

Durham University ITE Partnership

Initial Teacher Education inspection report

Inspection Dates: 22–25 April 2013

This inspection was carried out by Her Majesty's Inspectors and additional inspectors in accordance with the *ITE Inspection Handbook*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from January 2013.

The inspection draws upon evidence from each phase and separate programme within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	1	1
The outcomes for trainees	1	1
The quality of training across the partnership	1	1
The quality of leadership and management across the partnership	1	1

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Key findings

- As a result of outstanding centre- and school-based training and the outstanding impact of leaders and managers, there is high trainee attainment against the Standards for teachers in primary and secondary courses and high employment rates.
- The partnership in the primary and secondary phases is typified by high expectations of trainees and for the training, and a shared vision, ethos and purpose.
- There is a purposeful learning culture across the partnerships with benefits for schools as well as for the University.
- There is a very high level of school involvement in the training, placement and assessment of trainees.

To improve the ITE partnership should:

- Give trainees the knowledge and understanding of how to tackle prejudice-based bullying including homophobia, racism, transphobia and in relation to disabilities.
- Improve the quality of improvement plans so they clearly identify how to accurately measure the impact of the partnership's actions on outcomes for trainees.

Information about this ITE partnership

- Durham University is a long-established provider of ITE. It has been training teachers since the 1830s.
- Along with partner schools, which have an increasing and significant role in the training, it provides three full-time programmes leading to QTS. These are: the three-year Bachelor of Arts (Hons) degree in primary education with QTS; a one-year primary post-graduate certificate in education (PGCE); and a one-year secondary PGCE. The Bachelor of Arts (BA) course is taught at the university's Queen's Campus in Stockton-on-Tees. Both post-graduate courses are based at the main campus in the City of Durham.

The primary phase

Information about the primary partnership

- Trainees are trained to teach in the full 5 to 11 age range. There are two routes to gain qualifications to teach. The first is a one-year PGCE. At the time of the inspection, approximately 100 trainees were following this route. The second is a three-year BA (Hons) degree. At the time of the inspection, approximately 89 trainees were in their final year. As a part of the degree, trainees opt in their first and second years to specialise in the arts, humanities, modern foreign languages or information and communication technology (ICT). In their third and final year they focus their specialism on English, mathematics, science or ICT.
- The primary partnership has approximately 367 schools in 14 local authorities in the north east of England. There is a BA partnership and a PGCE partnership which have separate clusters of schools. Each cluster is based around a lead school which is the school training centre. In each school training centre there is a training coordinator. Trainees are allocated to a cluster and the school training centre coordinator (STCC) organises placements, training, assessment and support for each trainee.

Information about the primary ITE inspection

- The primary courses were inspected by two of Her Majesty's Inspectors and an additional inspector. They visited nine primary schools and observed a total of three recently and newly qualified teachers (NQTs) and 13 primary trainees teaching. In the schools, among other activities, they observed feedback given by teachers to trainees, met with headteachers, STCCs, trainees and former trainees, and read documentation such as lesson plans and trainees' files.
- The inspectors observed training sessions for BA trainees at the Stockton Campus in science, early years education, and modern foreign languages. An inspector observed English training being held at a school.
- The inspectors held meetings with senior leaders, members of the partnership committee, and tutors in mathematics, English, foundation subjects and professional studies. They took into account the 44 NQTs who completed the Training Agency's national survey and 156 trainees who completed Ofsted's online survey. In addition, inspectors met a group of NQTs, three groups of BA trainees and a group of PGCE trainees.

