

University of Southampton

Initial Teacher Education inspection report

Inspection Dates 20–23 January 2014

This inspection was carried out by eight of Her Majesty’s Inspectors and four 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 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	ITE for FE
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2	2	2
The outcomes for trainees	2	2	2
The quality of training across the partnership	2	2	2
The quality of leadership and management across the partnership	2	2	2

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Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in primary; good in secondary; and good in further education.

Key findings

- Trainees develop good subject knowledge for teaching during their university-based training and in school and college placements. The university tutors' pedagogical expertise and research profile greatly enhance trainees' knowledge.
- High calibre trainees are recruited to the training programmes and they make good progress to attain well by the end of their training. High-quality mentoring and good centre-based training fully support trainees' progress and attainment.
- The partnership produces consistently good quality entrants to the profession who are highly regarded by employers.

To improve the ITE partnership should:

- Ensure that leaders at all levels of the partnership explicitly commit themselves to working strategically with university leaders so that in all three phases training and outcomes for trainees can move from good to outstanding.

Information about this ITE partnership

- The University of Southampton offers initial teacher training programmes for primary and secondary trainees leading to the award of qualified teacher status (QTS). Primary and secondary trainees study on the core postgraduate certificate in education (PGCE) route and the new School Direct route. For primary and secondary training, the university works in partnership with over 160 schools across the region. The training programme for further education (FE) is an entirely new, pre-service programme leading to the award of a PGCE, working in partnership with three colleges.

The primary phase

Information about the primary partnership

- The university offers a PGCE in the primary phase (ages 5 to 11) via two routes. Trainees either follow the university's postgraduate course or train in partnership with a school through the School Direct route. The university works with over 100 primary schools across eight local authorities. At the time of the inspection there were 154 trainees, 42 of whom were following the School Direct training programme.

Information about the primary ITE inspection

- The inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 23 lessons or part-sessions, 13 taught by trainees and 10 by newly qualified teachers (NQTs) in 11 schools.
- Inspectors also met with groups of trainees and NQTs at the university. An inspector observed two training sessions. Meetings were held with senior staff from the university, headteachers, class-teacher mentors and professional mentors.
- Inspectors scrutinised a range of documents, including the provider's evaluation of how well it is doing, course handbooks, documents relating to school experience placements, analyses of trainees' achievement and completion data, and external examiners' reports. Inspectors took account of the 41 responses from primary trainees submitted to the online questionnaire.

Inspection team

Lorna Brackstone	Her Majesty's Inspector, primary phase lead
Ann Henderson	Her Majesty's Inspector, assistant phase lead
Malcolm Hunt	Additional inspector, team inspector
Gary Kirkley	Additional inspector, team inspector

Overall Effectiveness

Grade: 2

The key strengths of the primary partnership are:

- The exceptionally strong drive from senior and subject leaders to improve the provision further and strengthen the partnership with local schools.
- The good quality of the university-based training which:

- combines academic rigour with a strong emphasis on practical experience
 - provides outstanding training in the teaching of English and phonics, and enables trainees to teach reading, writing and spelling to a good standard
 - provides high-quality mathematics and science training where trainees are given a wealth of resources and practical advice to engage pupils imaginatively
 - promotes well trainees’ awareness of and preparedness for the introduction of the new curriculum in 2014.
- The high-quality opportunities provided for trainees to follow their own areas of interest, or extend their experiences, which ensure that they do as well as they can.
 - The partnership’s strong focus on continually improving the consistency of mentoring.

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

The partnership should:

- widen the experience of some trainees by ensuring that opportunities are provided for them to train in local areas which have particular challenges, such as those of teaching pupils who speak English as an additional language, or where there may be high unemployment, low aspirations or family vulnerability
- share the best practice used by school-based mentors to make sure that every trainee receives consistently sharp, accurate and timely advice about how to improve their teaching
- broaden the range of schools that participate in the planning and support for trainee provision.

Inspection Judgements

The outcomes for trainees are good.

1. Trainees demonstrate a clear understanding of the Teachers’ Standards and a desire to become good or better teachers. A clear trend of improvement in trainees’ achievements is evident since the previous inspection. In 2011/12 the university assessed 95% of its trainees to be good or better at the end of their course and in 2012/13 this increased to 98%. Observations made of both trainees and NQTs by inspectors

indicated that the provider's judgements are broadly accurate. However, the partnership is slightly overgenerous when awarding the outstanding category. The percentage of trainees who completed the course during 2012/13 was much improved on previous years and was above the sector average. Following a dip in the percentage of trainees who successfully gained employment on completion of their course in 2012, data from 2012/13 show a significant improvement, with completion above the sector average. Outcomes for different groups of trainees, such as men and women or those in different age groups, are broadly similar to each other.

