

University of East London

Initial Teacher Education inspection report

Provider address

Cass School of Education
UEL Stratford Campus
Water Lane
Stratford
London
E15 4LZ

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Lead inspector

Peter Gale HMI

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Introduction

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

Key to inspection grades

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

Explanation of terms used in this report

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

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

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

The provider

The University of East London offers initial teacher education (ITE) leading to qualified teacher status (QTS) in primary, secondary, secondary employment based routes (EBR) and further education (FE). The provision is located in the University's Cass School of Education and works in partnership with a wide range of schools and colleges and several local authorities.

In the primary programme, the university works in partnership with around 120 schools. It offers a course in the 3 to 7 and 5 to 11 age ranges. It also offers training in primary modern foreign languages. At the time of the inspection, there were 240 primary trainees.

The university's secondary programme offers training for 193 trainees leading to a postgraduate certificate in education (PGCE) in nine different subjects. The employment based route offers secondary training to 63 trainees in 18 different subjects.

The university also operates in partnership with six further education colleges to provide a full-time one-year pre-service PGCE based at the university and one of the colleges, and part-time two-year Certificates in Education and PGCEs for in-service trainees. At the time of the inspection, there were 302 trainees.

A commentary on the provision

3. The following are particular features of the provider and its initial teacher training programmes:
 - the outstanding way in which trainees are prepared to teach in a socially and culturally diverse society
 - the outstanding way in which resources are used effectively and innovatively to support student outcome
 - the strong links that the university has with its local community and the significant contribution that it makes to its development
 - the way the provider anticipates and responds to change.

4. The following recommendations should be considered to improve the quality of the outcomes for trainees:
 - Ensure that self-evaluation and action planning are sharply focused on quantifiable and measurable targets for improvement to trainees' outcomes.

The secondary phase programmes are closely integrated under the leadership of a director of secondary initial teacher training. Central training is often jointly delivered and subject leaders provide subject enhancement to both routes.

Provision in the primary phase

Context

Trainees who successfully complete the one-year course in initial teacher education are awarded QTS and a PGCE. At the time of the inspection, there were 240 trainees on the primary course, of which 40 were training to teach the 3 to 7 age range and 200 the 5 to 11 age range. Twenty trainees were training to teach a modern foreign language in primary schools, with 10 specialising in French and 10 in Spanish. The provider works in close partnership with 120 schools and six London boroughs in East London and the Thames Gateway.

Key strengths

6. The key strengths are:
 - the outstanding way in which trainees are prepared to teach in a socially and culturally diverse society
 - the highly effective and responsive way in which trainees' individual needs are identified and supported
 - the excellent quality of professional support provided to both trainees and mentors by professional tutors
 - excellent communications across the partnership, which swiftly and proactively responds to issues
 - the quality and allocation of resources, especially in ICT, which effectively and innovatively supports training
 - the providers' anticipation of and preparation for change, particularly with regard to the way in which it supports the local education community in responding to local and national issues.

Recommendations

8. In order to improve trainees' progress and attainment, the provider should:
 - Improve the clarity, consistency and rigour of improvement planning, especially at subject level, so that success criteria are consistently quantified and measurable.
 - Improve the consistency of the timing and organisation of pre-placement activities so that all trainees and mentors are better prepared,
 - Continue to refine trainee tracking systems to help ensure high quality outcomes.

Overall effectiveness

Grade: 2

9. The overall effectiveness of the provider in securing high quality outcomes is good. There are some outstanding features of the provision, particularly in the use of resources and the way in which equality and diversity are promoted. Trainees attain well and, although there was a dip in grade profile in 2008/09, the overall trend is an improving one with over 75% of trainees consistently being judged as good or better at the end of their training. Although it is too soon to judge the final outcome of the current cohort, at the mid-point in their training they had made far faster progress when compared with previous cohorts at an equivalent point.
10. Recruitment and selection arrangements are good. Changes in procedures are resulting in an improvement in the quality and suitability of candidates. Although these are comparatively recent, this is especially evident in the current cohort. An up-dated admissions handbook clearly explains the criteria and grading system at selection and provides excellent guidance for interviewers. Good use is made of school-based staff on the selection days, when they are paired with tutors, and interview records are detailed and evaluative. The selection day activities are well conceived. They help to effectively identify potential to teach as well as candidates' strengths and areas in which they will need support, especially in English, mathematics and information and communication technology (ICT). Careful analysis of candidates' performance at interview identifies suitable pre-course activities, enabling them to be well prepared for the course. The percentage of trainees withdrawing from the course, which had been too high in the past, has reduced significantly over the past two years. This is due to improved selection procedures and highly effective individual support. A particular strength of the recruitment and selection procedures is the success that the provider has in attracting and recruiting trainees from minority ethnic groups. This significantly exceeds local and national averages and is due to effective recruitment events and a proactive commitment towards meeting local needs. Employability rates are high with almost all trainees who complete the course obtaining teaching posts, many in local schools. The provider is rigorous in analysing all recruitment data and this, too, is helping to inform procedures and result in an improving picture in all aspects of recruitment and selection.
11. The quality of training and assessment is good overall, with some outstanding elements. This represents an improving picture, but, although there are clear 'green shoots', it is too soon to fully judge the impact of some elements of the training on outcomes for trainees. The training is well planned to ensure an effective cohesion between school and central training, theory and practice. This is exemplified in the way well-chosen partnership schools are used to provide demonstration lessons for all trainees to observe in phonics, mathematics and ICT. As a result, trainees demonstrate good knowledge and understanding in these areas.
12. Trainees are very positive about the quality of central training. Their evaluations clearly show that weaknesses identified by past cohorts, for example in ICT,

have been fully resolved. Considerable emphasis is placed on supporting the individual needs of trainees. Bespoke training at the centre and in schools results from regular audits. This is highly effective in addressing weaknesses and improving trainees' confidence and ability in both subject knowledge and pedagogy. Trainees value highly the support that this provides them in their progress towards meeting the Standards. Training is provided by very well qualified tutors who have recent and relevant experience and who model good primary practice. A particular strength is training in how to teach pupils who do not speak English as their home language, those who are gifted and talented and those who have a special educational need. As a result, trainees demonstrate an exceptionally good understanding of diversity and their lesson planning takes full account of the wide range of pupils' needs.

