

York St John University

Initial Teacher Education inspection report

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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. Initial teacher education has been provided at York St John University for over 100 years. The university works in partnership with more than 450 schools in 15 local authorities and operates across the City of York, North Yorkshire, Leeds, Middlesbrough, Doncaster, the East Riding of Yorkshire, and Kirklees to provide a variety of routes for initial teacher education leading to qualifications to teach in the primary and secondary sectors.
4. The primary programme offers undergraduate and postgraduate routes to qualified teacher status (QTS). The four-year undergraduate route ended in July 2010 and the current three-year full-time course commenced in September 2007. The postgraduate programmes are full-time, part-time and flexible. The secondary postgraduate programme provides training leading to QTS with a specialism in religious education. The university has developed positive partnerships with other regional higher education institutes for its secondary provision and uses the David Hope religious education (RE) centre, which is

based on the university campus. At the time of the inspection there were 707 primary trainees and 18 secondary trainees.

Provision in the primary phase

Context

5. The university works in partnership with around 400 schools to provide teacher training courses. There is a three-year undergraduate Bachelor of Arts route and a full-time and part-time PGCE route. The Bachelor of Arts course offers trainees a focus on either the 3 to 7 or 5 to 11 years age group. Similarly, the PGCE course enables trainees to study the 3 to 7 or 5 to 11 years age group. Around 420 trainees are on the undergraduate course, 129 on the postgraduate full-time course and 159 on the postgraduate part-time course.

Key strengths

6. The key strengths are:
 - the good quality trainees who display good professional attributes and become reflective professionals with high expectations of themselves and their pupils
 - the centre-based training in English, especially in the teaching of phonics and mathematics which enables trainees to develop good subject knowledge
 - the academic tutor role and good quality support which enables most trainees to make good progress
 - the quality of feedback on written assignments which is formative, personalised and targeted so that most trainees make good progress.

Required actions

7. In order to improve the quality of provision, the provider must:
 - review the full-time postgraduate course to ensure all trainees receive their full entitlement in all aspects of the training
 - ensure leaders and managers have an overview of data collection to enable the provider to synthesise data, identify trends and inform improvement planning so that it has a significant impact on trainee outcomes.

Recommendations

8. In order to improve trainees' progress and attainment, the provider/partnership should:
 - rigorously monitor the mentor training to ensure consistency across all placements for all trainees
 - ensure trainees on all programmes have comparable patterns of school-based experience
 - enable trainees on the upper primary course to have experience in the Early Years Foundation Stage

- increase mentors' focus on learning to ensure feedback on trainees' teaching consistently incorporates a clear focus on the evaluation of pupils' progress in lessons.

Overall effectiveness

Grade: 2

9. The overall effectiveness of the university and its partnership in securing high-quality outcomes for primary and Early Years trainees is good.
10. Most trainees make good progress from their starting points both at the university and in schools, and display positive professional attributes. The attainment of trainees on both the undergraduate and postgraduate courses are equally good, with the proportion of those achieving good or better grades increasing to well over three-quarters. Trainees have many strengths and common features, including the excellent relationships that they have with adults and pupils. They are highly effective self-evaluative professionals with good subject knowledge. Trainees are confident in their approach to pupils, using effective behaviour management strategies very successfully. They recognise the links between strategies which engage pupils in their learning and good behaviour. Excellently planned activities are imaginative and practical and use resources, including teaching assistants, very effectively to engage and enthuse pupils. Trainees use a good range of assessment skills. Questioning skills and the consistent inclusion of pupils to self-assess mean that trainees are able to adjust the lessons to meet the emerging needs of pupils so that they make good progress.
11. The accuracy of the university's assessments and resultant good features of trainees confirm that recruitment and selection procedures are effective. Employment rates on the undergraduate and postgraduate courses have increased over three years, with the vast majority of the previous year's trainees known to be in teaching posts. Trainees consider the selection process to be thorough and offer opportunities for them to display the skills and personal attributes necessary to become effective teachers. Interviews are carried out by staff from the university and headteachers from partnership schools. Support for trainees is effective from the outset. The academic tutor receives information gathered at selection to prepare successful candidates for their training and to secure good progress against the Standards during their course. The procedures for safeguarding and identity and qualification checks are robust.
12. The part-time postgraduate route is successful in widening participation for trainees who may find other routes more difficult. Trainees on this route are very positive about the interview process and proud of their diverse profile, commenting that, 'York is brave taking people from non-traditional backgrounds and 'York sees the value in the life experiences of its students'.
13. The provider actively encourages trainees from under-represented groups and there has been a sharp rise in the proportion of males recruited on to the part-

time postgraduate programme. While recruitment from minority-ethnic groups is low, the provider is actively engaged in initiatives to increase applications from this group. Despite slight variation, completion rates across the programmes are high.