2. Trainees are clear about the way their placement schools operate. They quickly fit into routines and expectations, and pay appropriate attention to dress codes. Positive relationships are established with pupils and interesting and stimulating learning environments are created. Trainees have good subject knowledge and a secure understanding of the skills they need to teach. In the best lessons, they confidently demonstrate new concepts, use lots of different ways to engage pupils and have high expectations for what they want pupils to learn. For example, in one lesson, pupils were encouraged to improve their writing by making better use of interesting words and phrases. The more-able pupils were further challenged to explain 'how, where and when' they might use such words.
3. Although some trainees plan their lessons carefully and learning intentions are clearly defined, others record a list of instructions that they must follow when teaching the class. At times, trainees do not use their voices well enough to gain the pupils' attention and interest in the lesson. On a few occasions, the pace of the lesson and the transition between different activities is too slow.
4. Trainees demonstrate a good knowledge of the teaching of early reading, including the use of phonics to work out words. Those who already had experience in Key Stage 1 reported that they felt more confident about teaching early reading than those whose first placement had been in Key Stage 2. Trainees use mathematical language with developing confidence and have a secure understanding of the need to link their work to everyday problem solving.
5. Most NQTs have good classroom management and clear expectations of behaviour. Tasks are explained well to the pupils and good use is made of interesting resources to engage them in activities. One NQT was observed effectively using a programmable technology tool to explain a mathematical problem. Pupils worked with one another to solve the problem and effective questioning from the teacher supported their learning. NQTs have a developing awareness of the importance of tracking and checking pupils' work to ensure that progress is being

made and that the activities planned for them are suitably challenging. Teaching assistants and other resources, such as interactive whiteboards, video clips and digital visualisers, are used well in classes. Discussions with senior leaders confirm that NQTs make a valuable contribution to the learning and achievement of pupils in their schools.

The quality of training across the partnership is good.

6. Trainees are right to value highly the overall quality of training and the care and concern shown for their welfare. Expert practitioners, subject specialist tutors and visiting speakers deliver outstanding training in the teaching of all aspects of literacy, including phonics, mathematics and science, to all primary PGCE trainees. Links to the new National Curriculum and the modelling of practical resources by specialist tutors are welcomed by the trainees. In an outstanding science session, university tutors skilfully emphasised the importance of gaining pupils' curiosity and maintaining it through science lessons to make the most from the learning opportunities. Relevant and meaningful links were made to a recently published Ofsted report and suggestions for additional reading materials were welcomed by the trainees.
7. In two science training sessions observed by inspectors, clear references were made to the new National Curriculum. For example, curriculum changes were made clear to the trainees, who were eager to try out 'working scientifically' with their class when they returned to their school. There are a number of additional sessions on the teaching of personal, social, and health education and the teaching of religious education. However, there is minimal evidence that trainees have, as yet, a secure knowledge of how to teach these subjects in the new curriculum.
8. A particularly strong feature of the training is the way that it is personalised to meet the needs of each trainee. Male trainees feel well supported with opportunities to attend 'lads' lunches' and school placement experiences in an environment with other male teachers, contributing to the improved male completion rates. Trainees benefit from additional opportunities to improve their spelling and to develop their mathematics, technology and cookery subject knowledge. Schools across the partnership make an excellent contribution to this training. For example, high-quality workshops which focus on aspects of safeguarding, diversity and the use of teacher assessments are all provided by partnership schools.
9. Behaviour management training is well-received by trainees and the confident use of strategies was observed by inspectors in the schools they visited. However, it was not clear if the strategies used by some

trainees would be effective in other schools where circumstances were more challenging. For instance, not all trainees have the opportunity to experience differences in the way that pupils may behave if they are living in vulnerable or challenging circumstances.

