weaknesses and take effective action to remedy them.

The judgement on prospects for improvement should normally relate closely to the overall judgements for the quality indicators for leadership and/or improving quality, or to significant aspects within those quality indicators that support the overall judgement.

Judgement descriptions

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

**Excellent** – Many strengths, including significant examples of sector-leading practice

**Good** – Many strengths and no important areas requiring significant improvement

**Adequate** – Strengths outweigh areas for improvement

**Unsatisfactory** – Important areas for improvement outweigh strengths

Inspectors will need to check which of the above descriptions the ‘best fit’ is for each of the summary judgements, key questions and quality indicators.

Judging key questions and quality indicators

There is a strong link between outcomes, provision and leadership and management. If leaders and managers are working effectively then this should be reflected in the provision and in the standards that learners achieve. Hence, normally, the judgement for Key Questions 2 and 3 will not be at a level higher than the judgement for Key Question 1, but it may be lower. Where there are differences between the judgements awarded to Key Question 1, and Key Questions 2 and 3, these should be explained in the text of the report.

Normally, the overall key question judgement should reflect the judgements awarded to quality indicators within the key question and should be no more than one level higher than the lowest level awarded to any quality indicator.

The judgement on resource management as a quality indicator should not normally be higher on the scale than the judgement for Key Question 1, but it may be lower.
Recommendations

The recommendations should give the ITT provider clear and specific indication of the areas for improvement that it will need to address in its action plan. Inspectors should write the recommendations in order of priority and, where there is a need to raise standards of achievement or attainment, this should be the top priority. The recommendations should arise from the main judgments and should provide a clear and practicable basis on which the ITT provider can act. Inspectors must refer to any significant matters noted in the report where the ITT provider’s practice does not comply with legal requirements.

Quality indicators

The ten quality indicators used in Estyn inspections are set out below under the three key questions. For each quality indicator, there is a range of aspects. Guidance on how to inspect the quality indicator is set out under each key question.

Inspectors should provide an overall evaluation for all key questions and quality indicators and comment on all aspects.

Exemplification paragraphs for good and unsatisfactory judgements illustrate each quality indicator. These paragraphs should not be used as crude checklists, but as a reference to support the process of coming to a judgement. They should be used in conjunction with the judgement descriptions. Inspectors should weigh up the evidence and determine judgements on the basis of a best fit with the judgement descriptions.

Key Question 1: How good are outcomes?

In coming to an overall judgement for this key question, inspectors will give the greatest weight to judgement about standards.

1.1 Standards

1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment
1.1.2 standards of groups of learners
1.1.3 achievement and progress in learning
1.1.4 skills
1.1.5 Welsh language

Issues in inspecting the quality indicator

The key issue in evaluating standards in ITT is whether the trainees who are about to qualify meet the standards for Qualified Teacher Status (QTS) and are therefore ready to assume duties as newly qualified teachers.
Inspectors should always consider carefully whether the overall judgement is consistent with the available data. When the information on data is not reflected in inspectors’ judgements in this quality indicator, the report should explain clearly why this is so.

Inspectors should consider the evidence from observations, discussions with trainees and scrutiny of trainees’ work in the light of the data.

1.1.1: results compared with national averages, similar providers and prior attainment

The inspection team will take into consideration the extent to which ITT providers recruit to the targets set by HEFCW over a period of time, as well as data on the overall attainment of trainees.

The inspection team will also take account of any data available from the General Teaching Council for Wales (GTCW) or HEFCW. The inspection team will take account of data from destination surveys collated by the ITT provider showing the employment of trainees as newly qualified teachers.

Annex 5 provides guidance on the use of data in the inspection of ITT providers.

1.1.2: standards of groups of learners

Inspectors should consider the performance of particular groups of trainees, including:

- trainees from ethnic minority backgrounds;
- trainees with disabilities;
- male and female trainees;
- trainees training through the medium of Welsh and those training through the medium of English; and
- trainees learning Welsh from homes outside Wales with no experience of the Welsh language.

To determine whether the ITT provider’s judgements and the inspectorate’s judgements are in line, the inspectorate may nominate groups of trainees who they will track both in the university-based and school-based parts of the inspection. ITT providers will need to give the inspectorate comprehensive lists of trainees and their grading for assignments and, if applicable, school experience when they are formally notified of inspection.

1.1.3: achievement and progress in learning

Inspectors’ evaluation of trainees’ achievement and progress should be based on observations of their teaching, scrutiny of trainees’ written plans and assignments, and discussions with trainees. The inspection team will take account of the extent to which trainees acquire new knowledge and skills and how they develop their understanding and transferable skills. The inspection team will also take account of
how well trainees develop good independent learning skills including research, critical analysis and problem-solving skills. Inspectors will discuss with trainees their understanding of what they have to do to progress further.

1.1.4: Skills

Inspectors will take into account evidence of the standards of trainees’ personal literacy, numeracy and information and communication technology (ICT) skills and how they apply these in their course work and teaching. Inspectors will place particular emphasis on trainees’ literacy and numeracy skills. Inspectors will also consider how well trainees support pupils’ learning in literacy, numeracy, ICT and thinking skills.

Inspectors will need to pay particular attention to trainees who receive support and trainees whose first language is not English or Welsh.

1.1.5: Welsh language

Inspectors will judge trainees’ achievements in the Welsh Language by the extent to which trainees (primary and secondary) are able to:

- use and promote the Welsh language in their work in school, for example in using incidental Welsh, and bilingual displays; and
- teach bilingually, where appropriate.

Also, the extent to which trainees who have opted to train through the medium of Welsh are able to teach fluently and meaningfully through the medium of Welsh.

Good standards

Trainees’ performance in meeting the standards for Qualified Teacher Status

Trainees teach lessons that tutors and mentors judge never less than adequate, but are frequently good and occasionally excellent. Trainees are able to reflect well and realistically on their teaching. They have a clear understanding of what they do well and what they have to do to improve. They meet the standards for QTS consistently, appropriate to their stage of training. Trainees demonstrate a secure knowledge and understanding of the subjects they are training to teach and, in the case of primary trainees, the Foundation Phase and/or key stage 2, as appropriate. They have secure personal literacy, numeracy and ICT skills and they apply these skills with a high degree of accuracy in English and or Welsh in their own work and in their teaching. Trainees show an understanding of the diverse needs of pupils and they plan well to meet these needs through a variety of teaching methods, including effective use of ICT. Trainees include examples of the Welsh dimension in their teaching where they judge it enhances the lesson. They use and promote the Welsh language to pupils effectively by teaching through the medium of Welsh or bilingually, as appropriate to the school setting. Trainees motivate pupils’ interest in learning well through well-planned and well-delivered activities that challenge pupils of all levels of ability appropriately. Trainees show adaptability and they match the pace of
their lesson to pupils’ learning. Trainees have a secure knowledge of a range of assessment methods. In most cases they choose assessment methods that help pupils to make good progress and are appropriate to intended learning outcomes. They regularly make effective use of assessment outcomes to plan for group and individual pupils’ progress.

Outcomes

Most trainees complete ITT courses in the allocated time and these outcomes compare well to the overall sector position published in HEFCW’s statistical information. Destination data surveys show that most trainees find a teaching post and that the data from headteachers’ surveys shows that they judge the trainees they receive to be well prepared for their first post.

Unsatisfactory standards

Trainees’ performance in meeting the standards for Qualified Teacher Status

A significant minority, or more, of trainees teach lessons that tutors and mentors judge occasionally adequate but mostly unsatisfactory. These trainees are not able to meet the standards for QTS coherently and consistently appropriate to the stage of their training. They may show one or more of the following traits in their teaching on a regular basis: they tend to focus mainly on what they do well, but they do not fully understand what they have to do to improve.

They are slow to bring about improvement in their teaching. They do not have secure personal literacy, numeracy ICT and communication skills in Welsh and/or English and there are repeated mistakes in personal work and their work in the classroom. They do not have a secure knowledge and understanding of the subjects they train to teach and, in the case of primary trainees, the Foundation Phase and/or key stage 2, as appropriate. They show a lack of understanding of the diverse learning needs of pupils and they do not plan effectively to meet pupils’ learning needs. They use a narrow range of teaching methods. They rarely use ICT effectively to support teaching and learning. They rarely use or promote the Welsh dimension or the Welsh language to pupils effectively. On many occasions, they fail to motivate pupils’ interest in learning and they do not challenge pupils of all levels of ability appropriately. Trainees are unable to adapt their lessons to meet the needs of pupils or situations in their classrooms. The pace of their lesson is often ill-matched to the pupils’ progress. Trainees do not have a secure knowledge of assessment methods. They make limited or no use of assessment outcomes to plan for group and individual pupils’ progress.

