

# OFSTED AND THE NEW INSPECTION FRAMEWORK

## Member Workshop

Thursday, 16th October 2025



# Objectives for this workshop:

1. To share the headline changes as set out in the ITE Inspection Framework (January 2026 onwards);
2. To offer focused and insightful discussions with panel members and delegates - especially in relation to the promotion of inclusion and adaptive teaching and support for trainees and learners including SEND;
3. To provide forum opportunities to explore questions and concerns raised by delegates.



*Walkthrough:*

# Key Changes



# The Three Principles informing ITE Inspection

**Principle 1** “*The toolkit will help gather evidence to **celebrate the provider’s strengths, validate leaders’ priorities and progress and highlight where improvement is needed.** In doing so, inspectors will consider the extent to which trainees:*

- **achieve** – are prepared to teach their subject(s) and phase and successfully complete their ITE programme
- **belong** – feel welcomed and valued as trainee teacher professionals within their teaching community
- **thrive** – benefit from an effective ITE curriculum so that the pupils and learners they teach are kept safe and are able to flourish, whatever their background or individual needs

**Principle 2**      **Leadership and inclusion** are key areas of focus when gathering evidence

**Principle 3**      The ‘expected standard’ in the evaluation areas in the toolkit is the starting point for planning inspection activities.”

# Evaluation and Grading

*Five evaluation areas to be graded:*

**Inclusion**

**Curriculum, teaching and training**

**Achievement**

**Professional behaviours, personal development and well-being**

**Leadership**

**Introduction of a *genuine* five-point grading scale:**

inspectors will first check that partnerships meet the indicators for the **Expected Standard**

Two gradings sit above:

- **Strong Standard**
- **Exceptional**

and two below:

- **Needs Attention**
- **Urgent Improvement**

# What else is new?

- Introduction of **scorecards** for reporting – **no overall judgement** but headline grades for each of the five evaluation areas - with suitably detailed summaries of the gathered evidence in the drop-down menus beneath
- **Self-evaluation** of each of the five areas and gradings will be invited during first discussions with inspectors – formal evidence not required to support discussions at this stage
- **Compliance, including safeguarding** will be judged to be **Met** or **Not Met** – in relation to “standards” ‘descriptors’
- Emphasis on **well-being** – at all levels - enhanced expectations regarding **inclusive practice** are threaded throughout all guidance and information documentation
- Notice of inspection extended to **five** days – with ITE inspections typically lasting for 4 days – this suggests that the initial calls are likely to be placed on Mondays or Tuesdays



# What else is new?

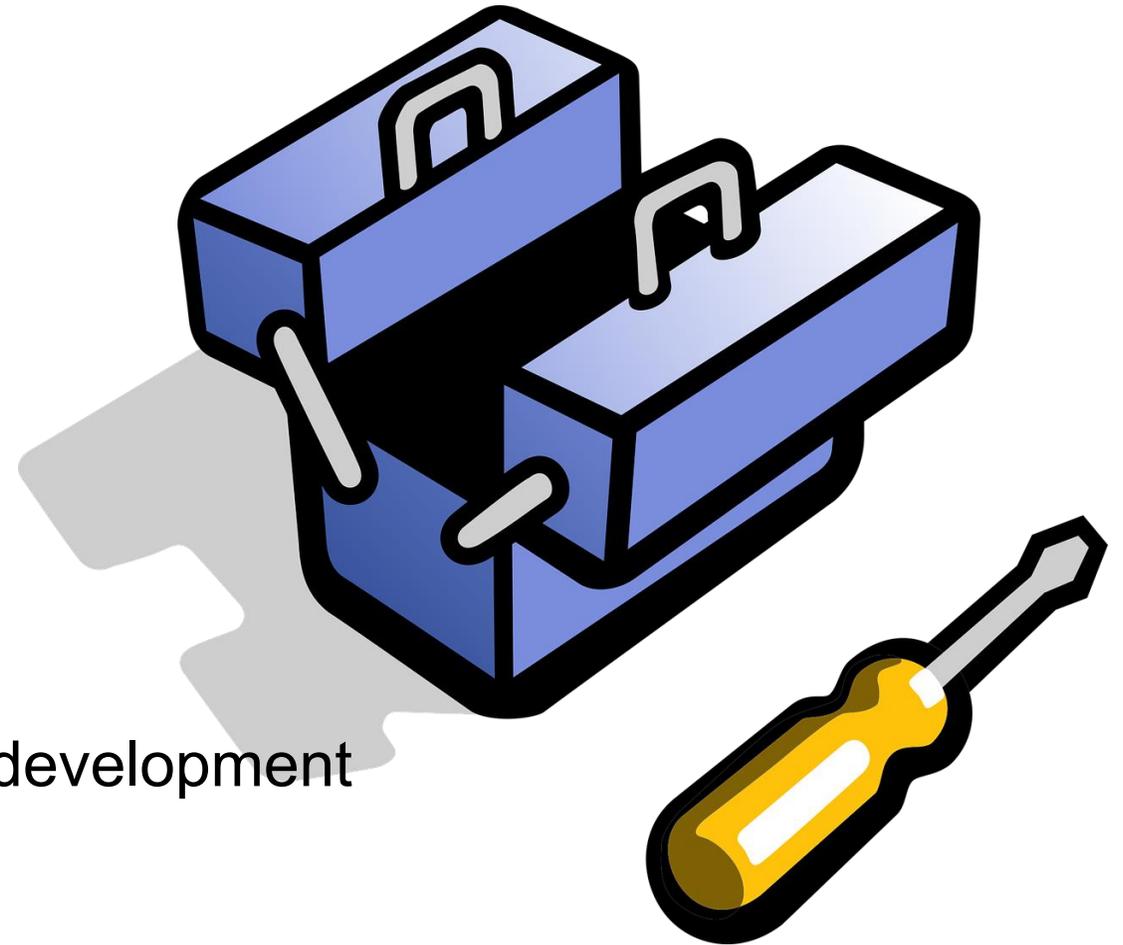
- Confirmation of a **four-year cycle** of inspections for ITE
- The concept of the role of '**nominee**' – optional but worth exploring as a more formalised additional support for programme leader – must have significant and strategic knowledge of provision from a senior perspective
- Terminology change: grade '*descriptors*' now known as '*indicators*'
- Where re-inspection is needed this will only focus on the area(s) graded as less than the expected standard
- 1:1 meetings with inspectors *can/should* be accompanied by a colleague
- First reference to **AI** - no expectations around its use or otherwise but inspectors may record information about it if used
- ***What is it like to be a trainee*** . . . overview paragraphs retained