13. School-based training is good and great care is taken to ensure that suitable schools are chosen to meet the individual needs of the trainees. Trainees demonstrate very good professional attributes and develop excellent relationships in their placement schools. They are willing to involve themselves in all aspects of school life and their ability to critically reflect on their own practice is also a strength.
14. Assessment systems are robust and accurate, making a significant contribution to the training. Lesson observation forms provide evaluative and detailed feedback to trainees and link clearly to the Standards. Suitable targets are identified and these are reflected in training activities and plans. For example, a trainee who was finding managing pupils' behaviour difficult was provided with clear guidance and support by her mentor and the opportunity to observe an outstanding practitioner in the school. Subsequent observation forms indicated that behaviour management had become a strength by the end of the placement. A carefully devised tracking system has been recently introduced to monitor trainees' progress throughout the year. This is at an early stage and the provider recognises that the system can be developed further, for example by linking it more clearly to base line recruitment and selection data. The assessment of trainees' progress towards meeting the Standards is robust and end of placement assessments are detailed, with accurate judgements being made against clear criteria and based on secure evidence.
15. The use and allocation of resources is outstanding because the provider is highly responsive to need, ensuring that personnel, time, money or equipment are deployed to achieve the best possible outcomes for trainees. This is well illustrated by the support for individual trainees' needs, the very wide range of ICT equipment and the imaginative development of virtual schools. This innovation has had a very positive impact on trainees' understanding of how schools function and improve. The new building is equipped to a very high standard and fully supports the training.
16. The quality of provision across the partnership has improved recently and is good. Communications across the partnership are excellent. Issues are swiftly identified and responded to and a number of schools visited during the inspection indicated that this was one of the main reasons why they had remained with this partnership. Schools provide good quality training venues

and rigorous monitoring ensures that all mentors are suitably trained. The support provided by professional tutors to mentors and trainees is outstanding. This is because they are well known and respected by their schools. They visit frequently, systematically check that all aspects of school-based training are in place and are proactive in resolving problems when they occur. Good quality documentation clearly explains trainers' and trainees' roles and responsibilities and expectations with regard to school-based training. However, not all trainees have been able to visit their schools and meet mentors prior to the start of the placement and some mentors have not had sight of guidance documentation early enough, so have not been as well prepared as others. In such instances, trainees' progress can be slowed in the early part of the placement.

17. Equal opportunities and diversity are promoted extremely well and rigorous monitoring by the provider indicates that all groups of trainees represented on the course make good or better progress. Trainees say that they feel very well supported and provision for their well-being and individual needs is a strength. There have been no recorded incidents of unlawful harassment or discrimination, and policies to address such issues are fully in place and comply with requirements. Equality of opportunity and the celebration of diversity is embedded across every aspect of the training, centrally and in schools, and the way in which trainees are prepared to teach in a socially, culturally and ethnically diverse society is a particular strength.

The capacity for further improvement and/or sustaining high quality

Grade: 2

18. The primary programme has gone through a period of change recently and the very ably led senior leadership team has ensured that disruption to trainees has been kept to a minimum. As a result, the quality of the provision has continued to grow and develop and there is a clear ethos of continuous improvement. Very careful consideration has been given to succession planning and this takes good account of the imminent appointment of a new programme leader. Consequently, the provider's capacity to improve further in the future is good overall.
19. The provider rigorously monitors and accurately evaluates its own overall effectiveness, although leaders recognise that its judgements about some elements of capacity to improve need further refinement in order to provide a more accurate match to the grade criteria. Central and school-based training is monitored very closely by senior staff and professional tutors. Very wide-ranging evaluation data are collected from tutors, schools and trainees and the views of all stakeholders are actively sought and swiftly responded to. For example, when trainees indicated that feedbacks from written assignments were not sufficiently detailed, the provider put in place very effective strategies to resolve the issue.

20. Evaluation data are also carefully analysed to identify where improvement is needed as well as trends over time. Significant improvements have resulted this year in the quality of the training, for example in science and ICT, and although it is too soon to accurately judge the impact of these improvements against final outcomes, indications are very promising. Tutors demonstrate a strong commitment to accurate assessment of their own performance through peer monitoring, and the outcomes of this link well to their professional development. External examiners' reports are very detailed and helpful in informing improvement plans.
21. The provider's anticipation of, and response to, change is outstanding. Internally, there are numerous examples of how effectively leaders at all levels have planned for significant organisational changes, for example in two building moves in recent years. Very close links with local authorities mean that the provider has a clear understanding of local need. Local authority recruitment managers interviewed during the inspection were fulsome in their praise of the quality of trainees from the provider being recruited to their first teaching post, and how well they contribute to the development of local schools. One local authority indicated that a quarter of its recruits came from the provider and that none had failed to complete their first year in teaching. One headteacher interviewed during the inspection expressed the views of many when he commented on how proactive the leadership of the provider had become in recent years, not only in ensuring that local needs were well supported, but also in the way that schools were being helped to respond to national initiatives. The training itself is highly effective in ensuring that trainees have a good knowledge and understanding of national initiatives in early reading, the primary curriculum, mathematics teaching and ICT. For example, the provider's systematic response to the Rose Review of early reading has received national recognition.
22. The provider accurately identifies suitable priorities for development and the primary improvement plan provides a well-conceived strategy for addressing these, particularly in the short and medium term. The provider recognises, however, that planning in the third year is not sufficiently clear or detailed at this stage.
23. Subject action plans provide indications of priorities in subject knowledge and pedagogy, although these are not always as clear as those indicated in the over-arching primary improvement plan. In the best examples, for example in English and ICT, clear explanations are given as to why actions are to be taken, but the picture is not consistent across all subjects. Success criteria are usually indicated in action plans, but are not always quantified or measurable against outcomes for trainees.