Inspection team

Allan Torr	Her Majesty's Inspector, lead inspector
Angela Milner	Her Majesty's Inspector, assistant lead inspector
Anthony Shallcross	Additional inspector, team inspector

Overall Effectiveness

Grade: 1

The key strengths of the primary partnership are:

- The STCCs' extensive involvement in the strategic direction of the partnership. Similarly, their involvement in the recruitment, selection and placement of trainees, and the training, assessment and management of trainees.
- The high aspirations and expectations of everyone in the partnership that lead to a shared purposeful culture of learning.
- The outstanding training in the teaching of English and phonics that equips trainees exceptionally well to teach reading, writing and spelling with confidence and competence in a range of schools.
- Sophisticatedly planned and structured training which links university and school-based training exceptionally well and has a relentless focus on pupils' progress and learning.
- The blend of expertise across the partnership in delivering the training.
- High employment and increasing completion rates that result from improved systems to recruit and select the best trainees with the potential to become good and outstanding teachers in north east schools.
- The highly committed, professional and reflective trainees who respond readily to advice to improve their teaching and pupils' learning.
- Trainees' excellent knowledge of teaching and learning, which is used effectively to teach pupils who have a wide variety of needs and abilities.

What does the primary partnership need to do to improve further?

The partnership should:

- Make sure trainees know more about how to tackle prejudice-based bullying.
- Sharpen improvement plans so leaders can more effectively measure the success and impact of the actions they take to improve trainee outcomes.

Inspection Judgements

The outcomes for trainees are outstanding

1. The partnership produces consistently good primary teachers and many are outstanding. They have excellent knowledge of different teaching strategies which is used effectively to teach pupils with a variety of needs, ages and abilities. In a mathematics lesson, for example, a trainee confidently used ICT to demonstrate how to draw bar charts. She used her excellent subject knowledge to skilfully ask a range of targeted questions to the pupils of different ages and abilities in the class and ensured they all made good progress.
2. Trainees plan and teach exciting lessons that cater very well for all groups of pupils, particularly those who are disabled or those who have special educational needs. The plans identify clearly pupils' prior knowledge and learning and trainees devise very effective activities and teaching strategies to build pupils' understanding.
3. One of the reasons why pupils in their classes make good and sometimes better progress is because trainees have high expectations of all groups. Trainees skilfully adapt their training to suit different groups of pupils and different school contexts. Since the previous inspection trainees have become better at challenging the more-able learners. As the partnership rightly asserts on its website, 'We produce teachers who have learned how to learn, and who can reflect on experience and adapt.'
4. Headteachers who employ Durham trainees confirm that trainees are highly committed, professional and reflective, and respond readily to advice to improve their teaching and pupils' learning. Trainees inspire and motivate pupils through their teaching. In one effective English lesson, following a field trip to a museum, pupils were enthralled as the trainee donned a hard hat, lantern and Newcastle accent to become 'Tommy the miner'. They asked him the questions they had been

devising and pupils were well supported and challenged to devise the best questions they could to ask 'Tommy'.

5. The proportion of trainees employed as teachers has risen and is now high in comparison to the national average. The proportion of trainees who start and then complete the course is in line with the national average but rising. In previous years employment and completion rates had been lower than average for the BA course. The partnership changed its system of recruitment and, as a result, both rates are improving quickly and the gap between the BA and PGCE courses is closing quickly. Differences between groups of trainees and between courses are small and closing quickly.
6. Trainees have a good understanding and knowledge about equality and diversity. They take effective steps to ensure all pupils make good progress including, for example, those pupils whose circumstances and backgrounds may make them more vulnerable. They are less knowledgeable about a few forms of diversity such as transgendered pupils.

The quality of training across the partnership is outstanding

7. The design and delivery of the training are outstanding and NQTs and current trainees judge the training to be excellent. The sophisticated programmes of university and school-based training are very carefully planned and structured. Consequently, there is flexibility to react to any needs identified by schools, tutors and trainees and to tackle any national priorities. The STCCs have a pivotal role in planning, delivering and organising training for groups of trainees within the cluster of schools they oversee.
8. Trainees complete a task or a reading which they take to a main lecture in the university. This is then followed up in hands-on practical seminars and then followed up again in school-based training. This model of linking theory to practice is highly effective in developing very good teachers. Core skills in teaching such as how to plan lessons, how to teach pupils who speak English as an additional language and behaviour management are taught by a blend of experts in those fields. This includes contributions from partnership schools and local authorities, from the secondary courses and from academic staff. Core teaching skills are very effectively threaded through and interwoven into subject lectures.
9. The training to prepare trainees to teach pupils who have special educational needs was judged to be below average by former trainees in the NQT survey. Since then there has been a highly successful focus on improving the quality of the training. BA trainees, for example, have a

focused placement in a special school or special unit to observe first-hand how experts teach pupils with a disability or particular need. They also research a special educational need and present their finding to the rest of the group. Consequently, trainees are skilled at adapting their teaching to meet the needs of different groups of pupils.