Outcomes

Few trainees complete ITT courses in the allocated time and these outcomes compare poorly to the benchmark published in HEFCW performance tables. Destination data surveys show that few trainees find a teaching post and that the data from headteachers’ surveys shows that they judge the trainees they receive to be poorly prepared for their first post.
1.2 Wellbeing

1.2.1 attitudes to keeping healthy and safe
1.2.2 participation and enjoyment in learning
1.2.3 community involvement and decision-making
1.2.4 social and life skills

Issues in inspecting the quality indicator

The focus in this key question is on outcomes rather than provision. This key question focuses on the extent to which trainees:

- understand the principles, and employ strategies, to ensure a healthy work-life balance;
- understand how to deal with children or young people who may, at times, be personally challenging; and
- understand child protection procedures so that they act appropriately, effectively and safely if a child or young person discloses child abuse.

The other key questions, particularly Key Question 2, will cover the ITT provider’s work in promoting the wellbeing of trainees and developing the trainees’ understanding of how to promote wellbeing among their pupils.

1.2.1: attitudes to keeping healthy and safe

When evaluating the extent to which trainees understand the principles and employ strategies to ensure a healthy work-life balance, inspectors will consider whether trainees have a secure understanding of how they can become healthy and how to manage their work load so that they are able to fulfil their teaching duties effectively, but still have time for rest and relaxation.

When evaluating the extent to which trainees feel safe in a school environment, inspectors will consider the extent to which trainees understand:

- how their own behaviour and ability to set boundaries affects how children and young people perceive and relate to them; and
- how upholding school procedures and working as a part of the staff team creates a safe school environment.

When evaluating the extent to which trainees understand child protection procedures, inspectors will consider the extent to which trainees know how to act appropriately in the case of a child or young person disclosing abuse.

1.2.2: participation and enjoyment in learning

When evaluating participation and enjoyment in learning, inspectors should consider attendance, punctuality, behaviour and attitudes and the extent to which trainees have a say in what they learn above the requirements for ITT and how they learn.

Inspectors will take into account the extent to which trainees show enthusiasm for their learning and develop their own learning skills. In addition, inspectors should
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evaluate trainees’ capacity and commitment to analyse and reflect on their own practice, and to improve it through professional dialogue with tutors and mentors.

Inspectors will consider the extent to which trainees enjoy learning and participate fully in all aspects of their course. They will consider the extent to which trainees take part in extra-curricular activities offered by the ITT provider, and are proactive in offering their skills to partnership schools to enhance the out-of-school provision while on school experience.

When evaluating attendance, inspectors will check whether trainees spend the amounts of time being trained in schools set out in requirement R2.5 of the Requirements for the Provision of Initial Teacher Training Courses (Annex 1 to the Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales 2006) and the procedures and actions taken by the ITT provider where trainees do not meet the requirements.

Low attendance should not automatically be taken as an indicator that learners are unable to complete their course.

**1.2.3: community involvement and decision-making**

Inspectors should evaluate the extent to which trainees take on responsibilities and contribute to the university community through participation in student union and other representative bodies such as student representation on decision-making bodies in the university.

Inspectors should consider the extent to which all trainees, including those from different groups, are involved in making decisions about their life in university. Inspectors will also consider the extent to which trainees respond to the ITT provider’s systems of involving trainees in the improvement of ITT courses.

During school-based experiences, inspectors will also consider the extent to which trainees are developing an understanding of the ethos of the school, its sense of purpose and how it represents itself to the wider community.

**1.2.4: social and life skills**

When evaluating behaviour and attitudes, personal, learning and social skills, inspectors will consider how well trainees meet the standards for professional values and practice as set out in section S1 of the Qualified Teacher Status Standards Wales 2009 (2009 No. 25) and the procedures and actions taken by the ITT provider where trainees do not meet the standards.

Inspectors should consider how well trainees are developing the skills they will need to forge effective working relationships with learners and professionals in the school setting, and to communicate appropriately with parents or carers.

**Good levels of wellbeing**

Trainees know and understand the importance of maintaining a well-balanced working life as teachers. They manage their workload well, reflect upon their
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progress effectively and know where to find specialist help if needed. They know how to deal with stressful situations. Trainees are regular and punctual in their attendance at university and during school experience. They are well motivated, enjoy learning and serve as fine role models to learners in their commitment, enthusiasm, respect for others and integrity. They demonstrate positive attitudes, values and behaviour in their professional relationships, for instance in discussions with tutors, teachers, support staff and parents. They are much appreciated by other professionals for their team contributions. They participate in the wider context of school life, for example through their involvement in extra-curricular activities. Most trainees take responsibility for their own learning and professional development, for instance by pursuing additional courses during their training or by undertaking research to a high standard. They respond positively to opportunities provided by the ITT provider to become involved in the decision-making process, for example in their role as representatives or in their response to evaluations.

Unsatisfactory levels of wellbeing

A significant minority of trainees or more lack sufficient knowledge, skills and qualities to carry out their professional roles and responsibilities. They are unable to prioritise tasks and manage their workload effectively. As a result, they do not fulfil key partnership requirements for school experience and/or miss deadlines in their university studies. They often have difficulties in relating to colleagues and generally do not respond appropriately to sound advice. They do not forge good working relationships with pupils. A significant minority of trainees do not contribute to group discussions or undertake directed activities. They are slow to demonstrate professional initiative and independence. They rarely contribute to the life of the school and do not work well as part of a team. Their attendance record is poor and arrangements to catch up on work are not followed through.

Key Question 2: How good is provision?

In coming to an overall judgement for this key question, inspectors will normally give the greater weight to the judgement on 2.2 (teaching) where there is a balance between the four judgements within the key question. So if two quality indicators are good and two are adequate across the key question, the judgement for 2.2 (teaching) will normally receive a weighting to influence the overall judgement awarded for the key question.

2.1 Learning experiences

2.1.1 meets the needs of learners and employers/community
2.1.2 provision for skills
2.1.3 Welsh language provision and the Welsh dimension
2.1.4 education for sustainable development and global citizenship

Issues in inspecting the quality indicator

2.1.1: meeting the needs of learners and employers/community

When evaluating the training and assessment of trainees, inspectors will take into consideration the coherence between the university-based part of the course and the
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2.1.1: school experience. Inspectors will consider how well partnership schools are able to provide a range of teaching opportunities and mentoring which allow the trainee the best opportunity to meet the standards for QTS and to meet the requirements for ITT.

Inspectors will judge the extent to which planned learning experiences successfully engage trainees, provide them with models of very good teaching and help them systematically build their knowledge and understanding.

Inspectors may also take account of the views of headteachers who have employed trainees from the ITT provider as to trainees’ readiness to teach and take on the duties expected of a newly qualified teacher (NQT).

Inspectors will consider the extent to which trainees are placed in complementary and contrasting schools and, in particular, whether the second school experience allows trainees the opportunities to build on the foundations of their experience in the first school placement. Inspectors will also consider the extent to which the provider has strategies in place which enable the receiving school to build on the trainees’ strengths and provide for their development in weaker areas.

Inspectors will also take account of any enrichment opportunities provided that help trainees to supplement their skills, knowledge and understanding.

2.1.2: provision for skills

Good standards of literacy, numeracy, ICT, thinking skills and the wider skills of communication, independent and team working are very important underpinning skills for effective teachers. Subject knowledge is also very important if trainees are to be able to develop pupils’ learning effectively. Inspectors will take into consideration the extent to which the ITT provider identifies, regularly audits and addresses trainees’ needs in these areas.

Inspectors should evaluate how well the ITT provider:

- ensures that trainees develop their own personal literacy, communication and numeracy skills and have the opportunities to apply these when teaching;
- plans to develop trainees’ skills through their studies across the programme; and
- ensures that the provision for these skills is properly co-ordinated so that there is coherence in the trainees’ experience through the course.

Inspectors should scrutinise a sample of the ITT provider’s planning for this, including how well staff have embedded communication, numeracy, thinking and ICT skills into the experience of trainees across subjects and areas of learning. Inspectors should also consider how well tutors model these skills in their sessions.

2.1.3: Welsh language provision and the Welsh dimension

Inspectors will judge the extent to which ITT providers meet national and trainees’ needs in the Welsh language by the extent to which trainees are able to access provision to improve their linguistic skills so that they use they can use Welsh
confidently in the classroom. Inspectors will also take account the availability and quality of provision for trainees who wish to train and teach, through the medium of Welsh. When evaluating the provision of the Welsh language for trainees, inspectors will also take into account how ITT providers develop both primary and secondary trainees’ abilities to work bilingually with pupils.

