

Oxford Brookes 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. The Oxford Brookes University Westminster Institute of Education was renamed in 2011/12, as the School of Education and is now part of the Faculty of Humanities and Social Sciences. The School provides initial teacher education (ITE) leading to qualified teacher status (QTS) in the secondary phase and to qualified teacher learning and skills status (QTLS) in the further education (FE) phase. The provision is based at the university's campus at Harcourt Hill, on the outskirts of Oxford.
4. Around 60 secondary partnership schools are spread across several local authorities. Partner schools have well-established relationships with the university through links in particular secondary subjects. The university is one of the largest providers of continuing professional development for practising teachers and teaching assistants in the country. The university is a major provider of newly qualified teachers to schools in the region, including in priority secondary subjects.

5. The university provides two routes leading to QTLS for teachers in the further education sector. One is currently run in partnership with four FE colleges (though two will be leaving the partnership at the end of 2011/12). This route provides part-time in-service training for trainees in those colleges and in a range of post-compulsory education settings. The second route is university-based, providing either full-time pre-service training for those wishing to become FE teachers, or part-time in-service training for existing FE teachers.

6. Provision in initial teacher education which was judged outstanding for both overall effectiveness and capacity to improve at the previous inspection will not be inspected during this year. For Oxford Brookes University the primary phase of provision was judged to be outstanding for both overall effectiveness and capacity to improve at the previous inspection. Therefore this phase was not included in this inspection and does not form part of this report.

A commentary on the provision

7. The following are particular features of the provider and its initial teacher training programmes:
 - the effective recruitment and selection procedures which lead to the enrolment of trainees who are well suited to the profession
 - the high quality of reflection shown by trainees in both phases to improve their practice and successfully meet the needs of their students
 - the experience and expertise of subject leaders and university and partnership trainers, and the quality and effectiveness of the support they provide to trainees.

8. The following recommendations should be considered to improve the quality of the outcomes for trainees:
 - Review mentoring arrangements across all phases to share more widely the existing elements of best practice in the arrangements for progress monitoring and target setting.

Provision in the secondary phase

Context

9. Oxford Brookes secondary programme offers Postgraduate Certificate in Education and Professional Graduate Certificate in Education training routes in art and design, English, mathematics, modern foreign languages, music, religious education, science with biology, science with chemistry and science with physics. At the time of the inspection there were 78 trainees.

Key strengths

10. The key strengths are:
- the effective recruitment and selection procedures which lead to the enrolment of trainees who are well suited to the profession in almost all subjects
 - the high quality of reflection shown by trainees to improve on their practice
 - the experience and expertise of the subject leaders and the quality and flexibility of the support provided to trainees
 - the quality of documentation provided by the university to support each aspect of the training programme
 - trainees' understanding and preparation to teach students of all abilities
 - the provider's commitment to equality and diversity.

Recommendations

11. In order to improve trainees' progress and attainment, the provider/partnership should:
- further refine formative assessment documentation linked to the new teacher standards to support all trainers in accelerating trainees' progress
 - ensure that all mentors have a precise level of understanding of what is expected in terms of challenge for trainees
 - ensure that all mentors, particularly those supporting lower attaining trainees, set weekly targets that are as incisive as possible in order to further boost trainees' progress
 - involve all partners in developing recruitment activities that attract high calibre applicants across all subjects.