10. Effective training in behaviour management helps trainees to establish and maintain good behaviour in their classrooms. Teachers train trainees to use a range of behaviour-management strategies very successfully with their classes. Consequently, trainees use, for example, clapping rhythms, counting down, and hands in the air to regain pupils' attention. They use positioning in the classroom, posture, eye contact and exciting teaching to capture and maintain pupils' attention. They have training in voice control from an ear, nose and throat specialist. Trainees use sanctions and rewards in line with school policies and procedures. As a result, in lessons observed by inspectors, pupils were captivated and well-behaved. The training covers different types of bullying, safeguarding and child protection but does not give trainees enough knowledge of the methods they need to use to tackle prejudice-based bullying such as homophobia, racism and transphobia or derogatory language in relation to people with disabilities.
11. The training in how to teach English is outstanding. Trainees are exceptionally well-equipped to teach reading, writing and spelling with confidence and competence in a wide range of schools. In one example of outstanding training, trainees had a lecture in a school hall. They were fully involved throughout the session and were challenged to pronounce the sounds of letters clearly. The tutor modelled excellent classroom practise and exemplified the diction and pronunciation of different sounds by using a variety of accents. Trainees then worked individually on reading, writing and phonics activities with individuals or pairs to practice what they had learned with pupils. The tutor and teachers monitored how they taught, providing immediate and clear advice for improvement.
12. The training in mathematics is also of a high quality. This is reflected in the strength of approval ratings in the online survey of trainees and NQT survey. Training is based strongly on research and places great emphasis on enhancing trainees' subject knowledge and teaching mathematics for understanding. In lessons observed by inspectors, trainees drew heavily on tutors' research work on visual representation to inform the development of a range of high-quality resources and learning activities. Trainees were able to use and apply mathematics to real-world situations and engage pupils in a range of appropriate problem-solving activities. A particular strength of the mathematics training is the specialism on the BA programme. This element is taught by a consultant with extensive experience of the local authority and

schools. It equips trainees extremely well with the practical skills they will need in post to act as subject leaders. These include analysing progress data, conducting work scrutiny exercises and leading staff development sessions.

13. The training in how to teach foundation subjects such as history, geography, ICT, art and design, and modern foreign languages is high quality. Teachers who are ex-trainees contribute to the courses. In a modern foreign languages session, for example, the former trainee taught an effective session. She modelled good practice by teaching in the target language and by demonstrating how to teach languages to primary pupils. The session was highly interactive and practical.
14. Near to the end of the course, trainees choose, under the careful supervision of the STCCs, an enhanced placement. For some trainees this can be used as a catch up, for example, if they have missed some training or missed some time in school. For others it is used to work on aspects of which they have had little experience. One trainee, for example, elected for two weeks in a London borough to get more experience of teaching pupils who speak English as an additional language.
15. School-centred training is outstanding. The placements are of high quality and schools are checked by STCCs to make sure they are at least good venues for training. Teachers and STCCs follow up trainees' targets rigorously from lesson to lesson and give very helpful feedback. In some cases the trainees would benefit from subject-specific advice and targets so that they know, for example, exactly what they need to do to improve their teaching in history. STCCs' and teachers' judgements about trainees' teaching are highly accurate and their advice helps trainees to attain beyond the minimum expectations of the Teachers' Standards. The STCCs identify groups of trainees' needs and then find the most appropriate trainers from within the teachers in the cluster of schools or by bringing expertise into the cluster to help with the training.

