

Guidance for Inspectors

What we inspect

Initial Teacher Education (ITE)
from September 2022



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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This guidance is also available in Welsh.

Contents

Introduction to ‘What we inspect’.....	1
Evaluating each inspection area (IA).....	2
About the school or partnership	2
Summary	3
Recommendations	3
What happens next	3
The evidence base of the inspection	4
Inspection areas.....	4
Inspection area 1: Learning.....	4
1.1 Standards and progress in learning and skills overall.....	4
Inspection area 2: Well-being and attitudes to learning.....	6
2.1 Well-being.....	6
2.2 Attitudes to learning	8
Inspection area 3: Teaching and learning experiences	9
3.1 The breadth, balance and appropriateness of the programme’s curriculum	9
3.2 Quality of teaching and mentoring	12
Inspection area 4: Care, support and guidance.....	14
4.1 Personal and professional development, and the provision of learning support	14
4.2 Safeguarding.....	17
Inspection area 5: Leadership and management.....	18
5.1 Quality and effectiveness of leaders and managers	18
5.2 Self-evaluation processes and improvement planning.....	21
5.3 Professional learning	22

Introduction to 'What we inspect'

This handbook sets out what inspectors need to consider when evaluating the five inspection areas in Initial Teacher Education (ITE) from September 2022. It explains 'what we inspect'.

The guidance is essential reading for reporting inspectors and all other members of the inspection team, including the nominee. It may also be useful for providers to support their understanding of the inspection framework. There is a separate handbook that explains the inspection process and methodology, ['how we inspect'](#).

The five inspection areas are set out below.

Inspection Areas

IA1 Learning

- 1.1 Standards and progress overall

IA2 Well-being and attitudes to learning

- 2.1 Well-being
- 2.2 Attitudes to learning

IA3 Teaching and learning experiences

- 3.1 The breadth, balance and appropriateness of the curriculum
- 3.2 Quality of teaching and mentoring

IA4 Care, support and guidance

- 4.1 Personal and professional development, and the provision of learning support
- 4.2 Safeguarding

IA5 Leadership and management

- 5.1 Quality and effectiveness of leaders and managers
- 5.2 Self-evaluation processes and improvement planning
- 5.3 Professional learning

There is further information about inspections on our website www.estyn.gov.wales

Evaluating each inspection area (IA)

Inspection teams will not give overall grades for each inspection area. However, they will make a robust and thorough evaluation of the partnership's provision and its impact on student teachers' learning and well-being.

Inspectors will always include clear evaluations in relation to the reporting requirements in each inspection area, as exemplified in this handbook. However, what we report on within each inspection area may differ depending on the relative significance of what we find in each partnership. We may report 'by exception'. This means that we may report on some aspects only where there are particular strengths or weaknesses.

Where we identify any interesting or innovative practice that is worthy of sharing more widely, we will invite the partnership to complete a case study. We showcase a range of these case studies on our website.

Where inspectors identify serious shortcomings in their evaluations of one or more inspection areas, the partnership will normally require re-inspection and Estyn will liaise with the EWC with regard to compliance with the criteria for accreditation. Where inspectors find that important aspects need improvement, but these shortcomings are not serious enough to necessitate re-inspection, the partnership may require enhanced engagement. There is further guidance on the nature of follow-up activity on our [website](#).

About the partnership / programmes

This section of the report will be brief and contain only factual background information about the partnership and its programme/s. It will not contain any evaluation of the provision. The reporting inspector normally agrees the content of this section with the partnership during the inspection and during the factual check of the draft report prior to publication. Where there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section will contain brief information on:

- the size, nature and location of the partnership which leads and manages the programme/s
- information about the student teachers on the programme/s, such as linguistic background, cohort sizes, etc
- any other relevant factors, such as the size and nature of the programme/s being inspected
- the month/year of the programme's previous inspection
- any important changes since the last inspection

In the 'About the programme' section of the report, reporting inspectors should include the statement below if this is required in relation to a programme's accreditation status]

'The programme has been given accreditation until (date).'

The context section will also include a link to www.ewc.wales, a website with information on ITE partnerships and accreditation.

Summary

This section of the report should:

- contain a short summary of the main findings (200-300 words), outlining the key strengths and any important weaknesses that require improvement
- make the link between students' outcomes, the quality of the provision and the effectiveness of leadership
- be consistent with the findings in the body of the report

Recommendations

Recommendations should:

- link closely to the main evaluation areas of the inspection framework, with the weightiest recommendations reflected in the summary or main findings
- give the partnership a clear and specific indication of the area(s) that require improvement
- help the partnership to understand clearly what they should do to make the necessary improvements
- be written in order of priority, not in the order of the framework aspects

What happens next

The 'what happens next' section will set out what the partnership needs to do following the inspection. In all cases, leaders will need to respond to the recommendations by putting in place the actions needed to make the improvements identified by the inspection team.

It should exemplify any interesting or innovative practice case studies that we have invited leaders to share.

This section will explain if the partnership requires follow-up at any level, and make clear if re-inspection is required. The summary will make a brief explanation of the reasons for follow-up.

The evidence base of the inspection

Inspectors use a wide range of evidence to make sure that their findings are valid, accurate and reliable. This section of the report will explain the sources of evidence that they used as well as the range of activities that they carried out during their visit.

Inspection areas

The following section explains what each inspection area covers and what inspectors need to keep in mind when evaluating each one.

The inspection areas are numbered 1 – 5, but they are all equally important. Within each inspection area, the report will not always cover the aspects in the order they appear in this handbook. For example, in Inspection Area 3 – Teaching and learning experiences, we may write about teaching before the curriculum if this makes the report clearer or they may combine elements of teaching and curriculum to explain their findings where appropriate. There is supplementary guidance on the inspection of various aspects of the work of schools on Estyn's website: <https://www.estyn.gov.wales/inspection-process/inspection-guidance#supplementaryguidance>.