10. Most trainees talk positively about their visit to a special school and appreciate the useful guidance they receive on how to help the learning of pupils with particular needs, including physical disabilities, autism and dyslexia. Nevertheless, not all trainees understand that pupils with special educational needs do not always have visible symptoms but may have some specific learning difficulty or delay. Not all trainees felt confident about teaching pupils with particular special educational needs and few considered they were suitably prepared to teach those who speak English as an additional language.
11. The partnership has high expectations of trainees in undertaking detailed and frequent academic tasks linked closely to their taught sessions and their school experience placements. For example, following their work as a 'reading buddy' which involves working alongside a pupil, trainees are required to reflect on the impact they have had in a written assignment.
12. The quality of school-based training is good overall. Trainees benefit significantly from the guidance and advice they receive from their class-teacher mentors and other staff in their schools. Mentors receive initial training, and opportunities for their further professional development have been well received. The handbook for class-teacher mentors clearly outlines their role and the guidance they are given in lesson observation and the completion of report forms is detailed. Nevertheless, inconsistencies in the quality of support and feedback mean that not all trainees make the best progress. Although there is some excellent mentoring and coaching, some class-teacher mentors are overly generous in their feedback about trainees' teaching. Observations are not always sharply focused to give trainees an accurate picture of what they need to do to raise their performance. All trainees are required to teach in both key stages and in two different schools. Although trainees are involved in visits to a range of contrasting schools to gain experience of different educational issues, not all have the opportunity to teach in localities that have challenging circumstances.
13. Trainees benefit greatly from e-learning and e-communication. They praised the openness of links with their university-based tutors and the prompt response they receive when they have queries or concerns. They talked very positively about the usefulness of electronic resources, such as those relating to phonics and mathematics which include practical tips and reference material. Trainees often add to their own knowledge and

expertise by leading specialist sessions, such as on physical education, music and Makaton.

The quality of leadership and management across the partnership is good.

14. Senior leaders have high expectations and are determined to improve the provision further and to raise trainees' outcomes to a consistently high level. There have already been rapid and sustained improvements in provision. For example, the improvements in the training for the teaching of early reading, especially phonics, as noted at the previous inspection, are now embedded. This has resulted in trainees and NQTs reporting that they feel confident and well prepared to teach these basic skills. Detailed lesson observation forms linked closely to the Teachers' Standards, and which have clear indicators to evaluate the quality of teaching, are used consistently across the partnership. All trainees are provided with opportunities to observe teachers working with pupils who speak English as an additional language. Nevertheless, senior leaders know that they need to ensure that all their trainees are confident to teach in areas that are culturally diverse, have high levels of unemployment and poverty or where family aspirations are low.
15. The quality of improvement planning and the clear direction for the future are outstanding features of the partnership. Key stakeholders have steered changes and ensured the programmes are up-to-date and comply with statutory requirements. The comprehensive action plans and improvement targets are based securely on an analysis of data about trainees' progress, surveys and evaluations. National priorities, such as closing the gap between the achievement of those pupils who are disadvantaged and those who are not, challenging the most-able pupils, developing physical education provision and equipping trainees to teach the new National Curriculum, are all key features of the current improvement plan. Working closely with School Direct providers to share expertise, widen participation in teacher training and strengthen the impact of the partnership, course leaders are clearly focused on improving the outcomes for trainees and the children they teach.
16. The levels of engagement with the training of a significant proportion of schools are very good. Discussions held with headteachers across the partnership and those attending the partnership management board are extremely positive about the overall quality of provision. They value the good communication between the university's representatives and themselves. Teachers from partnership schools contribute extensively to university-based sessions for both School Direct trainees and those following the traditional PGCE route. Schools also host sessions for individuals or groups of trainees for specific training needs. Nevertheless, the university is keen to broaden the range of schools that

participate in the planning and support for trainee provision, particularly in local areas where improvement in school provision is a high priority.

17. Quality assurance procedures are used regularly and effectively to monitor the quality of the training, with evaluations made by external examiners swiftly acted upon where required. The university takes careful note of the issues raised by trainees in their termly evaluations and the annual NQT responses. Findings from these reviews are used well to support further improvement planning across all subjects. As a result, the training continues to improve, a judgement reflected in the most recent NQT survey and in the positive views of current trainees.
18. Recruitment is buoyant with a significant number of applications for each place. Selection procedures are robust and rigorous in choosing high-quality trainees who are committed to becoming good and outstanding teachers. Schools are heavily involved in the interview process and challenging tasks are used at interview to determine which trainees have the best potential to teach. Headteachers make it very clear that they only select those they might wish to employ.

Annex: Partnership schools

The following schools were visited to observe teaching:

Binstead Primary School
Freemantle Primary School
Harrison Primary School
Shirley Infant School
Shirley Junior School
Queensgate Primary School
St Mark's Junior School
St Mary's Primary School
St Monica's Infant School
St Monica's Junior School
Wyndham Park Infant School

The secondary phase

Information about the secondary partnership

- The University of Southampton provides a one-year, secondary PGCE course for the 11–16 age range. Trainees also gain experience of teaching the 16–18 age range in a complementary placement. Trainees choose to study one of the following subject routes: English, physical education, mathematics, physics with mathematics, religious education, history, geography, modern languages, biology, chemistry, physics and computer science. These subjects are offered on the School Direct training route along with psychology, music, art and design, design technology, media and drama.
- At the time of the inspection, there were 79 School Direct trainees and 95 on the core PGCE route.
- The university works in partnership with over 60 schools across five local authorities.