Provision in the secondary phase

Context

24. Secondary training leading to QTS with the award of a PGCE is provided in the following subjects: mathematics, English, modern foreign languages, physical education, religious education, information and communication technology, music, design and technology, and science. Provision across the subjects is in the 11 to 16 age range. The partnership comprises about 102 schools predominantly across six East London boroughs but also extending into Thurrock, Lewisham, Essex and Surrey. The provider had 193 trainees at the time of inspection

Key strengths

25. The key strengths are:
- high quality trainees who develop excellent relationships in, and make a significant contribution to, the partnership in which they are placed
 - rigorous recruitment and selection procedures that are very effective at identifying individual need and boosting trainee progress through targeted pre-course activities
 - tireless and highly effective personal support from inspirational university tutors to help meet trainees' individual needs
 - the innovative and very effective use of resources to support and enhance trainee outcomes
 - the inclusive ethos of the provider, its proactive promotion and support of equality and diversity and the resulting depth of knowledge, understanding and level of competency that equips trainees to teach in culturally and socially diverse school contexts
 - the high quality central and subject training, including the virtual schools project, that effectively supports trainees' development and outcomes.

Recommendations

26. In order to improve trainees' progress and attainment, the provider/partnership should:
- Effectively share the outstanding mentoring practice that exists in the partnership so that all trainees receive detailed targets which inform their understanding of how to make progress.

- Assess the effectiveness and impact of phased assessment arrangements, particularly with regard to trainees' progress and morale.
- Sharply and consistently focus all self-evaluation and action planning activities, including at a subject level, on identified key priorities for improvement; for example, increasing the proportion of outstanding trainees.

Overall effectiveness

Grade: 2

27. The overall effectiveness of the provider in securing high quality outcomes for trainees is good. Several aspects of its work are outstanding. Of particular note are the outstanding recruitment and selection of trainees, the innovative and effective use of resources and the way in which equality and diversity are promoted.
28. Recruitment is a very rigorous process resulting in the selection of trainees with the potential to be good or outstanding teachers. Recruitment from under-represented groups and non-traditional backgrounds is a real strength. This has been successful in boosting numbers from these groups over time, and currently the provider far exceeds local and national benchmarks. Information gathered at interview is used effectively to personalise the training. Trainees are given specific pre-course tasks to boost their progress when they formally begin their training. These include subject knowledge booster courses in several subjects, extra time in specific schools and other individual tasks. Subject-specific work, particularly enhancement courses, is particularly effective at supporting trainees whose first degree is not in the subject they are training to teach. Initial needs analysis is a full part of the selection process. Records of selection for current trainees are being used to determine a baseline for trainees to measure their progress during the course.
29. The attainment of a very large majority of trainees is good or better across the nine secondary subjects. The provider's data for the current cohort shows a similar overall attainment pattern to the previous year. Trainees are carefully selected for their ability to communicate effectively with children and young people and they demonstrate this very well in lessons. Almost all trainees demonstrate very high levels of professionalism in their personal conduct in schools and develop good relationships with other staff and pupils as a result.
30. Exceptionally high levels of commitment to the partnership exist across the placement schools. Trainers are generally clear about their roles and responsibilities and carry them out effectively in supporting trainees. Procedures for working with the trainees on a weekly basis and over an extended period of time are well documented in handbooks. Trainees are

popular with employing institutions in the partnership and many are recruited to teaching posts at the end of their training. Headteachers state that the quality teachers they recruit from the provider are partly responsible for the rising standards in their schools, and that this is a driving force for their involvement in the partnership.

31. Formal subject needs analysis undertaken after starting the course, including self-assessment using GCSE examination papers, gives trainees an awareness of their subject strengths and areas for development. Strong centre-based training in subject pedagogy has provided a firm basis for trainees to develop their knowledge of teaching and learning. Further subject needs analysis takes place during the course. In many cases, this is done in consultation with mentors in school but this practice is not consistent across the partnership. Most subject mentors then work systematically with trainees to address any deficiencies but this was not the case for all trainees visited by inspectors. This led to a few weaker trainees still having gaps in their subject knowledge at the time of inspection, particularly in curriculum areas with broad content or where trainees' prior knowledge had been narrow.
32. Professional coordinating mentors communicate well with the provider to establish and evaluate placements. For most trainees, school placements are contrasting and well thought out timetables mean that trainees have good opportunity to reach their potential. Trainees find the provider's tracker document very helpful in selecting and collating evidence to demonstrate achievement against the Standards. In most instances, weekly training plans are carefully linked to the tracker for achievement of the QTS Standards. These plans help trainees and mentors to pinpoint what professional experiences and opportunities trainees need.
33. School-based training by mentors is good overall. Most mentors focus extremely well on developing trainees' practice to boost pupils' learning through observation and feedback. Feedback to trainees often provides accurate assessment and qualitative commentary leading to targets which are sharply focused. Although targets for development are conscientiously set by all staff working with trainees, a few are less adept in coaching trainees for improvement. Trainees described their university tutors as inspirational and highly value the support and guidance they provide. Ongoing tutor visits serve a dual purpose. They effectively support trainees' progress and provide them with good quality feedback complementing and building upon feedback from mentors. They also provide training and promotion of consistency through joint observations of trainees' teaching. Closely-knit subject tutor teams provide subject leaders with a good understanding of the quality of school-based training.
34. Assessment procedures are comprehensive and accurate in judging trainees' final attainment. Regular assessment takes place and enables the trainees and provider to track progress. Those trainees that are following an upward trend are glad to be graded and report increased motivation from the process. However, the phased nature of the grading system, with identical grades representing higher standards later in the course, means that a few

trainees do not follow an upward trajectory. The transition to second placements and a lack of confidence amongst a small minority of mentors in the application of the criteria can result in a small number of trainees achieving lower grades than they had previously. The trainees in this position do not feel that ongoing assessment always accurately reflects their achievement and say it has a negative impact on their confidence.