Overall effectiveness

Grade: 2

12. Trainees' attainment is good and a very large majority make good progress towards achieving their challenging targets. Although there is some variability in this picture across subjects, completion rates are broadly in line with the national average. The provider has been successful this year in reducing withdrawal rates in modern foreign languages, which had been higher than average. There are no significant differences in the outcomes of different groups of trainees. The provider meets local employment needs well and employer feedback indicates a good level of satisfaction with the quality of trainees who have completed their training at Oxford Brookes.
13. Trainees reflect well on their teaching. They talk enthusiastically about learning and how best to engage with their students. Most trainees acquire a broad subject knowledge upon which they reflect and work hard to extend during their training. Trainees are keen to learn from their tutors, mentors and other teachers in the schools in which they are training and most develop positive and professional relationships with their mentors. Effective communication systems and the good quality of documentation provided by the university further support each aspect of the training programme. The provider's commitment to equality and diversity ensures all trainees are well prepared to teach students with a broad range of needs from a variety of backgrounds. Trainees' skills in behaviour and classroom management are good overall.
14. Particular care is given at the early stages of recruitment to select the most suitable trainees who are well prepared to commence their training. Trainees' subject knowledge and previous experience are carefully audited at interview and where necessary additional input is recommended and provided to strengthen trainees' subject knowledge. This has led to the enrolment of an increasing number of mature trainees who have, for example, worked as teaching assistants and who bring with them a working knowledge of how students learn. Most importantly, the provider regularly interrogates data on recruitment and selection to see where improvements can be made.
15. All elements of training combine well to form a coherent whole. University-based subject training is strong and appreciated by trainees. This is because subject leaders demonstrate a high level of commitment to the pastoral support of trainees as well as an expertise in their subjects. As a result, university-based tutors act as good role models for trainees. A comprehensive training programme to address the wider aspects of education and current national requirements has been re-designed and successfully introduced in order to ensure all elements of the course combine well with sufficient flexibility to match to trainees' individual needs. For example, the practical experience of working with students who speak English as an additional language has been particularly effective and well received by trainees. Similarly, modern foreign language trainees enjoy positive cross-curricular learning experiences in a Café-Theatre environment with students. Most trainees enjoy a high quality professional

dialogue with their mentors through weekly meetings to review their progress. Trainees also benefit from opportunities to observe experienced practitioners.

16. Feedback by the provider on trainees' progress is also given on a regular basis and this provides them with a clear understanding of their strengths and areas for development. The weekly target-setting process undertaken by mentor and trainee ensures that trainees know how to meet their immediate training needs and how to progress in order to demonstrate their attainment of the Standards. The majority of mentors show a high level of awareness of the training that is being addressed centrally and build on this well during the trainees' placements. However, a few mentors lack an up-to-date level of understanding of what is expected in terms of challenge or expectation. In particular, those mentoring lower attaining trainees sometimes miss the opportunity to set incisive and challenging weekly targets in order to maximise trainees' progress. Trainees are all aware of the need to maintain written evidence to support their progress and development against the Standards and there are examples of very good quality evidence being submitted through the personal portfolio of professional development. Similarly, leaders are aware of the need to develop, and share with all stakeholders, assessment documentation that is more closely linked to the new teacher standards in order to better support all trainers in accelerating trainees' progress.
17. The university demonstrates a strong commitment to resourcing trainees and partnership schools. As a result, it is held in high regard by the partnership schools. Staffing is well resourced and this allows for good use of the time allocated to supporting schools and trainees effectively. On the occasions when additional support or intervention is required effective communication systems ensure prompt action is forthcoming. As a result, school partners say they are confident that support will always be available, and that an appropriate plan of action will be offered.
18. Trainees make good use of the university library and the virtual learning environment to share resources and to keep in touch with one another. This is particularly important for a provider with such a wide geographical spread of schools. Communication across the partnership is a strength and schools value, in particular, the quality of the paperwork that highlights exactly what needs to be addressed at each point during a trainee's placement. Joint lesson observations and moderation visits further ensure that trainees receive the correct support they require. This process is consistently applied to trainers, mentors and trainees.
19. The promotion of equality and diversity is a strength of the provision. The provider ensures that a high level of personal and professional support is given to all trainees. For example, strenuous efforts are made to support trainees' personal needs with school placements. There have been no recent reported incidents of harassment or unlawful discrimination and trainees are confident that any issue would be thoroughly and promptly dealt with. Trainees are prepared well for teaching in a culturally diverse society with the provider taking particular care to secure a direct experience of teaching students who speak English as an additional language for all trainees.