Inspection area 1: Learning

1.1 Standards and progress in learning and skills overall

Inspectors should evaluate whether student teachers who are about to qualify meet the standards for Qualified Teacher Status (QTS) and are therefore ready to assume the duties as newly qualified teachers. Inspectors should consider student teachers' progress, especially their progress from entry as they move through the programme.

Inspectors should base their evaluations of student teachers' achievement and progress on the outcomes of observations of their teaching, discussions with student teachers and scrutiny of their work, including their plans and assignments. Inspectors should evaluate how well student teachers recall and reflect on previous learning, how well they acquire new knowledge, understanding and skills, and how well they apply these to new situations.

Inspectors should consider relevant performance information, for example from the EWC together with data collected by the partnership, such as an analysis of the students' progress, or destination data. Inspectors should consider how well students perform overall and the general trends over time, in relation to internal and external benchmarks, including national comparisons.

Inspectors should look at performance data covering a period of time, normally over at least three years, to identify trends in performance. They should consider any performance data in the light of their own evidence from observations of students'

teaching, scrutiny of students' plans and assignments, and discussions with student teachers.

Inspectors will identify students to observe teaching and will sample students' assignments. To ensure timely planning of these activities, ITE partnerships should provide comprehensive lists of students and their grading for assignments and, if applicable, school experience at the time of notification and during the course of the inspection.

Inspectors should evaluate the progress of particular groups of student teachers, including:

- student teachers from minority ethnic groups
- student teachers who have declared a disability
- students from disadvantaged backgrounds
- student teachers studying the programme through the medium of Welsh and those training through the medium of English
- student teachers learning Welsh with little or no experience of the Welsh language

Inspectors should consider whether specific groups of student teachers are making as much progress as they could in relation to their entry points and ability. They should evaluate the extent to which student teachers develop the skills, knowledge and understanding to gain QTS and to teach successfully.

Inspectors should judge standards in skills, knowledge and understanding based on first-hand evidence, for example from observations of students teaching, observations of learning sessions in university and in school, learning walks, scrutiny of students' planning files (paper-based or digital, as appropriate) and assignments, and discussions with students.

Inspectors should report clearly on the standards of student teachers' personal literacy, numeracy and digital skills and how well they apply these in their course work and in their teaching. They should look at the progress of student teachers who are identified as having relatively weak skills or those with more advanced skills. They will also consider how well students plan for and support pupils' literacy, numeracy and digital skills.

Inspectors should consider how well student teachers use what they have learned from reading and research, including their own research to challenge, inform and shape their classroom practice. Scrutiny of students' planning, teaching and reflections, in school and in their assignments should provide evidence of students' understanding of the ways in which children and young people learn effectively at different stages of their development. These sources of evidence should also demonstrate how creative, flexible and innovative students are in their thinking and their approaches to teaching.

Inspectors should consider the extent to which students develop their skills of critical analysis, critical reflection, creativity and problem-solving. They should consider how students plan to develop these 'wider skills' in their pupils, and how they encourage them to develop positive attitudes to learning, including independent learning and resilience.

Inspectors will judge the progress student teachers make in developing their Welsh language skills, appropriate to their stage of development and medium of learning. They will also consider how well students support pupils' development of their Welsh language skills.

When evaluating the progress made by students on primary ITE programmes, inspectors should judge their skills in developing pupils' ability to speak international languages in addition to Welsh.

Inspectors should consider how well students demonstrate knowledge and understanding of the subjects / areas of learning and experience they are studying to teach, and the relevant pedagogies within and across subjects, areas of learning and cross curricular themes. They should consider how well students use this knowledge and understanding in their lesson planning, teaching approaches and their assessment of pupils' progress.

Inspectors should judge students' knowledge and understanding of curriculum requirements in Wales for the age phases, subjects / areas of learning and experience they are studying to teach. They should evaluate the extent to which students use this knowledge in planning, teaching and assessment for the achievement of the four purposes, and literacy, numeracy, digital competence as cross-curricular skills. Inspectors should judge how well students understand the principles of curriculum design.

Inspectors should consider how well students understand how assessment is used for a range of purposes. They should consider the extent to which students use assessment information to plan for pupils' progression. Inspectors should evaluate how well students employ an increasing repertoire of teaching approaches, and how well they understand how to select the most effective approaches to reach their intended learning goals for pupils.

Inspection area 2: Well-being and attitudes to learning

2.1 Well-being

Inspectors should examine a wide range of evidence when judging students' standards of well-being. Discussions with student teachers will provide an important source of evidence. Inspectors should also scrutinise students' planning, evaluations, reflective logs and assignments. They should consider how well students use and reflect on the advice and guidance provided by the partnership to improve their well-being.

Inspectors should consider how well student teachers manage their own well-being. They should consider how well student teachers understand the principles, and employ successful strategies, to ensure a healthy working-life balance, for example that they understand how to make healthy choices about their diet, physical activity and emotional well-being, such as how to recognise triggers or signs of anxiety or stress, and how to manage their workload pressures so that they are able to fulfil their teaching duties effectively, meet assessment deadlines and still have time for

rest and relaxation. Inspectors should consider how well student teachers overcome barriers to their learning, for example by using the university's pastoral and support systems.

Inspectors should judge whether student teachers feel safe in school and in university, that they feel free from physical and verbal abuse and that they are respected and treated fairly. They should consider the extent to which students understand how their own behaviour and ability to set boundaries affects how pupils perceive and relate to them. Inspectors should evaluate the extent to which students uphold school procedures and work as part of a staff team to create a safe school environment (e.g. understanding how to manage pupils who may, at times, be personally challenging, appropriately and safely; ensuring safe, robust boundaries with pupils when using the internet).

Inspectors should consider the extent to which student teachers have a say in what and how they learn, as individuals, as groups and as cohorts. They should consider the extent to which they take on responsibilities and contribute to the partnership, for example through participating in decision-making committees as student representatives. Inspectors should consider the extent to which student teachers respond to the partnership's systems of involving them in the development, evaluation and improvement of the programme, for example by completing evaluations of modules and school experience.

