

Question prompts and areas for discussion with an inspector

Refer to:

<https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook/initial-teacher-education-ite-inspection-framework-and-handbook>

Key themes:

- Intent (plan), implementation (how trainees are taught), and impact (trainees' classroom practice and professional competency) of the ITE partnership curriculum
- Ambitious
- Designed around subject and phase
- Informed by up-to-date pertinent research
- How pupils learn
- Subject and curriculum
- Classroom practice
- Adaptive teaching
- Assessment of pupils
- Managing pupils' behaviour
- Professional behaviours
- Pupils' physical and mental health

Ofsted will not:

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

Leadership and Management judgement

Key themes:

- Relentless in promoting a vision for excellence focusing on improving or sustaining high quality provision for trainees
- Strategic leadership and management: Proactive in ensuring schools are engaged in the ITE provider and contribute to the success of the partnership work
- Compliance including promoting E&D, eliminating discrimination, safeguarding, incl. e-safety
- Quality assurance framework and systems
- Recruitment and selecting trainees with appropriate quals
- Designing and delivering training and assessment – understanding and applying the fundamental principle that the curriculum is a progression model (assessment against TSs ONLY as a summative/final judgement)
- Reviewing, evaluating, and developing provision with settings, schools including those in challenging socio-economic contexts and RI schools
- Trainees’ preparedness to teach subjects and phases
- Monitoring and assessment of trainees’ progress
- Actively seeking feedback, to include the performance of ECTs
- Improvement planning: Providers’ capacity to bring about further improvement

Quality of Education judgement

Meeting with subject leaders/staff from para 113)

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

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

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

Subject Focused Review (relevant to primary and secondary phases)

Meeting with CTE/Warwick staff:

- Briefly describe the vision and ambition for your subject curriculum – talk me through your curriculum map/programme for the year
- What do you want trainees to know, understand and achieve by the time they complete their training year?
- Subject knowledge audit and how is this implemented across the Partnership?
- How have you made the curriculum choices, and can you show how knowledge builds across a year?
- How have you ensured that trainees are given a systematic and critical introduction to key educational theoretical research, theories and/or evidence-based research?
- How do you respond to trainees who struggle during the course?
- Describe any subject/curriculum CPD you have access to, to support you in your role
- Describe how you and subject mentors communicate about a trainee's progress and address any concerns.
- What part do you play in the assessment of trainees?

Centre and School-based training

Inspector visits to training (from para 107)

Lead inspectors may ask for visits (where applicable) to centre- or placement-based training to be carried out jointly with provider leaders, mentors and/or trainers. Following a visit to a training session, inspectors should provide an opportunity to discuss how the training builds on previous training and how it will link to centre-based learning for trainees. Inspectors should follow this up with further discussions with trainees and mentors.

Visits to training sessions should focus on:

- the content and context of the session within subject- and phase-specific dimensions of the provider's curriculum, and, in primary and secondary phases, the content laid out in the ITT core content framework
- whether the session is part of a curriculum that is ambitious in scope, coherent, and rigorous in content choice
- whether the content of the observed session fits into a well-sequenced programme of sessions
- evidence of how observed training is part of a purposefully integrated curriculum across the centre- and placement-based settings (where applicable)
- whether, in this session, trainees are able to build on previous learning (when relevant)

Expectations of School Mentors

- How do you interact with the central Warwick team?
Do you influence the planning, the shape and content of the Warwick ITE programme?
- Describe the training you receive to be a mentor and time to do the role.
- How does the university communicate and consult with you?
- How is your work in training teachers in schools monitored and QA by the Centre (CTE/Warwick staff) and leaders in your school?
- What part do you play in the assessment of trainees?
- What feedback do you receive on your mentor work from Warwick colleagues? Your Professional mentor/lead for ITE in school?
- Secondary phase - As subject mentor how do you keep up to date with your subject/research in your area?

Meeting with Trainees

Key themes:

- Support from school and university
- Preparedness for the practical realities of being a teacher
- Preparedness to understand the pedagogy and practice to confidently teach their subject/phase
- Communication between the centre (university) and the school
- Distinctive opportunities for trainees in this partnership
- Feedback to university staff on trainee programme experiences/how is this responded to?

Possible Questions

- What is it like to be a trainee at this ITE Partnership?
- How is your subject knowledge developed during the programme (both university and school)?
- Overall, how well do you think that Warwick and school/setting based training are preparing you to become a teacher? How well do the two parts of the programme connect?
Are there any particular strengths or weaknesses?
- Describe how you organise your files/portfolio.
- Describe the mentoring you receive in school. Are you set (or do you agree) clear development targets?
- How effective is this approach to support your development as a trainee?
- What training have you had and what has been the impact in how to build a sequence of lessons?
- Describe how and when you are assessed during the programme and who is involved with this? Refer to both university and school context.

WaSP Meeting Dec 1st 2022 Ofsted Inspection Preparation

- Did the recruitment and selection process prepare you well for the course/school placement?
- How/who are you supported by during the course?
- How does the training programme address issues of workload and well-being, preparing trainees for the realities of managing life as a qualified teacher?
- How well prepared do you feel in dealing with:
 - Pupil/students' behaviour
 - Planning
 - SEND
 - Pupils' mental health issues
 - EAL students
 - Your responsibility in regard to safeguarding
 - Have you had any training on fundamental British values, the Equalities Act?
 - **Any other areas?**

Performance of ECTs

- Actively seeking feedback, to include the performance of ECTs
- What experience did your training give you of different settings
- When you finished your training, were you aware of your strengths and areas for development?