

# University of Winchester

## Initial Teacher Education inspection report

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<b>Provider address</b>	King Alfred Campus West Hill Winchester SO22 4NR
<b>Unique reference number</b>	70121
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<b>Lead inspector</b>	Chris Nye HMI

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## Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by a team of specialist inspectors in accordance with the *Framework for the Inspection of Initial Teacher Education (2008–11)*.
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

## Key to inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Explanation of terms used in this report

**Attainment** is defined as the standard reached by a trainee at the end of their training.

**Progress** is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

**Achievement** is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

## The provider

3. The University of Winchester offers initial teacher education (ITE) leading to qualified teacher status in primary and secondary education. In the primary programme, the university offers a four-year undergraduate course. This course provides the opportunity, at the end of the first year, to transfer to an accelerated route which takes only three years to complete. The provider also offers a full-time, one-year postgraduate course and a part-time postgraduate course over two years. These courses lead to either a postgraduate certificate of education (PGCE) or a professional award. The university works in partnership with approximately 500 primary schools and 23 special schools. It also works in partnership with seven local authorities, and has particularly close links with Hampshire, where it is a major provider of primary teachers. At the time of the inspection there were 868 primary trainees. Trainees are trained to teach in either the three to seven or five to eleven age ranges.

4. The university's secondary programme offers training for a small number of trainees in religious education. This training was established to reflect the university's Church of England foundation and to respond to a local shortage of religious education teachers. The training offered is a flexible, postgraduate course which normally takes between 18 months and two years to complete. The university works in partnership with 26 secondary schools in the region. At the time of the inspection there were 16 secondary trainees.
5. The university has recently undergone significant changes in the leadership and management of ITE.

## **A commentary on the provision**

6. The following are particular features of the provider and its initial teacher training programmes:
  - trainees' very professional commitment to, and understanding of, teaching in a diverse society
  - the way in which physical and human resources are deployed to maximum effect to help to ensure that trainees make good or better progress
  - the provider's swift and effective response to issues and the way in which this provides outstanding support for trainees
  - training which is designed to ensure that the trainees' individual needs are effectively identified and met.
7. A particularly strong feature of the primary provision could be applied to the secondary programme, namely:
  - the good practice in developing school-based trainers which helps all trainees make the best possible progress.
8. The following recommendation should be considered to improve the quality of the outcomes for trainees:
  - ensure that action planning is of consistently good quality for all programmes and clearly identifies how the impact of any proposed actions will be measured against the outcomes for trainees.

## **Provision in the primary phase**

### **Key strengths**

9. The key strengths are:

- the high quality of training, assessment and tracking systems, which leads to the outstanding progress and achievement of trainees
- the coherence of central and school-based training, theory and practice and across training modules, which results in a highly consistent and effective training provision
- the highly effective and individualised support for trainees, particularly those with disabilities
- training in equalities and diversity, which results in trainees' impressive levels of confidence and understanding about how to be effective teachers in a diverse society
- the tutorial system, which provides exemplary support for individual trainees and highly effective monitoring of the training and provision
- the opportunities that specialist placements and self-directed days provide for trainees to pursue either their own specialist professional interests or to address more fully particular areas of weakness
- the content and structure of the professional studies modules, which ensures that trainees have a clear understanding of professional issues
- the flexibility of the training programmes, which encourages suitable applicants from a wide range of circumstances to apply.

## Recommendations

10. In order to strengthen the effectiveness of improvement planning across the primary provision, the provider should:
  - ensure that the subject and undergraduate action planning has greater impact by clearly identifying how actions are to be measured against the outcomes for trainees.

## Overall effectiveness

## Grade: 1

11. The overall effectiveness of the provider is outstanding because the training, assessment and quality of the provision across the partnership are of the highest quality, enabling trainees on all programmes to make excellent progress and to achieve consistently good or outstanding results. Over the past three years more than half the postgraduate and undergraduate trainees have achieved the highest grade; over 95% were judged as good or better, with fewer than 5% being judged as satisfactory. Inspection evidence confirms the accuracy of these grades. The provider rigorously monitors the relative progress of all groups of trainees, such as men in primary training programmes and trainees from minority ethnic communities, and there are no significant differences in their attainment.