Inspectors should consider whether student teachers develop values and dispositions, which promote pupil voice, sustainability and challenge inequity (e.g. racial, social, gender, disability) based on an understanding of the potential barriers to learning (i.e. cognitive, social, cultural, political, economic) and the contribution they can make to overcoming those barriers, through effective teaching and professional conscience (e.g. awareness of Wales' commitment to the United Nations Convention on the Rights of the Child and its implications for pupils' rights)

Inspectors should evaluate how well student teachers understand the importance of pupils' well-being for effective learning, whether they have examined the most effective models for improving pupils' well-being and know how to implement appropriate strategies and approaches to support pupils during their school experiences. They should consider how well student teachers understand that schools should promote and support a culture of safety and well-being whether on-site, off-site or online. They should judge whether student teachers understand safeguarding procedures (including child protection) so that they act appropriately, effectively and safely if a pupil makes a disclosure to them.

Inspectors should judge the extent to which student teachers are developing an understanding of their leadership skills in school, for example by collaborating with other practitioners to lead aspects of learning. They should consider how well students understand whole-school issues and are ready to play a full part in the life and work of a school. Inspectors should also consider students' understanding of their contractual, pastoral, health and safety, legal and professional responsibilities.

Inspectors should consider the responses to the pre-inspection questionnaires from student teachers, partnership staff and leaders, in relation to student teachers' well-being, as well as the results of external surveys, such as the National Student

Survey, and develop appropriate emerging questions, where appropriate. Inspectors should consider evidence from observations of student teachers interacting in classes and during school experience, written evaluations by their mentors and tutors, as well as evidence from discussions with individuals and groups.

2.2 Attitudes to learning

Inspectors should evaluate the extent to which student teachers are developing the key personal and professional attitudes and behaviour that will help them to learn throughout their careers and lives. They should evaluate the extent to which student teachers exercise professional responsibility and accountability to show that they are ready to take on a teacher's position of trust in relation to pupils and the wider community. Inspectors should also consider the ways in which student teachers see themselves as 'agents of change' in education and society as a whole.

Inspectors should evaluate how well student teachers develop high-quality professional relationships in university and in school with pupils, colleagues and parents/carers, based on respect, fairness and commitment to equality. They should evaluate how well students collaborate with their peers, mentors, tutors and partner agencies for the benefit of pupils.

Inspectors should consider the extent to which student teachers show a professional commitment to seeking, accepting and acting on constructive advice and support (for example, through observing others' teaching, team teaching, the joint planning of lessons, reflecting on and evaluating their own practice, reviewing their progress against personal targets/the standards for QTS)

Inspectors should evaluate student teachers' capacity and commitment to analyse their own practice (i.e. how well student teachers engage in group and self-reflection and use this purposefully to progress their learning). Inspectors should scrutinise students' records of their critical reflections and their own emerging 'theories of practice' as seen in their planning files and assignments, and consider how well students engage in professional dialogue with their tutors, mentors and peers.

Inspectors should consider how well student teachers engage in a culture of inquiry, innovation and exploration, and develop their research knowledge and skills, including an understanding of ethical behaviours in educational contexts. They should consider how well student teachers develop the skills to engage in curriculum development and improvement planning, share their professional learning with colleagues to support improved outcomes for pupils, and develop the pedagogies and practices to meet the diverse needs of pupils in the twenty-first century.

Inspectors should consider how well student teachers participate in and enjoy their learning in school and in university. They should consider the extent to which students engage with extra-curricular activities in university and how well they participate in whole-school life.

Inspectors should consider how well student teachers exercise self-discipline to sustain concentration and to avoid distractions when undertaking their studies, how well they persevere, remain purposeful when they face difficulties or seek other

solutions when their first approach to a problem or challenge is unsuccessful. They should consider how well student teachers develop their planning and organisation and personal effectiveness.

Inspectors should evaluate student teachers' attendance and punctuality (both virtual and in-person) in school and in university.

When evaluating participation and enjoyment in learning, inspectors should consider the documentary evidence such as records of attendance, scrutiny of student teachers' work, interviews with student teachers, observation of their engagement and conduct in classes and other professional activities.

Inspection area 3: Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the programme's curriculum

When evaluating learning experiences, inspectors will consider how well the programme meets the *Criteria for the accreditation of initial teacher education programmes in Wales* (Welsh Government circular no: 001/2018). They will judge how well the programme is designed to enable students to meet the standards for QTS. Inspectors should evaluate how well programmes are underpinned by a clearly articulated conceptual framework, informed by values, principles and research. They will consider the coherence between and integration of the university-based and school-based aspects of the programme, and the extent to which programmes provide learning experiences that are both rigorously practical and intellectually challenging. Inspectors should evaluate how well all components of the programme are planned and integrated to ensure that all students develop the skills, knowledge and understanding to prepare them for their teaching career.

Inspectors should approach the evaluation of a partnership's curriculum in a flexible and positive way. They should consider if the programme is taking forward well-considered curricular developments that benefit students.

Inspectors should evaluate how well the programme enables student teachers to develop their knowledge of disciplines and subjects, as well as how pupils learn best in those disciplines and subjects. Inspectors should consider how well this supports students to develop and improve their teaching as they progress through the programme.

Inspectors should judge how well the programme prepares student teachers to teach across at least two consecutive curriculum age ranges. They should consider how well the programme's curriculum builds systematically on student teachers' existing knowledge, understanding and skills as they progress through the programme. Inspectors should evaluate the extent to which the programme provides student teachers with a suitably wide range of experiences to develop their knowledge and skills in sufficient depth and breadth across the required range of subjects and areas of learning and experience.

Inspectors should evaluate how well school experience is planned to enable

students to make progress in developing their teaching skills in line with the standards for QTS and the Criteria for accreditation¹.