Information about the secondary ITE inspection

- The secondary inspection team visited 10 schools and observed 18 part-lessons taught by seven former trainees, now NQTs and 11 trainees. During these visits, inspectors also met with groups of trainees and NQTs from a range of subjects and observed subject mentors giving lesson observation feedback to trainees.
- In schools, inspectors held meetings with subject mentors, professional mentors and headteachers, including representatives from the partnership steering group.
- At the university, inspectors held meetings with secondary subject leaders, the course directors for the secondary phase and admissions staff. Inspectors reviewed a range of documentation including subject improvement plans, the secondary improvement plan, data about trainees' progress and attainment, external examiners' reports, a sample of trainees' folders in addition to those seen in school, completion and employment data, and course handbooks. Inspectors took account of 49 responses from secondary trainees to the online questionnaire.

Inspection Team

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Her Majesty's Inspector, team inspector and
religious education specialist

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Nichola Munroe	Additional inspector, team inspector and English specialist

Overall Effectiveness Grade: 2

The key strengths of the secondary partnership are:

- High employment rates sustained over many years, providing good calibre NQTs for partnership schools and other schools in the locality.
- Very good training at the university enabling trainees to develop and refine their subject knowledge for teaching on a continuous basis.
- Trainees' and NQTs' behaviour management skills which they use effectively to promote students' positive attitudes to learning.
- The combination of high-quality pastoral support and good mentoring in schools which guides trainees well in developing their pedagogy.
- Robust recruitment and selection procedures involving school-based personnel which successfully select candidates who have the potential and commitment to thrive in the teaching profession.
- University trainers whose expertise as researchers and practitioners is highly valued by school-based trainers who feel that they benefit from well-planned professional training by subject experts.
- Good leadership by university trainers and the partnership steering group which has managed to sustain the key strengths identified in the previous inspection.

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

The partnership should:

- develop outstanding mentoring across the partnership by making more formal use of the findings from university tutors' quality assurance visits to schools
- enable all school-based mentors to learn from the best practice in the partnership so that all mentors can coach trainees to become outstanding practitioners

- ensure that leaders at all levels of the partnership are involved in evaluation and improvement planning using quantifiable data to set targets, and in checking that improvements to training are tightly focused on securing outstanding outcomes for trainees.

Inspection Judgements

The outcomes for trainees are good.

19. Most trainees make good progress and exceed the Teachers' Standards at a good level of competency by the end of their secondary programme. Partner schools are pleased with the calibre of trainees and with the NQTs who join their schools as good-quality subject specialists capable of making a positive contribution through their wider professional role. Since the previous inspection, the percentage of trainees attaining an outstanding level has continued to rise. Inspectors are confident that the assessment of trainees and of NQTs at the beginning of their careers is largely accurate. Even so, inspectors express a cautionary note. The top grade of 1* can be generous when awarded to NQTs who join schools and do not teach typically good and outstanding lessons.
20. Employment rates remain above the sector average and year-on-year trainees secure teaching jobs in partner schools. In several local schools, alumni from the secondary programme staff entire departments, for example, in history and mathematics. Course leaders collate destination data and sustain contact with alumni, knowing that they will be their next generation of mentors. The partnership has yet to examine and formally report on the long-term impact of alumni in raising standards and closing gaps in students' achievement in schools locally.
21. There is no significant difference in the outcomes for different groups of trainees. At the same time, leaders are acutely aware that the recruitment of trainees from minority ethnic groups remains below the sector average and that the partnership steering group has a greater role to play in increasing the percentage of trainees from these groups.
22. The 'cause for concern process' is well documented and employed diligently by course leaders who are quick to respond to any issues affecting trainees' progress. Mentors act swiftly when trainees' work falls below the standards set by the partnership. Withdrawal rates were above the sector average last year, but course leaders provided detailed analyses about why trainees withdrew or suspended their studies, often for family, health or financial reasons. Additional bursary funding from the university has given some trainees support with travel costs and

notably, has secured better retention of mathematics and science trainees.