14. Overall, trainees are satisfied with the training they receive from York St John. The links between well-planned centre- and school-based training contribute well to trainees' good progress. This coherence between theory and practice is enhanced by the use of reflective assignments to deepen understanding. Reflective assignments are thoroughly and critically marked, offering trainees clear developmental feedback. As a result trainees make good progress and develop as critical thinkers. Aspects such as special educational needs and/or disabilities, inclusion and behaviour management are threaded through subject courses and reflected in assignments and school-based tasks. An example of this is the good practice in English where trainees visit a leading literacy school to observe a phonics lesson which is followed up with a question and answer session with the teacher; trainees then make games to use with a group of pupils. Most trainees commented that this increased their understanding and subject knowledge and, as a result, they are confident to apply their learning to teaching. Trainees on the postgraduate routes benefit from a good calendar of planned phonics training. Based on the results of an audit of trainees' subject knowledge, a number of workshop sessions identify low-achieving students in phonics at key points and a mandatory session is used to tackle weaknesses. These sessions can be used as a refresher prior to returning to school.
15. Trainees consider training for English and mathematics to be strengths of the courses. They commented that tutors model good classroom practice, which trainees can replicate in their classroom, using different teaching styles and practical, interesting activities. For example, several trainees commented that the English tutor was inspirational and they praised the art and physical education training, commenting on how these current practitioners enlivened sessions with pertinent examples of pupils' learning. Trainees appreciate the accessibility of tutors who give generously of their time to support and guide trainees throughout. Much of the feedback is face to face which is really appreciated by the trainees.
16. The independent research option taken by everyone gives trainees an opportunity to develop an aspect of teaching and learning in depth which enhances their classroom practice. For example, one trainee completed a study on how to include parents and carers in the pupils' learning, which increased this trainee's confidence in working in partnership with parents and carers in school.
17. Trainees experience a wide range of placements such as museums, outdoor play, art galleries and farms. During the inspection the Year 2 undergraduate trainees made presentations about these placements. They were able to explain how the experiences had changed their concept of school visits and could already make links to possible activities in their next school experience. Elements of vital training are successfully followed up in schools. These include, for example, safeguarding and child protection.

18. School-based training enables trainees to develop the knowledge, skills and understanding of a practitioner. A strength of the school-based training is the opportunity the trainees have to develop their expertise in monitoring and assessing pupils.
19. Regular tracking of the progress made by trainees is underpinned by the clear academic-tutor system. Meetings with the academic tutor are regular and records of academic studies and school experience are discussed. Most mentors are supportive and the quality of oral feedback from mentors is good and often better. This is complemented with good written feedback, and clear targets are set for the development of subject knowledge and classroom practice. Assessment systems are robust and trainees' progress throughout the course is tracked effectively. However, there is some variation between the quality of school mentoring and the university acknowledges that more training is necessary to ensure consistency among all mentors.
20. Tutors are well-qualified, suitably experienced and up-to-date in their knowledge. They ensure books and resources are up-to-date too. The resource centre and libraries are fully stocked and trainees access further materials pertinent to their need via a virtual learning environment. This is particularly appreciated by the trainees on the part-time postgraduate course as vital for communication.
21. Schools understand their roles and responsibilities and are happy to have trainees. The partnership involves a wide variety of schools and, as a result, trainees generally gain experience and confidence in diverse contexts. The provider makes use of school-based staff through the involvement with leading literacy schools and through using practitioners to deliver aspects of training. The match of trainees to their school placements takes good account of their personal needs but is less effective in satisfying trainees' professional needs. A few trainees have limited opportunities to experience a range of age groups or types of school. There is a clear process for monitoring the quality of placements and action is taken if any fall below the expected level. To extend and strengthen the quality of school-based mentors, university staff have started to provide group mentor training in schools. Mentor materials for new mentors are of a high quality and feedback on the training events is good. However, not all mentors take up the option for training and the university does not always follow up on this gap. The university recognises that priorities for improvement are not overtly communicated to the schools and have taken action to remedy this.
22. While most trainees have successful routes through the placements and achieve well progressively, there are a few that have set-backs. This is mainly due to placements that are inconsistently organised and result in inequalities of opportunities. For example, this year a few trainees on the full-time postgraduate route did not have placements at the same time as the rest of the cohort and this hampered the rate of progress for these trainees. Similarly, these trainees raised concerns over their limited knowledge, understanding and practical experience of working with pupils from minority-ethnic groups or

pupils with English as an additional language. A few trainees commented that limitations within their training can eliminate other choices and opportunities.