The quality of leadership and management across the partnership is outstanding

16. One of the key reasons why leadership is outstanding is because of the shared vision of excellence, and common ethos and purpose across the partnership. There is a relentless focus on producing the best teachers possible to be employed by schools in the area. Trainees and former trainees have an excellent reputation locally with employers. There is a culture of high expectations and aspirations of trainees, exacting standards for mentoring but also of mutual learning. Schools benefit from the academic rigour and expertise the university provides and the

university benefits significantly from the up-to-date practice and knowledge that schools provide. Trainees look critically at recent and relevant research and the partnership uses research to inform its practice. More could be done to ensure trainees are aware of Ofsted reports and surveys into good practice to inform their teaching.

17. The STCCs have extensive involvement in the strategic direction of the partnership. Similarly, they are fully involved in selecting trainees to teach in their schools, assessing the quality of trainees' teaching and in assuring the quality of training within the cluster of schools. They skilfully organise and rearrange the placement of trainees to make sure the placement suits the needs of each trainee. They personalise the training for each trainee and target placements that will quicken their progress.
18. University tutors and STCCs know each trainee exceptionally well. 'Everyone knows your name.' was a common comment from trainees and 'They know us personally.' In addition, they have a comprehensive knowledge of the schools, which means they are very well placed to identify best practice and spread it across the partnership.
19. There is an outstanding system of quality assurance of school- and centre-based training which ensures all trainees are fully prepared to be good or better teachers. In addition to joint observations between mentors and STCCs, university tutors check the quality of the training and give informal developmental feedback to school staff. There is scope for further development to give more formal developmental feedback to help each mentor and school improve its training further. Mentors and STCCs swap schools and moderate their judgments across clusters of schools to ensure their assessments are accurate.
20. There is a rigorous system to recruit trainees to the courses, which are over-subscribed. Trainees receive individual interviews that test their potential and capability for teaching and there is 100% involvement of schools in the selection of trainees. Over the last four years the proportion of males recruited into primary teaching has increased significantly and the proportion is well above the national average for higher education institutions. Tutors produced an excellent paper on the correlation between trainee outcomes, qualifications and attributes identified at interview. They changed and improved recruitment procedures introducing, for example, 'blind' interviews where the interviewers do not know the candidates' academic records. The result has been improving completion rates, employment rates and improving attainment against the Teachers' Standards.
21. The partnership has a comprehensive evaluation and review of the courses. This comes about from a deep analysis of a wide range of evidence including trainees' ability to teach, trainee perceptions during

the year, NQT surveys, external examiners' reports, the views of teachers and STCCs and school staff as well as tutors' suggestions and reflections. The partnership takes the NQT survey very seriously and has tackled each of the relatively weaker areas that were indicated on the latest survey.

22. The development plans that emanate from the course and subject reviews could be improved. There is not a sharp enough focus on collecting data to measure the partnership's success against trainee outcomes and the Teachers' Standards. Despite this, the partnership makes good use of data to identify key priorities for improvement and it has taken action to tackle successfully issues identified at the previous inspection and relatively weaker aspects of the course. Consequently, since the previous inspection, there has been an improvement in completion and employment rates. Trainees' attainment has increased, with more trainees achieving the highest levels. Their perceptions of their training have improved, in particular their preparation to teach pupils from minority ethnic backgrounds, those who speak English as an additional language, pupils with a disability and pupils with special educational needs. Similarly, their approval of their preparation to teach phonics; to teach the national curriculum; and achieving progression for learners has improved significantly.
23. Overall, the partnership offers its trainee teachers 'a challenging and rewarding education through its ethos of research-led teaching'. It complies with the national requirements for teacher training.

Annex: Partnership schools

The following schools were visited to observe teaching:

Beamish Primary School
Harewood Primary School
Ingleton Primary School
Red Rose Primary School
St Joseph's VA RC Primary School
Sherburn Village Primary School
Thorntree Primary School
Wingate Infant School

The secondary phase

Information about the secondary partnership

- The secondary phase offers a one-year full-time post-graduate course leading to the award of QTS. Trainees are trained to teach the full 11 to

16 age range with opportunities to gain post-16 experience. They specialise in one of the following subject areas: English, geography, history, mathematics, modern foreign languages, music, physical education, religious education, and science. At the time of the inspection, approximately 165 trainees were following this route into teaching.

