

ITE Partnership: University of Worcester

Initial Teacher Education inspection report

10–13 March 2014

This inspection was carried out by Her Majesty’s Inspectors (HMI) 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 September 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	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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

www.ofsted.gov.uk

Reference no. 080190

© Crown Copyright 2014

Overview of the ITE partnership

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

This is because training quality, at the university and in schools and colleges, enables trainees to exceed the minimum expectations of the Teachers' Standards or, for trainees in the FE phase, meet the professional standards for ITE in FE, by the end of their training at a good level.

Key findings

- The University enjoys a very good reputation locally and regionally. This is evident in the high employment rates across each of the three training phases. Trainees are valued as good teachers by employing schools and colleges.
- Trainees are prepared well to teach the curricula appropriate to their phase of training, including for primary and secondary trainees the revised National Curriculum for September 2014. In the FE phase, trainees use imaginative strategies to develop their students' skills in English and mathematics.
- Strong mentoring in the secondary and FE phases is ensuring trainees make good progress throughout their courses. Strong mentoring exists within the primary phase, although it is not always of the same high quality as in the secondary and FE phases.
- There is a strong focus on ensuring trainees become reflective practitioners through research. Trainees across the phases share and use their findings to inform the development of their own teaching practice.

To improve the ITE partnership should:

- improve outcomes for trainees further so that more attain at an outstanding level
- ensure school-based mentoring across the primary partnership is of a consistently high quality.

Information about this ITE partnership

- Teacher training was first established at Worcester in 1946 with the aim of 'winning the peace through education'. Now, the University of Worcester, through its Institute of Education, is a large provider of initial teacher training.

- The University comprises of three partnerships and offers a range of routes into teaching, including undergraduate, postgraduate, School Direct and Assessment Only routes. Primary and secondary trainees who successfully complete their courses are awarded qualified teacher status (QTS). Partnership schools are located in a range of contexts in rural and urban settings, and vary in size. The University also works in partnership with two colleges of further education, offering in-service initial teacher education for teachers in the further education system on either the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) at level 5, or the University-validated Diploma in Education and Training (DET) course.
- The University works in close partnership with other agencies, including health professionals, to provide a multi-disciplinary approach to training. High quality resources are available for trainers, trainees and NQTS through, for example, 'The Hive': Europe's first joint university and public library.

The primary phase

Information about the primary partnership

1. The primary partnership comprises over 300 schools, covering seven local authorities. The schools are situated in a variety of rural and urban settings and contexts. The partnership also includes a small number of schools in Wales.
2. The partnership offers a number of routes into teaching. In 2013/14, there were 355 trainees on the three year undergraduate route. On successful completion, trainees are awarded a Bachelor of Arts (with honours) degree with QTS. A further 240 trainees were working towards the postgraduate certificate of education. Trainees on this route have the opportunity to achieve 60 credits at Masters' level. There were ten trainees on the School Direct route and six Assessment Only trainees.
3. There are a number of specialist options. On the undergraduate route, all final year trainees undertake professional research in a specialist subject. This includes modern foreign languages and special educational needs and disabilities, in addition to other curriculum subjects. Within the postgraduate route all trainees undertake a subject specialism with some also taking the mathematics specialist pathway.

Information about the primary ITE inspection

4. There were six inspectors in the primary inspection team. Eleven schools were visited; each inspector visiting at least one. During these visits 23 trainees were observed teaching. Most of these observations were carried out jointly with school-based mentors. The teaching of nine newly qualified teachers was also observed.
5. While in school, inspectors looked at a range of evidence including work in pupils' books and trainees' files. Discussions were held with the trainees and NQTs, and also with headteachers and school-based mentors.
6. Further discussions were held with 23 trainees representing the School Direct, Assessment Only and postgraduate routes, and all three years of the undergraduate routes. Discussions were also held with university- and school-based leaders.
7. One inspector observed two university-based training sessions and another visited 'The Hive'.
8. A wide range of documentary evidence provided by the partnership was also considered by inspectors, including that relating to trainees' attainment. Inspectors also took into account the findings from recent

NQT surveys and the 178 responses from trainees to Ofsted's online questionnaire. The partnership's website was reviewed.