35. Coherence of the course is good. Professional coordinating mentors in schools set up training opportunities that fit in well with requirements of the course assignments set by the provider. School-based professional studies are well regarded by trainees who find the context of such sessions useful in improving their practice. As a result of this good quality training, and experience of working with the full ability range of pupils in contrasting schools, most trainees demonstrate effective classroom and behaviour management skills. Planning skills are developing with real strength demonstrated by higher attaining trainees in terms of matching work to the needs of learners and integrating recent educational initiatives. Weaker trainees focus too strongly on procedural planning without analysing the likelihood of learning gains from set activities; a few trainees find using pupils' progress data challenging when planning for individual pupils' needs. They can then struggle to understand the impact of their teaching on pupils' learning. Trainees use ICT well to support their teaching, including the production and use of innovative resources which are shared on the university's online resource area. Trainees generally provide clear explanations in lessons and use questioning and group work well to develop pupils' learning. There is variability in the application of assessment to support learning. Higher-attaining trainees are very adept in this respect.
36. The use of resources in the partnership is outstanding. Trainees state that they have all the resources necessary to meet their needs in their school placements. Provider staff are very responsive to reported need due to the close working relationship between tutors and trainees. Human resources are very well used by the partnership to support trainees, with extra tutor visits arranged on the basis of trainee or placement need. The innovative Virtual Schools project, with trainees getting to grips with wider educational matters in virtual teams, is highly regarded as a training experience. Outside speakers significantly benefit trainees in bringing their expertise to central training sessions. Resource allocation is under constant review and is well understood by schools.
37. The ethos at the University of East London is one of care and inclusion. The high quality of personal care demonstrated by subject leaders and other support tutors is reflected in the fact that almost all trainees report being exceptionally well looked after and retention is high. Trainees report no incidents of harassment and know who to turn to if there were any such incidents. Trainees are well prepared to teach in a diverse society due to excellent quality central training in aspects of diversity and teaching pupils for whom English is an additional language. The outstanding opportunities that most trainees get, in diverse schools, to practise their skills in this area complements their training.

The capacity for further improvement and/or sustaining high quality

Grade: 2

38. The partnership's capacity to sustain high quality outcomes for trainees, and to take the actions required to secure improvements where necessary, is good. The partnership is clearly focused on raising the attainment of trainees by improving the quality of provision they receive. Good secondary leadership has established comprehensive monitoring and evaluation systems to inform the vision for improvement. The provider has successfully secured trainees' outstanding preparedness to teach in culturally diverse contexts and has maintained excellent recruitment and selection practice.
39. The provider analyses outcomes over time to assess key trends and captures feedback from former and current trainees, trainers in schools and its own staff to assess the impact of the training programme. Current trainees, together with a sample of former trainees interviewed during inspection, were overwhelmingly positive about their voice being heard, particularly valuing trainee representation on programme committees. In recent years, there has been a significant rise in the proportion of trainees with good attainment. The provider has correctly identified boosting the proportion of outstanding trainees as an area for development with the professional skills standards being a particular focus. Mentor training has been developed to facilitate this. However, the understanding of how best to move from good to outstanding remains inconsistently developed amongst both mentors and the trainees themselves.
40. Moderation of assessments by visits from university tutors and external examiners appropriately verifies trainees' achievements and makes certain there is consistent application of assessment criteria. The wide range of data collected by the provider are very well collated and analysed in a self-evaluation document. This is largely accurate and recognises, for example, variability in the quality of mentoring across the partnership. However, the provider underplayed the significance of this variability in its self-evaluation of the quality of training and assessment across its partnership. The provider has been successful in focusing external examiners on reviewing the quality of provision. Reports are of high quality and subject leaders are required to respond to recommendations in subsequent action plans. This results in subject leaders focusing yearly action plans on areas of subject importance and improving provision. However, course-wide priorities, such as increasing the proportion of outstanding trainees do not always feature explicitly in subject action plans.
41. The provider and its partnership schools show outstanding capacity in responding to and preparing for change. Timely responses to national and local initiatives give trainees maximum exposure to working with professionals from across the teaching workforce either through guest speakers or through experiences in school. Trainees enjoy input from leading consultants and

senior school leaders who deepen their understanding of why changes occur in education and how. Trainees have a very good understanding of how welfare roles in schools meet the needs of families and pupils, and are judicious in seeking out specialist school staff for one-to-one interviews to further their understanding of roles, such as those of the child protection officer and special educational needs coordinator. The provider has acted quickly to find ways, with schools, to give trainees experience of the new 14 to 19 diplomas as they emerge across East London and has made sure that trainees are conversant with all components of Every Child Matters. The partnership employs many trainees and then develops them as mentors. This means that it is well adapted to deal with sudden change, like mentor illness, as many schools have several trained mentors. The provider's reputation of having its 'finger on the pulse' means it is ideally placed to continue to lead and respond to changes in the local teaching community in East London because of very good relationships with partner schools.

42. A very good feature of the provider's self-evaluation and improvement planning cycle is its receptivity to ideas from school partners. The mentor's voice on their online forum is carefully listened to by the secondary leaders. Refinement of training documents is an example of successfully responding to ideas from mentors. The tighter interrelationship of these documents is received well by mentors and trainees. Many mentors and professional coordinating mentors are aware of the strategic priorities for improvement that they will be involved in delivering. However, there is a small minority that are not fully aware, and therefore the link between school evaluations of their training and the provider's priorities are not always as robust as they could be.
43. The provider's track record of setting high expectations for itself, for trainees and all partnership schools ensures that improvement planning is securing a collective drive to sustain high quality. The overarching five-year strategic plan has clear targets which dovetail into specific subject plans. Targets and their resulting success criteria for monitoring are often measurable and sharply focused on trainee outcomes but this is not always the case. However, through this plan, which started in 2008, significant improvement to provision and accommodation can be tracked.