Inspectors should evaluate the extent to which learning experiences across the programme stimulate and challenge the full range of student teachers so that they engage fully in their learning and make the best possible progress. They should consider whether the curriculum gives student teachers individual learning pathways with a broad and balanced range of experiences (e.g. on primary programmes, the opportunity to specialise in an age phase of choice or area of learning and experience). Inspectors should also evaluate how well the partnership gives student teachers the opportunity to obtain additional qualifications relevant to their work as teachers (e.g. a professional qualification relevant to working in a denominational school).

Inspectors should judge the extent to which the programme helps student teachers to view challenges, problems and mistakes as opportunities for learning, the extent to which it encourages student teachers to have open minds and to want to experiment and be creative in their emerging practice, and whether it provides effective arrangements to support this (for example, collaborative inquiry where student teachers investigate 'a problem', such as classroom management and organisation, exchange ideas, debate issues, experiment with different techniques or approaches and share their experiences).

Inspectors should consider mentors' and tutors' planning, module implementation plans, student teachers' work and observation of student teachers' learning in university-based sessions and in school, in coming to a view on the quality of the learning experiences provided. They should consider how well the learning experiences meet the needs of all student teachers no matter what specific models of delivery they choose to organise and deliver the curriculum.

Inspectors should evaluate how well the programme's curriculum provides for specific groups of student teachers, especially those with advanced skills and understanding, those with additional learning needs and those intending to teach through the medium of Welsh.

Inspectors should consider the extent to which partnership staff take full account of individual student teachers' learning needs in the planning of modules and in the delivery of individual sessions and sequences of taught sessions. Inspectors should identify where student teachers have individual support plans and consider how well staff take note of these and provide reasonable adjustments to help student teachers to meet their personal targets.

Good standards of literacy (in Welsh and or English), numeracy, digital skills, thinking skills and the wider skills of communication, independent and team working,

¹ On standards one-year postgraduate programmes, school experience should comprise approximately two-thirds of the programme; on three-year programmes, subject studies and school experience should constitute approximately one third each of programmes. School experience requirements are: 32 weeks for all four-year primary undergraduate programmes; 24 weeks for all two-year and three-year undergraduate programmes; 24 weeks for all primary and secondary postgraduate programmes. All student teachers must be provided with at least 60 days of university/school-led training activity per academic year. All partnerships should ensure that each student has experience in a minimum of two contrasting school settings.

creativity and critical thinking are very important underpinning skills for effective teachers. Subject knowledge is also very important if students are to be able to develop pupils' learning effectively. Inspectors should consider the extent to which the partnership identifies, audits regularly and addresses students' needs in these areas.

Inspectors should also consider how well the programme has taken account of national guidance for literacy, numeracy and digital competence in the planning of student teachers' learning experiences.

Inspectors should judge whether the breadth of student teachers' experiences across their programme of study also provides purposeful, progressive opportunities for student teachers to practise and to develop their own skills in literacy (Welsh/English), numeracy and digital competence. They should look at the evidence in students' work and through observations to consider the extent to which the programme delivers purposeful opportunities for student teachers to develop their personal skills, as well as their ability to plan for and progress pupils' skills.

Inspectors should consider the extent and quality of the programme's provision for the development of student teachers' personal Welsh language skills in formal teaching activities and in informal situations, to ensure they reach the agreed level of competence prior to achieving QTS. They should consider how well programmes build on student teachers' entry level skills in Welsh to ensure that all student teachers have the opportunity to develop their Welsh language skills. They should consider how well the programme teaches student teachers about the advantages of learning Welsh and of becoming plurilingual

Inspectors should consider the extent and quality of the programme's provision for the development of student teachers' knowledge and understanding of language learning and how pupils acquire and develop Welsh language skills, as a first or additional language. *When evaluating primary programmes, inspectors should look at how well the programme develops students' knowledge, skills and understanding of learning in other languages.*

Inspectors should evaluate how well the programme develops student teachers to teach Welsh and Y Cwricwlwm Cymreig. This should include how well the programme develops the pedagogic skills of student teachers to work through the medium of Welsh (including the development of subject specialisms through the medium of Welsh).

Inspectors should evaluate how well the programme develops student teachers' understanding of the Curriculum for Wales and the curriculum design and development process. They should consider if the programme helps student teachers to understand the principles of the Curriculum for Wales and how they will develop their teaching approaches to support these principles. Inspectors should consider if the programme enables students to develop their understanding of how to plan learning activities that reflect the cultural, linguistic and diverse nature of Wales and the wider world, including how to plan for teaching pupils about the history and experiences of Black, Asian and Minority Ethnic communities and LGBT+ people.

When considering approaches to developing student teachers' understanding of curriculum design and delivery, inspectors should consider how well the programme supports student teachers to understand misconceptions in relation to the Curriculum for Wales and allow them to understand how a school will have their own vision for curriculum and teaching that will underpin their curriculum planning.

3.2 Quality of teaching and mentoring

The evaluation of teaching and mentoring does not necessarily have to be the first section of the inspection area as inspectors may begin with the quality of learning experiences if this makes their findings clearer.

Inspectors should judge the quality and depth of tutors' and mentors' subject and phase knowledge, and their understanding of the pedagogies of ITE.

When evaluating teaching, inspectors should note that there is no fixed template that partnerships should follow, and partnerships may use a range of different teaching and mentoring approaches over time. The key considerations are how well the teaching and mentoring is informed by research and the impact of teaching and mentoring on students' progress, that is, how effectively the teaching and mentoring develops student teachers' skills, knowledge and understanding to an appropriately high level to enter the teaching profession as they move through the programme. Inspectors should consider how well teaching and mentoring approaches enable student teachers to engage with theory and practice in ITE, and the extent to which tutors and mentors create the connections between theory and practice in their teaching.

Inspectors should evaluate the extent to which partnership teaching staff have high expectations of all student teachers and demonstrate high-quality professional practice, which student teachers can emulate in their own teaching.