Inspection team

Mark Williams HMI	Lead inspector
David Townsend HMI	Assistant lead inspector
Richard Light HMI	Team inspector
Carole Baker	Team inspector
Michael Brockett	Team inspector
John Williams	Team inspector

Overall Effectiveness

Grade: 2

The key strengths of the primary partnership are:

- the university-based training, including that for special educational needs and sport, which enables trainees to understand and promote inclusion and overcome barriers to pupils' learning
- the excellent resources and facilities available to trainees which, coupled with trainees' good understanding of how the curriculum may be taught, is leading to pupils making meaningful links between subjects and enjoying their learning
- the way leaders have brought wider aspects of the community into the partnership and made strong links with health professionals, resulting in trainees' good ability to recognise the full range of pupils' needs
- the continuing strong reputation the partnership has in the region for developing different routes into teaching and supporting school improvement
- trainees' good use of research to improve their teaching
- trainees' high completion and employment rates.

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

The partnership should:

- improve outcomes for trainees so that more attain at an outstanding level and ensure consistency in the way evidence about trainees' attainment is recorded by school-based mentors and university-based tutors by:

- including a range of evidence that demonstrates clearly trainees’ teaching over time and the impact it is having on their pupils’ learning and behaviour
 - providing clear examples of how the Teachers’ Standards are exceeded.
- raise standards of school-based mentoring across the partnership to a consistently high quality in line with the best found in the partnership by making sure that:
- feedback given and targets set are always sharply focused on what the trainee needs to do to improve
 - all staff who work with, support and assess trainees are aware of the partnership’s priorities for improvement and their role in meeting them
 - university-based tutors regularly check evidence presented to support views about trainees’ progress and attainment.

Inspection Judgements

The outcomes for trainees are good

9. Trainees across all routes, who attained QTS in 2013, exceeded the minimum level of practice expected, as defined by the Teachers’ Standards. All trainees, due to attain QTS in 2014 are on course to do the same. Given this good quality, it is little wonder that employment rates are high. Schools have confidence in trainees’ ability to teach well and, post-qualification, trainees stay in the teaching profession.
10. While all trainees exceed the Teachers’ Standards, in the past females have tended to do better than males. Partnership leaders have responded to this by setting up a focus group to further support male trainees with their academic work and during school placements. Of the trainees observed during this inspection no discernible difference was noted in teaching skills either by route or group.
11. The great majority of trainees display a number of qualities that mark them out as having the potential to become at least good teachers. These include trainees’ commitment to inclusion, their celebration of diversity, and a determination to overcome potential barriers to pupils achieving well. Trainees who participated in the Sports and Disability event at The University Arena – a purpose built sporting facility – articulated well how they, for example, modified sports and games to make them accessible to pupils, regardless of disability. All trainees and NQTs observed by inspectors considered the range of pupil needs within their classes in their planning and teaching. In most cases pupils were

challenged in their work. However, in some cases, activities were not matched well enough to pupils' individual abilities and, as a result, more-able pupils, for example, found the work too easy. Teaching assistants and other adults are used increasingly effectively by trainees, for example, to challenge higher ability pupils.

12. Other qualities include trainees' commitment to be creative in teaching so that pupils make meaningful links between subjects well and enjoy their learning. One undergraduate trainee, for example, linked history and art together very well using a range of plants and pots. As a result, pupils, in a calm and purposeful classroom, drew good quality pictures in the style of Beatrix Potter. During the lesson the trainee's good questioning skills enabled the pupils to make constructive comments about each other's work. In another example, a postgraduate trainee used images of local landmarks and visits to the library to enable Year 1 pupils to create interesting and well-presented brochures about Worcester. The teaching ensured that pupils' writing contained useful facts and, because the trainee gave priority to this, punctuation was used correctly. Not all trainees, though, ensure spelling, grammar and punctuation are given high priority when their pupils write.
13. In the main, trainees promote good behaviour in lessons and good attitudes to learning. They understand the importance of involving parents and carers to support pupils' good learning and behaviour. Trainees use different strategies, such as clapping, naming pupils and voice control. In the majority of cases these strategies are very effective. In a few instances, though, they were less so. Sometimes trainees did not wait for pupils to stop and listen. This meant pupils not listening missed valuable teaching points and contributions from fellow pupils.
14. Much of trainees' and NQTs' teaching observed during this inspection was of good quality with effective questioning to extend pupils' learning. Discussions with trainees and school-based colleagues, coupled with reviews of trainees' files and pupils' work, show this quality is typical. Some examples of good quality marking were observed. Trainees who mark pupils' work well, as well as identifying the next steps pupils should take are, for example, increasingly modelling potential solutions for pupils to try out, such as calculation work in mathematics, or using a range of adverbs in writing. Such quality is helping pupils to make good progress. Where teaching is not routinely good, marking, for example, was irregular or did not identify to pupils the next steps they need to take in their learning. On other occasions, there was too little challenge for pupils in the work set, or trainees' subject knowledge was limited. As a result, pupils were, over time, making progress that required improvement rather than the good progress expected.