Employment-based routes to qualified teacher status

Context

The provider offers the graduate teacher programme as an employment based route leading to QTS, working with many partnership schools in East London and local authorities in the eastern region such as Essex and Kent. At the time of the inspection, there were 63 trainees following 18 secondary subject training courses in partnership training schools. Most trainees start their course in September but a few commence their training at other points in the academic year.

Key strengths

44. The key strengths are:
- a. high quality trainees who develop excellent relationships in, and make a significant contribution to, the partnership in which they are placed
 - b. rigorous recruitment and selection procedures that are very effective at identifying individual need and boosting trainee progress through targeted pre-course activities
 - c. tireless and highly effective personal support from inspirational university tutors to help meet trainees' individual needs
 - d. the innovative and very effective use of resources to support and enhance trainee outcomes
 - e. the inclusive ethos of the provider and its proactive promotion and support of equality and diversity; the resulting depth of knowledge, understanding and level of competency of trainees to teach in culturally and socially diverse school contexts
 - f. the high quality central and subject training that effectively supports trainees' development and outcomes.

Recommendations

45. In order to improve trainees' progress and attainment, the provider should:
- Effectively share the outstanding mentoring practice that exists in the partnership so that all trainees receive detailed targets which inform their understanding of how to make progress.
 - Assess the effectiveness and impact of phased assessment arrangements; particularly with regard to trainees' progress and morale.
 - Sharply and consistently focus all self-evaluation and action planning activities, including at a subject level, on identified key priorities for improvement; for example, increasing the proportion of outstanding trainees.

Overall effectiveness

Grade: 2

46. Trainees' attainment by the end of the programme is good, with more than three quarters achieving the Standards for QTS at a good or outstanding level. Trainees demonstrate high levels of professional conduct in schools and a high proportion achieve exceptionally well in professional attributes. Many trainees use their previous experience as teaching assistants or experiential learning from work in schools to quickly enhance their teaching competency and rapidly settle into life as a teacher. Most trainees quickly establish good presence in the classroom and around the school, setting clear expectations for behaviour. Trainees possess good communication skills with young people; they demonstrate this well in their teaching and wider pastoral roles as co-tutors, which they say they particularly enjoy.
47. Most trainees make at least good progress resulting from effective support from university tutors, good training in schools and core sessions which equip trainees with a good understanding of local and national educational issues and current practice. Most trainees are highly receptive to feedback from mentors and professional coordinating mentors, and capitalise on feedback to improve their practice. Trainees explore a range of teaching strategies and the majority understand why certain teaching approaches are more effective than others. Trainees provide clear explanations in lessons and they often use questioning and group work well in developing pupils' learning. There is, however, variability in the depth and quality of understanding of personalising learning for different pupils and some trainees struggle to assess the impact of their teaching on pupils' learning. A minority of trainees find it challenging to use pupils' progress data to plan differentiated learning. Trainees demonstrate good subject knowledge for teaching the 11 to 16 age range and some possess very good post-16 subject knowledge. These trainees frequently teach effective lessons for Year 12 and Year 13 students. Trainees have access to a range of innovative ICT resources which equip them well for their training in school. Online resources are highly effective in supporting trainees in core sessions and subject-specific pedagogy. For example, online resources and tasks set by tutors require trainees to deepen their understanding of religious observance such as Ramadan in schools.
48. Selection and interview processes are outstanding, leading to recruitment of trainees who are highly motivated and committed to joining the teaching profession. Trainees show a real drive to be part of what they see as a vocation and many who apply for the programme do so as a result of previous exposure to the daily life of a school. Trainees appreciate the rigorous interview process in schools and are complimentary about support they receive prior to starting their training. The programme director, subject leaders and trainees jointly identify appropriate pre-course tasks to support subject knowledge development. Pre-course tasks successfully underpin

individual training plans and the majority of trainees can articulate how subject booster courses enhance training, describing these as a catalyst for continuous extension of subject knowledge.

49. Recruitment levels, including those of trainees from under-represented groups, are consistently high, as are retention and employment rates. A distinctive feature of the provider's outstanding recruitment is the high rate of employment of graduates who remain in schools local to the provider. This reflects the precise identification of the local needs for the teaching workforce in East London and how the provider works diligently with schools to meet shortage subject needs. During the inspection, many partnership school staff commented on how they do their utmost to retain the graduates as newly qualified teachers in their schools because they know trainees are of high calibre. Partnership schools praise the significant contribution trainees make to their schools and subject departments.
50. The overall quality of training and assessment is good, supporting the needs of individual trainees in making at least good progress. Trainees receive a good range of core and subject-specific sessions providing knowledge of curriculum changes, such as new 14 to 19 pathways. Most trainees find these sessions very helpful but a few comment that the sequencing of topics needs to be more relevant to immediate issues they face at the start of their training. Some trainees wished for better initial overview of the whole programme. This is particularly true for trainees who start their training at times other than in September. Although the provider ensures trainees have an equitable induction, there is a lack of clarity for some trainees about how sessions at university will meet their needs and not repeat or exclude topics covered by trainees who are already on the programme.
51. The overarching assessment structure for the programme is comprehensive. Assessment processes are mapped into programme documents and state responsibilities of mentors, university tutors and trainees in assessing achievement of the Standards. Those trainees that are following an upward trend are glad to be graded and report increased motivation from the process. However, the phased nature of the grading system with identical grades representing higher standards later in the course means that a few trainees do not follow an upward trajectory. These trainees can become frustrated with not fully understanding the criteria and some do not know how to regain the progress they had previously been judged to be making. A lack of confidence amongst a minority of mentors in applying phased criteria means that assessment does not always reflect trainee achievement. Day-to-day assessment documentation effectively draws together targets from lesson observations into weekly training plans. Trainees find the Standards tracker very helpful in collating good evidence to show achievement of the Standards and helping mentors pinpoint additional professional experiences that will be of value.
52. All school-based trainers are clear about their roles and much of their training exemplifies good mentoring practice. Regular lesson observation feedback provides quantitative lesson grading and qualitative feedback leading to