To enable pupils in Wales to develop a greater appreciation of Wales and its place in the world, trainees need to develop a good understanding of the cultural, linguistic, historical, economical and environmental aspects of Welsh life. Inspectors will judge to what extent ITT providers develop trainees’ knowledge of the Welsh dimension and trainees’ understanding of how to include the Welsh dimension appropriately in their lessons.

2.1.4: education for sustainable development and global citizenship

Inspectors will take into consideration the extent to which tutors and mentors help trainees to develop an understanding of sustainable development and global citizenship and the extent to which trainees are able to apply these concepts in their teaching to support pupils’ learning and development in these areas.

Good learning experiences

The ITT provider offers a wide range of training and educational opportunities including curriculum enrichment activities. It invites and responds well to the views of employers and trainees. Programmes are clearly structured and build upon trainees’ personal and professional needs, for instance their capacity to use literacy, numeracy, thinking, ICT and other skills. There is good consistency and coherency between university and school-based provision. Subjects/areas of learning are covered in sufficient depth and breadth so that trainees are knowledgeable and confident enough to teach in line with the requirements for QTS. Learning activities are varied and engaging, and link directly to session aims and outcomes. Trainees have opportunities to observe high quality teaching. All trainees benefit from well-conceived opportunities to develop their Welsh language skills, their awareness of Welsh culture and their Welsh medium teaching skills, as appropriate. Education for sustainable development and global citizenship is a strong feature of the course. The ITT provider regularly reviews its programmes, to keep trainees well informed of the latest educational initiatives. School placements are well matched to trainees’ training needs.

Unsatisfactory learning experiences

The ITT provider does not track the needs of trainees and employers closely enough to ensure that there is an appropriate match between these and the course content. The structure of programmes is not clear and, in some important aspects, does not prepare trainees to meet the demands of school life. Programmes may have one or more of these inadequacies: insufficient attention to developing trainees’ knowledge and understanding of sustainable development and global citizenship; limited opportunities for trainees to develop their awareness of Wales and competence in the Welsh language; under-developed ICT or other key skills. The ITT provider offers few enrichment activities and take-up of these is poor.
2.2 Teaching

2.2.1 range and quality of teaching/training approaches
2.2.2 assessment of and for learning

Issues in inspecting the quality indicator

The focus should be on the impact of teaching and training on learning and not on the use of a particular process in isolation from its impact.

2.2.1: range and quality of teaching/training approaches

When evaluating the quality of teaching and training, inspectors will observe a sample of tutor-led sessions. Inspectors will also consider the views of the trainees, as expressed in questionnaire and discussion with inspectors.

To evaluate the quality of the training provided by partnership schools, the reporting inspector will nominate a group of trainees that inspectors will visit. Normally, the reporting inspector will allocate a half-day per trainee to be visited. As part of the visit, inspectors will:

- meet the headteacher to discuss the school’s role in the partnership;
- observe the trainee teach;
- observe the mentor’s feedback to the trainee;
- meet with the mentor and the person responsible for the overall training programme in school to discuss the partnership, their roles and their understanding of criteria for assessment and assessment arrangements;
- meet with the trainee to discuss their experience of the course and their understanding of their progress to date; and
- review the trainee’s and mentor’s school experience files.

Trainees will be expected to bring all relevant documentation to school on the day of the visit.

Inspectors will not usually visit trainees who, at the time of inspection, ITT providers judge to be in danger of failing the course. The numbers of trainees in this category should be very small. ITT providers will need to provide inspectors with case histories for each trainee named in this category. Inspectors will review the files and they will discuss the trainee’s progress with the programme/course leader. They may interview the mentor and the trainee, and/or observe the trainee teach, if they are not fully satisfied with the evidence presented.

2.2.2: assessment of and for learning

In judging the effectiveness of the ITT provider’s arrangements for assessing trainees’ achievements and progress, inspectors will look at a range of evidence from the sources given in Annex 2. Inspectors will review a sample of marked and assessed work to judge the quality of the feedback provided by tutors to trainees. They will pay particular attention to the type and quality of feedback that trainees are
given and whether targets arising from the feedback are set. They will also judge the extent to which tutors and mentors have a shared understanding of the assessment criteria and they are able to apply the criteria fairly and consistently, as well as the arrangements for securing moderated views of trainees’ achievements and progress.

Under standard S1.7 of the Qualified Teacher Status Standards Wales 2009 (2009 No.25), trainees are required to be aware of the importance of maintaining up-to-date professional knowledge, understanding and skills, to be able to reflect upon their own practice, to recognise their own needs and to take responsibility for their continuing professional development. Inspectors will take account of the extent to which programmes and courses are constructed to provide trainees with good opportunities to develop the skills of reflecting on practice, to develop short, medium and longer term objectives and the use that trainees make of these.

**Good teaching/ training**

Tutors and mentors plan sessions well and use a wide range of effective and imaginative teaching strategies. They demonstrate secure and up-to-date subject knowledge. Training is well informed by research. Learning resources are used effectively to improve trainees’ knowledge, skills and understanding.

Marking is consistent, incisive and fair. Learning objectives and assessment criteria are explicit and trainees know how to improve their learning and successfully meet the standards for QTS. Tutors and mentors share a mutual understanding of the criteria when assessing the progress and achievements of trainees. Feedback to trainees is prompt, detailed and supportive and trainees have good opportunities to build on feedback and demonstrate progress. Trainees are fully involved in the process of assessment and respond well to opportunities to set targets, audit and review their progress. They reflect upon their strengths and areas for development and know how these relate to the standards for QTS.

**Unsatisfactory teaching/ training**

A significant minority of trainees are not engaged by the teaching and training approaches used by the ITT provider. On the whole, planning lacks sufficient detail and sessions are not well prepared. A significant minority of tutors and/or trainers do not have the expertise to guide and mentor trainees. Learning resources are generally inadequate to support the needs of trainees. Marking and feedback are not sharp enough to enable trainees to move forward in their education and training. For instance, targets set for improving trainees’ teaching during school experience are too vague. Trainees do not have sufficient opportunities to reflect upon their own practice and monitor their own progress towards achieving standards for QTS.

### 2.3 Care, support and guidance

**2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development**

**2.3.2 specialist services, information and guidance**

**2.3.3 safeguarding arrangements**

**2.3.4 additional learning needs**
**Issues in inspecting the quality indicator**

The main focus in this quality indicator should be on the impact of care, support and guidance on trainees’ standards and wellbeing, rather than on the procedures and arrangements. There are clear links between the effectiveness of support and the standards achieved by learners. In evaluating care, support and guidance, inspectors should take account of the team’s judgements about standards and wellbeing.

2.3.1: provision for health and wellbeing, including spiritual, moral, social and cultural development

Teaching is a profession which requires a good deal of physical and mental stamina. When evaluating how well ITT providers promote the health and wellbeing of trainees, inspectors will look to see how well tutors and mentors integrate advice about health and wellbeing consistently into the training course. Inspectors will also look at, and discuss with trainees, the strategies suggested to keep a good work-life balance and physical and mental health and what services are available to trainees should they need support of any kind during their training and the effectiveness of this support.

Inspectors will take account of:

- the ITT provider’s ability to monitor and identify at an early stage trainees who are struggling with the course;
- the ITT provider’s ability to give targeted support; and
- where trainees do not improve as a result of the support, the ITT provider’s ability to counsel trainees away from teaching.

Inspectors should also consider the support for trainees in the partnership schools where pupils may be more challenging than usual.

Trainees and older pupils may be close in terms of their age and, in a very few instances, trainees may be tempted into relationships with pupils. Inspectors will take into account how well the provider helps trainees to understand the law (Sexual Offences [Amendment] Act 2003) relating to teacher/pupil relationships and trainees’ general understanding of their role and responsibilities in relation to pupils.

2.3.2: specialist services, information and guidance

Inspectors will judge the extent to which the ITT provider has clear policies and activities in place to provide objective and clear guidance to those considering entering teaching. They will assess whether the support arrangements for trainees are coherent and enable trainees to progress through their courses. Inspectors will draw on evidence about the effectiveness of support services from the inspection of a sample of subject areas and discussion with trainees about, for example the effectiveness of initial guidance and induction.

Inspectors will also take account the effectiveness of the systems to identify trainees who are not making good enough progress in their training, the effectiveness of counselling procedures to support or, where appropriate, to enable trainees to retire from the course.
2.3.3: safeguarding arrangements

Safeguarding children and young people is of paramount importance. Inspectors will need to find out whether the partnership has appropriate policies and procedures in place in respect of safeguarding and that the whole partnership promotes good safeguarding practice.