The capacity for further improvement and/or sustaining high quality **Grade: 2**

20. The provider's overall capacity for further improvement is good. Senior leaders have maintained a strong commitment to rigorous self-evaluation across all areas of provision. A range of internal and external data is used to good effect as part of the university's self-evaluation procedures. An improved responsiveness to the changing needs of each cohort since the previous inspection has resulted in better provision and a better understanding of trainees' learning needs, particularly while on teaching placements. Senior leaders regularly take account of the views of partners and trainees. Trainees are consulted throughout their training and their views are taken into consideration when planning next steps. As a result, most trainees are making better progress when compared to previous years and retention rates have similarly improved on previous years. Improved tracking arrangements show that most trainees are maintaining a good level of progress. However, there has been less marked success in moving those trainees whose attainment was judged to be satisfactory on to being judged as securely good. Professional tutors work closely with headteachers, and the vast majority of mentors and are well informed about the course, improvement planning and how to set and review challenging targets. Senior leaders are therefore aware of the need to strengthen recruitment yet further by involving all partners in developing recruitment activities to attract high calibre applicants in all subjects.
21. The provider operates a rigorous quality assurance system which includes both internal and external moderation. The high level of dialogue between the provider and schools underpins considerable loyalty to the training programme and the university. For example, professional tutors were able to point readily to changes in provision that have arisen in response to their feedback. Similarly, trainees have a strong representation through regular course evaluations. Course leaders have a clear and accurate view of the strengths and areas requiring improvement. This leads to regular review and changes to the course structure and delivery, as exemplified by the recent changes made to the professional studies programme. Leaders make good use of this information along with a wide range of other qualitative data in their self-evaluation process. However, although strategies have been successfully introduced to address areas for improvement there has not been sufficient time to fully evaluate the impact of this work. Consequently, a few mentors do not have a precise or up-to-date level of understanding of what is expected of trainees at each stage of their training in terms of challenge and progress. Similarly the use of newly-agreed assessment criteria has yet to be fully embedded and reflected upon across the partnership.
22. Despite significant internal re-organisation at the level of the University the provider has maintained consistent support for its partnership schools as well

as a clear focus on anticipating change at a local and national level, and in responding to the national priorities for initial teacher training. In response to the previous inspection report's recommendations, leaders have successfully sought ways to collaborate effectively so that self-evaluation outcomes can be used to help shape improvements across the partnership as a whole. For example, changes in the way course documentation has been used to monitor trainees' progress towards achieving the Standards was successfully introduced across all subjects. This resulted, for example, in the significant improvement of mathematics trainees' understanding and use of targets with a consequential rise in their attainment outcomes. Similarly, documentation provided to schools guides mentors in understanding course requirements and also supports trainees' progression between teaching placements. The Teaching Agency's national annual survey of newly qualified teachers' responses indicates a high regard by trainees for their training. Of particular note is the effective relationships brokered with partnership schools that offer practical opportunities for trainees to gain experience and secure a good understanding of how to teach students from a range of cultural backgrounds. Similarly, because of a degree of flexibility built into the third teaching placement, trainees say they are well prepared to teach disabled students or those who have special educational needs.

23. Partners are clear about their roles in helping to secure improved trainee outcomes as a result of well-established communication systems and well-written course documentation. Further improvements are planned in order to update the university's database and virtual learning environment. The partnership steering committee remains flexible and responsive to change at both local and national level. Good quality university-based training ensures trainees' lesson plans include a clear focus on targets to equip them in promoting literacy through their subject specialism. However, for a few trainees, opportunities to put such planning into action are limited, and depend on the quality of the mentoring they receive and expectations within schools. Trainees receive formal feedback from their subject tutor at specific assessment reference points throughout their training and all trainees benefit from a minimum of four visits during the year by a university tutor during their school placements. Leaders acknowledge that further work is required in the development and use of formative assessment documentation to guide mentors and support more trainees in securing good and outstanding outcomes.