12. Recruitment and selection arrangements are outstanding because they are highly effective in attracting trainees from a wide range of backgrounds, who complete their training with good or better grades. Almost all trainees who complete the training go on to gain employment as teachers. There is a wide range of flexible training options for both postgraduate and undergraduate programmes. For example, undergraduates can, after their first year, apply for or be offered an accelerated three-year route depending on what best suits their needs. Postgraduates can opt for a part-time programme, which means that applicants whose personal circumstances could have otherwise prevented them from applying have equal access to excellent training. The provider has been successful in attracting applications from underrepresented groups; an increasing number of men and trainees from minority ethnic communities have enrolled in recent years. Particularly impressive is the much higher-than-average percentage of applicants accepted who have a declared disability and the extensive efforts that are made to ensure that they succeed; for example, there is a wide range of support strategies available for dyslexic trainees.
13. Selection procedures are rigorous and fair and ensure that, from the numerous applicants, only those with the best potential to become good or better teachers are successful. Interviewers from across the partnership are very well prepared and keep detailed notes on each candidate, which informs feedback to both successful and unsuccessful candidates. Criteria for each element of the procedure are clear and rigorously applied, thus ensuring fairness and consistency. During the training, withdrawal rates are very low because the provider is particularly successful in supporting the few trainees who are in danger of failing. Successful applicants benefit from extensive pre-course activities and tasks which include a two-week placement, reading lists and an induction week, all of which combine well to ensure that trainees are fully prepared for their training.
14. Regardless of whether trainees are enrolled on postgraduate or undergraduate programmes, part-time, full-time or flexible routes, the quality of training is outstanding. This is because the training is highly personalised and accurately identifies and supports trainees' individual professional and personal needs. As a result of incisive audits and accurate assessment, clear targets are identified throughout their training and action plans to achieve these are kept under close review. Tracking and assessment systems are exemplary because they provide extensive and accurate detail of each trainee's progress towards meeting the Standards. Central training, delivered by very well-qualified and experienced tutors and visiting speakers, is very well structured and planned and models good primary practice extremely well. There are close links between the training in subject and pedagogic knowledge, and the professional studies modules are particular strengths, enabling trainees to develop as reflective and enthusiastic teachers. Training in phonics and early reading and writing is outstanding because this, like numerous other aspects of the training, ensures the highly effective cohesion between theory and practice and results in high levels of trainee confidence. For example, having undertaken training in phonics, trainees carry out well-designed school-based tasks, take part in detailed discussions via the learning network and then use their research to inform their assignments.

Feedback on assignments is detailed and provides clear targets for improvement, even when trainees have been awarded the highest grade.

15. School-based training is also highly effective because it links so well with theoretical training and is provided in schools that are well prepared to support the training during school placements. The feedback provided to trainees on the quality of their teaching on placements is incisive and evaluative, providing clear links to previous targets. Schools demonstrate great commitment to the training by providing a wide range of observations, activities, guidance and support to develop trainees' expertise. As a result, trainees have a very clear understanding of where their strengths lie, where and how they need to improve and how well they are progressing towards meeting the Standards. End-of-placement evaluations are used well to identify future targets. A particular strength of the school-based training is the way in which the specialist placements and self-directed days are used to address weaker areas, or to pursue particular areas of relevant interest which may be beyond the school, for example in outdoor adventure centres or children's hospital wards.
16. As a result of highly effective training, trainees display great enthusiasm for teaching, reflect incisively on their own practice and demonstrate extremely positive attitudes. Their professional attributes and their knowledge and understanding of both pedagogy and subject knowledge are particular strengths. Trainees expressed great enthusiasm for the training, both centrally and in schools. One described it as 'inspirational' and another commented that she felt 'confident that this college will make me a really good teacher'.
17. Trainees have access to an extensive library and high quality resources to support their theoretical and practical training. A particular strength is the way in which information and communication technology, including extensive computer hardware and the learning network, is used to support training. The provider is highly responsive to ensuring that suitable resources, including personnel, are diverted to ensure that the quality and pace of training are not compromised when issues arise.
18. Provision is outstanding because there are very high levels of commitment across the partnership. Systems to support trainees and schools are highly effective because the provider uses its detailed and up-to-date knowledge of partnership schools to plan placements which match trainees' needs. Teacher tutors in schools are well trained on half-day courses and by personalised training which is provided by a highly effective team of link tutors. High-quality written guidance indicates clearly to tutors and trainees their roles and the expectations of each placement. Although the partnership covers a wide geographical area, communications are excellent and when issues or problems arise, response is swift and effective. One partnership headteacher commented: 'Trainees feel that the schools are an extension of the university.' As well as schools, the provider takes an active part in working with local authorities such as Hampshire and the London Borough of Newham to support such initiatives as Leading Partners in Literacy, Leading Partners in Mathematics and the Rights Respecting Education project.

