

West Midlands Consortium

Initial Teacher Education inspection report

20–23 January 2014

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

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

Inspection judgements

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

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	2	2

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Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in the primary phase and good in the secondary phase.

This is because both phases are well led and managed, resulting in effective training and positive outcomes for trainees.

Key findings

- Placement schools provide strong and supportive environments for trainees to develop their skills.
- Central- and school-based staff are strongly committed to the success of trainees.
- Employment rates are above average.
- Leaders respond swiftly to changes in the wider educational environment and to suggestions for improvement from trainees and partnership schools.
- The provider has a good reputation among local schools.

To improve the ITE partnership should:

- improve outcomes so that all trainees who complete their courses demonstrate at least consistently good teaching, and that instances of trainees failing to complete their courses are rare
- establish greater coherence between central- and school-based training
- ensure that school-based mentors are clear about, and consistent in, their application of appropriate criteria to use in the assessment of trainees' teaching.

Information about this ITE partnership

- The secondary programme is well-established; the primary programme was introduced in September 2012.
- The partnership involves over 60 primary schools and 37 secondary schools in eight local authority areas in the West Midlands.
- At the time of the inspection there were 32 primary trainees and 53 secondary trainees.
- Training routes include a mix of core PGCE places and School Direct training and salaried places.

The primary phase

Information about the primary partnership

- The primary partnership at the West Midlands Consortium is based at Thomas Telford School. It is in its second year of operation and this is its first inspection.
- Trainees are known throughout the partnership as 'associate teachers'.
- The partnership operates two courses: the post graduate certificate of education (PGCE) in Primary and the PGCE in Primary Physical Education Specialist. Trainees, on successful completion, gain qualified teacher status (QTS). Both courses provide trainees with the potential to gain 90 credits at Masters level and are validated by Staffordshire University.
- Trainees are trained to teach in the 5-11 age range. Centre-based teaching sessions take place in two partnership schools. Trainees gain experience in schools through two main placements and through a shorter placement in a special school. There are over sixty schools in the partnership, including a few from the independent sector.
- At the time of the inspection there were 32 trainees on the PGCE in Primary course, including two trainees on School Direct places.

Information about the primary ITE inspection

- This inspection was of the PGCE in Primary partnership. The Primary Physical Education Specialist course was not part of this inspection because it is in its first year of operation.
- Inspectors observed ten trainees teach and held discussions with them. Because all trainees were either in their induction period for their second placement or were gaining experience in the Early Years Foundation Stage (EYFS), trainees were only observed teaching groups of children, not whole classes. Discussions were held with a further ten trainees and one former trainee teaching in the schools visited.
- Inspectors also observed five newly qualified teachers (NQTs) teach.
- Meetings were held with school- and centre-based partnership leaders, course leaders, school-based mentors and headteachers.
- Owing to the short time this partnership has been in operation, no data from the NQT survey was available. Inspectors took into account the

responses of one School Direct trainee and 43 PGCE trainees via Ofsted's online questionnaire. These responses included those made by trainees on the PGCE in Primary (Physical Education Specialist) course and thus were not solely representative of the PGCE in Primary trainees.

- Inspectors scrutinised trainees' files and looked at records of observations of trainees teaching whole classes. In addition, inspectors considered a wide range of documentation, including that relating to training, the assessment of trainees and evidence from headteachers of schools not visited, about the quality of the NQTs in their schools.

Inspection team

Mark Williams HMI
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Lead inspector
Assistant lead inspector
Team inspector

Overall Effectiveness

Grade: 2

The key strengths of the primary partnership

- The way trainees and NQTs, in their teaching, are ensuring pupils are making at least expected progress in their learning.
- The employability of trainees, as demonstrated by the above average employment rates in 2013.
- The way training, including a placement at a local special needs school, is preparing trainees well to:
 - recognise the different learning needs of pupils, including those with special educational needs, and adapt their teaching styles accordingly through, for example, their use of resources
 - teach early reading and mathematics
 - promote good behaviour in their pupils.
- The commitment of schools and school-based mentors to the success of trainees through, for example, the good quality oral and written feedback mentors give to trainees.
- The way leaders of the partnership have:
 - responded to suggestions from trainees and schools to improve the programme in 2013/14
 - increased the rigour of the arrangements for the selection of trainees so that, compared to the equivalent time in 2012/13, withdrawal rates have been reduced significantly.