Initial teacher education for the further education system

Context

24. At the time of inspection the university operated in partnership with four FE colleges (Henley, Milton Keynes, Oxford and Cherwell Valley and Swindon), to provide in-service training for teachers and trainers from settings across the FE sector. Milton Keynes and Henley colleges will leave the partnership at the end of 2011/12, though provision at Oxford and Cherwell Valley College is expanding with the addition of a new site in Reading. The university also provides its own full-time training for pre-service trainees and its own part-time training for in-service trainees, most of whom are employed as teachers in FE, adult and community education, local authority or Ministry of Defence settings.
25. At the time of the inspection, 113 trainees were enrolled on courses leading to the university-validated awards of Postgraduate Certificate in Education (PGCE) or Professional Graduate Certificate in Education (Prof. GCE). Both qualifications are endorsed by Standards Verification UK and satisfy the Secretary of State's requirements for FE teachers. In addition, postgraduate trainees are able to gain up to a further 60 credits at Masters level.

Key strengths

26. The key strengths are:
 - an improving trend in trainees' outcomes, which are currently good across university and partnership provision
 - the rapid development of trainees' ability to reflect upon and improve their practice
 - very high levels of support for trainees from university and partnership trainers
 - the high quality feedback on assignments and observation (TSV) records
 - the effective linkage of theory and practice which helps trainees to successfully meet students' needs
 - the successful strategies to improve provision following the previous inspection.

Recommendations

27. In order to improve trainees' progress and attainment the partnership should:
- develop trainees' skills in effective and precise target-setting in professional development records
 - develop partnership trainees' confidence in initiating and leading discussions on equality and diversity matters.
28. In order to improve the quality of training across the partnership the provider should:
- review the procedures for trainer observation visits to partners to include whenever possible a three-way discussion between trainer, trainee and mentor
 - enhance trainees' confidence in developing online and interactive learning materials by improving the interactivity of the partnership's virtual learning environment.

Overall effectiveness

Grade: 2

29. Attainment of current trainees is good across the provision, and shows an improving trend since the previous inspection. During the past three years 100% of trainees who completed the programmes achieved their award, and withdrawal rates were low. When trainees have left the courses before completion, the decision is usually made for personal or employment-related reasons. For part-time trainees on the university-based route, attainment is excellent, with 92% attaining at a good or outstanding level, with no deferrals and no withdrawals. Progress made by current trainees is good overall, and for some trainees considerable and rapid progress has been sustained. Many trainees come from family backgrounds where no-one has experienced or succeeded in higher education previously. Across the partnership, trainees spoke powerfully about raised aspirations and professional ambitions as a result of training. Progression from the university-based full- and part-time PGCE is good, with 10% of trainees progressing to the university's BA Educational Practice in 2011/12. There is also steady progression of small numbers of PGCE trainees to Masters level study, and one trainee has registered for the university's Doctorate in Education.
30. Trainees demonstrate very good reflective skills, which develop rapidly across all areas of the partnership. They are able to review their own practice in sophisticated ways, and arrive at well-considered strategies for improvements in teaching and learning. All of the trainees interviewed by inspectors were able

to talk about ways they had improved their practice in the classroom, and were able to identify ways that such changes benefited students. Nearly all trainees had a clear understanding of a range of students' needs, and they were quickly developing their practice to address such needs. For example, in a number of settings trainees had worked successfully to deal with students' literacy and numeracy needs, and a number of trainees had made successful efforts to meet dyslexic students' needs.