Inspectors should consider the quality of tutors' and mentors' planning processes. They should evaluate the extent to which tutors and mentors have clear objectives for student teachers' learning, which build incrementally over the course of their study. Inspectors should judge the extent to which tutors and mentors use a range of effective approaches and resources, to develop students' subject and pedagogical knowledge. Inspectors should consider the extent to which these approaches are informed by research, and how well they challenge all student teachers to achieve as well as they can. They should consider the extent to which tutors and mentors make their learning environments stimulating and engaging places in which all groups of student teachers, including the most able, can learn productively and become confident, competent and committed newly qualified teachers.

Inspectors should consider the clarity and quality of tutors and mentors' instructions, demonstrations, explanations and questions, and how well the student teachers develop their knowledge, understanding and skills as a result. They should consider how well tutors and mentors challenge students to reflect critically. Inspectors should judge how well tutors and mentors interact with student teachers, whether they know when to intervene, when to probe and when to hold back to best support and deepen student teachers' learning.

Inspectors should consider how well teaching staff help student teachers to build their own identity, character, dispositions and values as professionals. They should judge how well teaching staff treat all student teachers equally and with appropriate respect. They should consider how successfully teaching staff use other staff to support student teachers' learning, for example laboratory technicians, other teachers, and learning support assistants.

The focus on assessment in this inspection area is predominantly on how effectively tutors and mentors use a range of approaches, including observation, discussion, presentations, written assignments and action research projects to assess student teachers' achievements and progress.

Inspectors should evaluate the range and appropriateness of approaches the partnership uses to assess student teachers' personal and professional growth through their ITE programme. They should consider how well tutors and mentors understand progression in ITE, and recognise that different approaches are required for students with different needs, skills and attributes and at different stages of their development.

Inspectors should consider the extent to which oral and written feedback from tutors and mentors helps student teachers to know how well they are doing, and what they need to do to improve in making progress against the descriptors in the QTS standards and to meet their personal targets. Inspectors should consider how well tutors and mentors assess students' development fairly and holistically to identify the next steps in students' learning. Inspectors should consider the extent to which tutors and mentors have shared knowledge and understanding of assessment criteria (for the QTS standards and for other assessed elements of the programme) and how they ensure that their assessments are valid, accurate and reliable (that is, that they have sufficient evidence to make robust judgements about whether the student teacher meets the relevant descriptors in a range of contexts and how well a student teacher does this). Inspectors should consider the extent to which tutors and mentors moderate judgements about individual student teachers, and the achievement of the cohort.

Inspectors should evaluate how well partnership teaching staff provide purposeful opportunities for student teachers to review and assess their own performance and that of other student teachers, where appropriate. They should consider the extent to which tutors and mentors analyse the outcomes of their assessment of student teachers to inform their future planning of programme modules, teaching sessions and school-based experience. Inspectors should judge how well the partnership's summative assessment of student teachers' outcomes helps student teachers to identify precisely their strengths and areas for development for their induction period.

Inspectors should use the full range of evidence available to them when judging the quality of teaching and mentoring. This is likely to include evidence from student teachers' work, module implementation plans, assessment records, information on student teachers' progress, discussions with student teachers and staff, observations and learning walks of partnership staff teaching or mentoring in school and in university, as well as observations of student teachers' teaching undertaken by members of the inspection team. Inspectors should not allocate a judgement to an

individual session, student teacher or member of the partnership's staff, but should consider the strengths and weaknesses in the quality of teaching on the programme over time.

To evaluate the quality of mentoring provided by the partnership schools, the reporting inspector will nominate a sample of students that inspectors will visit in school. As part of the visit inspectors will:

- observe the mentor's feedback to the student
- observe other mentoring sessions, as appropriate
- 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
- review the student's and mentor's school experience files (paper-based or digital, as appropriate)
- consider if students are given appropriate opportunities to develop and improve their phase and subject-specific pedagogy

Inspection area 4: Care, support and guidance

4.1 Personal and professional development, and the provision of learning support

Inspectors should judge how well the partnership prepares student teachers on the programme to provide high-quality teaching and learning for all pupils by becoming thoughtful, reflective and innovative practitioners, who are committed to their own personal growth and lifelong professional learning.

Inspectors should consider the extent to which the programme develops students' appreciation and embodiment of the core values of what it means to be a teaching professional, for example the values necessary for promoting team learning and collaboration among staff, such as trust, empathy and mutual respect. They should evaluate the extent to which the programme provides effective opportunities for student teachers to develop aspects of professional disposition and values, such as personal integrity, fairness, justice and sustainability.

Inspectors should consider how well the programme promotes and supports student teachers to engage in wider reading and demonstrate an increasingly confident understanding of theory and research relevant to their day-to-day practice, including an awareness of ethical considerations related to research in educational contexts. They should also consider how well the programme supports student teachers to evaluate educational research critically and to begin to make judgements about what they read. Inspectors should evaluate how well the programme develops student teachers' understanding of how to use data and performance information, and how well they access and apply relevant findings from educational research and use what they have learned to challenge and improve their teaching. Inspectors should consider how well the programme develops student teachers' understanding of the place of small-scale collaborative research, such as action research, in developing

effective classroom practice. They should consider how well the programme supports student teachers to recognise that, in a 'learning organisation', staff are fully engaged in identifying the aims and priorities for their own professional learning in line with school goals and pupils' learning needs.

Inspectors should judge how well the programme supports student teachers to take responsibility for their own learning and professional development, including developing their personal literacy, numeracy and Welsh language skills and their digital competence. An important aspect of the programme should be supporting student teachers to record and reflect on their professional experiences, including feedback from others, and to identify their next steps for development. Inspectors should consider how well the programme helps students to view challenges, problems and mistakes as opportunities for learning, how effectively the programme encourages creativity and open-mindedness, and the extent to which the programme provides opportunities for students to develop their self-confidence, expressive capacities and their ability to work in a team.

Inspectors should judge the extent to which the programme helps student teachers to recognise collaboration as an essential part of teacher's work, through offering a range of opportunities for students to work together with their peers and other practitioners, and to observe others working collaboratively. They should consider how well the programme supports students to understand the importance of developing working relationships with parents / carers and partner agencies for the benefit of pupils.