19. Inclusion is a significant strength. All policies and procedures to ensure equality of access and opportunity are securely in place and rigorously applied, with outcomes being constantly evaluated. Support for the individual needs of trainees, especially those with disabilities or who experience temporary personal or professional problems, is exemplary. Trainees are very confident and are fully prepared to teach pupils with wide ranging needs in a socially, culturally and ethnically diverse society because of numerous opportunities that they have to practise, for example through having placements in urban areas such as the London Borough of Newham.

## **The capacity for further improvement and/or sustaining high quality**

**Grade: 1**

20. Although the provider has recently gone through a period of significant change to the management structure of the training programmes, management at all levels is outstanding. It is to the great credit of the director of initial teacher education, the programme leaders, senior staff and tutors that the very careful planning has resulted in changes that have not only further enhanced the provision, but also not disrupted the training. One trainee described these changes as 'seamless'. This is because there is a strong sense of collegiality across the partnership and a shared commitment to ensuring that highly effective training overcomes barriers, meets the needs of individual trainees and supports the wider educational community.
21. Programme leaders are rigorous and accurate in their evaluation of the quality of the training, based on their extensive monitoring, feedback and analysis of wide-ranging data. The partnership manager, ably assisted by a team of regional partnership advisers, closely monitors the quality of school-based training and placements. Schools, tutors, trainees and stakeholders provide detailed feedback on every aspect of the training. The rigorous on-going assessment and monitoring of trainees' progress is analysed extremely well to identify trends, strengths and weaknesses and to inform the training of current and future cohorts. For example, the provider rigorously evaluates the recruitment and selection processes and is constantly striving to improve them further. The provider recognises that although external examiners' reports are detailed, some are not sufficiently evaluative, and plans to resolve this issue are in place. Comprehensive systems to monitor the provision and the accuracy of judgements about trainees' attainment and progress are well established and effectively ensure consistency across the partnership. As a result, judgements about trainees' interim and final attainment are accurate.
22. Working with a wide range of stakeholders, the provider is both reactive and proactive in the way it responds to change; this aspect of the provider's capacity to improve is outstanding. A particularly strong feature is the way in which the provider has initiated projects with schools and local authorities to respond to local needs. For example, a recent project contributed towards raising standards in literacy by arranging a programme of trainee visits to schools specifically to support pupils' reading development and interest in books.



23. The training itself has been very well planned to ensure that it provides a comprehensive understanding of such national initiatives as early mathematics, the creative curriculum, the teaching of phonics and early reading and writing. Another area of high quality training that has resulted from the provider's creative and innovative approach is the theoretical and practical training in teaching pupils who speak English as an additional language, through well-planned placements in suitable schools. Providing trainees with an opportunity to experience inner city schools was a recommendation at the previous inspection and this is now a strength. Other points raised at that time have been fully addressed.
24. At all levels, strategic planning is well informed by extensive evaluations, feedback and accurate analysis of data. There is a clear and common approach towards improvement planning. The programme plans themselves are of good quality because they indicate suitable priorities for action, are cross referenced to evaluations and identify the strategies, resources, personnel and success criteria with which to achieve them. The PGCE plan has the greater clarity and, where appropriate, success criteria are easily measureable. In the undergraduate plan, opportunities are missed to identify measureable outcomes. Subject plans have been of good quality in the past, and a new model of development planning is currently being established.