A policy should set out the following:

- the named senior member of staff’s responsibilities for dealing with child protection and safeguarding issues and providing advice/support to other staff;
- clear procedures that reflect current statutory guidance and regulations (See Annex 3); and
- arrangements for training that is appropriate for staff in ITT.

Inspectors will take account of the ITT provider’s arrangements to ensure that:

- trainees have a suitable background to work with children and young people;
- trainees have a good understanding of safeguarding and meet the requirement R2.7 of the Requirements for the Provision of Initial Teacher Training in Annex A to the Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales; and
- schools provide training about their child protection policy as part of the school experience induction.

The provider’s safeguarding arrangements should ensure that there is safe recruitment and that all learners are protected. The inspectorate expects all providers to comply with requirements as outlined in the legislation that governs this area (see Annex 3). Inspectors will need to find out whether the arrangements of the meet requirements and give no cause for concern.

Inspectors will need to find out whether the provider has in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers. There is no requirement for staff appointed prior to 2002 to have a current CRB check or for providers to carry out three-yearly checks on staff. Also, there is no legal requirement for providers to check adult learning tutors unless their activities fit into a category that legally requires a check. However, inspectors should check that providers have undertaken pre-employment checks on all staff.

A judgement that a provider does not have appropriate arrangements for safeguarding will no longer mean that the overall judgement for the partnership for care, support and guidance (2.3 in the Common Inspection Framework) is unsatisfactory.

2.3.4: additional learning needs

When evaluating the ITT provider’s support for additional learning needs, inspectors will take account of the recruitment and subsequent auditing processes, as well as the systems in place in the partnership to ensure coherent support for any trainee with additional learning needs.
Good care, support and guidance

There are systems of high quality for the care and welfare of trainees, to which trainees can get access easily. The ITT provider responds quickly to concerns and difficulties raised by trainees and partnership schools. It has clear policies and procedures in place to ensure that course applicants and trainees themselves receive impartial guidance and information about the teaching profession. Programmes cover strategies for promoting trainees’ personal health and wellbeing. There are thorough procedures for identifying and assessing trainees who require learning support. Guidance about personal, welfare and financial matters is well tailored to individual needs. There are robust systems in place to monitor trainees’ attendance in university and school. Trainees have a thorough understanding of safeguarding children and young people. All partnership schools provide trainees with a clear steer on their child protection policies and procedures at the start of their placement experiences. The provider’s arrangements for safeguarding meet requirements and give no cause for concern.

Unsatisfactory care, support and guidance

Generally the ITT provider does not act quickly enough to support the needs of trainees, for instance in pastoral matters or developing their linguistic competence. Admission and induction arrangements do not inject confidence among many applicants and trainees. Programme guidance is often inconsistent and unclear resulting in high levels of trainee dissatisfaction. The ITT provider does not track and respond appropriately to the significant minority of trainees who miss lectures and other sessions. The arrangements for the support of trainees with additional learning needs are inadequate, placing them at a disadvantage in working towards the achievement of standards for QTS. The ITT provider does not have appropriate safeguarding policies and procedures in place. There are inconsistencies among partnership schools in providing trainees with clear guidance on child protection matters. The provider’s arrangements for safeguarding do not meet requirements and give serious cause for concern.

2.4 Learning environment

2.4.1 ethos, equality and diversity
2.4.2 physical environment

Issues in inspecting the quality indicator

2.4.1: ethos, equality and diversity

When inspecting the ethos of the ITT provider, inspectors will take account of how well the ITT provider encourages and models professional attitudes appropriate to teaching. When evaluating race and diversity, inspectors will also take account of the extent to which ITT provider’s programmes are aimed at widening participation in the teaching force. Inspectors will take account of the ITT provider’s policies and practices in relation to equality and diversity, including in relation to the learning
environment in enabling all trainees to have fair access to the opportunities they need to be able to successfully demonstrate the QTS standards and complete their courses. Inspectors will take account of the extent to which trainees are protected from harassment and discrimination. Inspectors will also consider the measures that ITT providers take to eliminate all forms of oppressive behaviour and harassment.

2.4.2: physical environment

When evaluating trainees’ access to appropriate learning resources, including ICT, inspectors will consider the effectiveness of the partnership in meeting trainees’ learning needs. When evaluating the condition and suitability of accommodation for good training, learning and support for trainees, apart from the physical surroundings, equipment and access for disabled trainees, inspectors will take into consideration the extent of the match between trainees’ learning needs and placement in partnership schools, given particular parameters which may exist.

When evaluating the extent to which the environment in which trainees learn is safe, inspectors will also assess the ITT provider's and its partnerships’ risk assessment procedures in respect of ITT.

Good learning environment

The ITT provider is proactive in promoting equal opportunities among trainees and to eliminate all forms of harassment and discrimination. Trainees benefit from access to a wide range of suitable learning resources, high quality training and a safe working environment. There is a strong commitment to widening access to the teaching profession from among under-represented groups. Arrangements for the placement of trainees on school experience take into account the needs of trainees as well as schools. Learning resources and accommodation in the training provider and partnership schools are well maintained and fit for purpose.

Unsatisfactory learning environment

The ITT provider lacks adequate systems and procedures for monitoring discrimination and harassment. Incidents of discriminatory behaviour are sometimes overlooked. A significant minority of trainees feel that the ITT provider does not take their concerns seriously. A significant minority of trainees are unfamiliar with how to address forms of discrimination in their capacity as teachers. They are uncertain over procedures and unaware of the principles behind relevant legislation and guidance. A significant minority of teaching rooms lack adequate resources, such as computers, to engage trainees. Many trainees complain about the general quality of accommodation. They do not have sufficient access to high quality learning resources, which hinders their preparation and planning.
Key Question 3: How good are leadership and management?

In coming to an overall judgement for this key question, inspectors will give equal weight to each quality indicator.

3.1 Leadership

3.1.1 strategic direction and the impact of leadership
3.1.2 governors or other supervisory bodies

Issues in inspecting the quality indicator

3.1.1: strategic direction and the impact of leadership

All those engaged in ITT in Wales play a fundamental role in helping to ensure that children and young people in Wales receive a high quality education which prepares them with the necessary knowledge, understanding and skills to lead successful and fulfilled lives.

The main responsibility of leaders with direct responsibility for ITT is to ensure that trainees receive the best possible training and opportunities to demonstrate and attain the standards for QTS successfully, confidently and consistently. The vision and values of the organisation should reflect a commitment to provide training of high quality.

Inspectors will distinguish between leadership and management. They will make judgements about the effectiveness of senior leaders with direct responsibility for ITT in setting the strategic direction.

In evaluating the strategic direction of the leadership, inspectors will judge:

- the extent to which senior leaders in ITT take account of local and national priorities in Wales;
- how well roles and responsibilities are defined and whether roles and responsibilities in senior and middle management teams within ITT are viable and balanced;
- the extent to which all staff involved in ITT courses, including headteachers and mentors in partnership schools, understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities;
- how effectively senior leaders and managers in ITT manage their own time and prioritise activities responsively;
- whether project management approaches are used effectively to deliver the business of ITT;
- how effectively senior leaders in ITT deploy and monitor finances and resources to achieve the aims of ITT courses;
- how effectively meetings are run to focus on important issues of performance and core business and generate clear action points which are subsequently carried out efficiently and effectively;
whether management and committee structures are coherent with the strategic direction and address core issues in ITT;
how well senior leaders in ITT use data to monitor performance of trainees, tutors and the partnership and the impact of systems in improving provision;
whether senior leaders in ITT communicate high expectations to those they manage;
whether senior leaders and managers in ITT agree and achieve challenging and realistic targets for themselves, tutors, the partnership and trainees; and
whether leaders negotiate and co-operate well with internal staff and outside agencies.

Inspectors should also evaluate the impact of leaders in the way they manage the performance of staff in order to help staff improve their practice. They should judge whether leaders and managers address the issues of underperformance robustly and directly, where necessary. Inspectors should evaluate whether performance management identifies individual and whole-provider training and development needs clearly and whether these are prioritised appropriately and addressed in full. They should identify whether staff are set appropriate targets for improvement that support the strategic aims in development and other action plans.

Inspectors will take account the ITT provider’s ability to respond effectively and efficiently to changes in local and national initiatives in ITT, teacher education and workforce training in general. They will consider the ITT provider’s ability to be at the cutting edge of ITT through ‘horizon scanning’, collaborative ventures and educational research.