sharply focused targets. However, some target setting is too generic, lacking sufficient detail to support trainees in knowing what or how to improve. This results in a few trainees being unclear about their next steps, most notably where trainees are graded good and looking to be outstanding. Professional development opportunities to engage mentors in sharing best practice are not fully embedded in all partner schools. Visits made by university tutors complement feedback from mentors; these visits effectively standardise judgements about trainee progress and are often successful in drawing out interventions needed to carry forward the trainees' development. Final assessments of trainees' attainment are accurate.

53. The use of resources to sustain and improve outcomes for trainees is outstanding, being highly effective and efficient. The provider maximises support for trainees through tutor visits which are unfailingly flexible and quickly responsive to needs of trainees and schools. Such flexibility is a major asset to the programme, establishing good relationships and a high degree of trust across the partnership schools. Trainees benefit exceptionally well from high levels of ICT resourcing at the university. They are confident in using different hardware and software with pupils demonstrated in effective use of ICT in teaching and in charting their professional development. An exceptional example was an e-portfolio with hyperlinks to Standards evidence, lesson plans and observations, resources, PDF files and additional professional evidence, all imaginatively collated as a composite picture of this trainee's achievement. The comprehensive suite of online resources for mentors and trainees successfully provides easy access to online templates and example reports. Mentors comment favourably about the usefulness of the online forum for quickly receiving programme updates.
54. Trainees' understanding of equality and diversity is outstanding because they effectively use knowledge of how religious, ethnic, cultural, social and linguistic diversity influence pupils' learning. Trainees receive good quality sessions about teaching pupils for whom English is an additional language, working with pupils who have specific learning needs and diversity issues pertinent to East London schools and the United Kingdom. These sessions, combined with the demographic characteristics of partnership schools, help trainees to put into practice what they have learnt about teaching in culturally diverse contexts.
55. Trainees praise the support they receive for their welfare from university tutors and mentors. They appreciate tutors' willingness to maintain regular email contact so they do not feel isolated in school. Any trainees who face obstacles which adversely affect their progress feel well supported through extended dialogue with their tutor. Trainees are familiar with the provider's policies for upholding equality and dealing with any discrimination. All trainees are confident that such matters would be quickly dealt with if issues arose.

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

Grade: 2

56. Leaders demonstrate good capacity to sustain high quality outcomes for trainees with a continuous effort to secure further improvement. All of the Government's requirements for initial teacher education are fully met and safeguarding procedures are rigorously implemented. The programme director provides good leadership for the programme, working passionately to ensure trainees are well cared for and receive training that is increasingly personalised to their needs. The effective leadership of the programme has established monitoring and evaluation systems to assure quality and allow the partnership steering committee to inform the vision for improvement. The provider has successfully secured very high quality provision in terms of preparing trainees to teach in culturally diverse contexts, and has maintained outstanding recruitment and selection practice that is the cornerstone of getting the right trainees through the programme.
57. The provider analyses outcomes over time to assess key trends, capturing feedback from former and current trainees, trainers in schools and its own staff to assess the impact of the training programme. Current and former trainees interviewed during inspection were overwhelmingly positive about their voice being heard, particularly valuing trainee representation on programme committees. In recent years, there has been a rise in the proportion of trainees moving from satisfactory to good. The provider recognises that by improving the quality of training in some schools and embedding high levels of consistency across the partnership, there is scope to drive up the number of trainees whose attainment moves from good to outstanding. Moderation of assessments by visits from university tutors and external examiners appropriately verify achievements of trainees and make certain there is accurate application of assessment criteria. However, evaluations of the actual training in partnership schools do not always identify where mentoring practice needs to be strengthened.
58. The provider and its partnership schools show outstanding capacity in responding to and preparing for change. Timely responses to national and local initiatives give trainees maximum exposure to working with professionals from across the teaching workforce, either through guest speakers or through experiences in school. Trainees enjoy input from leading consultants and senior school leaders who deepen their understanding of why and how changes occur in education. Trainees have a very good understanding of how welfare roles in schools meet the needs of families and pupils take responsibility for furthering their own professional development in this area. The provider has worked effectively with schools to provide trainees with opportunities to gain experience of the new 14 to 19 diplomas as they emerge in the local area. The provider successfully builds on its good local reputation for anticipating and responding swiftly to change; as a result, it is well regarded by partnership schools in taking the lead on such matters.
59. Self-evaluation is largely accurate but was slightly generous in terms of grading some aspects of the provision prior to the inspection. The overarching strategic action plan has clear targets which dovetail into specific subject plans. While these are aligned to recommendations from external examiners,

they are less explicit about how intended action will have an impact upon trainee progress and overall achievement. Although many mentors and professional coordinating mentors are aware of the some of the strategic priorities for improvement, some are not, and therefore school evaluations of the training they provide, linked to what the provider is aiming to achieve, are not always as robust as they could be.

60. A very good feature of the provider's improvement planning is receptivity to ideas from school partners. The mentor's voice on the online forum is carefully listened to by the programme director and subject leaders. One example of how this has resulted in improvements is through the refinement of training documents, modified in response to mentors' ideas. The provider's track record of setting high expectations for itself, for trainees and all partnership schools ensures that improvement planning is securing a collective drive to sustain high quality. Whole-course improvement planning, targets and their resulting success criteria for monitoring are often easily measurable and sharply focused on trainee outcomes but this is not always the case. However, significant improvement to provision and accommodation over recent years is evident.