## **Provision in the secondary phase**

### **Context**

25. At the time of the inspection the 16 full- and part-time trainees on the secondary, religious education postgraduate programme were split equally into two cohorts. One cohort was in schools, completing final teaching placements; the other was undertaking a programme of professional studies and subject-based training at the Chute House site. Since 2006, three cohorts have successfully completed the programme. A new programme leader took up post in September 2010.

### **Key strengths**

26. The key strengths are:
  - the flexibility of the programme that successfully widens participation by recruiting experienced and motivated trainees, from a wide range of backgrounds, who are capable of becoming good and frequently outstanding teachers
  - the trainees' commitment and high expectations that are demonstrated in their very positive relationships with pupils and staff and their frequent willingness to take risks in their teaching

- the coherent and often innovative range of pre-course activities and centre-based training that enables trainees to enhance their subject knowledge quickly
- the highly effective use of resources that combine exceptionally well and support trainees to make consistently good progress towards achieving their ambitious personal targets
- the diverse and complementary range of school placements, consolidated by the very successful use of self-directed placements, which enables trainees to gain an excellent understanding of teaching in different educational, social and cultural settings
- the sensitive and highly responsive personal and academic support that trainees receive from centre and school-based trainers that ensures all trainees achieve their potential.

## Recommendations

27. In order to improve training and assessment, the provider should:
- increase the range of opportunities for mentors to share good practice
  - provide mentors with more regular opportunities to moderate judgements
  - support mentors to make better use of the transfer of information about trainees' progress between school placements.
28. In order to improve recruitment and selection, the provider should
- complete a more thorough analysis of the good information gathered at interview so that it highlights potentially high-risk trainees in order to improve retention rates further.
29. In order to improve the quality of planning for further improvement the provider should:
- ensure that action plans have quantitative targets so that it is easier to monitor the effectiveness of the actions that are taken to improve outcomes for trainees.

## Overall effectiveness

**Grade: 2**

30. Inspectors agree with the provider's judgement that the trainees' attainment is high. Although numbers are small, over the first three years of the programme almost all trainees have met the Standards at a good or outstanding level. Indeed, around two thirds have been graded as outstanding. Attainment is high because the good training and excellent individual support enable the

experienced and highly motivated trainees to make good and sometimes very good progress towards achieving their potential.

31. While the majority are not religious education specialists when they enrol, trainees are committed to developing their subject knowledge and are consistently successful in doing so. The best trainees are creative, take risks, have confidence when teaching sensitive subject material and respond thoughtfully to pupils' questions. Trainees are also developing a secure understanding of a range of assessment techniques. This was apparent in a well-taught GCSE lesson in a placement school where the trainee skilfully used feedback from pupils to assess their understanding of an open-ended philosophical enquiry. Trainees have a good understanding of those areas where they need to improve because they are reflective and receive good guidance from trainers.
32. As a result of good recruitment and selection procedures, the provider is very successful at widening participation, especially for mature trainees. Effective use is made of well-devised selection activities. For example, a thought-provoking task assesses the candidates' writing and communication skills while an imaginative group activity assesses their ability to apply subject knowledge in an educational context. This information enables the provider to make an accurate assessment of the trainees' potential and to set appropriate targets. Consequently, most trainees achieve well and go on to successful employment. However, there are currently no common criteria to moderate interview judgments, although the provider is trialling such criteria and plans to introduce a suitable model in time for the next round of interviews. In the past, there have been a small but consistent number of withdrawals in each cohort, almost always for personal reasons. The good information gathered about these withdrawals is currently not analysed thoroughly enough to identify, where possible, trainees who are potentially at the greatest risk of underachieving.
33. The flexible, centre-based training provides an effective blend of subject knowledge enhancement and holistic professional development. Trainers are well respected and model high-quality practice effectively. They are supported well by external speakers who include headteachers, advanced skilled teachers and former trainees. Inspectors agree with trainees' view that their university and school-based training provides a good balance between theory and practice. The pre-course programme makes a significant contribution to the trainees' subject knowledge development. A carefully planned set of face-to-face and online learning opportunities combine well with the detailed initial needs analysis and pre-course school experiences. Consequently, trainees are very well prepared and make quick progress from the outset. Trainees especially value the subject knowledge booster sessions which, they say, provide 'great insight into various religions' and encourage an 'open forum that allows free and very useful discussion'.
34. Link tutors play a key role in supporting school-based staff by providing effective training for mentors. Their regular visits communicate clear expectations about roles and responsibilities. As a result, assessment and target setting are generally rigorous, with a good balance between procedural and developmental targets.