The quality of training across the partnership is good

15. Trainees responding to Ofsted's online questionnaire, particularly those on the undergraduate route and those following School Direct, were very positive about their placement schools and the overall quality of their training. They are right to be so. Good coherence exists between school- and university-based training, with assignments and tasks set appropriately to put theory into practice. The professional studies element of the training equips trainees well for wider aspects of teaching and learning, including how pupil premium funding can be used effectively to target vulnerable pupils and close gaps in achievement. Trainees rightly value the expertise of the well-qualified university tutors and of visiting speakers, including school-based colleagues, all of whom make the training highly relevant and model best practice.
16. Trainees benefit from a good range of placements in different contexts, including large and small schools in rural and urban areas. Some trainees benefit from placements in Welsh schools, thereby experiencing bi-lingual teachers and pupils. Trainees also benefit from university-based training that has research at its heart, putting theory into practice in practical ways that trainees can use within the classroom. As a result, trainees' use of research is a key part of their development as teachers. Former trainees have, for example, used their knowledge, skills and understanding from research undertaken, to lead key areas such as special educational needs in their schools.
17. University-based training, including that for special educational needs and sport is of high quality. The result is that trainees' understand and promote inclusion well which, in turn, is enabling them to overcome barriers to pupils' learning and physical development. Training in behaviour management is also effective. As a result, trainees have a strong awareness of the different types of bullying and know how to deal with them. Because of input from organisations such as Stonewall, they adopt a zero tolerance approach towards homophobia.
18. High quality training was also observed in Early Years and in science. Sessions such as these help trainees to reflect well how to develop subject knowledge and strategies to teach effectively. Trainees are, rightly, very positive about their training in mathematics and early reading, including phonics. As a result, trainees are teaching these areas increasingly well. The opportunities to specialise in subjects, such as mathematics, are helping trainees to become experts in their fields. In one trainee's school, for example, experienced teachers were increasing their own understanding of the teaching of mathematics as a result of the trainee's specialism.
19. The sampling, by English and mathematics leaders, of how well one-in-ten trainees' are developing their skills is helping subject leaders amend modules to meet the different needs of trainees. This sampling though,

does not always pick up trainees who need to improve their subject knowledge. This means, for example, if not recognised by school-based mentors or university-based tutors, there is the potential for less than good teaching to go unchecked.

20. Trainees are prepared well to teach the curriculum, including the new National Curriculum to be introduced in September 2014. Subject tutors demonstrate a high level of expertise in talking about the curriculum changes and how they have led to course revisions. As a result, trainees understand the significance of the changes, including how to assess pupils without the aid of National Curriculum levels, and they are developing well as 'curriculum makers' themselves.
21. Trainees have access to excellent resources and facilities. These include 'The Hive' and 'The Arena'. Over 70 per cent of primary trainees and an increasing number of NQTs use the 'The Hive' to assist them in their teaching. A wide range of resources, for example, costumes and materials promoting cultural awareness, are available. These facilities, coupled with training about the primary and Early Years Curriculum, are helping trainees to link subjects well and ensure pupils enjoy their learning. They also ensure that trainees are increasingly well-prepared to teach in a diverse society; an improvement since the previous inspection.
22. Some excellent mentoring exists in the partnership. Trainees in receipt of such high quality support make rapid progress. Typical of this quality is skilful questioning that helps trainees to evaluate their own teaching and the learning of their pupils very well. In addition, sharply focused feedback makes it clear to trainees what it is they need to improve. In such cases, school-based mentors and university-based tutors check to see actions resulting from targets have been effective. In the very best examples, trainees' progress and attainment against the Teachers' Standards, is linked effectively to improvements made by pupils, for example, in their learning and behaviour.
23. Mentoring is not always of such high quality; sometimes feedback is too generous and does not give trainees, or the next school, an accurate picture of how well trainees can actually teach. This means that not all school-based colleagues are confident that trainees judged to be exceeding the Teachers' Standards at an outstanding level are of this quality.
24. The assessment of trainees therefore is broadly accurate. While the pass/fail boundary is secure, inspectors found inconsistency in the way evidence is recorded to judge trainees' attainment against the Teachers' Standards. While there is no doubt trainees exceed the minimum expectations, evidence recorded by school-based mentors and

university-based tutors is not always extensive enough. Sometimes, evidence is based on lesson observations alone rather than a wider view of trainees' teaching and learning over time. In addition, end of placement records do not always provide clear examples of how the Teachers' Standards are exceeded. University-based tutors are not always checking that the evidence presented stacks up to support judgements made about trainees' progress and attainment.