Inspectors should evaluate the extent to which the partnership's provision helps student teachers, including those from different groups, to take on leadership responsibilities and to play a full part in the partnership and development and ongoing improvement of the programme. They should also consider how well the programme supports students' understanding and commitment to 'leading learning', including the development of students' personal and professional qualities to lead others.

Inspectors should consider how well the partnership's provision helps student teachers to develop an understanding of the cultures, the local community and the wider world in which they work, including helping students to understand potential barriers to pupils' learning and the contribution they can make, through effective teaching, to overcoming those barriers. Inspectors should evaluate how well the programme enables student teachers to develop knowledge and understanding of how pastoral support helps to develop pupils' social and emotional skills, including those from disadvantaged backgrounds.

Inspectors should evaluate how well the programme helps student teachers to understand issues relating to equality and diversity, and develops the values of respect and treating others with dignity. They should consider how well the programme develops student teachers' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism, and enables them to develop pupils' understanding of these issues and foster a positive approach to managing pupils' conduct and an anti-bullying culture. Inspectors should also consider the extent to which the partnership's provision challenges stereotypes in student teachers' attitudes, choices and expectations, how well it promotes human

rights and student teachers' knowledge of Wales' commitment to the United National Convention on the Rights of the child and its implications for pupils' rights.

Inspectors should evaluate how well the partnership's provision helps student teachers to develop skills, knowledge and understanding to make healthy lifestyle choices, for example in relation to their diet, physical activity and managing their workload. They should also consider how successfully the partnership's provision helps student teachers to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and well-being as teachers.

Inspectors should also judge the extent to which the partnership has robust arrangements for responding to and managing any incidents relating to bullying, harassment and discrimination.

Inspectors should evaluate how well the partnership provides opportunities for student teachers to take part in extra-curricular activities in school and in university.

Inspectors should consider how well the programme supports student teachers to prepare for induction arrangements as a newly qualified teacher (NQT), such as using the Professional Learning Passport, registering with the EWC, as well as supporting NQTs to understand the requirements they must meet to complete their statutory induction successfully. This should include an evaluation of how well the programme supports student teachers towards the end of their ITE programme to reflect critically on what they have achieved and how they will develop and progress. Inspectors should also consider the effectiveness of impartial guidance, advice and support provided to student teachers, as they make their career choices and move on in their professional development.

Inspectors should evaluate the partnership's ability to identify, at an early stage, any student teachers who are struggling with the programme and how well the partnership tracks and monitors student teachers' progress towards meeting the standards for QTS and their well-being, including attendance and professional behaviours, as they move through the programme. Inspectors should evaluate how effective the partnership's systems and processes are for ensuring a student teacher's 'fitness to practise', for example whether the partnership has appropriate arrangements for managing students' conduct.

Inspectors should consider how well the partnership uses this information to consider the progress and development of specific groups, for example those student teachers whose circumstances may make them vulnerable to underachievement, those who are more able or those who are in a status of 'refer' or 'defer' for module assessments.

Inspectors should judge how well the partnership identifies relevant issues and responds appropriately to the outcomes of tracking and monitoring, as well as evaluating the impact of any support it provides, for example for student teachers who are not making good enough progress. Inspectors should evaluate the effectiveness of intervention strategies, mentoring or coaching of individuals or groups in university and/or in school, counselling procedures, where appropriate, to enable student teachers to exit the programme. Inspectors should consider whether

there are good working practices to resolve issues related to students' support, including promptness, effectiveness and consistency of complaints procedures.

Inspectors should consider how well the partnership tracks the progress of student teachers with additional learning needs in relation to the stipulations in their individual support plans.

Inspectors should also consider the effectiveness of communication between partner organisations to support student teachers' learning needs and their welfare.

Inspectors should consider how well the partnership provides information about and signposts students towards university services, such as study advice, financial support, chaplaincy, health and well-being and disability services, to provide effective support for student teachers.

4.2 Safeguarding

Inspectors will report on whether the partnership's arrangements for safeguarding meet requirements and give no cause for concern. Where arrangements are a serious cause for concern, inspectors should include a recommendation in the report and Estyn will send a well-being letter to the partnership asking them to outline how they will address the shortcoming(s).

Inspectors should evaluate to what extent the partnership's safeguarding arrangements ensure that all children and young people are protected. Arrangements should include safe recruitment practices for student teachers, and comply with the entry requirements for student teachers in Wales², the identification of children in need or at risk of significant harm and having appropriate arrangements for child protection referrals. Student teachers and older pupils may be close in terms of their age. Inspectors will take into account how well the partnership helps student teachers to understand the law ([Sexual Offences \[Amendment\] Act 2003](#)) relating to teacher/pupil relationships. Inspectors should also consider how well the partnership promotes safe practices and a culture of safeguarding and well-being, including keeping safe online. The Welsh Government has issued specific statutory requirements and guidance about these safeguarding matters and partnerships should have in place policies and procedures that comply with them.

Inspectors should consider the partnership's provision for child protection. For example, they will look at whether all partnership schools provide student teachers with a clear and thorough briefing on their child protection policies and procedures at the start of their school-based experiences and updates, as necessary. They will look at how effective its arrangements are for preventing and addressing bullying, harassment, including sexual harassment and discrimination. Inspectors should consider how the partnership supports student teachers to keep pupils safe when using the internet and from the dangers of radicalisation.

Inspectors should consider whether the partnership has robust procedures for checking the suitability of student teachers and others who are in contact with

² Appendix 2: Entry requirements for student teachers in Wales, Criteria for the accreditation of initial education programmes in Wales (Welsh Government, 2018)

children, and that the partnership maintains a record of these checks. Inspectors should check that all student teachers and staff in the partnership know what to do to respond to child protection issues and that the designated lead officer(s) for the partnership and other staff where appropriate, have received relevant safeguarding training. Inspectors should check whether the partnership has appropriate policies, procedures and reporting arrangements in relation to physical interventions and withdrawal of pupils.

In considering safeguarding matters, inspectors should take into account the security of the buildings and site when student teachers work with pupils.