Trainees receive regular formative feedback about their progress and are given increasingly helpful advice on their assignments. However, there are limited opportunities for mentors in different partner schools to meet and share the good practice that exists. At times this leads to some inconsistency in practice, particularly in relation to judging the progress made by trainees and making best use of the information transferred between school placements.

35. Resources are used extremely well to help trainees to make consistently good progress. Students benefit from access to a very wide range of support materials. They also have excellent access to online course information and study resources via the learning network. This is crucial, given the distance that some trainees live from the provider. In the early stages of the course, trainees make very effective use of these resources to consolidate their learning from taught sessions and to strengthen subject knowledge. In the later stages, they use the on-line forums exceptionally well to share their thinking and to reflect critically on their own experience. For example, current interesting topics range from guidance for swimming lessons during Ramadan to a comparison of two agreed syllabi. Other more recent developments include the subject knowledge gems section, which is used to collate good teaching ideas, and the book corner, which encourages trainees to let peers know about their own wider reading. Astutely, the provider is now exploring ways to give school-based trainers access to this resource.
36. Trainers are also deployed exceptionally well to provide students with excellent academic and pastoral support. The resulting provision is highly responsive and is particularly successful at supporting trainees who are at risk of underachieving. In several notable instances, timely and very well-targeted support has ensured success for trainees who may otherwise have failed to complete the course.
37. There is a wide range of schools in the partnership. Consequently, trainees experience complementary placements that consistently meet their needs and stages of development. This is enhanced further by the very effective use of the self-directed placements. These additional short placements play a significant role in widening the trainees' experience of teaching in different educational, social and cultural contexts. The provider is currently exploring ways in which to introduce self-directed placements abroad. There are sensitive but rigorous procedures in place to deselect schools when necessary.
38. School-based mentors have high expectations. Many are very experienced and often have significant responsibilities within partnership schools. A key characteristic of the school-based trainers interviewed during the inspection was their high level of professionalism and a willingness to explore a wide range of strategies to ensure trainees make good progress. They also felt that their views were listened to. In several instances, they identified areas where their suggestions had led to improvements, such as in the ongoing refinement of interview processes.
39. Students are exceptionally well prepared to teach in a culturally diverse society. Indeed, this goal is integral to both the course content and the shared values that underpin the programme's approach. Thus, while trainees learn about

diversity through taught sessions, their knowledge is deepened by a wider consideration of the role religious education plays in, for example, promoting community cohesion and an understanding of other people's beliefs. Trainees frequently demonstrate such practical awareness in their teaching. One trainee, for example, had very carefully shared the lesson planning with a bi-lingual teaching assistant to ensure that a newly arrived refugee pupil was fully engaged in the lesson. Other trainees have been very well supported to extend their expertise in working with pupils with special educational needs and/or disabilities. Thus, one current trainee is completing their final teaching placement in an all-through special school.

40. Trainees have high levels of confidence in university staff and their concerns are acted on promptly and systematically. Trainees are also confident to declare any learning needs or disabilities. Indeed, the provider works exceptionally well with all trainees to ensure that they receive exactly the right blend of support in order to be successful. Consequently, there have been no incidents of discrimination and all trainees, no matter what their background, are able to achieve their potential.