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

The partnership should:

- simplify and make clear to schools and trainees the arrangements for assessing trainees at each progress review point so that:
 - the assessments reflect trainees' actual attainment and progress, including about the quality of teaching
 - the evidence justifying these assessments is strong.
- strengthen further the outcomes for trainees by ensuring training plans:
 - make clear to trainees and mentors what trainees must do to improve
 - are always checked and evaluated to ascertain their success.
- revise the time each trainee spends on induction in their second placement so that they make progress in their teaching as quickly as possible
- improve the quality of training and mentoring to outstanding by strengthening the involvement of partnership schools through the provision of regular updates about the detail concerning priorities for improvement, when actions are to be completed, and the success of actions taken.

Inspection Judgements

The outcomes for trainees are good

1. Inspectors saw the majority of trainees teach their groups of pupils well. Evidence from trainees' files indicates that when they taught full classes in their first placement, such quality was typical. Where teaching and pupils' learning required improvement, good elements were evident, for example in the promotion of good behaviour and in the questioning of pupils.
2. Trainees' competence in the teaching of reading is developing well. They spoke with understanding about how sounds could be blended and how reading skills could be taught to different age groups. Trainees observed teaching mathematics impressed on their pupils the need for correct terminology such as 'vertices' and 'equal to'.
3. Typical strengths of trainees for whom teaching is good or better include the high expectations they have that their pupils will learn and behave to at least a good standard. In addition, they plan the learning of their pupils increasingly well for pupils' different abilities. Furthermore, these trainees use effectively a range of resources, including information technology, to capture the interest and imagination of their pupils.
4. NQTs demonstrated teaching ranging from requiring improvement to outstanding in the lessons observed by inspectors. Headteachers of schools visited reported NQTs were demonstrating good teaching skills and pupils in their classes were, over time, making at least expected progress. Evidence provided by nine headteachers from schools not visited during this inspection, shows the teaching of NQTs from the West Midlands Consortium to be good and sometimes outstanding. This confidence expressed by headteachers in their NQTs explains why the employment rate of trainees is above average.
5. All trainees in 2012/13 who attained QTS exceeded the minimum level expected in the Teachers' Standards. Likewise, all trainees from the 2013/14 cohort are predicted to do so, with a high proportion predicted to achieve at grade 1 – the highest level of competency. While undoubtedly some are already outstanding and others will be, the evidence to justify the grade 1 is not always clear.
6. Completion rates were low in the first year of the partnership. However, retention rates at the time of the inspection were much higher than at the same time last year. Trainees in 2013/14, even those requiring improvement, are demonstrating the attributes to complete the course well.

The quality of training across the partnership is good

7. Trainees benefit from placements in good training schools. Most in the partnership are judged, by the relevant inspectorates, to be good or better. Most placements are in contrasting schools thereby providing trainees with a good range of experience. These experiences are valuable because they provide opportunities for trainees to teach different age groups and spend a concentrated period of time in the EYFS. As a consequence, trainees have a good overview of how children learn and develop as they mature. The time spent on induction activity in the second placement school, however, is too long. Inspectors agree with headteachers that trainees, especially those trainees judged to be outstanding, should be teaching whole classes as soon as possible so they can make rapid progress.
8. School-based mentoring is of good quality with some that is excellent. Feedback given by mentors to trainees is helpful and challenges them to reflect on the impact of their teaching. The support and challenge for trainees who struggle is helpful in ensuring they improve. As a result, those graded as requiring improvement are on target to exceed the Teachers' Standards. Most training plans are clear and focused. A few though, either lack sharpness in making clear what trainees must do to improve, or do not appear to have been checked regularly or evaluated to ascertain their success.
9. Training at the centre is good. The training in phonics, mathematics, science and information and communication technology (ICT) is helping trainees teach with both confidence and competence. Coupled with training at a local partner special school and training in special educational needs and behaviour management, trainees are meeting the different needs of their pupils increasingly well. Furthermore, they promote in their pupils good standards of behaviour and understand their role in preventing bullying. Trainees are well prepared for their statutory responsibility for safeguarding pupils. While central training in 'Education and Professional Issues' is rightly valued by trainees, schools do not always plan their training to link coherently with centre-based provision.
10. Trainees' understanding of the new national curriculum is developing well thanks to centre-based training. Trainees are confident, and inspectors agree, that they will gain a good understanding of the national curriculum by the end of their training.
11. Where trainees, past and current, have been graded as good, the evidence supporting such judgements is strong. Likewise, the reasons why the small proportion of trainees not judged to be good are also secure. In these cases, records of lesson observations state why teaching and learning require improvement, and trainees are clear about what they have to do to improve.