Initial teacher education for the further education system

Context

61. The university works in partnership with six further education (FE) colleges, one of which is a sixth form college. A full-time one-year pre-service PGCE is provided by the university and one of the colleges. In 2008/09, 63 trainees were on this course, 34 at the university and 29 at the college. All other trainees are in-service, study part time over two years, and are enrolled on either a Certificate in Education or a PGCE. In 2008/09, 164 in-service trainees were enrolled, 89 on the PGCE and 75 on the Certificate in Education. Around 25 further colleges in and around London provide placements for trainees, and a small number of trainees are placed outside the college sector. All courses fulfil the criteria for achieving the Diploma in Teaching in the Lifelong Learning Sector and are endorsed by Standards Verification UK. Enrolments have risen significantly from 227 in 2008/09 to around 260 in 2009/10.

Key strengths

62. The key strengths are:
- FE teacher-training provision that is strongly rooted in the communities served by the university and the colleges, and makes a significant contribution to the life of those communities by training teachers dedicated to raising both aspirations and standards
 - the partnership, which produces confident trainees who are willing to experiment, can articulate clearly their teaching philosophy, and are committed to student-centred learning
 - the excellent range of teaching resources developed through the partnership, including e-learning platforms that are increasingly influential in promoting high quality learning for trainees
 - the consideration of trainees' views, which are sought frequently and valued highly, and are instrumental in programme delivery and development
 - the successful work of the partnership in removing barriers to participation by under-represented groups, and its commitment to the promotion of equality and diversity, which is very strong.

Recommendations

63. In order to ensure that all the provision is of a consistently high quality and leads to further improvements in trainees' outcomes, the university and the six colleges should:
- Work together more purposefully to consistently apply quality assurance procedures across the partnership; to assist in this, the partnership should strive to ensure that all colleges show the same high level of commitment and resourcing to the provision.
64. In order to enhance the capacity to secure further improvements, the partnership should:
- Ensure that self-evaluation, including data collection and analysis, is more rigorous and leads to specific strategies to secure course development and improvement that are shared across the partnership.
65. In order to improve further the promotion of equality of opportunity and valuing of diversity, the partnership should:
- Articulate clearly its strategy to promote equality and diversity and collect and analyse equalities data on trainees' applications, recruitment and completion rates so that it can measure the impact of the strategy.

Overall effectiveness

Grade: 2

66. The overall effectiveness of the provision in securing high quality outcomes for trainees is good. Trainees' attainment is good, as a consequence of the high quality training and the very good support that most trainees receive. Most trainees make good progress, and several make very good or outstanding progress. The rates of successful completion are high on the pre-service route, and are improving rapidly on the in-service course. Variations in the rates of successful completion between the partner colleges are narrowing, and there are no significant variations in achievement between different groups of trainees. Inspectors broadly agreed with the partnership's own judgements about trainees' attainment, although in one partner college evidence suggested unrealistic judgements about the quality of trainees' teaching. The partnership recognises that there is further work to do to develop an agreed model for making secure judgements about trainees' attainment and progress.
67. Many trainees have developed sufficient confidence to experiment with a range of teaching strategies, and in some cases show a willingness to take risks by trying out innovative approaches designed to match their students' particular needs. Many in-service trainees who have been teaching for some years have moved towards more student-centred pedagogy as a consequence of their training, and pre-service trainees who come from cultures characterised by traditional teaching methods have made the same transition. Most trainees have made significant efforts to apply their newly acquired theoretical understanding to their classroom practice, and most develop sound reflective skills, particularly through completing a rationale for each lesson plan. Trainees develop productive personal relationships with students

based on mutual respect, and this helps trainees to get the best from their students. In the context of the socially and culturally diverse classes that most trainees are teaching, their empathy with their students is noteworthy. However, a small minority of trainees are making slow progress in developing their teaching expertise, and both their academic work and their reflective skills are underdeveloped.

68. Recruitment and selection arrangements are very thorough. The selection process for pre-service trainees is rigorous and creative, and well-specified selection criteria ensure that only those who have every chance of becoming good teachers are recruited. The social and cultural diversity of the trainees on all the routes reflects the communities served by the partnership, although this is not a consequence of a coherent strategy to ensure that this is the case. While the partnership's commitment to attracting a diverse cohort of trainees is unequivocal, the routine collection and analysis of data is neither rigorous nor comprehensive. For example, the partnership does not collect any data on patterns of application, recruitment and success of trainees with physical and/or other forms of disability or learning difficulty. Similarly, data are not used sufficiently rigorously to analyse patterns of participation or achievement by ethnicity. The range of placements arranged for pre-service trainees to meet their individual needs and aspirations is very good, and reflects the partnership's commitment to train teachers who will serve their local communities.
69. The quality of training and assessment is good. On the pre-service course, many trainees report that they have been inspired by the excellent training sessions, and the high quality of much training is borne out by inspection evidence gleaned from trainees' files and discussion with trainees. Across the partnership, trainees see their course tutors as very good role models. Assessment of both teaching and written work is rigorous and feedback is developmental, in most cases helping trainees with a detailed agenda for improvement; this is particularly strong for pre-service trainees. The quality of training on the in-service course is good, although trainees report some variation across the partner colleges; for example, where there has been disruption caused by staffing difficulties. Innovative developments in e-learning have significant potential to improve further the quality of training; as the partnership recognises, trainees' engagement with the opportunities offered by e-learning is at an early stage in most partner colleges. Training is particularly adept at ensuring trainees have an understanding of policy and other developments in the lifelong learning sector. Most trainees have access to a sufficiently broad range of teaching opportunities, although for a very small minority, this is not the case.
70. Most trainees receive good support from mentors in the colleges where they are teaching. Pastoral and informal support are invariably strong; support for subject-specific pedagogy is more variable. The partnership has worked hard to find appropriate mentors for all trainees, but in some cases this has not been possible. For example, a very small minority of trainees are teaching in colleges where they are the only subject specialist. Opportunities for such trainees to benefit from subject expertise in other partner colleges have not

been explored. Mentors are offered training by the university, although many do not take advantage of this opportunity. An imaginative project to develop web-based training for, and interaction between, mentors is making good progress. Although there are arrangements for assuring the quality of the contribution of mentors, these are not always fully implemented. The criteria for selecting mentors are not sufficiently clear or consistently applied across the partnership.

