



The National Association of
School-Based Teacher Trainers

Release date: 9th September 2025

Improving the way Ofsted inspects education: report on the responses to the consultation – statement from NASBTT

Ofsted has today published [*Improving the way Ofsted inspects education: report on the responses to the consultation*](#). NASBTT's submission to this consultation, especially in relation to ITE inspections starting in January 2026, was drafted in consultation with its full membership and a summary of this can be viewed [here](#), together with responses to the specific questions set out in *Improving the way Ofsted inspects education* [here](#).

Responding to the consultation outcome, NASBTT CEO Emma Hollis said: "Our members will be pleased to note that most of the revisions recommended by NASBTT, in consultation with our membership, have been adopted. Ofsted have worked hard to secure much greater clarity and consistency, addressing our key concerns about muddle and ambiguity. We also welcome the refined language used in the grade descriptors. The explicit expectation that providers identified as demonstrating exceptional practice will share and collaborate with others is warmly welcomed. This aligns with the excellent commitment to collaborative work already taking place across our membership, of which we are exceptionally proud."

Emma also noted the following:

- The early reference to avoiding the creation of documentation or additional activity solely for inspectors' benefit is an anticipated but nonetheless welcome reminder – acknowledging the very real workload impact of any inspection, however well-intentioned.
- A clear working definition of an "inclusive provider" is now included. Importantly, this distinguishes between a provider's responsibility to create an inclusive environment for trainees and the expectation that trainees are prepared to foster inclusive classrooms. This distinction, previously unclear in the draft toolkit, is now much improved.
- We welcome the recognition that a trainee may not always disclose additional needs – an important clarification strongly advocated for by NASBTT.
- We remain cautious about the use of qualifiers such as "*typically*" in descriptor statements, which risk inconsistent interpretation. While this language is not new in ITT documentation, robust inspection training and quality assurance processes will be critical to ensuring consistency in feedback and outcomes.
- The revised formatting of the toolkit usefully reinforces the expectation that most providers will sit within the categories *needs attention*, *expected standard*, or *strong standard*, with *urgent improvement* and *exceptional* as outliers. This subtle but important change clarifies how grades will be framed.

On 16th October, NASBTT is hosting a member workshop on Ofsted and the New Inspection Framework. Register [here](#).

-ENDS-

The National Association of School-Based Teacher Trainers (NASBTT) represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments. Our members include School Centred Initial Teacher Training (SCITT) providers, Teaching School Hubs, Higher Education Institutions involved in schools-led teacher training and a range of other organisations engaged in the education and professional development of teachers. We currently have more than 177 members, including 100% of the SCITT sector, representing over 10,000 individual trainees and their mentors. NASBTT is a registered charity committed to promoting high quality schools-led programmes of training, education and professional development of teachers.

Website: www.nasbtt.org.uk

Media Resources: www.nasbtt.org.uk/media-hub

Contact: Phil Smith, NASBTT PR consultant, Telephone: 01778 218180/07866 436159, Email: phil@philsmithcommunications.co.uk