12. On occasions, the assessment of trainees 'at this time' leads to trainees, schools and partnership leaders differing in their views about whether a trainee's teaching is good or outstanding. Sometimes, when trainees are judged to be outstanding, the evidence about the quality of their teaching is not always as persuasive as it might be. For example, it does not always include sufficient examples of outstanding behaviours or practices to distinguish them from those trainees judged to be good.

The quality of leadership and management across the partnership is good

13. As a result of lessons learned from the first year of the course, significant changes have been made to the training programme. For example, following feedback from schools and trainees, the number of main placements has been reduced from three to two in order to allow for sustained periods of teaching and emersion in the EYFS. In addition, changes made to the training in special educational needs, including time in a special school, have enabled this year's trainees to take the strategies modelled and put them into practice in their own classrooms, for example, in providing a range of resources to promote multi-sensory learning.
14. Joint observations with school-based mentors are now a regular feature of the quality assurance process. This compares well with the less consistent approach in place in the first year of the programme.
15. The priorities for improvement, including those for developing the School Direct offer, are appropriate for this new partnership and are the result of feedback from schools and trainees. The priorities are communicated through partnership meetings and pre-placement briefings for mentors. When mentors are not able to attend the briefings, course leaders make individual visits to schools. Despite this communication, mentors in some of the schools visited during this inspection were not clear about the detail of the priorities set, including their role in achieving them. This is because communications between meetings and briefings are not as systematic as they could be. As a result, the potential for routinely excellent mentoring and training rather than the good quality found by inspectors is not being realised. Day-to-day communications, nonetheless, are good, particularly if a trainee is in need of additional help or support.
16. The arrangements for the selection of trainees are much improved. Of the trainees who completed Ofsted's online questionnaire, 95% concluded they had been through a rigorous selection process. Having identified that it was mature trainees who did not complete the training in 2012/13, amendments were made to the arrangements for selection. There is now a much stronger emphasis on ensuring trainees demonstrate the resilience required to meet the demands of the course.

The higher retention rates this year provide good evidence that selection is much more robust.

17. The training course has travelled far in its four term existence. Headteachers spoken with during this inspection appreciate the changes made as a result of their feedback. There is, however, no complacency on the part of leaders. They appreciate communication with the wider partnership needs strengthening if further improvements are to be brought about. Inspectors judge leaders to be well placed to do this and improve this new partnership further. This is because they have, for example, improved the quality of training through revisions to the special educational needs placement and have improved rates of retention.
18. All statutory safeguarding requirements are met and the provider is fully compliant with all ITE requirements.

Annex: Partnership schools

The following schools were visited to observe teaching:

Apley Wood Primary, Telford
Captain Webb Primary, Telford
Coalbrookdale and Ironbridge CofE Primary School, Telford
Grange Park Primary School, Telford
Lightmoor Village Primary School, Telford
Moorfield Primary School, Wellington
Old Park Primary School, Telford
St Benedict Biscop CofE (F) Primary School, Wolverhampton.

The secondary phase

Information about the secondary partnership

- The well-established West Midlands Consortium secondary partnership is based at Thomas Telford School.
- Trainees are known throughout the partnership as 'associate teachers'.
- The partnership offers three routes to QTS for secondary trainees: a core PGCE route, which provides trainees with the opportunity to gain 90 credits at Masters level; a School Direct (training) route; a School Direct (salaried) route. The core PGCE route includes courses in art and design, mathematics and physical education. The School Direct (training) route is offered in English only. School Direct (salaried) places are currently offered in chemistry, English, history, mathematics, modern languages and physics. All routes are validated by Staffordshire University.
- Trainees are trained to teach in the 11-16 age range. Centre-based teaching sessions take place mainly, but not only, at Thomas Telford School. Trainees on all routes gain experience in two school placements. There are 37 schools in the secondary partnership, including one Welsh school and one independent school.
- At the time of the inspection there were 53 secondary trainees - 37 on the mainstream PGCE route (including eight in art and design, five in mathematics and 24 in physical education), 10 on the School Direct (salaried) route and six on the School Direct (training) route.