3.1.2: governors or other supervisory boards

Inspectors will evaluate how senior leaders in the ITT provider and/or governors and/or supervisory bodies:

- understand their roles in relation to initial teacher training;
- take account of local and national priorities in defining the ITT provision;
- are informed about the performance of the ITT provider and issues that affect it;
- support senior leaders in ITT as a critical friend; and
- hold senior managers with responsibility for ITT to account for the standards and quality the provider achieves.

Inspectors will take appropriate account of the judgements on standards in making their judgement on leadership and management.

Good leadership

Leaders provide a very clear sense of direction that is well linked to the ITT provider’s overall mission and national priorities in ITT. Change is well managed to ensure that standards are maintained. There is a strong commitment at all levels of staffing to provide training of high quality. Channels of communication are clear and inclusive so that staff, governors, school representatives and trainees are fully consulted over the direction of the ITT provider. Information flows well between the ITT provider and
its partnership schools. Senior managers are adept at challenging and supporting programme leaders in bringing about improvements in provision and standards. Lines of accountability are clear and responsibilities for management are delegated appropriately.

**Unsatisfactory leadership**

Lines of communication between leaders, managers, staff and partnership schools are often unclear to the detriment of trainees' learning and wellbeing. Policies and procedures are not consistently followed or monitored, confusing a significant minority of trainees. Staff morale is generally low. Leaders do not have effective systems of accountability in place to establish strategic priorities and address weaknesses in management. Governors and/or supervisory boards play a tokenistic role in challenging the decision-making of the ITT provider. The university's senior management team does not take a close enough interest in the educational standards achieved by trainees and how these can be strengthened.

### 3.2 Improving quality

#### 3.2.1 self-evaluation, including listening to learners and others

#### 3.2.2 planning and securing improvement

**Issues in inspecting the quality indicator**

**3.2.1: self-evaluation, including listening to learners and others**

In evaluating the ITT provider’s self-evaluation arrangements and report, the inspection team will consider the extent to which the ITT provider regularly gathers, analyses and responds promptly and appropriately to a range of evidence, including the views of learners, tutors, mentors, external examiners, headteachers of partnership schools and headteachers employing newly-qualified teachers.

The process of self-evaluation and development planning should be a regular part of the ITT provider’s working life. The focus should be on identifying priorities for improvement, monitoring provision and assessing outcomes.

Inspectors should ascertain whether the ITT provider is managed on the basis of an accurate assessment of its strengths and weaknesses. It is unlikely the quality of leadership and management can be good if the provider does not have effective self-evaluative procedures.

Inspectors should consider whether the provider’s self-evaluation process:

- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves thorough evaluation and monitoring of data on standards and on the quality of training, including consideration of trends and progress over time;
- draws on first-hand evidence of the quality of teaching, training and learning;
• involves all staff in assessing outcomes and their own performance;
• encourages trainees to share their views and raise issues, and takes good account of trainees’ views;
• takes account of the views of staff, partnership schools and other stakeholders;
• draws upon reviews by external examiners and external agencies, where appropriate;
• leads to development plans that are monitored against clear targets and success criteria; and
• results in improvement in standards and quality.

3.2.2: planning and securing improvement

The inspection team will take into account how robust the ITT provider’s performance management system is in identifying good and poor practice, and in sharing effective practice among its own members of staff. The inspection team will also take into account how well the performance management systems allow leaders and managers to identify and remedy under performance, as well as generic and specific training needs for staff internal to the ITT provider.

Inspectors will evaluate how well:

• the cycles of quality improvement are integrated with other planning cycles;
• the ITT provider prioritises the plans for improvement through the allocation of resources and responsibilities;
• the ITT provider sets specific and realistic timescales to bring about improvement; and
• actions taken have had a positive effect and, where relevant, have led to measurable improvements in standards.

Inspectors will consider the ITT provider’s policies and how the ITT provider monitors the quality of mentoring, support and provision in partnership schools. Inspectors will take account of how well the ITT provider identifies good practice and how well it shares effective practice among its partnership schools. The inspection team will also take into account how well the ITT provider identifies and remedies issues of poor mentoring and support in partnership schools.

Inspectors should consider how the ITT provider has responded to the recommendations of the last inspection report and whether the ITT provider’s actions have led to improvements in standards and quality. Inspectors may report on excellent or unsatisfactory progress.

Good quality improvement

Leaders and managers of ITT courses are self-critical and reach judgements that are generally a good match with that of the inspection team. The ITT provider has robust systems and procedures to identify, monitor and share good practice, as well as remedy areas of under-performance among its own staff and partnership schools. The ITT provider’s staff engage well with the process of target-setting to improve their own performance. They respond well to professional development opportunities
and these clearly enhance their work and the provision. Tutors, trainees and headteachers of partnership all make a regular and significant contribution to reviewing and improving programmes. The quality of mentoring and support for trainees is closely monitored, good practice shared and major inconsistencies duly addressed. Action plans are SMART and through these the ITT provider and its partners bring about prompt improvement to the provision.

**Unsatisfactory quality improvement**

Leaders and managers do not monitor closely enough major aspects of the ITT provider’s work, particularly how well trainees achieve. They do not listen to trainees, tutors, mentors and headteachers on a regular basis. As a result, there are important inconsistencies in working practices. Action plans to drive up standards and quality are not well focused. Self-evaluation does not permeate all levels of the ITT provision and analysis is confined to senior leaders in ITT. While there are opportunities for tutors to develop their own professional knowledge, these are not closely aligned to the strategic plans for the ITT provider and they do not result in improvements in course provision. The ITT provider’s judgements within the self-evaluation report are significantly at odds with those of inspection team.

### 3.3 Partnership working

**3.3.1 strategic partnerships**

**3.3.2 joint planning, resourcing and quality assurance**

**Issues in inspecting the quality indicator**

**3.3.1 strategic partnerships**

By September 2010, ITT providers in Wales will have reconfigured into three Centres of Teacher Education (CTE), each with two institutions working together. Additionally, The Open University in Wales will offer a small number of places to graduates wishing to train through a distance-learning course. Employment-based teacher training (EBTT) offers the opportunity to train and qualify as a teacher while working in school. At the time of writing, this is run through the Graduate Teacher Programme, which offers a small number of places to graduates.

When inspecting ITT at the three Centres of Teacher Education, inspectors will take into account the extent to which senior leaders of ITT courses work well together to rationalise and reduce duplication of ITT courses. Inspectors will take into account how well the partners in the Centres of Teacher Education use their unique and combined strengths to offer appropriate ITT courses that meet the needs of trainees and national priorities.

When inspecting The Open University in Wales, inspectors will take into account how well The Open University strategically plans its provision to complement the provision offered by the Centres of Teacher Education and EBTT route in Wales.

In inspecting EBTT, inspectors will take into account how well the provision complements other provision in Wales.
Inspectors will take account of the extent to which senior leaders of ITT create opportunities for their staff to engage in teacher education focussed research which enhances courses offered and puts ITT providers at the cutting edge of ITT development.

Inspectors will also consider how well senior leaders in universities and schools guide and support ITT developments.

All accredited ITT providers in Wales work in partnership with schools. At present, some EBTT may be carried out directly by a school, where the ITT school is a recommending body under the Graduate Teacher Programme.

Under the requirement R2.5 of the Requirements for the Provision of Initial Teacher Training Courses in Annex A to the Criteria for the Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales, trainees should spend a high proportion of their course time being trained in schools. It is therefore important that the range of schools with which the ITT provider forms a partnership are able to provide an appropriate and wide range of experiences for trainees. Moreover, it is important that trainees are supported on school experience in such a way that they are able to make consistent progress against the QTS standards. In order to achieve this, ITT providers and school partners need to work closely together to develop the training programme and assessment criteria.

When evaluating the quality of partnership, inspectors will take into account the extent to which there are:

- clear selection and de-selection criteria for partnership schools and the extent that these are shared with schools;
- written agreements about the training and opportunities that partnership schools provide;
- opportunities for schools to contribute to the overall development and quality assurance of the ITT programme;
- shared understandings between the tutors and mentors of the assessment criteria and their application;
- opportunities for tutors and mentors to moderate judgements about individual trainees’ achievements and the achievements of the cohort;
- good working practices to resolve issues related to trainees’ support;
- regular opportunities for mentors to up-date their knowledge of the standards for Qualified Teacher Status, the requirements for ITT and the skills of mentoring;
- targeted opportunities and support for first time tutors to learn about the ITT programme, the QTS standards and the Requirements for the Provision of Initial Teacher Training Courses and the skills of mentoring; and
- opportunities for mentors to develop and, where appropriate, accredit their skills of mentoring.