# *Unpicking the Toolkit*

Focusing on:

- Inclusion
- Professional behaviours, personal development and well-being
- Leadership



# Trigger words/phrases appearing in the grading indicators

Urgent Improvement	Needs attention	Expected standard	Strong standard	Exceptional
Weak	Do not/are not/is not . . .	Ensure/make sure	Consistently	Transformational
Do not act/understand/prioritise	Inconsistencies	Typically	Systematically	Meticulous
. . . without care or precision	Weaknesses	Routinely	Expertly	Commendable
Lack of critical engagement . . .	Not sufficiently	Generally . . .	Proactively	Exemplary
. . . not tackled effectively	Lacks precision	Largely . . .	Quickly/swift/rapidly/frequently	Exceptional
Significant proportion do not . . .		(Consistently)*	Seamless	Remarkably . . .
Ineffective		On the whole . . .	Astute	Fundamental impact
Ill-informed			Impactful	Overwhelmingly . . .
Unnoticed or unchallenged				
Limited or non-existent				
Impose . . .				
		<i>*The word consistently only appears once in the indicators for Expected standard</i>		<i>“There are no significant areas for improvement that leaders have not already prioritised”</i>

# Professional behaviours, personal development and well being

## Expected Standard

### Leaders, staff and partner organisations:

- have **high expectations** for trainees' professional behaviours and attendance
- **typically** provide the pastoral support, advice and guidance that trainees need to complete their ITE programme
- **promote** trainees' mental health and well-being
- ensure that incidents of bullying, unlawful discrimination, harassment and victimisation towards trainees are not tolerated [and are dealt with quickly and sensitively]

### Trainees:

- are **committed to their learning and participate well**
- know how to seek wider support, where needed.
- **know, understand and demonstrate** the professional behaviours associated with teaching, including when on teaching practice and in the workplace
- **typically**, they are well prepared to enter the profession by the end of the programme

### All:

- know how to report concerns

## Strong Standard

### Leaders, staff and partner organisations:

- **systematically** evaluate their pastoral support available to trainees **to inform, adapt and enhance** it.
- respond to trainees' changing circumstances **swiftly and highly effectively**, including those with identified SEND and those who may face other barriers to their learning and/or well-being.
- establish a **consistently positive and caring environment for all trainees** - bullying, unlawful discrimination, harassment and victimisation are never tolerated

### Trainees:

- know how to safeguard themselves as a teacher and **build highly effective resilience** for teaching in their subject(s) and phase.
- **consistently display high levels** of professional behaviour and standards in all elements of the ITE programme. They **reflect wisely and behave with integrity**.
- **proactively** access the support they need to successfully complete their programme.