23. Trainees demonstrate a passion for teaching. Most exhibit a confident presence in the classroom and foster good relationships with students and colleagues. Trainees and NQTs are reflective and keen to learn how to improve. Inspectors saw written evaluations by some trainees that got right to the heart of how well their students were learning, but for others, evaluations were focused too much on their teaching methodology rather than its impact on students' learning.
24. Trainees are receptive to ideas and feedback from mentors, university tutors and professional mentors. This aids their progress in planning well-structured lessons and in the sequencing of lessons into a unit of work. During the inspection week, trainees had just begun their second school placement. Most had targets to review their skills in planning for different student needs and knew how to set different outcomes and use different resources. A few still lacked the confidence to assess students' learning lesson by lesson and plan content matched to students' ability and rates of progress. Some mentors and professional mentors were quick to pick this up and provided incisive guidance, but a few set generalised targets such as 'improve differentiation' or 'improve pace', which failed to help either trainees' development or their students' progress.
25. Most trainees are confident in using technology and resources generally are of good quality. Physical education trainees use visual analysis software to guide students well in analysing biomechanics and the quality of students' performance. Current trainees are starting to use formative and summative assessment, and some are already capable of using in-school data systems to record and monitor students' achievements, which they do very well. Trainees are developing techniques for marking students' work but not all trainees are marking with the clarity needed to help students know what they need to do to improve. In some cases, marking becomes cursory rather than integral to students' learning.

The quality of training across the partnership is good.

26. The secondary core programme and the new School Direct route both provide trainees with coherent, well-led training. Despite a rather negative NQT survey in 2013, current trainees, NQTs and views expressed in the online survey confirm that training in the secondary phase is solidly good and improving.

27. Excellent university-based training underpins trainees' subject knowledge development. From recruitment and induction, tutors work with trainees to develop an individual needs audit and trainees are required to take professional responsibility for independent study, use of resources from the virtual learning platform and getting the very best from the curriculum study days. Trainees understand the need to audit their subject knowledge regularly but the effectiveness of the way this is checked, moderated and scrutinised varies between subjects. In science, trainees' subject knowledge is strong and trainees know how to use it in the classroom. This is not always the case in modern languages where some trainees who speak English as a foreign language need support with their literacy skills. Physical education trainees benefit greatly from a series of workshops and study days across the partner schools where specialists help them develop their subject knowledge and practical skills for teaching dance, gymnastics and swimming.
28. The course handbooks and the secondary trainee assessment record provide an excellent guide for trainees and school mentors. This year, the focusing of the professional themes sessions on the health and well-being of students through the National Curriculum and personal, social and health education has been closely linked to national priorities. A focused health study day is highly regarded by trainees who say it is imaginatively taught.
29. Study days at the university are valued by trainees who find the opportunity to work with their peers invaluable for problem-solving and for sharing resources and the highs and lows of their school experiences. School-based tasks are tied closely to the Teachers' Standards but a few trainees commented that they would value more feedback about the quality of evidence in their folders. A few religious education trainees felt that there was a missed opportunity to use these in-school tasks developmentally for improving their teaching.
30. Assignments with master's level accreditation are tightly linked to the trainees' development as active researchers in schools who are able to use case study material and theoretical understanding to examine contemporary issues. Most trainees felt that these longer, in-depth assignments are very beneficial and that the end-of-year conference for trainees gives them a suitable platform for sharing their findings.
31. On their placements, trainees in most departments are working with teachers to prepare for the revised National Curriculum they will have to teach from September 2014. One modern language NQT is leading effectively on developments in her department and on a national publication. Trainees know about developments in the 16–19 national agenda and the pre-course, post-16 experience is enhanced through some taught sessions and observations on placements.

32. Trainees' ability to develop students' literacy and mathematical skills in their subject teaching is mostly of good quality but some need more help to plan this carefully into their lessons. Religious education trainees work in strong subject departments where Hampshire's innovative, locally agreed religious education syllabus is embedded well in school practice. At the same time, too little use is made of the diverse religious community of the local area to enrich the very good training.
33. Secondary trainees benefit from good-quality school placements. They are well supported by professional mentors and subject mentors whose experience helps most trainees make good progress. School placements provide trainees with good opportunities to rise to the challenge of teaching both the most- and the least-able students. They also do well teaching disabled students and those with special educational needs. Some trainees who chose to undertake a one-week placement in a special school regard this as an invaluable experience in working with students with a diverse range of medical and learning needs.
34. Not all trainees and NQTs have sufficient opportunity to teach students who speak English as an additional language. The centrally-based, professional themes sessions and the professional studies sessions in schools provide trainees with very good theoretical understanding, but opportunities for a small proportion of trainees to consolidate their practice are lacking.
35. The diverse student populations in placement schools give trainees good scope for developing their work with vulnerable students and students eligible for the pupil premium, including those in the care of the local authority. Course leaders plan trainees' placements with due consideration given to family and travel needs, and the need for trainees to teach a range of age groups. Despite this, a few trainees do not experience sufficient diversity of ethnicity and culture, hampering their confidence slightly.
36. Trainees and NQTs are confident about employing a range of strategies to help students focus on their learning. Trainees unanimously praised the inspiring behaviour management training they receive and the excellent face-to-face handover between mentors and trainees from placement one to two. This is excellent practice and helps trainees feel more secure when they go to a new school.
37. University tutors and school mentors track trainees' progress by collating lesson observation grades and using the secondary trainee assessment record document to set weekly targets and summative targets at the end of placements. Mentors regularly observe trainees teaching and most provide well-honed oral feedback about the impact of trainees'