Information about the secondary ITE inspection

- The secondary ITE inspection reviewed all secondary routes to QTS, including mainstream PGCE, School Direct (salaried) and School Direct (training) routes.
- Inspectors observed 13 trainees teaching. Most of these observations were carried out jointly with subject mentors and their feedback to trainees was then observed. Trainees observed were from a range of subjects and from each of the three routes. Meetings were held with 15 trainees who were training in schools not visited during the inspection. Trainees in these meetings included one group of physical education trainees and one group of trainees from other subjects.

- Two NQTs were observed teaching and meetings were held with other NQTs in the schools visited as well as with a group of NQTs from schools not visited during the inspection.
- Meetings were held with the Chair of the West Midlands Consortium, members of the management committee and with course and subject leaders. During visits to schools, meetings were held with subject mentors, professional tutors and headteachers. An additional meeting of subject mentors from schools not visited also took place.
- Inspectors took note of responses to the 2011 and 2012 NQT surveys (the response rate to the 2013 survey was too small to result in publication). Inspectors took into account responses to Ofsted's online questionnaire from the 38 secondary trainees who completed the survey, including 26 from trainees on the mainstream PGCE route, five from those on the School Direct (training) route and seven from those on the School Direct (salaried) route.
- Inspectors scrutinised trainees' files and considered a wide range of documentation relating to training, the assessment of trainees, quality assurance, self-evaluation and improvement planning.

Inspection Team

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Lead inspector
Assistant lead inspector
Team inspector

Overall Effectiveness

Grade: 2

The key strengths of the secondary partnership

- Consistently high employment rates, with many trainees gaining employment in partnership schools and quickly progressing to promoted posts.
- The high regard school leaders have for NQTs from the partnership because of the contribution they make to their schools and to raising the achievement of their pupils.
- The high quality of the trainees recruited – the clear reflective practice they demonstrate and the way they take responsibility for their own development.
- Subject mentoring that features high quality dialogue with trainees, effective feedback on performance and clear target setting.

- Course and subject leaders who are always available, very knowledgeable and supportive.
- Excellent relationships and communication between staff in schools, course and subject leaders, and trainees and former trainees.
- A comprehensive quality assurance system that ensures high quality school placements and accurate final assessment.
- Course leadership that is characterised by a highly proactive and dynamic approach with a strong focus on successfully meeting local schools' recruitment needs.

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

The partnership should:

- sharpen the selection process to ensure a stronger focus on the resilience of candidates whose successful completion of the course might be impeded by existing personal commitments
- ensure that centrally provided professional and subject programmes are more finely integrated with school-based subject training so that trainees gain a more cohesive awareness of broader professional and subject-related issues
- develop the quality of subject mentor training so that it:
 - contributes more to enhancing mentors' own professional development
 - improves the consistency of subject mentors' understanding of what they should expect of trainees at various stages in their development and the criteria to be used when judging the quality of trainees' teaching.

Inspection Judgements

The outcomes for trainees are good

19. The proportion of trainees demonstrating good or outstanding teaching has increased steadily in recent years. Improved rigour in the selection process means that all of this year's cohort is expected to demonstrate teaching that is at least good by the end of their course, and many are doing this already.
20. Lesson observations and the review of evidence in teaching files indicate that trainees and NQTs often inspire and motivate pupils. Lessons are

well-structured and include varied and challenging activities that enable pupils to make good progress.