Inspection area 5: Leadership and management

5.1 Quality and effectiveness of leaders and managers

The 'Criteria for the accreditation of initial teacher education programmes in Wales' requires ITE programmes to be jointly led by the HEI or HEIs with their lead partner schools – 'the partnership'. The partnership may also include other organisations such as regional consortia. Inspectors should consider the role that these organisations play in the leadership of the ITE partnership, and the effectiveness of their contribution.

Inspectors should consider the extent to which the partnership has established and communicated a clear vision with appropriate aims, strategic objectives and plans, which focus on ensuring that student teachers receive the best possible professional education to enable them to meet the rigorous expectations set out in the standards for QTS. They should consider the support provided by broader university leadership, strategy and structures in university, lead schools and other organisations as appropriate.

Inspectors should evaluate the effectiveness of leadership and management structures. They should consider how well these structures allow HEI/s and their lead partner schools to design and develop programmes, and to take joint accountability for student teachers' standards and well-being. They should consider whether roles and responsibilities for leaders at all levels are balanced appropriately within the partnership.

Inspectors will judge the extent to which the partnership has robust policies and procedures that will ensure that it meets the requirements of the Criteria for Accreditation. These should include ensuring rigorous entry requirements and selection procedures for student teachers³, a strategy for the selection and development of student teacher mentors, and maintaining internal controls to ensure

³ Partnerships must ensure that all entrants to ITE programmes have met the requirements of the Education Health Standards (Wales) Regulations 2004, confirming their health and physical capacity to undertake a teacher's responsibilities. They must also have due regard to their statutory obligations under the Disability Discrimination Act (DDA).

the integrity of student teacher records. They will also take into consideration the extent to which ITE partnerships recruit to the targets set by EWC.

Inspectors should examine the procedures and criteria for selecting schools to the partnership and ensure that these meet the Criteria for Accreditation. They should judge the extent to which a jointly agreed Memorandum of Understanding outlines clearly exactly how the partnership will work, including the respective roles and responsibilities of HEIs, schools and other partners, as appropriate. When examining the part played by lead schools, inspectors should evaluate the extent to which the school has established a culture where ITE is accepted as one of its core responsibilities. They should also consider the clarity of de-selection procedures, and how well these are shared with across the partnership.

Inspectors should consider how well leaders and managers at all levels of the partnership set high expectations for themselves, the programmes, staff (HEI/s and school) and student teachers (e.g. by recruiting high-calibre entrants and attracting high-quality HEI and school-based teacher educators). They should evaluate whether the partnership has effective administrative arrangements to ensure it provides student teachers with the appropriate level of university/school-led training activity per academic year and the specific school experience requirements⁴.

Inspectors should consider the extent to which leaders and managers model and promote professional values and behaviours that contribute positively to partnership improvement and effective collaboration between staff and other organisations (e.g. other providers of ITE in Wales and beyond, other HEIs, local authorities and regional consortia). They should evaluate how well staff across the partnership at all levels understand and discharge their roles and responsibilities (i.e. headteachers, senior mentors and mentors, and leaders and staff in universities and other partner organisations), and how well they collaborate to drive forward strategic priorities and partnership improvement. Inspectors should consider the extent to which communication between the HEI(s) and lead partnership schools supports effective working practices and ensures high-quality provision.

When evaluating the quality of leadership and management, inspectors should consider a wide range of evidence such as minutes from a range of recent meetings, interviews with partnership staff, improvement action plans and reports on their implementation, self-evaluation reports from leaders and managers and the analysis of information on student teacher performance. They should consider how well leaders and managers in the partnership act in accordance with the principle of sustainable development and how well they make decisions and set priorities for improvement that balance immediate, short-term needs with the long-term needs of the teaching workforce and communities in Wales.

Inspectors should judge well leaders have established a clear, strategic rationale for the ITE programme in terms of the benefits for student teachers and the teaching workforce, and for pupils in preparing them to learn throughout their lives and to play

⁴ i.e Student teachers must be provided with at least 60 days of HEI/school-led training activity per academic year. School experience requirements are: 32 weeks for all four year primary undergraduate programmes, 24 weeks for all two and three year undergraduate programmes; and 24 weeks for all primary and secondary postgraduate programmes.

a full part in society. They should examine the extent to which the partnership's leaders and managers are purposeful and successful in meeting national priorities in initial teacher education, such as:

- attracting high-calibre entrants to the teaching profession
- preparing new teachers to understand the changing nature of society in the 21st century and young people's needs in education
- teaching them how to learn and fostering their commitment to lifelong professional learning
- developing a culture of inquiry and research-informed practice in universities and schools
- leading change in school curriculum, assessment and pedagogy
- improving the development of pupils' skills in Welsh/English, numeracy and digital competence
- reducing the impact of disadvantage on educational attainment
- ensuring programmes foster student teachers' appreciation of the Welsh language and develop their proficiency to teach Welsh in English medium schools

Inspectors should judge the extent to which the partnership's leaders and managers plan strategically to meet the needs of student teachers who wish to work in Welsh medium and bilingual schools and develop their expertise to teach through the medium of Welsh.

Inspectors should evaluate the effectiveness of the partnership's governance structures. They should consider how well those involved in governance know the partnership's strengths and areas for development and the degree to which they have participated in setting the partnership's strategic priorities. They should consider whether there is an appropriate balance between support and challenge in the way that governors and/or supervisory bodies discharge their role in holding the partnership's leaders to account for the standards and quality the partnership achieves.

Inspectors should judge how well governors and/or supervisory bodies take full account of relevant legislation and guidance, including the criteria for the accreditation of initial teacher education programmes in Wales.

Inspectors should judge the extent to which there is a robust model for sustaining the partnership. They should consider how well the partnership uses its resources efficiently and proportionately (e.g. how it distributes the funding between the HEI(s) and schools in order to achieve its aims; use of part-time/hourly paid staff in universities; reorganisation or other collaborative arrangements).