# Leadership – Strong > Exceptional?

## Strong leaders

- **consistently prioritise** trainees' best interests
- **consistently** use their insights and quality assurance processes to **adapt and refine** their programmes
- **proactively** tackle key issues with **precision** and commitment to bring about **rapid and sustainable** improvements
- provide **highly effective challenge**, offer valuable advice, and provide strategic guidance with **precision** and care
- **meticulously** check that the provider meets its statutory duties
- establish a **culture of continuous reflection and improvement**
- **systematically evaluate** the impact of the professional learning and expertise programme
- design and implement a highly effective professional learning and expertise programme
- collaborate with a **broad and diverse range of partner organisations and stakeholders** to **consistently inform the ITE curriculum** so that it **fully reflects the realities of teaching** the relevant subject(s) and phases and **the evolving educational landscape**.

## Exceptional leaders

- [demonstrate a] **pursuit of excellence**, and their actions that follow from this, ensure that the ITE programme is of **exceptional quality**
- [forge] relationships with key partner organisations and stakeholders [that] are so successful that they have a **transformational impact** on trainees' learning and development.
- Stakeholders, including trainees, are **consistently and overwhelmingly positive** about the quality of the provision.

# Panel Discussion:

## Preparing for effective Inclusion and SEND: trainees as **people** and trainees as **teachers**



- *How does the inspection toolkit ‘shift the dial’ on this?*
- *What do you perceive to be the risks and challenges for partnerships?*

**Emma Hollis:**  
CEO NASBTT

**Patrick Garton:**  
Director, Oxfordshire  
Teacher Training

**Alex Ojakovoh**  
Deputy Director,  
Xavier Teach South  
East

**Kirsten Webber**  
Partnership Manager  
Stockton SCITT

# What is *expected* of an Inclusive provider?

## Trainees:

- typically feel **welcomed and valued**, regardless of their backgrounds or prior experiences
- disclose any needs, **knowing** support will be made available

## Leaders (and staff):

- **promote** inclusive practices and **champion** equality and diversity
- Use policies and practices to foster a **safe environment** for trainees to disclose any needs
- **take action** to help trainees reduce any barriers to their learning and/or well-being, including trainees with identified SEND.
- make **any reasonable adjustments or adaptations** required as **appropriate** to the teaching profession
- provide helpful information about a **variety of appropriate internal and external guidance** that is **available** to help them **support their own learning and/or well-being.**



***In breakout groups – consider the following:***

- Read the indicators for Inclusion – focusing especially on those for *Needs Attention* and *Strong*.
- What challenges do you anticipate in meeting and self-evaluating against these standards?



# *Screen Break*



# Panel Discussion:

## The Pilot 'Experience'

*Participants discuss their key 'takeaway' from the experience of being involved in piloting the toolkit*



- *Key takeaways*
- *What changes (if any) do you anticipate making to your provision?*
- *Did you find any aspect to be an unexpected focus?*

**Alex Ojakovoh**  
Deputy Director,  
Xavier Teach South  
East

**Clare Jeffery**  
Director, Fareham and  
Gosport SCITT

**Emma Cornish**  
Director, Portsmouth  
SCITT

**Kate Potts**  
Director, Sutton  
SCITT



*In breakout groups – consider the following:*

- What do you feel are your abiding strengths as an ITT provider?
- Where will your focus be in the coming months in terms of enhancing the quality of your provision?



# Plenary

**Emma Hollis:**  
CEO NASBTT



**Patrick Garton:**  
Director,  
Oxfordshire Teacher  
Training

**Kim Francis:**  
NASBTT Trustee

## ***Useful links:***

Ofsted Page for ITE Inspection materials – toolkit, operating guide and framework:

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

Ofsted Thematic Monitoring Visits – Overview Report:

<https://www.gov.uk/government/publications/initial-teacher-education-thematic-monitoring-visits-overview-report>

Ofsted Curriculum Research Reviews:

<https://www.gov.uk/government/collections/curriculum-research-reviews>

Independent well-being impact assessment of the revised OFSTED inspection framework  
- *Sinéad Mc Brearty, CEO, Education Support*

[https://assets.publishing.service.gov.uk/media/68b8762fcc8356c3c882aa4c/Independent\\_wellbeing\\_impact\\_assessment\\_of\\_the\\_revised\\_Ofsted\\_framework.pdf](https://assets.publishing.service.gov.uk/media/68b8762fcc8356c3c882aa4c/Independent_wellbeing_impact_assessment_of_the_revised_Ofsted_framework.pdf)