The quality of leadership and management across the partnership is good

25. Partnership leaders are clear in their view that outcomes for trainees and training should be of the highest quality. Their vision for excellence is strong. The partnership has a very good reputation locally and in the region. This is reflected in high employment rates. As one headteacher said, 'We have had some excellent trainees.'
26. The partnership is committed to providing a range of routes into teaching. This is enabling the partnership to support trainees well and meet different needs. Rigorous recruitment and selection procedures get trainees onto the most appropriate course. Trainees are very positive in their views about the rigour of arrangements. They appreciate the involvement of school leaders and their understanding of the challenges that lie ahead. Such clarity is why so many trainees complete the training. Trainees on the School Direct and Assessment Only routes are also achieving well. These trainees feel their needs are being met as well as those on the undergraduate and postgraduate routes.
27. The partnership plays a key role in school improvement. As a result of input in mathematics, for example, schools involved have seen an improvement in standards. This improving quality means the partnership is building its capacity to provide placements for trainees in schools that will best suit trainees' needs.
28. A key strength is the way leaders have brought wider aspects of the community into the partnership. The creation of 'The Hive', with its excellent library and resource facilities, and strong links with health professionals, has instilled in trainers and trainees a multi-disciplinary approach. As a result, trainees see pupils' needs as more than just educational; they see the importance that well-being and healthy lifestyles plays on children's and pupils' development.
29. While there are many strengths in the partnership, inspectors have judged overall effectiveness to be good rather than the outstanding quality evaluated by leaders. This is because the inspection has highlighted a number of inconsistencies. These include variability in schools' understanding of how they contribute to the partnership's evaluation of its effectiveness and its priorities; this is despite

handbooks, roles and responsibilities being defined clearly, and mentor training that highlights what is to be covered on school placements. In addition, while the partnership has a good range of quality assurance mechanisms in place, these do not always pick up on or address inconsistencies, including where mentors have concerns about trainees or the accuracy of previous assessments.

30. Despite these inconsistencies, trainees get a good deal from the partnership. This is reflected in the confidence schools have in it to develop good teachers. The strengths of the partnership, coupled with the confidence of schools demonstrate why leaders have good capacity to improve further. Priorities for improvement, even though not clear to every school, are the right ones for this partnership. The partnership steering group, in determining priorities, drew evaluations from a wide range of sources, including trainee feedback and external examiner reports. Good improvement has been secured in the one recommendation from the previous inspection. As a result, trainees are increasingly well prepared to teach in a diverse society.
31. The partnership is compliant with ITT criteria and requirements.

Annex: Partnership schools

The following schools were visited to observe teaching:

Crown Meadow First School & Infants, Alvechurch
Defford-Cum-Besford CofE School, Worcester
Lyppard Grange Primary School, Worcester
Lord Scudamore Academy, Hereford
Perdiswell Primary School, Worcester
Pitmaston Primary School, Worcester
St Barnabas CofE Primary School, Worcester
St Richard's CofE First School, Evesham
Shifnal Primary School, Shropshire
Tardebigge CofE First School, Bromsgrove
Westlands First School, Droitwich.

The secondary phase

Information about the secondary partnership

32. At the time of the inspection, there were 157 trainees in the secondary phase, following either the postgraduate certificate in education or the School Direct route into teaching. Six trainees were School Direct salaried trainees following a wide range of subjects. Seventeen trainees were following the School Direct training grant route. There were also 7 trainees on the Assessment Only route.
33. Training is offered in design and technology (food and textiles), computer science, economics with business studies, English, history, mathematics, modern foreign languages (MFL), physical education, psychology and biology, physics and chemistry. All trainees follow an 11-18 or 11-16 route, with the exception of economics and business studies trainees and psychology trainees, who are on a 14-19 route.
34. The postgraduate training includes the opportunity to gain 60 credits at Masters' level.
35. There are 54 schools in the partnership.