The capacity for further improvement and/or sustaining high quality

Grade: 3

23. The university has satisfactory capacity to sustain high-quality outcomes for trainees and to secure further improvement. The newly appointed head of Initial Teacher Education has brought enthusiasm and energy to the role. He leads a team of senior leaders and staff who share a strong vision of what represents a good teacher and good education. During a period of leadership and staffing turbulence the university has sustained good attainment and good progress for most trainees.
24. Senior leaders have managed the recent departmental changes and the ending of the four-year undergraduate programme effectively. They have taken this opportunity to review and refresh existing systems and procedures with a focus on strengthening quality-assurance practices, provision and trainee outcomes further. As a result many systems and processes are at a relatively early stage of development and still need time to embed to impact consistently on trainees' outcomes.
25. The university uses a range of quantitative and qualitative data to evaluate its provision. Feedback from stakeholders, such as academic tutors, mentors, link tutors and newly qualified teachers is set against information from external examiners and some benchmarking information. Despite the comprehensive nature of its evidence gathering, the university's self-evaluation of the quality and effectiveness of the provision is too generous. This is because senior leaders are only just starting to analyse systematically and incisively the information collected against the impact on trainees' performance. The monitoring of school-based training does not always provide an incisive evaluation of the quality and the impact of provision on outcomes for trainees. Therefore, monitoring and evaluation are not yet sharply pinpointing all areas where practice is inconsistent or precisely identifying actions that need to be taken to improve outcomes for trainees. However, joint observations of lessons involving university tutors and school-based mentors are useful in checking the accuracy of judgements regarding trainees' attainment. Similarly, university tutors scrutinise trainees' files during school-based experiences to check that trainees' entitlements are being met. Consequently, senior leaders have a picture of the strengths, weaknesses and areas for development in major aspects.
26. Nevertheless, there are examples of programme leaders using robustly interrogated trainee information to improve performance. For example, the mathematics department used information from trainees' audits in mathematics to identify weaknesses in subject knowledge. As a result there have been enhancements in subject-knowledge training, including extra workshops. This

has led to a significantly increased pass rate in the following audit and an improvement in trainees' ability and self-assurance to teach mathematics. This was exemplified as a trainee was observed confidently teaching a mathematics lesson on area to a mixed class of Year 3 to Year 6 pupils, dispelling misconceptions by asking probing questions. However, partnership schools are not yet sufficiently involved in the evaluation of training or influential in programme design.

27. Leaders and managers at all levels show a good capacity to anticipate and drive change. The university is very responsive to national and local initiatives. This is because leaders are reflective and demonstrate high levels of commitment to ensuring a positive contribution to improving the quality of teaching and learning locally and nationally. There are several imaginative and innovative impact studies being undertaken, a number of which have had a significant impact on those trainees who were involved. There are very positive examples of the way in which senior leaders have introduced changes which have had a positive impact on most trainees' practice, most notably in the area of language development. Schools report that trainees are much better prepared for the teaching of phonics than they were two years ago. There are a number of other innovations which the programme has introduced to improve the quality of the training. For example, a number of the more-able trainees have linked with local artists to extend their experience in the teaching of art. Another example is the linking of trainees with pupils in school and using the information gathered to discuss their use and experience of reading. The good response to national priorities, such as early reading and phonics, teaching pupils with special educational needs and/or disabilities and behaviour management, has resulted in marked improvements in most trainees' confidence in these areas.
28. Procedures for taking action to improve the provision are satisfactory. There is a clear process of improvement planning in place which has developed into a cyclical approach. However, there are missed opportunities to use partnership schools more widely in shaping the training. Improvement plans cover a wide range of aspects of the provision, for example, partnerships and a range of curriculum subjects. The plans are suitably focused on developing the programmes further and improving outcomes for trainees. Action plans have success criteria against which to evaluate performance and progress is now frequently reviewed at several levels, such as the steering group and the senior management team. The criteria are implicitly but not explicitly focused on outcomes for trainees. Those responsible for taking action at a senior level understand their roles and responsibilities. The university recognises that more needs to be done to measure the impact of these plans on trainee outcomes. For example, the plan to improve partnerships recognises that there is some work to do to ensure consistency for all trainees. Recent improvements in the arrangements for tracking trainees' attainment are now being established. While there is some good practice in the area of improvement planning, for example in English, this is not consistent across all the plans.