21. Trainees and NQTs demonstrate good subject knowledge and apply this well in planning and teaching their lessons. They adapt teaching to respond to the strengths and needs of all pupils. For example, in a basketball lesson, the trainee knew the strengths of each pupil and grouped them to ensure they all were challenged appropriately. However, such accurate matching of challenge and ability is an area for development for most trainees at this stage of their teaching. NQTs assess pupils accurately and use assessment information effectively in planning their lessons. Trainees are developing their skills in this area well.
22. Behaviour management was good in almost all lessons observed. Trainees have developed very positive relationships with pupils and apply their schools' behaviour management systems effectively. Trainees understand different types of bullying and how to deal with them and promote aspects of spiritual, social, moral and cultural aspects of learning in their subject teaching.
23. Trainees and NQTs consistently demonstrate high standards of personal and professional conduct. They place great emphasis on developing mutual respect with pupils and promoting courteous behaviour. While some trainees are skilled in deploying teaching assistants in their lessons, not all are yet able to exploit this additional classroom resource fully.
24. Trainees make appropriate use of a range of ICT equipment, including digital cameras in art and tablet computer devices in physical education, to support their teaching and assessment. Promoting literacy, particularly in relation to key subject terminology, was a strength in many lessons observed. Responses to Ofsted's online questionnaire suggest that, at this stage in their training, trainees are less confident in promoting pupils' general mathematical skills through their subject teaching.
25. There are no discernible differences in the progress of different groups of trainees who complete the course or between trainees on the PGCE and School Direct routes. A very small number of trainees fail to complete the course each year. The provider's data over time indicate that most of these trainees are individuals with significant personal commitments for whom work/life balance issues become more significant once full-time school placements begin.
26. Employment rates are consistently high, with many trainees being employed in local or partnership schools where they often make rapid progress in gaining promoted posts. Schools value the trainees and are

very pleased to recruit them as NQTs because of the successful impact they have on raising the achievement of pupils and the positive contribution they make to the life of their schools.

The quality of training across the partnership is good

27. The provider makes good use of the school-based subject specialist staff to enhance the quality of subject training. In English, for example, School Direct trainees valued the experience of working with a specialist teacher, observing a range of lessons, trialling new strategies and resources, and discussing subject-specific ideas. PGCE trainees in physical education are very positive about the opportunities they have been offered to extend the range of their specialist qualifications in coaching and their experience in specific sports.
28. Subject mentors have very good subject knowledge and most have significant experience as mentors. They support trainees well in developing their subject knowledge in the context of their schools. Whilst central- and school-based subject training are good, the two parts are not always sufficiently integrated. Sharper integration would enhance trainees' awareness of the breadth of subject-related issues beyond the context of their individual schools and of their awareness of the latest research and developments in subject pedagogy.
29. The centrally-based Education and Professional Issues programme has been improved to address recommendations in the last inspection report. Trainees value the contribution made by workshop leaders and speakers, often from partnership schools, who deliver this programme. As a result, for example, they develop a very good understanding of behaviour management strategies, which they confidently apply in their teaching. The themes pursued in this programme are followed up well by professional tutors. However, there is no expectation that these themes are followed up by subject mentors to reinforce the subject dimension of key professional issues. As a result, practice varies.
30. Training ensures that trainees are well prepared to assess achievement and to plan lessons that provide opportunities for pupils to make at least expected progress. Central training sessions ensure trainees become familiar with the use of data about pupils' prior attainment to support learning. This is further developed in their placement schools. They are helped to develop a good understanding of how to apply current national curriculum levels accurately. Tackling disadvantage is a high priority in schools in the partnership and this is reflected in the training provided centrally and in schools. Training includes thematic strands for teaching disabled students, those with special educational needs and those for whom English is an additional language. But there is less attention given to planning for the needs of pupils eligible for pupil premium funding and designing appropriate strategies for underachieving students. Trainees are well prepared for their statutory responsibility for safeguarding pupils and there is evidence of trainees

applying this training in identifying and reporting concerns in their schools.

31. Training meets trainees' needs very well. There is good evidence of rapid responses and extensive individualised support for trainees by course leaders, professional tutors and subject mentors. Very occasionally, when trainees are underperforming, this support is not linked to sufficiently sharp and time-limited targets for improvement.
32. Subject mentoring is characterised by high expectations about trainees' performance. However, sometimes the quality of this support could be improved. Where this is the case it is because subject mentors are not following common approaches about what should be expected of trainees at different points in their training, or are not using assessment criteria consistently or in line with the partnership's expectations.
33. High quality, complementary placements, for both PGCE and School Direct routes, enable trainees to gain substantial practical experience in developing a range of teaching and learning strategies that they can use to good effect in the classroom. Appropriate training in how to promote pupils' reading, writing, communication and mathematics skills via subjects is provided. For trainees who demonstrate a particular interest, opportunities are available for some to gain experience teaching in a special school. All trainees have the opportunity to gain some post-16 experience, whether team teaching, small group teaching or whole class teaching, on at least one of their placements. However, they have little awareness of the currently changing context for 16-18 education. Trainees have good awareness of the new national curriculum as a result of effective central training.
34. Final assessment is accurate and, in all lessons observed, inspectors and subject mentors were in full agreement about the quality of teaching observed. The quality of target setting following observations and reviews of classroom practice, and support to improve further that is provided by subject mentors, is often excellent. Feedback on lesson observations is detailed, focused and closely linked to trainees' targets and the Teachers' Standards. Trainees' files show that this feedback is consistently of a high standard. Course leaders monitor trainees' progress against individual Standards in order to ensure that additional focused training and support is provided as appropriate. Training supports these well-qualified trainees in becoming highly skilled at critically evaluating their own teaching and taking responsibility for their own development.