Information about the secondary ITE inspection

36. There were four inspectors in the secondary team. They observed 13 lessons taught by trainees and four lessons taught by NQTs.
37. Inspectors held discussions with individual trainees, NQTs and former trainees working in partnership schools. Discussions were also held with trainers, leaders, managers, headteachers and members of the partnership advisory group.
38. Inspectors reviewed a wide range of documentary evidence, including information related to recruitment and selection, statutory safeguarding and compliance with the initial teacher training criteria, tracking and assessment, trainees' teaching evidence and assignments, analysis of outcomes for trainees, evaluations, improvement plans and external moderator reports. Inspectors also took into account responses recorded by former trainees via the NQT survey and the 110 responses from current trainees to Ofsted's online questionnaire. Inspectors also reviewed the partnership's website.

Inspection Team

Philip Mann HMI	Lead inspector
Paul Chambers HMI	Assistant lead inspector
Emma Brown	Team inspector
Charles Lowry HMI	Team inspector

Overall Effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- the highly committed and reflective trainees who demonstrate the determination to become good or better teachers
- the further development of trainees' subject knowledge, by highly qualified course leaders, and the good training that effectively combines academic rigour with a strong emphasis on practical experience in schools
- the high quality mentoring, pastoral care and support provided for trainees that ensures they make good progress throughout the course
- the full engagement of schools within the partnership to ensure that the programmes fully prepare trainees to teach their subjects as part of the new National Curriculum
- the highly experienced visiting tutors who provide effective support to trainees on school placements
- the drive and passion, from programme leaders, subject tutors and professional mentors, to improve provision further and strengthen partnerships with local schools.

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

The partnership should:

- improve outcomes for trainees further by
 - ensuring completion rates are consistently high for all groups of trainees and in all subjects
 - ensuring trainees following the 11-18 route have sufficient opportunity to develop their post-16 teaching skills over time
 - eliminating any inconsistencies in the School Direct provision, through the rigorous use of robust quality assurance procedures to ensure it is equally as good as that for trainees on the core postgraduate route.

Inspection Judgements

The outcomes for trainees are good

39. Outcomes for trainees are good and continue to improve. Trainees on all routes and in all subjects achieve well because overall training meets their individual needs. Trainees possess a strong desire to become good and outstanding teachers. All trainees demonstrate good performance across the Teachers' Standards and exceed the minimum level required.
40. The overall numbers of trainees that complete the course is above national norms. However, completion rates for postgraduate trainees in mathematics and science have remained broadly in line with the national picture. Female trainees continue to achieve better than males in many subject areas, despite the efforts of university staff to narrow the gap by improving the achievement of males. Rates of employment are high. Many past trainees gain posts of further responsibility within schools locally and further afield.
41. Trainees following the School Direct route quickly build on their experience and skills gained in other careers, before beginning their training to become teachers. They are highly motivated and demonstrate the necessary qualifications, skills and ability to become effective teachers. They are reflective and resourceful, evaluating their lessons in depth to improve their own teaching.
42. Trainees possess well-developed subject knowledge. The early completion of subject audits by trainees, followed up at regular intervals in the course, helps to secure this. The best trainees use their subject knowledge well to question their students and explain key concepts in order to support good progress. This is confirmed further by the observations of NQTs who use technical vocabulary with confidence in their questions to promote deeper thinking. This was demonstrated well in an English lesson for Year 8 pupils studying Shakespeare. Evidence files are comprehensive working documents that are very well organised. They contain a wealth of background information and research gained throughout the course. Trainees teaching science are able to make effective use of practical techniques learnt in training sessions. Those trainees teaching physical education make very good use of resources, equipment and small group practices to reinforce key teaching points.
43. As a result of good training, NQTs and trainees demonstrate the ability to use a wide variety of strategies to manage students' behaviour effectively. They quickly build positive relationships with students in their care. Trainees display secure knowledge and understanding about how to support disabled students and those students with special educational needs. Trainees, typically, make good use of teaching assistants to

support these students, as demonstrated in the best lessons observed. As a result of effective training at the university, trainees and NQTs have the ability to support students who speak English as an additional language equally well. Furthermore, trainees display a good understanding about how they might work with students from the traveller community and how pupil premium funding can be used effectively to narrow gaps in achievement.