Provision in the secondary phase

Context

29. The secondary training partnership offers a one-year postgraduate route to QTS in RE. The university works with around 25 schools in the partnership, predominantly in the Yorkshire and Humberside region. At the time of the inspection 18 trainees were following the course. Trainees benefit from the on-campus David Hope RE resource centre which supports their training in RE as well as in wider aspects such as global education and citizenship.

Key strengths

30. The key strengths are:
- a very coherent pattern of training ensuring that all elements combine effectively to promote high-quality outcomes for trainees
 - excellent communication, mentoring and link tutoring across the partnership ensuring that all those involved in training and assessment work successfully together to secure outstanding trainee progress
 - a well-designed and focused RE programme which provides trainees with excellent opportunities to develop a high level of subject knowledge and expertise
 - a positive pattern of enrichment activities which helps promote the trainees' understanding of their subject and of wider issues related to inclusion and diversity
 - very effective systems for tracking trainees' progress and setting targets for improvement which ensure that trainees are actively engaged in the process of reflecting on their performance
 - strong recruitment procedures ensuring that trainees who are selected have the qualities required to become effective teachers and are well-supported from the outset of their training
 - strong programme leadership and management which is very proactive in anticipating change and responding to initiatives within the subject and the wider educational world.

Required actions

31. In order to improve the quality of provision, the provider/partnership must:
- ensure that more systematic use is made of information about the performance of trainees against the Standards in the process of course evaluation and improvement planning.

Recommendations

32. In order to improve trainees' progress and attainment, the provider/partnership should:
- ensure feedback on the trainees' teaching consistently incorporates a clear focus on the evaluation of pupil progress in lessons
 - ensure all trainees have opportunities to experience RE within a post-16 setting
 - implement the plans to enhance the teaching accommodation at the university
 - incorporate more training on issues related to homophobic bullying.

Overall effectiveness

Grade: 1

33. The overall effectiveness of the provision in securing high-quality outcomes is outstanding. Inspectors agree with the provider's judgement that trainees' attainment is good with a number of outstanding features. There is some variation in the pattern of attainment year-on-year due to the small size of the cohort but overall there is a trend of improvement. As a result of the high-quality training they receive, all groups of trainees make outstanding progress. Tracking of performance of the current cohort of trainees indicates that over 85% are predicted to be good or better with around 50% targeted to be outstanding. Retention rates have risen significantly year-on-year over the past three years and are now exceptionally high. Employment rates are also high.
34. Trainees demonstrate excellent professional values and attitudes. They are highly motivated, independent and committed. They quickly acquire an impressive understanding of what constitutes good quality teaching and learning in RE; the pattern of their training enables them to implement these within the classroom setting. Trainees plan thoroughly and often in great detail, giving very careful attention to structuring pupils' learning, meeting their diverse needs and promoting their wider learning and thinking skills. The classroom practice is often impressive with trainees using a wide range of imaginative and lively strategies to promote positive behaviour and effective learning and assessment. A very clear strength of the trainees is the way they combine an expertise in teaching with strong subject knowledge and understanding.
35. The arrangements for selecting trainees and supporting their preparation for the course are outstanding. The selection procedures are rigorous and ensure that trainees have the expertise and personal qualities essential to becoming effective teachers. Interviews usually take place within a school setting. The procedures involve the trainees being interviewed by staff and pupils at the school as well as by representatives of the university. Great care is taken to gather information at interview about prior experience which could contribute to meeting the Standards and to identify initial training needs. When trainees

are accepted onto the course they receive advice about detailed and specific individual pre-course activities which enable them to make a positive start to their training. Trainees are often required to gain additional school experience prior to the start of the course.