work on students' progress in lessons. Some target-setting following lesson observations is excellent and links directly to trainees' progress in meeting the Teachers' Standards. However, this good practice is not evident in all schools. Some target-setting is too generalised, lacking an appropriate focus on students' progress and developing subject knowledge.

38. Most mentors are very complimentary about the constructive advice they receive and the good communication they have with university tutors to track trainees' progress. They really value the excellent subject expertise that course leaders use in mentor training. Through joint lesson observations with mentors, observations of the quality of mentor feedback and scrutiny of trainees' evidence folders, university tutors have a good understanding of the quality of mentoring in partner schools. However, this information is not shared well enough with professional mentors so that examples of good mentoring practice can be shared to help secure consistently outstanding mentoring across the partnership.

The quality of leadership and management across the partnership is good.

39. The leadership of the secondary course is good and improving. Course leaders have sustained and enhanced the good outcomes achieved in the previous inspection, demonstrating a very strong capacity to improve. Trainees are attaining at a good level and the proportion developing outstanding practice is rising annually. Responses to the online questionnaire completed by 96 secondary trainees are very positive. Employment levels remain high and senior leaders in schools confirmed that they continue to be impressed by the calibre of trainees and NQTs.
40. Course leaders are responsive to changes in initial teacher education and they are working extremely hard to find ways of supporting schools locally and regionally for initial teacher education, teacher recruitment and the retention of high-quality NQTs. Leaders have responded quickly to the needs of the schools embarking on School Direct and have used the university's previous success with the graduate teacher programme to model the course.
41. The secondary course team is well led. Tutors contribute their pedagogical expertise to the refining of centre-based training, course assignments and subject-specific mentor training. The combination of good-quality, centre-based, mentor training and the input from university tutors on their school visits provides effective, personalised

support for mentors. Some, though, need more challenging feedback to help them become outstanding mentors.

42. The recruitment and selection process is robust. The use of mentors and professional mentors on interview panels ensures that partner schools have a voice in selecting trainees with the potential to become good teachers. During the inspection, the lead inspector observed the rigorous selection process for physical education trainees, and saw at first-hand the good calibre of candidates.
43. The impact of members of the partnership steering group is good. They work well with course leaders to review developments and help leaders set annual targets. Despite this, and the availability of comprehensive minutes, their work is not shared sufficiently with the whole partnership, and some school leaders who met with inspectors did not feel involved in the strategic direction of the partnership.
44. Self-evaluation and improvement planning draw upon feedback from trainees, NQTs, school-based trainers, external examiners and data about outcomes for trainees. Programme priorities link very well to national educational priorities and subject leaders are very responsive to suggestions from schools. Success criteria for some priorities in subject action plans and in the overarching secondary improvement plan are too broad. The partnership does not set quantifiable targets that all leaders can use to check, modify and evaluate the impact of training on outcomes over time.
45. The secondary course is compliant with the requirements for initial teacher training.

Annex: Partnership schools

The following schools were visited to observe teaching:

The Westgate School
Thornden School
Redbridge School
Bournemouth School for Girls
Noadswood School
Perins School
Wyvern College
The Mountbatten School
Cams Hill School
Wildern School

Initial teacher education for the further education system

Information about the FE in ITE partnership

- The new, pre-service, PGCE course is led by the university, but the three colleges have been established as equal partners in providing the training. The university contracts link tutors from the colleges to contribute to the training. At the time of the inspection, 10 trainees were enrolled on the course, all with placements in the partner colleges. All previous courses for FE teachers provided by the university ended in the summer of 2013.
- The current provision has been established as a pilot course, and if it is successful, the university intends gradually to expand the provision, and widen its scope to include specialist routes. In setting up the pilot programme, the emphasis has been on working with carefully selected partner colleges that can provide the expertise and quality of teaching placements required. While within these placements trainees do work with students from disadvantaged backgrounds and others with low prior attainment, this is not a specific focus. As the partnership expands, plans are in place to make this feature of the training more explicit.