Inspectors should consider whether the partnership has appropriate arrangements for contingencies. They should evaluate the extent to which the partnership makes effective use of any grant funding/income (e.g. for research, from holding training events for other organisations).

Inspectors should consider whether there is an appropriate level of staffing (i.e. one full-time equivalent member of teaching staff for every 15 student teachers as a minimum). They should consider the qualifications, experience and deployment of

partnership staff to provide high-quality initial teacher education, and the extent to which the partnership makes best use of the expertise and experience of practitioners in university and in school.

5.2 Self-evaluation processes and improvement planning

The HEI/s and lead partnership schools should play a full part in how the partnership assures the quality of programmes, and evaluates student teacher outcomes and the effectiveness of provision to contribute to continuous improvement.

Inspectors should judge how accurately leaders and managers know the strengths and weaknesses of each programme and of the partnership overall. They should consider how well leaders and managers gather and analyse first-hand evidence of standards and progress, and the quality of provision, including teaching and mentoring. They should evaluate how well the partnership uses performance information (both internal and external) and the analysis of tracking student performance to identify strengths and areas for development and to improve provision and outcomes. They should consider how strategically leaders use their findings together with other information to devise priorities and actions for improvement.

Inspectors should consider the impact of improvement planning processes and how well identified priorities for improvement link to self-evaluation findings. The focus of inspectors' work is the effectiveness and impact of the partnership's processes rather than the quality of the documentation. Inspectors should consider how well leaders and managers support priorities through the appropriate allocation of resources. They should evaluate the extent to which leaders and managers define relevant and measurable actions for improvement. They should consider how well leaders devise specific, realistic timescales and allocate appropriate responsibility for securing improvement to members of staff. They should consider how effectively the partnership monitors and evaluates progress against its priorities and adapts its approaches where necessary. They should consider the extent to which the partnership's spending decisions and broad financial planning link appropriately to its strategic priorities and its improvement planning.

Inspectors should evaluate how well the partnership involves an appropriate range of partners, including student teachers, pupils and other stakeholders (such as the regional consortia and external examiners), to identify the programme's strengths and weaknesses, to support and develop the programme and to improve student teacher outcomes.

Inspectors should consider the extent to which there are clear principles in place which underpin quality assurance strategies, for example in the selection and development of mentors. They should judge how well the partnership ensures the quality and consistency of mentoring and tutoring, and that the partnership judges students' progress accurately, and only awards QTS to those students who meet the required standards.

Inspectors should consider the quality of improvement planning and how well identified priorities for improvement link to the outcomes of the partnership's self-evaluation procedures. They should consider the extent to which leaders and

managers define relevant and measurable actions for improvement, and how well improvement plans have specific, realistic timescales and allocate appropriate responsibility for their delivery to members of staff in the partnership.

Inspectors should look at extent to which leaders and managers sustain high quality or improve weak aspects of provision, for example in addressing issues in the quality of mentoring or tutoring. They should evaluate how well leaders and managers prevent problems from occurring in the first place and how quickly they bring about any remedial actions (e.g. recruitment and retention issues; insufficient schools or places for student teachers' school-based experiences).

Inspectors should investigate the partnership's track-record in making improvements to its programme(s) and the extent to which these improvements have led to a positive impact on student teachers' learning and well-being, for example through improvements to the quality of teaching on the programme. Where appropriate, inspectors should consider how well the partnership has responded to recommendations from previous Estyn inspections, strategic partners, external examiners or conditions and recommendations from the Education Workforce Council pertaining to the accreditation process, and whether the partnership's actions have led to improvements.

Inspectors should evaluate how well leaders and managers share positive features of provision with staff in the partnership and collaborate with other partnerships (e.g. other ITE providers, regional consortia) within the sector to achieve improvements in the education system locally, regionally and nationally. They should consider how well the partnership uses strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement, for example through research.

5.3 Professional learning

The ITE partnerships provide a vital component of system-wide professional learning. They will be instrumental in creating a vibrant learning community across schools and HEIs. The partnerships will work together to develop research knowledge and skills across the sector, with HEIs and schools making the most of their unique contributions to this. Programmes of ITE should be supported by an ongoing commitment to research into the most effective pedagogies of ITE.

Inspectors should consider how well leaders and managers have created the culture and ethos to support the professional learning of all staff in the partnership and to examine and debate pedagogical and assessment practices in the light of evidence from research and from practice elsewhere. They should consider the extent to which all schools in the partnership are committed to becoming a learning organisation.

Inspectors should consider how well the partnership identifies staff development needs. They should consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including how well the HEI facilitates the professional learning of school staff to ensure they support student teachers effectively, for example:

- mentoring, tutoring and teaching skills

- an understanding of what it means to be a teacher educator
- knowledge, understanding and engagement with theory, research and practice elsewhere
- competence in the Welsh language
- expertise in course design and areas of study
- leading the enactment of school curriculum reform

Inspectors should consider the effectiveness of opportunities for staff in university to maintain up-to date knowledge and experience of education in schools in Wales.

Inspectors should consider the extent to which staff participate effectively in professional learning experiences, appraisal and performance management. They should evaluate the impact of leaders in school and in university in the way they manage the performance of staff in order to help staff to improve their practice. Inspectors should judge whether leaders and managers address issues of underperformance robustly and directly, where necessary.

Inspectors should consider the extent to which staff have reflected upon their own professional learning and shared professional learning outcomes with other staff, for example, within individual schools, within networks or clusters of schools, within the HEI(s), and between school and university staff. Inspectors should investigate how well leaders have identified effective practice within the partnership and ensured that other staff may benefit from it.

Inspectors should consider how well staff work with other partnerships, and other providers of ITE in Wales and beyond to share and to develop their professional practice. They should evaluate how well leaders support university teaching staff to be research active and show how their research informs the development and review of their ITE programmes. They should consider the impact of professional learning on staff's practice and student teachers' learning.

Inspectors should judge how well the partnership evaluates the impact of its professional learning strategy, for example the effectiveness of its mentor training programmes, or research development, and uses this to plan for improvement.