31. Trainees make strenuous and successful efforts to deal with any literacy or numeracy needs they themselves may have when joining the programmes. Subject knowledge is good for all trainees, who employ vocational expertise successfully to develop students' skills and understanding. Assignments are well executed and make good links between theory and practice. Most trainees could identify ways that work for assignments had informed their classroom practice. However, for a small number of trainees, knowledge of the wider lifelong learning sector was limited, which restricted their career planning and ambition, and some trainees lack skills to set themselves challenging and time-bound targets in their personal development records (PDRs) to drive progress.
32. Trainees' teaching, as seen during the inspection, was good overall, with some outstanding sessions observed. In the best classes, trainees showed confidence and very well established understanding of students' needs, even when dealing with very diverse groups. In such classes pace was brisk, good subject knowledge was effectively shared, and there was frequent purposeful questioning to check understanding. Weaker sessions showed that a very small minority of trainees do not have a sufficiently well-developed knowledge of a wide range of teaching and learning strategies to suit students' needs. There is also scope for such trainees to develop confidence in the use of a wider range of assessment strategies to check their students' understanding and progress. In partnership settings, while trainees' understanding of equality and diversity is good, and good attention had been paid to diversity during training, a small number lack confidence in generating and leading discussions of equality matters with students.
33. Recruitment and selection of trainees are good. Trainees are well suited to courses, as demonstrated by low levels of withdrawal from programmes. Interviewing procedures have improved since the previous inspection, with an initial 'impression grade' allocated by interviewers and two trainers interviewing each trainee, against which later improvement may usefully be seen. The importance of trainees' individual learning plans (ILPs) is first discussed during interview and trainees receive good information about the demands of the courses, about the nature of assignments and about the need to develop their professional practice. A good pre-interview reading task is given to full-time trainees, and all trainees receive pre-course reading materials. Induction activities are constructive and help develop a strong group ethos for partnership trainees.
34. Trainers and mentors know their trainees well and have good understanding of professional and personal needs. Early initial assessments and improved interviewing strategies give both trainers and trainees clearer understanding of

areas for development and areas where support is required for success. Trainers have a good understanding of Ofsted grading criteria for trainees, and this has been the subject of frequent discussions between university and partnership staff. A laminated grade criteria sheet is widely distributed and used for training and in moderation discussions, a development shared cross-phase from secondary provision. ILPs and PDRs are useful and generally good as reflective instruments and areas in which comment and judgements are drawn together.

35. Trainees enjoy their training and can identify ways that theory and practice combine to improve their work with students. The standard of marking on trainees' assignments is at least good, with many outstanding examples seen. Trainers' comments are detailed and extensive, with very clear guidance for improvement and some excellent relation of theory to practice. Trainers comment well on literacy and numeracy needs in assignments and planning documents. Across time, trainers' attention to such needs ensures that trainees make improvements in literacy and numeracy. Feedback following observations is frequently excellent. Great care is taken by trainers to give clear messages for improvement in practice and in the relation of theory to practice, which provides trainees with a very well regarded and useful 'roadmap' to support them in placements and during the early stages of their careers
36. Mentors have a good understanding of their roles and responsibilities, and discharge these very conscientiously. All mentors have been offered training, though most in the partnership colleges had been unable to attend. To deal with difficulties in providing training that can be accessed by all mentors, a strategy is now in place to cascade training down from university trainers to college co-ordinators and to individual mentors. It is too early to judge the impact of this initiative. Records of observations by tutors and mentors are held in PDRs together with reflection and comment from trainees, which provide a single, helpful document from which tutors may judge progress and needs.
37. Trainers and mentors provide a valuable resource for trainees. Trainees also have a strong sense of themselves and their peers as resources to support progress. University external examiners are utilised productively by the partnership; for example, during 2010/11, examiners carried out joint observations with mentors in all partner colleges. The virtual learning environment (VLE) for university-based trainees is currently being modified to better link and integrate with college partners' VLEs. University managers are currently exploring ways to develop mirror sites or controlled access for mentors to engage with one another and with university staff via the VLE. Current VLE resources are well used and valued by trainees. University trainers do encourage and monitor use of chat rooms by trainees, but interactivity remains limited and most usage is for document storage and retrieval. Overall, trainees lack confidence in developing on-line and interactive learning materials.
38. Throughout training there is a good focus on promotion of equalities, and in assignments and tutorial discussions such matters are prominent. The recruitment of trainees from minority ethnic backgrounds across the

partnership follows broadly the same data trends over time as local populations. Trainees' knowledge of equality and diversity matters is good, particularly in relation to disability. In one partnership setting, however, a small number of trainees lack confidence in their own understanding of ethnicity and cultural difference. At times these trainees are hesitant about discussing such matters with their students.