36. The pattern of recruitment is carefully matched to the needs of the local area. Despite strenuous efforts to recruit from minority-ethnic groups, the number of trainees from Black and minority-ethnic backgrounds remains low. A significant proportion of trainees start with relatively modest levels of prior subject expertise but the pattern of targeted guidance they receive enables them to make very effective progress. Extensive use is made of online booster courses to start the process of developing subject knowledge. This year, all of the trainees took at least one booster course prior to starting the course.
37. Course leaders make very good use of information gathered throughout the programme to set targets and provide patterns of training which address individual needs. The arrangements to share information about trainees' progress across the partnership are excellent. As a result trainees benefit from consistently very high quality support from tutors and mentors. A notable feature is the emphasis placed towards the end of the programme on re-visiting the criteria for teaching to help trainees focus their energies and push for the highest performance. Where trainees are identified as making less progress, the course leaders take immediate and effective action to put plans in place to support them.
38. All aspects of the training are highly coherent and are structured to secure the outstanding progress. The strong partnership between schools and the university ensures trainees receive a very consistent and rigorous programme of school-based experience. The professional studies programme and the assignments are very skilfully designed to provide an extremely effective bridge between the university and school-based elements of the training.
39. A particular feature of the subject training is the exceptionally strong programme of enrichment activities and the way the training draws widely on the expertise across the partnership. Trainees experience an extensive pattern of visits to a wide variety of religious communities within the local and wider area.
40. The arrangements for assessing trainees' progress ensure judgements of teaching are accurate and they receive comprehensive and clear feedback on their performance and how to improve. For example, effective use is made of the Teacher Effectiveness Frameworks to encourage an in-depth review of progress at the end of the second school placement. The provider has put in place an additional standardisation event to extend the current moderation procedures and ensure that the final judgement of the trainees fully embraces all aspects of their performance. Occasionally, mentors do not focus enough on the progress made by pupils when assessing the quality of the trainees' teaching but, overall, trainees develop the positive skills of reflective practice.

41. A further important strength of the provision is the high quality of the documentation produced to support training and assessment. This reflects the very impressive overall leadership and management of the programme. It ensures that all those involved in the partnership have a very clear understanding of their roles and responsibilities. The documentation used to review and record trainees' progress is well-structured, purposeful and manageable. The quality of the Standards portfolios is high and trainees receive excellent support in the process of gathering quality evidence throughout their training year.
42. Great care is taken to ensure resources are used effectively to support the training. In particular, the overall leadership of the secondary programme has been strengthened, bringing a strong strategic approach to course development and self-evaluation. Link tutors play a key role in securing the outstanding progress made by the trainees. They provide excellent and timely support, intervening where necessary and ensuring that provision across the partnership is of the highest quality. Trainees benefit from the on-campus David Hope RE resource centre which supports their subject training as well as wider aspects such as global education and citizenship. In addition, very skilful use is made of resources drawn from the partnership and beyond to enrich the training programme. Increasingly effective use is being made of e-resources to support training and these have a strong focus in the current improvement plan. A major shortcoming in the provision in recent years has been the quality of the teaching accommodation. This is now being addressed through the decision to refurbish and create a subject space to reflect best practice in teaching and learning.
43. The quality of the partnership is outstanding and this forms a strong subject community which works very effectively to support the high-quality provision. Mentors are often ex-trainees with a good understanding of the university programme. There is also a strong programme of mentor training which helps secure the consistently high-quality mentoring across the partnership. The school placements are also of a consistently high quality and trainees receive carefully planned and well-balanced teaching experiences in contrasting schools. The primary placement is highly effective and includes a strong focus on children's language development and phonics. While many of the trainees have opportunities to gain experience in a post-16 setting, this is not provided for all.
44. The promotion of equality and diversity is also outstanding. There is a shared commitment across the partnership to securing equality of access to high-quality training and ensuring that all trainees are able to achieve their potential. While the pattern of the partnership limits the opportunities for trainees to experience a wide range of ethnic diversity on their placements, there is a strong thread of training on all aspects of inclusion throughout the programme. In addition, an extended pattern of training in diversity and inclusion issues includes a well-structured and very challenging week placement in Bradford or Leeds. This culminates in a specific assignment requiring trainees to make a presentation to their peers on a selected aspect of diversity and inclusion such as boys' achievement or raising the attainment of

pupils from minority-ethnic backgrounds. As a result trainees' planning and teaching consistently incorporate a strong focus on identifying the needs of specific individuals and groups within their classes. Attention is given to issues related to harassment, discrimination and bullying although trainees identified that they would value a little more training on the challenges presented by homophobic bullying.