Information about the FE in ITE inspection

- During the inspection, inspectors visited the three partner colleges and observed eight of the 10 trainees teach. Several of these were joint observations with either the trainee's mentor or the link tutor at the college. Inspectors interviewed all of the trainees and their mentors.
- Inspectors also held extensive discussions with the programme leader at the university, and the staff from the colleges involved in the programme. They scrutinised course documentation, training resources and a range of supporting evidence provided by the university and the colleges. They also studied in detail trainees' work and records of their progress throughout the training. Inspectors scrutinised the detailed plans provided by the university for the development of the new provision.

Inspection Team

Alan Hinchliffe	Her Majesty's Inspector, lead inspector for the FE phase
James Sage	Her Majesty's Inspector, assistant lead
Chris Jones	Her Majesty's Inspector, team inspector

The key strengths of the FE partnership are:

- The excellent start in developing a coherent programme of pre-service provision, based on a successful partnership between the university and the three partner colleges.
- The good progress made by trainees and the potential of a high proportion of them to become outstanding teachers.
- The high-quality training from university staff, college practitioners and external experts, including joint sessions with secondary school trainees, and the good quality of mentoring.
- Trainees' breadth of teaching experience during their placements that prepares them well for future employment.
- The partnership's highly effective procedures for recruiting trainees who have excellent academic or vocational knowledge and the capacity to become good or better teachers.
- The determined and highly effective leadership of the programme from the university, with a strong focus on achieving the best possible outcomes for trainees.

What does the FE partnership need to do to improve further?**The partnership should:**

- review and strengthen the mechanisms for monitoring the impact of training sessions on trainees' practice by ensuring that trainees' implementation in their teaching of each component of what they have learnt is evaluated more systematically by mentors and tutors
- improve the impact of cross-phase training at the university by ensuring that it is directly relevant to FE trainees as well as to secondary school trainees
- ensure that senior leaders at the university and in the colleges deploy sufficient resources, including management commitment and time, to build on the rapid progress already made in securing consistent and sustainable high-quality outcomes for trainees as the partnership expands and diversifies.

Inspection Judgements

The outcomes for trainees are good.

46. The 10 trainees recruited to the course in September 2013 are all still on the programme and the vast majority are making good or better progress in meeting the professional standards for FE teachers and becoming thoughtful, effective practitioners. A high proportion of these trainees have the potential to become outstanding teachers. All trainees are teaching on a range of courses, usually at different levels, which is beneficial both in respect of helping them to decide what they would like to specialise in, and to their prospects of securing employment. Trainees are of varying ages and backgrounds, and there are no discernible discrepancies in their progress by social group.
47. Trainees are making good or better progress in developing their teaching skills at this early stage of their teaching experience. They understand, and put into practice, the fundamentals of good teaching. Most trainees recognise the varying needs and aptitudes of their students, and are making good progress in deploying techniques to help all students make good progress. They plan their lessons carefully, although opportunities to plan a scheme of learning over a significant period of time are limited. Trainees use a good, and sometimes imaginative, range of resources in their teaching, and most trainees are making good progress in developing their own learning materials. Several trainees make very good use of information and learning technology in their teaching. Trainees are conscious of the need to help their students to improve their English and mathematics; they are more adept at doing this in respect of English than mathematics. All trainees demonstrate their excellent subject knowledge in their teaching, and in some instances the partner colleges have benefited from trainees' fresh ideas and approaches to their subjects.
48. Teaching strategies are considered thoughtfully by most trainees, and in most sessions teachers' explanations and the activities that students do succeed in maintaining students' interest. A minority of trainees are yet to implement fully the principles of good classroom management, despite good training on this aspect, although a further minority are already displaying a charismatic presence in their classrooms. Trainees recognise the importance of questioning for assessment and to check that their students have understood. However, several do not yet direct questions at all students and ensure that follow-up questioning is targeted effectively to encourage students to develop their answers in detail. Trainees are acutely aware of the need to provide equality of opportunity to all their students, including disabled students and those with learning difficulties, but they are less secure in their grasp of the

importance of helping their students to understand the diversity of the society in which they live and work.

The quality of training across the partnership is good.