44. Trainees and NQTs demonstrate increasing levels of skill in using a range of appropriate assessment techniques to measure pupil progress. In many instances, this information is used well to plan for pupils of different abilities, such as in English and physical education. However, this was not always the case. For example, in mathematics, planned tasks lacked sufficient challenge for the more-able students.
45. Trainees are fully aware of their responsibility to develop pupils' communication and mathematical skills through their subject teaching. Several trainees could give examples of how they had done this. Most referred to emphasising key words or subject-specific vocabulary. One history trainee explained how his discussion of casualties from the Black Death included a comparison of large numbers in the 'millions' and 'hundreds of thousands'. Trainees, including the English specialists, could discuss their understanding of how pupils learn to read through the use of phonics.
46. Trainees have a good understanding of the planned changes to the National Curriculum and assessment arrangements from September 2014. Consequently, they are well-prepared for changes in how, and what, they may be expected to teach. For example, English trainees were able to explain the new curriculum's additional emphasis on grammar, as well as the increased focus on Shakespeare and reading for pleasure. Many trainees have benefited from involvement in discussions, in their placement schools, about how to measure students' progression without National Curriculum levels. They feel able to contribute to departmental planning for September 2014.

The quality of training across the partnership is good

47. The quality of training is good with some specific strengths. Discussions with many trainees, as well as results from the on-line questionnaire, confirm that trainees are overwhelmingly positive about the quality of their training, both in schools and at the university. These views are mirrored by previous NQT surveys and discussions with NQTs during the inspection. Trainees are especially positive about the quality of school-based mentoring and training, support from university tutors and the quality of school placements. Comprehensive documentation sets out clear expectations for all those involved in the preparation of these trainees to become good or better teachers.

48. Good training in behaviour management ensures trainees develop a wide range of skills to promote good behaviour in lessons. Consequently, trainees demonstrate a good understanding of the links between the quality of teaching, students' behaviour and their learning in lessons. Trainees develop good relationships and manage behaviour well. Their approaches to teaching ensure high levels of interest in lessons. Observations, of most NQTs' and trainees' teaching, confirms this as a particular strength. This contributes very effectively to the good learning that takes place in partnership schools.
49. There are high levels of coherence between the taught course and school-based training. The well-designed professional studies programme for postgraduate trainees is a strong element of the course and positively received by trainees. Trainees gain a great deal from their interaction with experienced workshop leaders and speakers. As a result, they demonstrate evidence of deeper learning in a wide range of topics, such as working effectively with teaching assistants, planning to meet the needs of disabled pupils and those with special educational needs and dealing with bullying in school. Trainees are further encouraged to look at their wider professional role as teachers. For example, science trainees have shared good practice with delegates at a recent subject association conference. However, the professional studies training for School Direct trainees has been inconsistent in quality. The quality of this training is often determined by the emphasis placed on this aspect by the schools in which trainees work. One professional studies session was cancelled, and two have been postponed by the cluster of schools involved. This has a detrimental effect on some School Direct trainees' confidence.
50. The development of subject knowledge is a significant strength. Subject knowledge audits enable trainees to evaluate gaps in their knowledge and understanding. Trainees tackle these gaps by either training at the university, consulting university subject tutors or by self-directed research. As a result, trainees use their good subject knowledge to ensure lessons are sufficiently challenging for more-able students. Subject tutors add distinctive elements to their training that broaden trainees' experience and make them more employable.
51. Mentoring is of a high standard across the partnership. Many school-based mentors are highly skilled practitioners, with particular strengths in specific disciplines. Attendance at mentor training events is high and this contributes effectively to the consistency of training across the partnership. Lesson observations are closely linked to the individual Teachers' Standards. This supports detailed feedback from mentors. Targets are regularly set and referred to in the next observation. Mentors make very good use of questions to ensure trainees become

reflective about their own practice. In science, for example, mentors question trainees skilfully, enabling them to analyse and reflect on the quality of their work. Mentors regularly observe trainees teaching. Judgements are moderated by periodic joint observations with professional mentors and university tutors. Targets set by mentors for trainees focus on the Teachers' Standards but sometimes not enough on aspects of teaching methodology; for instance, in mathematics and science.