Inspectors will also take into account the extent to which the ITT provider:

- takes reasonable steps to inform trainees and mentors in partnership school how they make a complaint or appeal should they wish to do so; and
- ensures that complaints are dealt with promptly and consistently by disinterested parties.
The main focus in this quality indicator should be on the impact of strategic partnerships on trainees’ standards and wellbeing and not just on the number and range of partners or the nature and quality of the partnership arrangements.

3.3.2: joint planning, resourcing and quality assurance

When inspecting ITT, inspectors will take into consideration the extent to which ITT providers jointly plan and resource their programmes with partnership schools. Inspectors will also consider how well the partner institutions within the Centre of Teacher Education plan and resource the provision. Inspectors will look to see whether there is best use of funding across the partnerships to secure the best possible opportunities for trainees to complete their training and meet the standards for QTS.

In looking at quality assurance, inspectors will take into account the extent to which there are clear principles in place which underpin quality assurance strategies and that these principles are shared and practised by all partners. This includes the selection and development of mentors and partnership schools. Inspectors should consider how well the ITT provider assures the quality of provision provided by all partners and evaluates the outcomes achieved by trainees when training in school.

Good partnership working

The ITT provider works well with its immediate partners to improve provision. It takes good account of national priorities and initiatives. The ITT provider plays a key role in the sector, sharing good practice to bring about consistency and higher standards. Senior leaders in universities and schools take an active interest in ITT courses offered by their institutions. They provide clear guidance and good support for leaders of these programmes. Leaders of ITT place a strong emphasis on university staff undertaking research which enhances course provision.

The ITT provider and its partner schools have established a strong partnership which enriches course provision. Administrative arrangements with partnership schools are effective and provide trainees with a wide and appropriate range of teaching and enrichment experiences. These include well-established contacts with a range of organisations and other agencies that support children and young people’s learning, development and wellbeing and which bring an added dimension to training. Tutors, mentors and senior mentors have a shared understanding about the assessment of trainees and expectations regarding their workload. Representatives from partnership schools play an active role in developing the training programmes and are fully involved in the selection of applicants. The quality assurance of partnerships is effective in improving provision and standards. The procedures for selecting and de-selecting partnership schools are clear and fairly administered. The ITT provider offers well-designed programmes and training opportunities for mentors to update and extend their professional knowledge and mentoring skills.

Unsatisfactory partnership working

The ITT provider fails to work closely with its immediate partners to improve provision. It takes little account of national priorities and initiatives. It does not
contribute significantly to the sector, for instance by seeking to bring about consistency and pursuing an agenda for improvement. Senior leaders in universities and schools take little interest in ITT programmes, offering little guidance and support. Leaders of ITT place little emphasis on university staff undertaking research which enhances course provision.

Communication between the ITT provider and its partnership schools is inadequate. There are major inconsistencies in the working practices among partnership schools on matters such as the assessment of trainees. Partnership school selection and de-selection criteria are unclear, not well applied or do not exist. The ITT provider has not established clear enough guidelines to safeguard the interests of trainees during school experiences, for instance relating to workload agreement or child protection procedures. Partnership schools have few opportunities to contribute to the development of the ITT providers’ programmes. While the ITT provider has a range of contacts with organisations, these are not used regularly to enhance provision and there is little sense of a shared vision for the training and education of trainees. Although partnership meetings may be held on a regular basis, they do not make a significant difference to the quality or direction of training programmes. Many partnership schools know little about what is expected from them in terms of training and assessing trainees. While mentor training programmes are in place, they do not generally bring about improvements in joint working practices.

3.4 Resource management

3.4.1 management of staff and resources
3.4.2 value for money

Issues in inspecting the quality indicator

Normally, the overall judgement on this quality indicator should not be higher than the judgement for Key Question 1, but it may be lower.

When inspecting the management of resources, inspectors will judge how well the ITT provider plans and carries out effective strategies to ensure that it delivers value for money in the way it manages resources.

3.4.1: management of staff and resources

When inspecting the staffing of ITT, inspectors will take into account whether staff, both in the university-based and school-based provision, have appropriate qualifications and up-to-date professional knowledge, and how well they are deployed to meet trainees’ needs.

In making judgements about the management of resources, the inspection team will consider how well leaders and managers deploy resources to optimise high quality provision and support for trainees. Inspectors will take into account how well the resources are matched to action plans, monitored and reviewed to ensure they have the maximum impact.
As part of reviewing the resources, the inspection team will consider the qualifications, experience and deployment of the ITT provider’s own staff in terms of meeting training needs and whether its choice of partnership schools provides high quality placements. The inspection team will also take into consideration how well the ITT provider deploys its staff to ensure trainees receive consistent high quality training and the resources dedicated to the partnership to assure high quality training placements.

Key to maintaining and improving the quality of initial teacher training is the professional development of the ITT provider’s staff. The inspection team will take into consideration the extent to which members of the ITT provider’s staff keep up to date and create knowledge about training, teaching and learning through research and other collaborations with professional networks in Wales, the UK and internationally. The inspection team will consider the impact that these types of development have on improving the quality of provision in ITT programmes and school partnerships, and will take particular account of the judgement for the quality of teaching (2.2).

Inspectors should evaluate how well the ITT provider is developing as a strong learning community and achieving a culture of collaboration within and across schools. Inspectors should consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills. Taking into account judgements under 2.2 on teaching and training, inspectors should judge to what extent the staff:

- are supported by continuous development;
- acquire new knowledge and skills to develop innovative approaches to teaching and learning;
- are involved in direct classroom observation;
- share good practice with other tutors and professionals within and beyond the provider;
- reflect on their own practice; and
- evaluate the impact of professional learning on their trainees’ learning and wellbeing.

Inspectors should concentrate less on the detail of the financial budgets than on the extent to which the ITT provider’s spending decisions and broad financial planning are based on priorities for expenditure on improvement over time.

They should consider the extent to which leaders and managers:

- know the costs of existing programmes and activities and keep spending under review;
- identify priorities and areas for development and allocate resources appropriately and according to clear criteria to reflect the provider’s agreed objectives; and
- have systematic and accurate budgeting arrangements, including appropriate arrangements for contingencies.
3.4.2: value for money

When inspecting value for money, inspectors should take into account the effectiveness of the school in achieving good or excellent outcomes for trainees in Key Question 1. However, if resources are poorly managed, even if the outcomes are good, the overall judgement should reflect the areas for improvement identified.

Inspectors should evaluate:

- the effectiveness in the provision in securing appropriate outcomes for trainees overall;
- how well leaders manage finance and resources to achieve its educational priorities;
- the extent to which the ITT provider successfully balances the effectiveness of its provision against costs, including staffing costs; and
- the extent to which it makes good use of the funding it receives.

Inspectors will consider how far the ITT provider has benefitted from efficiency gains to mergers, reorganisation or collaborative arrangements. Inspectors should state in the report that the ITT provider offers excellent, good, adequate or unsatisfactory value for money in terms of the use made of the budget allocated to the provider.

### Good staff and resource management

The ITT provider manages its staff and resources effectively to support trainees. Staff are well qualified and deployed appropriately. Staff skills and experiences match the needs of learners well. The ITT provider’s staff engage with a range of professional networks which enable them to keep up-to-date with professional practice.

The requisition of resources is matched closely to strategic plans and their use is audited carefully. The provider’s spending decisions relate well to priorities for improvement and the benefit of the trainees. There is good investment in resources and accommodation to enable trainees to make good progress in their training and so that trainees’ wellbeing is fully taken into account.

The ITT provider researches its partnership schools well to ensure that the school is able to provide a high quality placement. The use of shared resources through efficient partnership work provides good value for money because it contributes to improved and generally good outcomes for trainees.

Overall, outcomes for trainees are good. There are no unsatisfactory standards or inadequate aspects to provision.