71. The partnership's use of available resources is outstanding. Limited budgets are deployed effectively across the partnership in the interest of trainees. Innovative and exciting developments in e-learning are beginning to fulfil their potential to give trainees, tutors and mentors access to a wide range of stimulating materials. University staff engage in scholarly activity that is of direct benefit to trainees, and they also use their membership of key interest groups in the lifelong learning sector to benefit trainees. Course materials are generally of high quality, although some trainees find course handbooks cumbersome and difficult to navigate. Although trainees have full access to all the university's resources and a dedicated virtual learning environment (VLE), many in-service trainees do not take advantage of the opportunities offered. In-service trainees normally use their partner college's VLE to access materials, although this restricts the dissemination of good practice that would be encouraged through the use of a shared VLE. The university is striving to achieve greater consistency in the level of resources that each partner college commits to the programme.
72. The quality of provision across the partnership is good. Where appropriate, procedures have been standardised to ensure that all trainees benefit from a consistent approach to training and assessment. The vast majority of trainees from all pathways report favourably on the support they receive, and on the quality of training. Nevertheless, the university recognises that quality assurance arrangements have not remedied fully some disparities in the quality of provision for in-service trainees across all the colleges. The partnership between the university and the colleges is strong; partnership working between the colleges is less well developed.
73. The promotion of equality and diversity is good. The partnership has a clear commitment to serve the communities in which it is rooted through providing opportunities for trainee teachers to contribute to the raising of both aspirations and standards. Most placements are located in the communities served by the university and the partner colleges, and trainees show a real commitment to their own communities. Trainees are from a range of social, cultural and ethnic backgrounds that reflect the community, and they see the prospect of teaching socially and culturally diverse groups of students in areas of relatively high deprivation as an opportunity rather than a threat. The training prepares them well for promoting diversity, respect and tolerance. However, the partnership's commitment to equality of opportunity is not matched by a clear measurable strategy, supported by rigorous data analysis, to allow the partnership to evaluate objectively its progress in meeting this commitment.

The capacity for further improvement and/or sustaining high quality

Grade: 2

74. The partnership has good capacity to secure further improvements and to sustain high quality outcomes. Since the last inspection, the partnership has grown significantly while at the same time maintaining, and in some respects improving, the quality of provision and outcomes for trainees. Although the self-evaluation document produced by the university has significant weaknesses, including a lack of sharp evaluation and insufficiently clear data analysis and presentation, inspection evidence showed that the partnership director and other leaders have an astute understanding of the strengths and weaknesses of the provision, and a clear and ambitious view of what needs to be done to promote further improvement. However, as a consequence of the shortcomings in self-evaluation documentation, these insights are not recognised sufficiently by all those involved in the partnership. Within the partner colleges, evaluation of the provision is appropriately embedded in the colleges' own self-assessment arrangements. Regular whole partnership meetings and training events are effective in reviewing provision, determining priorities and, to a lesser extent, in sharing ideas and resources. However, the university recognises that opportunities to share best practice between the partner colleges are often missed. The partnership's capacity to improve is strengthened by the progress the university is making in using cutting edge technology to develop resources that will benefit both the trainees and the partner colleges.
75. The university and the partner colleges give high priority to listening to, and responding to, trainees' views on the provision. Trainees are encouraged to think seriously about what improvements could be made, and their involvement is appropriately prominent in self-evaluation and improvement planning.
76. The partnership's anticipation of change, and its response to national and local initiatives, is outstanding. University staff are engaged in highly relevant research activity that is of direct benefit to trainees, and they are active members of key organisations in the post-compulsory education and training sector. As a consequence, they respond swiftly both to specific developments in teacher training and to broader changes in the structure of post-compulsory education and training. Trainees benefit from knowing that the partnership is abreast of all the latest developments, and trainees themselves are well informed of changes in policy and practice that affect the sector in which they work.
77. The partnership's track record on planning and taking action for improvement is good. Good progress has been made in remedying the weaknesses identified at the last inspection. Data demonstrate that the proportion of trainees on all routes who complete their training and, in the case of pre-service trainees, go on to find appropriate employment is good and improving. Plans for improvement are ambitious and well thought out. The

partnership leader has a clear vision and recognises the need to improve consistency across the partnership so that all trainees benefit from the highest quality training and support. However, these plans are not always clearly articulated in documentation and shared with the colleges. As a consequence, leaders recognise that there is work to do to ensure that all members of the partnership have a clear understanding of what, and how, further progress is to be made. The partnership recognises that the main threats to its ambitious improvement plans are financial constraints, both within the university and at the partner colleges, and some degree of uneven commitment to the partnership across the colleges. For example, the extent to which in-service trainees perceive themselves as university students, rather than college trainees, varies between colleges. Nevertheless, the opportunities provided by some of the exciting initiatives in development at the university augur well for the future.

Annex: Partnership colleges

The partnership includes the following colleges:

Barking and Dagenham College
Havering College of Further and Higher Education
Havering Sixth Form College
Newham College
Newham Sixth Form College
Tower Hamlets 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

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

Capacity to improve further and/or sustain high quality

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

¹ The criteria for making these graded judgements are in the *Grade criteria for the inspection of ITE 2008-11*; Ofsted July 2008; Reference no: 080128.

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