- The secondary partnership has approximately 290 schools in 14 local authorities in the north east of England.

Information about the secondary ITE inspection

- Inspection of the secondary phase included visits to 17 schools. The team observed 22 PGCE trainees and six NQTs teaching. In addition, inspectors met with 14 trainees and 14 newly or recently qualified teachers individually and in small groups. Inspectors held meetings with mentors and professional coordinating mentors and leaders of the course from the University. Headteachers and other key partners were also interviewed.
- An inspector observed a training session in a partnership school. In addition, inspectors observed the feedback and training given to 14 trainees following their lessons.
- Inspectors reviewed a range of evidence, including procedures for safeguarding pupils and compliance with initial teacher training criteria, trainees' teaching folders, evidence for how trainees attain the Teachers' Standards, data about outcomes for trainees, and self-evaluation and action plans. Inspectors took into account the 105 trainees who completed the online questionnaire.

Inspection Team

Elaine Taylor	Her Majesty's Inspector, lead inspector
Susan Wareing	Her Majesty's Inspector, assistant lead inspector
Daniel Burton	Her Majesty's Inspector, subject inspector – history
Kevin Sheldrick	Her Majesty's Inspector, subject inspector – science
Patrick Smith	Additional inspector, team inspector

Overall Effectiveness

Grade: 1

The key strengths of the secondary partnership are:

- The very strong partnership, built on the highest level of communication and trust, which results in outstanding training for trainees and an outstanding contribution to staff development in partner schools.
- The outstanding outcomes for trainees which continue to rise, including above-average completion rates, high rates of progression to employment and, subsequently, to posts of responsibility.
- The rigorous selection procedures which ensure that trainees have the intellectual ability to take advantage of the numerous opportunities to engage with research in their subjects and develop excellent subject knowledge.
- The positive relationships and high professional standards of all those involved in the training, which results in trainees having high expectations of themselves and of the pupils in their classes.
- The wide range of expertise in appropriate specialisms in schools in the partnership that supports the development of trainees' excellent skills as classroom practitioners from an early stage in their training.
- The carefully structured course that allows trainees to consider the practical and subject-specific aspects of teaching and gives them the skills to plan and deliver highly effective lessons and reflect on and improve their practice.
- The excellent range of additional opportunities that enhance and extend trainees' experiences and provide a highly personalised programme of training.

What does the secondary partnership need to do to improve further?

The partnership should:

- Strengthen the quality of development planning by:
 - using evidence of the impact of actions taken on trainees' progress to inform self-evaluation
 - providing all members of the partnership with clear indications of the most important next steps and their role in securing the improvements.
- Enhance the quality of the feedback that trainees receive and their targets by including more emphasis on using their high levels of subject knowledge to improve the progress of all groups of pupils in their classes.