### Unsatisfactory staff and resource management

The ITT provider does not focus its resource management on high quality provision and support for trainees. Staff are not appropriately qualified. The ITT provider does not employ enough staff to deliver the full curriculum and existing staff are not well
deployed. The ITT provider’s staff rarely engage with networks of professional practice. The requisition of resources is matched poorly to strategic plans and their use is not systematically audited. Libraries and learning resource centres are poorly stocked with up-to-date resources, books and electronic sources. There is poor investment in resources and accommodation and trainees’ wellbeing is not taken into account. The ITT provider does not research its partnership schools well enough to ensure that they are able to provide high quality placements. The ITT provider does not provide good value for money for its trainees.
### Annex 1: The Common Inspection Framework

<table>
<thead>
<tr>
<th>K Q</th>
<th>Quality Indicator</th>
<th>Aspect</th>
</tr>
</thead>
</table>
| 1 O U N C O M E S | 1.1 Standards | 1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment  
1.1.2 standards of groups of learners  
1.1.3 achievement and progress in learning  
1.1.4 skills  
1.1.5 Welsh language |
| 2 P R O V I S I O N | 1.2 Wellbeing | 1.2.1 attitudes to keeping healthy and safe  
1.2.2 participation and enjoyment in learning  
1.2.3 community involvement and decision-making  
1.2.4 social and life skills |
| 2.1 Learning experiences | 2.1.1 meeting the needs of learners and employers/community  
2.1.2 provision for skills  
2.1.3 Welsh language provision and the Welsh dimension  
2.1.4 education for sustainable development and global citizenship |
| 2.2 Teaching | 2.2.1 range and quality of teaching approaches  
2.2.2 assessment of and for learning |
| 2.3 Care, support and guidance | 2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development  
2.3.2 specialist services, information and guidance  
2.3.3 safeguarding arrangements  
2.3.4 additional learning needs |
| 2.4 Learning environment | 2.4.1 ethos, equality and diversity  
2.4.2 physical environment |
| 3 L E A D E R S H I P | 3.1 Leadership | 3.1.1 strategic direction and the impact of leadership  
3.1.2 governors or other supervisory bodies |
| 3.2 Improving quality | 3.2.1 self-evaluation, including listening to learners and others  
3.2.2 planning and securing improvement |
| 3.3 Partnership working | 3.3.1 strategic partnerships  
3.3.2 joint planning, resourcing and quality assurance |
| 3.4 Resource management | 3.4.1 management of staff and resources  
3.4.2 value for money |
### Annex 2: Sources of evidence

<table>
<thead>
<tr>
<th>Direct evidence:</th>
<th>Key Question 1</th>
<th>Key Question 2</th>
<th>Key Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations of trainees' teaching, out-of-class and enrichment activities and independent learning activity</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scrutiny of trainees' current and previous work, including evidence of involvement in enrichment activities, certification gained through extra courses, tutor and mentor reports and feedback and follow-up work</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The available learning resources at both the ITT provider's and schools' sites, including library provision, and access by trainees to an appropriate range of books, ICT resources, practical equipment and audio-visual materials to support learning and teaching during and outside school-based training</td>
<td></td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>The condition, appearance and use of venues, accommodation and the quality of displays at the ITT provider’s site</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of specialist accommodation, equipment, aids and other resources to support trainees' access and development</td>
<td></td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>The inclusion of trainees in planning and leading out-of-class activities, such as taking pupils to residential facilities, on educational and community visits, to develop trainees' understanding of their wider role as a teacher</td>
<td></td>
<td>✓ ✓ ✓</td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>
The support available for trainees, such as the teaching arrangements, support for ALN, including use of support staff and services and external agencies and the liaison between the ITT provider and partnership schools to provide coherent support

| Trainee questionnaires and interviews | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Trainee case studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Documents:**

<p>| The self-evaluation report | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Data on trainee retention, attainment, progression, value-added (where applicable), attendance and punctuality across the partnership | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s analysis of data on trainee completion, attainment, deferrals and withdrawals against national benchmarking information when available | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s use of contextual information about trainees including prior attainment, deprivation etc | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Programme reviews, including analysis of stakeholder evaluations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The partnerships tracking records of trainees’ progress | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| External and internal examination records, including external examiners’ reports | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Examples of trainees’ files, portfolios and practical work | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Records of awarding body moderation meetings | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s course documentation including, course handbooks, school-based handbooks, assessment and marking strategies, schemes, and records | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Examples of progress reports used by the ITT provider and records of trainees’ progress reviews | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Trainees’ marked work and practical work | ✓ | ✓ | ✓ | ✓ |
| Trainees’ individual learning plans, reflective logs and audits (e.g. subject, literacy, numeracy and ICT) | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s systems of recruitment and selection for ITT training courses | ✓ | ✓ | ✓ | ✓ |
| Audio, video-recording and photographic evidence of trainees’ applying their acquired knowledge and skills | ✓ | ✓ | ✓ | ✓ |
| Information about budget management arrangements, including arrangements for setting priorities, paying partnership schools and resources | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s curriculum documentation and plans including: | ✓ | ✓ | ✓ | ✓ |
| • curriculum audits and survey of trainees’ training needs and evidence of the use made of them to provide coherent training which provides appropriate opportunities for trainees to meet the standards for qualified teacher status and have awareness of new Welsh education initiatives; | ✓ | ✓ | ✓ | ✓ |
| • management statistics and other data used for planning and monitoring provision; | ✓ | ✓ | ✓ | ✓ |
| • basic skills statistics; | ✓ | ✓ | ✓ | ✓ |
| • Welsh language statistics; | ✓ | ✓ | ✓ | ✓ |
| • destination statistics; | ✓ | ✓ | ✓ | ✓ |
| • labour market information, market research and evidence of the use made of it; | ✓ | ✓ | ✓ | ✓ |
| • schemes of work and timetables; and | ✓ | ✓ | ✓ | ✓ |
| • employer and trainee questionnaires | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s policies and procedures for trainees’ induction, trainee support, health and safety, diagnostic testing, equal opportunity, race equality and safeguarding, both in terms of its own policy and the expectations of trainees and schools | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s records of diagnostic testing, trainees’ take-up of learning support and its impact; its arrangements to support learners with learning difficulties and/or disabilities | ✓ | ✓ | ✓ | ✓ |
| Its records and response to complaints and appeals; its records and response to issues arising from health and safety risk assessment | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s mission statement, strategic and operational plans, and relevant policy statements | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s marketing and publicity materials, particularly those aimed at encouraging recruitment of trainees from particular groups | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s organisation and management structures; including committee structures; minutes of meetings of senior managers, managers, course teams and other groups; information on steering and/or advisory committee, their membership and function; arrangements for communication with staff; communication with trainees and the most recent trainee surveys | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s quality development plan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Any current reports about the ITT provider e.g. QAA reports, Estyn school reports | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The ITT provider’s data on performance in all aspects of its work including records of any benchmarking activity undertaken by the ITT provider within and outside Wales as appropriate, value-added data and records on how it is used as part of the quality improvement strategy | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |</p>
<table>
<thead>
<tr>
<th>The ITT provider’s records and reports on the implementation of performance management arrangements for staff; the ITT provider’s records of session observation and implementation strategies for improving the quality of provision; information on target setting</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ITT provider’s policies, procedures and records of staff induction and development, CPD, training and staff qualifications</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Information on partnership arrangements between the ITT provider and partnership schools, including partnership agreements, selection and de-selection criteria for partnership schools, sharing good mentoring practice, trainees’ induction, arrangements for providing advice and information to mentors and trainees, curriculum co-ordination and continuity and progression arrangements and documentation relating to links and relationships with other institutions who may be involved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

**Discussion:**

<table>
<thead>
<tr>
<th>Discussions with trainees during school visits, in lectures, in planned meetings and in informal situations</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Discussions with leaders, managers, tutors, headteachers, mentors and supervisory body members in planned meetings</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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Annex 3: Regulations and guidance

Legislation: Statutory Instruments

- The Education (Specified Work and Registration) (Wales) Regulations 2004 (SI 2004/1744)

Legislation: Welsh Government Non-Statutory Instruments

- The Qualified Teacher Status Standards Wales 2009 (2009 No.25)
- Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales 2006 (2006 No.50)
- Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales (Amendment) 2006 (2006 No.75)
- The National Assembly for Wales Employment Based Teacher Training Scheme 2006 (2006 No.8)
- The National Assembly for Wales Employment Based Teacher Training Scheme (Amendment) 2006 (2006 No.74)

Note: Secondary or subordinate legislation can be Statutory Instruments (SIs), made under powers provided in Acts or Assembly Measures; or Non-Statutory Instruments. The latter are not statutory instruments, but are legislative in character and alter legal rights and duties.

Guidance: Welsh Government circulars


(This replaces Circular No: 041/2006.) Annex A of Circular No: 017/2009 lists the main statutory and guidance documents relating to the care and education of children and young people and to the role and responsibilities of teachers.)