39. Partnership liaison and arrangements to secure quality across the partnership are good. University tutors for full-time trainees also have very good relationships with the colleges where trainees have teaching placements. The university organises a good range of development activities for partner staff. Partnership coordinators, trainers and mentors feel that their views are welcomed and acted upon. Moderation meetings ensure consistent quality, and the moderation days held at the university are thoughtfully planned to include professional development sessions.

The capacity for further improvement and/or sustaining high quality

Grade: 2

40. The provider demonstrates good capacity to sustain good and improving provision in the FT sector. Since the previous inspection university managers and partners have focused on sustaining improvements in outcomes for trainees, with close monitoring of trends by managers. New university data reports are used well to review established and emerging trends. Good attention is given to dealing with areas for improvement in outcomes for trainees, for example developing new interviewing and recruitment strategies and bringing about improvements to PDRs. In all actions for improvement, partner colleges are fully involved in discussion and review activity.
41. Since the previous inspection, managers have worked carefully through a clear and demanding action plan for improvement. Trainees' views are gathered frequently and these contribute positively to reviews of provision. Evaluations and trainees' comments on their interview and recruitment experiences are gathered and reviewed at the start of the course, giving trainees confidence from the outset that their experience and views matter to managers. Individual modules receive comprehensive analysis and quality review and changes have been made to practice as a result of trainee comment. The partnership self-assessment process is inclusive and thorough. Trainers at partner colleges thoroughly assess their own provision before contributing reports that contribute to the university self-evaluation document. The self-evaluation document is good, and inspectors agreed with most of its key judgements. The report is trainee-focused, with plentiful analysis of outcome trends, indicators of quality and partnership feedback.
42. Partnership moderation events are well used to ensure that all trainers have a shared understanding of grade boundaries and definitions, quality indicators and university criteria for awards. Partnership staff value highly the opportunity to discuss teaching and learning matters with university trainers. During the

past two years a number of productive and well-regarded development sessions have been held for partnership trainers; for example, during the inspection an effective training and discussion session was provided to help prepare college staff for delivery of Masters level qualifications.

43. University managers have a good capacity to anticipate change and are well placed to meet regional and national needs. Senior staff and course team members maintain a very good understanding of developments in the learning and skills sector. Location of the initial teacher education provision within the university structure, and the management of the faculty and school of study have changed since the previous inspection. Structures are relatively new and yet to be tested over time, but managers are keeping a close analytical eye on developments. Partners are involved productively in decision making and review of processes. Good links exist between faculty quality assurance and school of education training staff. During the changes to university structures, improvements have been made to contacts and channels of communication between phases in initial teacher education. A single post-holder now has responsibility for secondary and further education provision, and levels of good practice sharing and review have improved significantly.
44. Where the partnership has experienced change in its constituent members, the university has exercised admirable levels of caution and appropriate concern for quality before admitting new partners. During the admission of the most recent partner college, which has widely-distributed provision, each site where delivery would be undertaken was reviewed separately to ensure quality of delivery and trainee experience. Senior managers of partner colleges are closely and productively involved in decision-making, review and strategy through the associate college partnership. University trainers are active members of their centre for excellence in teacher training, and frequently share research findings with partner staff.

Annex: Partnership colleges

The partnership includes the following colleges:

Oxford and Cherwell Valley College

The Henley College

Milton Keynes College

Swindon College

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

| | | Secondary | ITE for FE |
|---|--|-----------|------------|
| How effective is the provision in securing high quality outcomes for trainees? | | 2 | 2 |
| 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 | 2 |
| | To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points? | 2 | 2 |
| | To what extent are available resources used effectively and efficiently? | 2 | 2 |
| The quality of the provision | To what extent is the provision across the partnership of consistently high quality? | 2 | 2 |
| Promoting equalities and diversity | To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination? | 2 | 2 |

Capacity to improve further and/or sustain high quality

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

¹ 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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