The capacity for further improvement and/or sustaining high quality

Grade: 2

45. Inspectors agree that the university has good capacity to sustain high-quality outcomes for trainees and to secure further improvement. Successful self-evaluation and improvement planning have brought about significant improvements in the provision since the previous inspection. There is an overall trend of improvement in the progress and attainment of trainees and retention rates have risen significantly over the past three years. The issues highlighted at the last inspection relating to subject-knowledge development and securing greater consistency in the quality of training have been thoroughly addressed and these are now strengths of the provision.
46. All the partnership representatives interviewed during the inspection were unanimous in their praise for the quality of the leadership and management of the provision. In particular, they valued: the very efficient, straightforward and manageable nature of the various training and assessment arrangements; the excellent way in which information about trainees' progress and training needs are communicated; the impressive way in which trainees are prepared for their teaching placements; and the very positive way in which all partners are actively involved in the process of course development. Communication across the partnership and the accessibility of link tutors help secure the very smooth running of the partnership.
47. The cycle of monitoring, evaluation and improvement planning is good. Extensive use is made of feedback from trainees and all of those involved in training to judge the effectiveness of all aspects of the provision. This has addressed one of the issues raised at the time of the previous inspection recommending more use of evaluation data so that improvement planning is more rigorous. All the training modules and school placements are evaluated in detail and the information gathered is carefully summarised. The annual performance review of the programme is comprehensive and includes, for example, a detailed report on progress made in relation to the previous improvement plan. What is less prominent is the use made of information about trainee performance as a measure to identify improvement priorities and judge the impact of actions taken. Feedback on the performance review documentation from the faculty quality-enhancement committee has not highlighted this shortcoming.
48. Recent improvements in the arrangements for tracking trainee attainment mean that the data to support more rigorous self-evaluation are now in place.

A good start has been made to undertaking the appropriate level of analysis of these data and the programme leadership is fully aware of the potential to use the data more systematically in the future to strengthen the process of improvement. One immediate impact of the more robust use of data has been the introduction of the final standardisation procedure to make sure that judgements on trainee performance are based on a comprehensive overview of their progress.

49. A key strength of the provision is the way in which its leadership draws very skilfully on the highly effective partnership to prepare for, and respond to, national and local initiatives. There is a clear and sustained commitment to improvement reflected, for example, in the significant strengthening of the programme leadership. Arrangements are in place to engage with the wider partnership in this drive for higher standards. For example, the partnership steering group makes a very significant contribution to the provision by offering suggestions and resources to support innovative thinking about training and assessment. Mentors are actively involved on an annual basis in reviewing the course documentation and making suggestions for improvement. Similarly, the course leadership ensures that developments in the subject which are relevant to the training are communicated across the partnership.
50. The course leadership maintains close contact with the wider world of RE, and adjustments are made to the training to take account of changes which will impact on the trainees' future in the profession. Increasingly the training reflects current developments in thinking in RE as well as in the wider secondary curriculum. For example, trainees are being encouraged to work more widely across other subjects to extend their range of expertise reflecting changes in the curriculum at Key Stage 3. Those involved in delivering the central training programme maintain a close relationship with other providers, hosting meetings for RE lecturers in the north and participating actively in regional conferences in partnership with the National Association of Teachers of RE.
51. Improvement planning is thorough and detailed and embraces all aspects of the provision. The planned actions reflect a good understanding of best practice in RE and teacher education more generally. For example, the current improvement priorities incorporate a clear focus on widening participation and improving the arrangements for tracking trainees' progress. They also reflect the outcomes of the evaluations of the programme. For example, there is a strong focus on developing the use of e-portfolios and improving the training accommodation to reflect best practice in teaching and learning. However, as in the case with the annual performance review, the success criteria which are used to judge the effectiveness of the improvement plans do not include a clear focus on the impact on trainees' performance.

Summary of inspection grades¹

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

Overall effectiveness

		Primary	Secondary
How effective is the provision in securing high-quality outcomes for trainees?		2	1
Trainees' attainment	How well do trainees attain?	2	2
Factors contributing to trainees attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2	1
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	2	1
	To what extent are available resources used effectively and efficiently?	2	1
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2	1
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	3	1

CAPACITY TO IMPROVE FURTHER AND/OR SUSTAIN HIGH QUALITY

		Primary	Secondary
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?		3	2
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		3	2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		2	1
How effectively does the provider plan and take action for improvement?		3	2

¹The 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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