52. The assessment of trainees' progress is good. Assignments are challenging, linked closely to classroom practice and they are effectively marked. Feedback is detailed and clearly identifies strengths and targets for improvement. Tutors monitor the progress of trainees effectively. They provide excellent individual support to those who are having personal problems or making insufficient progress. The vast majority of trainees, in all routes, speak very highly about the quality of support they receive from university tutors. This is because tutors make themselves readily available to their trainees through effective lines of communication, including social networking and email. Inspectors noted some excellent examples of trainees being given effective support to help them overcome weaknesses in professional practice or overcome personal difficulties.
53. Overall, trainees are well prepared for teaching in a diverse society. This is an improvement on the findings of the previous inspection. The preparation of trainees to work with pupils who speak English as an additional language is given a strong focus. Trainees are given insight into the cultural diversity of students within schools, such as those from traveller communities, but not all trainees are able to put this knowledge into practice within their school placements. The introduction of a five-day placement in culturally diverse schools, for those trainees on the physical education course, is a good development although this is yet to be followed up in other subjects.
54. Those training for the 11-16 age range benefit from attending training sessions on post-16 teaching but often have limited experience of observing or teaching post-16. Those training for the 11-18 age range have opportunities to demonstrate their competence in teaching post-16 but the depth of experience varies. While many trainees gain good experience of planning, teaching and assessing over time, a few have limited experience of solo teaching and so get little feedback to help improve the quality of their teaching. Trainees, including those training for the 11-18 age range, are less familiar with recent and planned curricular changes in the post-16 sector than they are in Key Stages 3 and 4. For example, while one group confidently explained that students in the sixth form without grade C in English or mathematics must now continue their study, another group was not aware of this change.

The quality of leadership and management across the partnership is good

55. Programme leaders provide effective leadership and demonstrate the necessary drive to improve provision further, within the context of national change in initial teacher education. Teamwork is a strength and issues from the previous inspection have been tackled well. Those with a subject responsibility display the vision, expertise and capacity to improve provision further. Experienced mentors and staff from partnership schools make a good contribution to the programme design and training activities. Good outcomes for trainees have been sustained over time and the partnership demonstrates good capacity for further improvement.
56. On both the postgraduate and School Direct routes, there are effective procedures for the recruitment and selection of trainees who have the potential to be good or better teachers. Headteachers and school based trainers are very effectively involved in the process. The university has implemented several strategies to improve the retention of trainees in mathematics and science. Inspection evidence confirms there are some signs that completion rates in these subjects are improving this year with only four withdrawals to date.
57. The leadership of subjects at the university is a strong feature with examples of outstanding leadership in English, science and physical education. Subject leaders are experts in their own field. Trainees state that they are inspired by the quality of teaching sessions by tutors because they model best practice. Subject leaders use current research to promote high levels of subject and curriculum knowledge and excellence in teaching. Books written by course leaders are highly regarded amongst trainees and used for reference by them.
58. Regular and insightful self-evaluation and review is based on the rigorous analysis of data. For instance, effective use is made of data related to trainees' views and their achievement to inform self-evaluation and support further improvements in provision. This is an improvement on the last inspection. Self-evaluation is used well to support robust and extensive improvement planning at both phase and subject level. Priorities for improvement, such as retention in mathematics and science, focus on areas of perceived weakness. National priorities, such as those for preparing trainees to teach the new national Curriculum and the post-16 curriculum, are covered well in the current plan for improvement. There are clear lines of responsibility, carefully identified actions and precise timescales to support the effective measurement of performance.

59. The engagement of stakeholders from partnership schools and other agencies, such as teaching school alliances, is a strengthening feature in the university's wish to extend their involvement in partnership improvement. The lines of communication across the partnership are very clear. Headteachers in partnership schools state that programme leaders act rapidly to intervene where there are causes for concern, about the progress trainees are making, in their schools. However, although mentors and schools receive regular verbal feedback, there are missed opportunities to provide formal feedback to schools on the quality of their initial teacher training. The university is striving to work with schools in more challenging circumstances. For instance it stages 'Maths Masterclasses' for local schools. While evaluations say students in school benefit greatly from this, they do not say how they benefit, other than some which say problem-solving skills have improved.
60. A multi-layered approach to quality assurance is used to ensure high levels of consistency in training across the partnership for trainees following the postgraduate route. However the robust quality assurance procedures are yet to be used rigorously enough to ensure similar levels of consistency in the School Direct provision. Leaders and managers are aware of this and have plans in place to address it.
61. Comprehensive arrangements exist to ensure full compliance of candidates following the Assessment Only route. Quality assurance procedures are used rigorously to ensure the Teachers' Standards are fully met by each candidate. Successful candidates speak very highly about the support they receive from leaders of the programme.
62. All statutory safeguarding requirements are met. Detailed records of the checks carried out on trainees confirm their suitability to work with children. When checks are not completed in time, the provider has clear procedures for ensuring that the safety of children and best interests of trainees are protected. The partnership fully complies with regulations concerning the recruitment of trainees, including those on the School Direct route. Effective procedures are in place to ensure equal opportunities legislation is fulfilled and the progress of trainees is carefully monitored.