49. The training, most of which is of high quality, is particularly well organised, and is coherent and consistent across the partnership. The model developed, which involves central training by university staff, college practitioners and external experts, is highly effective in helping trainees to make good progress. The early part of the programme has been designed deliberately to focus on helping trainees to develop their practical teaching skills, with the intention of strengthening the theoretical underpinning as the course progresses. Joint training with secondary school trainees, for example, on classroom management, has been justifiably well received by trainees, although there is scope for making some of the joint training more directly relevant to the FE sector.
50. Overall, trainees are effective in implementing most of what they have learnt in their classroom practice. However, several trainees have struggled to translate some aspects of their training, for example, on classroom management, questioning techniques and the promotion of diversity, into effective practice. In the evaluation of trainees' progress, there is not always a clear line of sight between the content of the training programme, and tutors' and mentors' evaluation of trainees' progress in these specific components of their teaching.
51. Mentors provide high-quality support to trainees, in most instances with a strong focus on helping trainees to develop their subject-specific pedagogy. The partnership has ensured that mentors are selected carefully and trained thoroughly. Mentors and programme tutors are realistic and accurate in assessing both trainees' overall progress and their effectiveness in individual lessons. The dual grading system for assessing trainees' teaching, indicating both current performance and potential attainment, works very well. Assessment of written work and teaching performance is detailed and gives good guidance to trainees on how to improve. Trainees themselves are usually highly conscientious in completing their reflective logs, many of which contain insightful deliberations on what they can do to improve further.
52. Although most trainees are teaching students aged from 16 to 19, at this stage in the course their understanding of the requirements of the 16–19 Study Programmes is underdeveloped; the detailed training on this will take place later in the course. Trainees do know about the focus on English and mathematics in the Study Programmes and are encouraged to develop students' English and mathematics through their own teaching; some do this well, particularly in respect of English. In

one college, trainees have worked alongside other teaching staff, supported well by highly-qualified subject specialists, to prepare resources that develop students' skills in English and mathematics. Trainees know that work experience and non-qualification activity are features of the Study Programmes, but are not fully aware of how significant these features are. One trainee understands the importance of work experience and gave appropriate advice about work-experience placements to a student wanting to gain employment as a physical trainer in the armed services. Trainees are aware of the need to develop employability and personal skills through their specialist teaching, but often have few opportunities to apply this to their teaching. However, one college has placed significant emphasis on this and a trainee placed there already has a good understanding of how to implement this feature.

The quality of leadership and management across the partnership is good.

53. The leadership and management of the partnership, both at the university and in the partner colleges, are good and provide a sound basis for the development of the provision. The programme leader at the university ensured that the pilot pre-service provision was planned well, including the securing of college partnerships, and has worked determinedly and highly effectively to ensure that trainees have got off to an excellent start. The link tutors based at the colleges have shown the same determination to make the programme a success. The university has declared a commitment to continue, and expand and diversify the provision. However, leaders at the university and the partner colleges have yet to agree a detailed strategy, supported by sufficient management resources, to ensure that the expansion is sustainable and successful in securing high-quality outcomes for trainees.
54. The recruitment and selection of the first cohort of trainees was rigorous, including interviews and a teaching practice exercise to determine their suitability. As a consequence, trainees of a high calibre were recruited to the programme, and most if not all should become good or better practitioners. All trainees receive very good and timely support, and their progress is monitored assiduously by all involved in the training.
55. Partnership leaders have taken sensible steps to review each aspect of the programme during its first year, and plans to make adjustments for subsequent cohorts are well judged. For example, it is likely that trainees in the next cohort will teach for three days a week rather than the current two days. Aspects of the training that have not been as successful as the best components are being reviewed and amended.

Trainees' views are used very well in evaluating the provision; for example, in addition to surveys at the end of each module, the trainees complete regular reflections on how well each of the different components of the training programme have prepared them to teach. The partner colleges are involved fully in self-evaluation. The quality improvement plan is comprehensive, detailed and considered, and sets out a clear agenda for future developments at an operational level. The plan is, however, long and does not contain a summary of key priorities and targets.

Annex: Partnership colleges

The partnership includes the following colleges:

Brockenhurst College

Portsmouth College

Richard Taunton College

ITE partnership details

Unique reference number	70067
Inspection number	428
Inspection dates	20-23 January 2014
Lead inspector	Joanna Beckford-Hall HMI
Type of ITE partnership	HEI
Phases provided	Primary/Secondary/FE
Date of previous inspection	14-18 May 2012
Previous inspection report	<u>http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70067</u>
Provider address	School of Education University of Southampton Building 32, University Road Southampton SO17 1BJ