(This replaces Circular No: 042/2004)


(This replaces Circular No: 06/2006)
Safeguarding

- Caring for the Young and Vulnerable, Guidance for the Preventing the Abuse of Trust 1999
- In Safe Hands: implementing adult protection procedures in Wales, National Assembly for Wales 2000
- Sexual Offences (Amendment) Act 2003
- The Children Act 1989 and 2004
- Safeguarding Vulnerable Groups Act 2006: Controlled Activities (Wales)
- The All Wales Child Protection Procedures 2008
- Safeguarding Children in Education: the role of the local authorities and governing bodies under the Education Act 2002 – Welsh Assembly Government Circular 005/2008
- Child Protection: preventing unsuitable people from working with children and young people in the education service, National Assembly for Wales Circular 34/02
- Clywch: Child Commissioner’s Report www.childcomwales.org.uk
- The Counter-Terrorism and Security Act 2015
- Estyn policy and procedures for safeguarding 2009

Estyn guidance

- Listening to learners (July 2004)

Annex 4: Guidance on the use of data in ITT inspections

The main sources of data which inspectors will use during inspection are:

- the most recent ITT performance tables from The Higher Education Funding Council for Wales;
- the intake targets for ITT recruitment as applied to the ITT provider;
- destination survey data from the ITT provider and the General Teaching Council for Wales;
- widening participation data, such as participation rates, ethnic and disability monitoring;
- trainees’ grades and written feedback for school experience;
- trainees’ grades and written feedback for assignments;
- module/programme marks;
- trends in trainee performance;
- information from the National Student Survey; and
- the outcomes of any surveys undertaken by the ITT provider, such as trainee satisfaction surveys, trainee end of module surveys, partnership school satisfaction surveys.
ITT providers will collect other data dependent upon issues they have identified and/or research lines of inquiry aimed at improving the ITT provision. Inspectors will take this data into account where it is relevant to the inspection.

The key focus for inspectors will be to take account of how well ITT providers use the data to secure continuous improvement.

Annex 5: Guidance on follow-up activity

Background

During the core inspection, the inspection team will consider whether the ITT provider needs any follow-up activity.

There are four types of follow-up activity:

1. Excellent practice case study
2. Link inspector monitoring
3. Estyn team monitoring
4. Re-inspection

The first follow-up activity involves action by the provider to produce an excellent practice case study for dissemination by Estyn. The second follow-up activity is monitoring by a link inspector. The third follow-up activity is usually an Estyn team monitoring visit. The last, re-inspection, depending on the issues involved, is expected to be in conjunction with the procedures of the Higher Education Funding Council for Wales for addressing non-compliance with accreditation requirements and the withdrawal of accreditation. Apart from the best practice case study, follow-up activity involves increasing levels of intervention in proportion to need.

In all four cases of follow-up, within five days of the end of the inspection, the RI will:

- complete the relevant section on the reporting JF;
- place the completed reporting JF in the inspection documents section of the VIR;
- inform the designated IC by email and copy to the ic inbox at ic@estyn.gov.wales

1 Excellent practice case study

If the provider gains an excellent judgement for any quality indicators, then the inspection team will have identified one, or possibly more, examples of sector-leading practice that are worthy of emulation and warrant wider dissemination. This possibility should be discussed during team meetings, when sector-leading practice will have been a key consideration in reaching an excellent judgement.

In such cases, the reporting inspector will invite the provider to prepare one or two written case studies on agreed areas of excellent practice. Each case study will be
no more than 600 words and may be accompanied by any appropriate illustrative material, describing the sector-leading practice. It should be made clear to the ITT provider that the inspectorate reserves the right to edit the content and presentational style. The case study should describe the context and the background of the best practice, the exact nature of the strategy or activity and what the impact has been on outcomes for trainees. The case study must be one that can be held up as sector-leading practice to the scrutiny of other ITT providers.

The case study should be written on the template provided by the RI and sent to Estyn within four weeks of the end of the inspection. The case study should be accompanied by a letter or email showing that it has been approved for use by the inspectorate and signed by a senior leader of the ITT provision.

The provider may at a later date also be invited to showcase their sector-leading practice at one of Estyn’s best practice conferences. The example might be disseminated through various materials, including the inspectorate’s website, newsletters, best practice publications for the sector, in the HMCI Annual Reports and at best practice events. Case studies will normally have a publication life of three years. If they have been published on the Estyn website, they will normally be removed after this time, to ensure that examples remain topical and at the forefront of excellent practice.

2 Link inspector monitoring

The second follow-up activity is required when the ITT provider is identified as a generally good provider, but it may have a small number of specific areas for improvement that require monitoring to ensure improvement. In such cases, the two overall judgements for the provider might be good, but a small number of quality indicators may be judged to be adequate, indicating some areas for improvement.

If the provider is judged to require monitoring by the link inspector, the reporting inspector should tell the senior leader of the ITT provision at the end of the core inspection that the team has reached this judgement and inform the relevant managers in the inspectorate.

3 Estyn team monitoring

The third form of follow-up activity will usually be a monitoring visit by a team of Estyn inspectors. Normally, this level of follow-up activity will be required when at least one of the overall judgements for an ITT provider in a core inspection is adequate, but the provider is not causing concern to the extent of requiring re-inspection at this stage.

To receive this level of follow-up activity, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged as good. However, the provider would have some important areas for improvement that require monitoring.

If the provider is judged to require an Estyn monitoring visit, the reporting inspector should tell the senior leader of the ITT provider at the end of the core inspection that

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4 Photographic images of children and young people require the necessary clearance.
the team has reached this judgement and inform the relevant managers in Estyn. Subject to moderation, the inspectorate will write a letter to the provider, copied to HEFCW, identifying the areas that need improvement and explaining the monitoring activity that will take place. Normally, this will be a small team of Estyn inspectors who will visit the provider to judge progress about a year later. If the team judges that insufficient progress has been made, and/or prospects for improvement are unsatisfactory, then the ITT provider may be judged to require significant improvement and this might result in re-inspection.

4 Re-inspection and addressing non-compliance with the criteria for the accreditation of ITT providers

The fourth form of follow-up will be a re-inspection triggered by the ITT provider receiving ‘Unsatisfactory’ for either, or both, of the top two judgements (outcomes or prospects for improvement) or an ‘Unsatisfactory’ for any two of the key questions.

ITT providers placed in this level of follow-up activity (re-inspection) will be those:

- that are failing to provide an acceptable standard of education or training;
- where leaders do not demonstrate the capacity to secure the necessary improvements; and/or
- where the provision, or aspects of the provision, are non-compliant with the requirements for initial teacher training or other aspects of the criteria for the accreditation of ITT providers. It is expected that any provider who falls into the first two categories, will be also be non-compliant with the criteria for accreditation.\(^5\)

Where the provision or aspects of the provision are non-compliant with the requirements for ITT or other aspects of the criteria for the accreditation of ITT providers, HEFCW’s procedures for addressing non-compliance will come into operation. (Please consult HEFCW circular W08/17HE for full details of the procedures.)

Estyn will inform HEFCW of its judgement of non-compliance within two working weeks of the completion of the original inspection. This will be no later than the date of which Estyn sends the draft final inspection report to the provider.

HEFCW will require the provider to submit an action plan and timetable to address the issues identified and achieve compliance. Estyn will require the provider to provide an action plan to address all issues identified in the inspection, including those of non-compliance. In practice, it may be that the provider prepares one action plan but with separate parts, so that HEFCW receives the part regarding non-compliance issues and Estyn the whole action plan.

In the unlikely event that non-compliance with the criteria for the accreditation of ITT providers is not involved, the re-inspection of a provider which fails to provide an

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\(^5\) Note: Although unlikely, if during its inspection Estyn identifies any evidence of non-compliance with the criteria for accreditation as ITT providers, but does not give a judgement of unsatisfactory, then Estyn will nonetheless refer the non-compliance to HEFCW.
acceptable standard of education or training or where leaders do not demonstrate the capacity to secure the necessary improvements will be between 12-18 months after the core inspection. The re-inspection team will consist of three HMI for five days.

Where there is non-compliance with the criteria for the accreditation of ITT providers, Estyn will agree a timetable with HEFCW and the provider to re-inspect and check compliance. The re-inspection should normally be completed in one year from the date of the initial letter from HEFCW notifying the ITT provider of non-compliance. This may be extended to a maximum of 18 months if HEFCW, with advice from Estyn, considers this appropriate. Depending on the nature of non-compliance, the timetable for inspection may be expected to include an interim progress visit, or visits, by Estyn as well as a final re-inspection.

 Unsatisfactory progress, including continued non-compliance with the criteria for accreditation, will be reported to HEFCW which may then apply its procedures for the withdrawal of accreditation. The inspectorate will inform the ITT provider, HEFCW and the Quality Assurance Agency about its decision in writing.