

Framework for initial teacher education inspections 2020: inspecting the quality of teacher education

Are you responding on behalf of an organisation?

Yes - please provide name of organisation (optional)
National Network of Parent Carer Forums

To what extent do you agree or disagree with the proposal to introduce two key judgement areas only?

Strongly agree

Comments:

The NNPCF welcomes the new Education Inspection Framework and the shift towards a focus on the curriculum and it's impact rather than on academic attainment and exams. As parent carers of children and young people with special educational needs and/or disabilities our focus is on preparing our young people to be able to live an 'ordinary life' when they leave full time education. It is totally appropriate to align the ITT inspection framework to EIF to ensure that initial teacher training reflects this approach.

To what extent do you agree or disagree with the proposal to change the evidence-gathering approach for inspection evidence?

Strongly agree

Comments:

The NNPCF welcome the proposal to change the evidence gathering approach so that it identifies how well trainees are implementing the ITE programme and how well the mentors know and are embedding the ITE curriculum. Whilst it is important for Ofsted to measure the knowledge and skills acquired by the trainees it how those knowledge and skills are applied that will bring about better outcomes for all children and young people including those with SEND. Better education and wider outcomes for children and young people with SEND will be a key indicator of the impact of the ITE curriculum.

To what extent do you agree or disagree with the proposed new inspection model of a one-stage inspection process for ITE inspections?

Agree

Comments:

A one-stage inspection model supports inspectors to be able to assess the substance and quality of the ITE curriculum rather than ensure that NQTs have been prepared well by their training provider and to evaluate whether NQTs do meet the relevant standards when working in a setting, school or college. However, assessing NQTs are also extremely important to ensure quality first teaching.

To what extent do you agree or disagree with our proposal to introduce a short and longer telephone call with the ITE partnership representative, prior to the inspection?

To what extent do you agree or disagree with our proposal to introduce a short and longer telephone call with the ITE partnership representative, prior to the inspection?

Agree

Comments:

This approach is helpful.

To what extent do you agree or disagree with the proposal that Ofsted will inspect ITE partnerships at any point within the spring and summer terms only (excluding autumn term) of any given academic year?

Neither agree nor disagree

Do you have any additional comments about our proposed new framework for ITE inspections?

The NNPCF acknowledges that the framework is about the 'importance of high-quality teaching, which is particularly important for disadvantaged pupils and those with additional needs', and transforming 'the lives of all pupils'. We welcome any framework that promotes inclusion and helps children and young people with SEND to overcome barriers to learning. However, there are some concerns about where SEN and Disability sit within that the new framework for ITE. This is because in the sections on Adaptive teaching (Teacher Standard 5) implies that it becomes a specialist task or the responsibility of 'expert colleagues'. The NNPCF would like to see the ITE explicitly detail the four areas of need set out in the SEND Code of Practice. This would draw training providers attention to the need to prepare teachers for the impact of different needs on 'access and progress within the curriculum'. It would support trainees to be taught to recognise signs of SEND and knowhow to help pupils overcome their barriers to learning. The NNPCF would like to see a greater emphasis on equalities legislation, disability and the needs to make reasonable adjustments. For example, the section on Managing Behaviour makes no reference to disability/reasonable adjustments. Given the increasing levels of exclusions (legal and 'soft') this omission is of concern to our members.

We are committed to making sure that our consultations are accessible. To enable us to improve our consultation processes and reach would you be willing to tell us a bit about yourself and how you found this survey?

Yes

How did you hear about this consultation?

Ofsted website

I found the consultation information clear and easy to understand.

Agree

I found the consultation easy to find on the Ofsted website.

I found the consultation easy to find on the Ofsted website.

Agree

I had enough information about the consultation topic.

Agree

I would take part in a future Ofsted consultation.

Agree

Gender

Female

Age

45-54

How would you describe your national group?

British or mixed British