## **The capacity for further improvement and/or sustaining high quality**

## **Grade: 2**

41. There are good systems in place to ensure that regular self-evaluation improves outcomes for trainees. There is an established cycle for surveying trainees' views that feeds directly into improvement planning. The provider also draws well on a wide variety of other sources and involves a range of stakeholders, including headteachers, professional tutors and mentors. As a result, trainees and school staff have a good input into the evaluation process and there are notable examples of where this has had an impact on securing improvement, particularly in terms of training and assessment. However, until recently, the information provided by external monitoring reports was lacking in detail and had only a limited value in supporting self-evaluation. The provider has rightly identified the need to ensure that there is a clearer focus for the incoming external examiner, so that the information gathered plays a much more significant role in helping improvement.
42. Partner schools are well represented on the programme steering committee. Importantly, this offers the provider a sharp, critically reflective and up-to-date school perspective. There is also a strongly developing relationship with the local authority and the county adviser for religious education also now sits on the programme committee. This quickly growing partnership is beginning to identify exciting and practical strategies for enhancing the impact of collaborative working on both trainees and serving teachers. It has also strengthened the range and quality of the information available when selecting or assuring the quality of placement schools. Taken together, this means that the provider has an accurate view of its own strengths and a clear idea about what needs to improve. Nevertheless, it is recognised that the good conversations about trainee

outcomes that have always been part of the informal evaluation processes now need to be formalised, so that any analysis more visibly informs improvement priorities.

43. Although still relatively new, the secondary religious education programme is dynamic and continually evolving. Even though it has recently undergone a period of significant change it has developed well and consistently enables trainees to achieve strong outcomes. Indeed, change across the provider is managed well by leaders at all levels ensuring that systems are increasingly rigorous, self-critical and ambitious in terms of what can be achieved in the future. There has also been a very good programme of induction for the new course leader. This means that she is getting to grips quickly with all aspects of the provision and is in a strong position to lead its future development.
44. Course content is up to date and very flexible. There have been frequent changes and adaptations to course design and assessment as a result of feedback from trainees and partners. Recent examples have included consolidating the trainees' portfolio of evidence so that it is more streamlined, providing a visual timeline of assessment 'pinch points' for trainees and improving the taught sessions so that they are even more discursive and interactive. Course tutors are closely involved with the local standing advisory council on religious education and there are strong links with subject associations. Consequently, programme leaders are able to respond quickly to any changes in the educational landscape. There has been good coverage of, for example, the Every Child Matters agenda, Sir Jim Rose's *Independent review of the teaching of early reading*, and developments in the 14 to 19 curriculum. Moreover, there has also been ample room within all of the taught sessions to broaden discussions in response to contemporary issues and policy changes, such as the free school movement and the growth of the academies programme. Recently, there has been a strong focus on how the teaching and study of religious education contributes to community cohesion and the importance of encouraging open and reasoned debate about cultural diversity in modern Britain.
45. The new programme leaders are working very effectively with current trainers to ensure that past improvements are consolidated and that the pace of future development increases further. Since the previous inspection the provider has made a number of improvements that have maintained consistently strong outcomes for trainees and the areas for improvement identified at the last inspection have also been addressed well. Action plans are reviewed fully by the programme committee as part of an established cycle. This process, which involves a range of stakeholders, is rigorous and is used to identify successful actions and to signpost areas that feed into the following year's plan. Action plans are coherent and clearly identify the key actions, timelines, responsibilities and intended outcomes that are required. The actions themselves are appropriate and stem directly from the accurate evaluation of previous developments. Currently, however, they do not contain quantifiable or easily measurable success criteria that support sharper monitoring. The provider has recognised this area for development and is currently trialling new action planning formats.

## Summary of inspection grades<sup>1</sup>

**Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.**

### Overall effectiveness

		Primary	Secondary
<b>How effective is the provision in securing high quality outcomes for trainees?</b>		<b>1</b>	<b>2</b>
Trainees' attainment	How well do trainees attain?	1	1
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	1	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1	2
	To what extent are available resources used effectively and efficiently?	1	1
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	1

### Capacity to improve further and/or sustain high quality

		Primary	Secondary
<b>To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?</b>		<b>1</b>	<b>2</b>
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		1	2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		1	2
How effectively does the provider plan and take action for improvement?		2	2

<sup>1</sup> The criteria for making these graded judgements are in the *Grade criteria for the inspection of ITE 2008-11*; Ofsted November 2009; Reference no: 080128.

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