Inspection Judgements

The outcomes for trainees are outstanding

24. Completion rates are high. In many subjects, all trainees who start the course go on to achieve QTS. Very effective support ensures that most trainees who have to defer their training for personal or health reasons return to complete successfully. A very high proportion of trainees are graded as outstanding by the end of their training and this proportion is rising. The proportion of trainees who successfully gain teaching posts is well above average. Personal support for trainees is excellent and the partnership acts very promptly when issues arise. Effective support has ensured that some who struggle have gone on to succeed. Withdrawals have fallen steadily in the last three years.
25. Partnership schools have many ex-trainees on their staff. They often hold positions of responsibility in their subjects or as mentors or leaders of training. The quality of the trainees is recognised by schools and one was described by an experienced professional tutor as 'the best trainee I have ever seen'. Another, who was graded as outstanding on qualifying, now delivers consistently outstanding lessons and teaches on the course. There is little difference in the performance of different groups of trainees or in different subjects.
26. Trainees use their strong subject knowledge to plan interesting and engaging lessons. They use well-designed resources in their teaching and make good use of technology. They set high expectations for their pupils and for themselves and use a wide range of strategies to manage behaviour very effectively. As a result, their lessons are characterised by a very positive climate for learning where pupils make good, or often better, progress.
27. Trainees quickly acquire very good knowledge and an ability to test pupils' understanding during lessons. Trainees act on assessment information to plan their next lessons. One former science trainee, for example, placed students in groups based on his accurate assessments of how well they understood the carbon cycle.
28. Trainees are highly reflective and can find their own solutions. For example, in an English lesson meticulous planning based on a very detailed understanding of the pupils' needs allowed every pupil to make rapid progress. A few trainees, however, do not plan well enough how to cater for the individual needs of their pupils, especially with specific reference to their subject.
29. Trainees' support for their pupils' literacy and mathematical skills is very good. In a geography lesson, for example, on the one-child policy in China, the trainee used graphs very well to extend pupils' thinking and

understanding. Science trainees understand the importance of considering the audience when teaching pupils to communicate in science. Trainees explain thoroughly key technical vocabulary in all subjects in their lessons.

30. History trainees demonstrate a wide range of skills in their teaching and are very effective at securing high levels of pupil engagement. A particular strength is the way that lessons promote independent and collaborative learning. Well-planned group activities enable pupils to practice and strengthen their oral communication skills. Lessons are rooted in historical enquiry with pupils expected to find out about the past for themselves and to draw and justify their own conclusions to others. Less consistent are trainees' skills in devising lessons which extend pupils' understanding of key historical concepts.
31. In science, most trainees make good use of practical demonstrations to stimulate their pupils' curiosity. For instance, pupils were amazed by the amount of force needed to separate the Magdeburg hemispheres. Occasionally trainees do not give pupils enough chance to explore their own ideas. Trainees link the science they teach to everyday meaningful contexts. For instance, a lesson on 'internal total reflection' was made more relevant through considering the application of this in fibre-optic cables.

The quality of training across the partnership is outstanding

32. The various components of the course combine very effectively to ensure no trainee fails. A focused two-week visit to a primary school before trainees start the course gives them a clear understanding of the prior experience of their pupils. The theoretical aspects of teaching are covered and then swiftly followed by opportunities to discuss and examine the topics in subject groups. The days in school each week then bring a practical focus for trainees and make the topics come to life.
33. During the course, and through special events, trainees have opportunities to delve more deeply into areas of particular personal interest. The first of these is the teaching and learning conference with a range of workshops that trainees can choose from. Some of these have proved so popular that repeat sessions have been created to allow all to have maximum choice. This exemplifies another very strong aspect of the training which is its flexibility and the degree to which it is personalised for individual trainees. At the end of the training there are many opportunities for trainees to engage in additional experiences that enhance their already high-level skills. In order to ensure equality of

experience, the partnership accepts that it should monitor this additional experience more closely.

34. Paperwork is simple but effective. It supports the strong communication between school and university, between university and trainee, and between school and trainee. The partnership has reacted promptly to changes in the Standards for teachers and produced a highly effective document to support the grading of trainees. As a result the assessment of trainees is highly accurate.
35. The wide range of settings, specialisms and expertise in partnership schools is used very successfully to give trainees a rich and varied programme. Special schools that have recently joined the partnership have extended this further.
36. The partnership checks trainees' subject knowledge frequently through a wide variety of resources and techniques. In history, effective strategies are in place to ensure trainees fill gaps in their subject knowledge, not least through the highly competitive weekly subject knowledge quiz. The assignments are effective in strengthening trainees' knowledge and understanding of academic research about teaching and learning in history. Science trainees ensure that any gaps in their subject knowledge in biology, chemistry or physics are filled. Placements in physical education are chosen to complement the strengths and weaker aspects of the trainees' knowledge and their skills in different sports.
37. Mentors give good feedback to trainees. They consistently support trainees to find their own solutions to problems so they quickly become independent and highly reflective. Mentors' targets to trainees sometimes lack subject-specific emphasis on how to plan and improve the impact of subject teaching on pupils' learning.
38. The inclusion of several special schools in the partnership is fully exploited to ensure trainees have a clear understanding of the need to consider all the individual needs of their pupils. One trainee stated 'The course made us think about how to make things accessible, how to help to build creativity.' A science trainee used understanding to create a bank of resources for the science department to use with disabled pupils and those who have special educational needs.
39. Trainees are very positive about the training they have received on how to meet the needs of pupils that speak English as an additional language. The highly memorable training that involved trainees being taught in Hungarian has motivated many trainees to explore this further. Training on dealing with prejudice-based bullying lacks a practical element. This means trainees understand the issues but can lack confidence to tackle them.