The quality of leadership and management across the partnership is good

35. The quality assurance system is comprehensive and includes rigorous monitoring of the quality of placements and of mentoring support. Central and school-based training is regularly evaluated and feedback from trainees and schools informs improvements to the programme. Rigorous monitoring of the performance of trainees from selection through to final assessment has ensured that most awarded QTS, in recent years, became at least good teachers with good subject knowledge. The use of a new evaluative tool helps course leaders to predict which trainees are likely to be at risk and to ensure additional individualised support is available from the start. This demonstrates the rigour of the provider's approach and the seriousness with which it takes its role in supporting every trainee.
36. The quality of mentor training is very effective in inducting new mentors to the role and in updating existing mentors on new developments. However, in the main, mentor training is experienced as an opportunity to review programme documentation and procedures rather than as a challenging dimension that provides additional professional development to enhance and extend the subject mentor's role and effectiveness.
37. The provider is very successful in recruiting and selecting trainees to meet local needs. Selection processes are rigorous and fair and result in the recruitment of high quality trainees. School-based staff are regularly invited to contribute to the selection process for those trainees applying for the mainstream provision. The selection of School Direct trainees begins with a rigorous initial sift of applications by course leaders. Selection activities and interviews are then organised by individual schools with course leaders contributing. These procedures ensure consistency in the quality of approach and in the quality of entrants selected. Although subject knowledge is assessed accurately and trainees must demonstrate a positive aptitude for teaching, a very small but steady number of trainees fail to complete their training mainly because of personal commitments. The provider has made great efforts to support these individuals and has reviewed its selection processes in order to try to learn lessons for the future. Despite the rigours of the selection process for most candidates, it is not ensuring that every candidate understands fully the pressures and time commitments that a teacher training year, and subsequent membership of the teaching professions, entails.
38. Centrally-based course and subject leaders are always available, supportive, and very knowledgeable. They have ensured excellent relationships and communication between themselves, staff in schools, trainees and former trainees.

39. Leaders and managers pursue a vision for excellence. They focus relentlessly on improving the quality of provision and outcomes for trainees, and thereby meeting the recruitment needs of partnership schools. This is evident in the on-going improvements made to the course, including addressing fully all recommendations made in the last inspection report. Course leaders' high expectations and ambition are communicated well and as a result, the provider has a very good reputation locally. Improvement planning is based on accurate analysis of internal and external data, realistic self-evaluation and responsiveness to satisfaction surveys. Leaders embrace change willingly. This is evident in their piloting of new programmes and the way they have kept abreast of the changing secondary subject environment and school recruitment needs. Since the last inspection, courses in design and technology and in ICT have been withdrawn and new mainstream courses in art and design, and mathematics have been introduced, as well as English in the School Direct (training route) and the range of other individual subjects in the School Direct (salaried) provision. Leaders of partnership schools, via the management committee, are fully involved in strategic decision-making and influential in shaping provision and driving the partnership forward.
40. All statutory safeguarding requirements are met and the provider is fully compliant with all ITE requirements.

Annex: Partnership schools

The following schools were visited to observe teaching:

Thomas Telford School, Telford
Madeley Academy, Telford
Cheslyn Hay Sport and Community School, Walsall
William Brookes School, Much Wenlock
The Grove School, Market Drayton
Walsall Academy, Walsall.

ITE partnership details

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Lead inspector	Gwen Coates HMI
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Phases provided	Primary and Secondary
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Previous inspection report	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70083
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