40. There are excellent opportunities for trainees to work with other subject specialists. Consequently, they have an impressive number of additional activities to gain from the excellent up-to-date knowledge and expertise of a wide range of professionals. Trainees describe it as inspirational. A school-based tutor described the collaborative working culture as, 'Very powerful links lead to a tight and mutually beneficial learning community.' In science, links with the Institute of Physics aid recruitment in this shortage subject.

The quality of leadership and management across the partnership is outstanding

41. The partnership is characterised by high levels of communication and trust that result in all partners working together in a mutually beneficial way. The vision for excellence is shared by all involved. Numerous examples were found of where schools had improved or enhanced their own practice through working alongside university staff and through opportunities to be involved in research and new developments.
42. The partnership systems for ensuring fair recruitment practices are very robust and meet all statutory requirements. High quality trainees are recruited and decisions about selection are well-informed through the active participation of schools. The partnership ensures that trainees who are recruited have the necessary intellectual capacity to deal with the academic rigour of the training. Headteachers report that trainees move very rapidly into leadership and management positions. Approximately 70% of trainees remain in the region, adding value to the schools.
43. The partnership is flexible and accommodating in order to meet individual requests from trainees and schools. Examples include arranging for a trainee to move to a placement in a special school and the subsequent positive impact on their progress. Another school wished to develop a triad system with three trainees on the same placement. The partnership provided bespoke training before the placement started.
44. Good mentor training, adjusted to suit different needs, ensures that systems are clearly understood and judgements accurate and moderated. The University gives feedback to schools about how satisfied trainees are with the placement and the training in schools, including the quality of mentoring. Individual mentors would benefit from, and appreciate, personal feedback on how well they are doing and how to improve their training.

45. The partnership judges its effectiveness accurately and takes account of feedback from trainees and schools. Sometimes the evaluation relies on satisfaction rather than impact. This reduces the precision of development plans, which lack detail of the order of priorities or the role of schools in helping to meet them. Nevertheless, actions taken to address previous weaknesses have been very effective. Issues from the last inspection have been dealt with, outcomes are improving from an already high baseline and trainee satisfaction has improved, demonstrating that the partnership has good capacity to improve further or at least to maintain the high standards.
46. The partnership complies with the national requirements for teacher training.

Annex: Partnership schools

The following schools were visited to observe teaching:

All Saints C of E School
Biddick School Sports College
Bolden School
Carmel College: A Catholic Academy
Durham Johnston Comprehensive School
Egglecliffe School
Heworth Grange Comprehensive School
Macmillan Academy
Manor College of Technology
St Anthony's Catholic Girls' Academy
St Bede's RC Comprehensive School
St John's Catholic School and Sixth Form Centre
St Leonard's RC Comprehensive School
The English Martyrs School and Sixth Form College
The Meadows School
Unity City Academy
Windelstone School

ITE partnership details

Unique reference number	70021
Inspection number	411655
Inspection dates	22–25 April 2013
Lead inspector	Allan Torr HMI
Type of ITE partnership	Higher Education Institution
Phases provided	Primary and secondary
Date of previous inspection	7 February 2011
Previous inspection report	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70021
Provider address	School of Education, Durham University, Leazes Road, Durham, DH1 1TA