Annex: Partnership schools

The following schools were visited to observe teaching:

Droitwich Spa High, Droitwich
Blessed Edward Oldcorne High, Worcester
Bishop Perowne CE College, Worcester
Stourport High, Worcestershire
John Masefield High, Ledbury
South Bromsgrove High, Worcestershire

Christopher Whitehead Language College, Worcester
The Chase Technology College, Great Malvern
Nunnery Wood High, Worcester.

Initial teacher education for the further education system

Information about the FE in ITE partnership

- The University of Worcester, within its Institute of Education, operates in partnership with two further education colleges to provide in-service training for teachers and trainers from settings across the further education system. One of the partner colleges employs most of its trainees, while at the other, a significant number are from further education settings outside the college. Trainees are from a wide range of subject areas and specialist vocational backgrounds. Many of the trainees are new to teaching, while smaller numbers have had considerable teaching or training experience.
- At the time of the inspection, 32 trainees were on a course leading to the DTLLS at level 5. The DTLLS course will close in summer 2014, so all trainees were in the second year of the programme. Twenty seven trainees were enrolled on the university-validated DET, and most are expected to progress to the second year, though a small number may leave where this is appropriate to their job roles.
- Courses are designed for part-time attendance, over two years, either on one full day per week, or at two twilight sessions and one morning per week. Trainees attend additional study days to further improve specific aspects of their teaching, knowledge and understanding. The programme enables progression on to the final year of the Education Studies BA (Hons) delivered at the university. There is also possible progression to Masters Level programmes, for those trainees who already have a degree. The provision is closely linked to the university's other initial teacher education programmes. A senior management group has oversight of all teacher education programmes within the Institute.

Information about the FE in ITE inspection

- During the inspection, inspectors spent time at the university and at both partner colleges, and visited four other settings where current trainees work. Inspectors carried out 10 observations of current trainees' teaching, four of which were joint observations with the trainee's mentor. Inspectors interviewed the observed trainees and their mentors when present. Four observations of former trainees were undertaken.
- Inspectors held meetings with the head of centre for secondary and post-compulsory education, both university link tutors, and with course leaders and other staff from the colleges involved in the programme. They took account of the provider's self-evaluation and development plan as well as scrutinising course documentation, teaching and learning resources and a range of supporting evidence provided by the university and the colleges, including mentor training materials. They

also examined trainees' portfolios, and other records of their progress throughout the training, including individual learning plans, marked assignments and observation feedback records. Account was also taken of the 43 responses to Ofsted's on-line questionnaire for trainees.

Inspection Team

Richard Beynon HMI	Lead inspector
James Sage HMI	Assistant lead inspector
Kathleen Brown	Team inspector

Overall Effectiveness

Grade: 2

The key strengths of the FE partnership are:

- the high success rates for trainees
- the high employability rates which demonstrate that the partnership is effective in meeting local and regional needs
- the high quality personal support for trainees which enables the majority to make at least good progress
- the effectiveness of subject-specialist mentoring support for trainees
- the trainees' successful and imaginative strategies to develop their students' English, mathematics and wider employability skills.

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

The partnership should:

- through mentoring and tutorial support, encourage trainees to reflect more widely on the progress of their students in lessons and across time, and develop trainees' awareness of the need to monitor student progress more effectively
- ensure that all trainees have a good understanding of, and are well prepared to teach in, the wider further education and skills sector
- review the role and function of trainees' individual learning plans, and ensure that targets for trainees are challenging and frequently reviewed to drive good or better progress throughout the course.

Inspection Judgements

The outcomes for trainees are good

63. Success rates for trainees are very high and have risen since the previous inspection, from 80% in 2009/10, to 97% in 2011/12. In 2012/13, the success rate dipped very slightly, but for the current year it is likely that all trainees who began the course will succeed. Of the trainees progressing into the second year of the legacy DTLLS programme, or of those recruited to the new DET course in September 2013, the vast majority are making at least good progress. They are becoming thoughtful, effective teachers who are making good or better progress in meeting the professional standards for FE practitioners. A very high proportion of trainees either obtain full-time employment, promotion, or increased responsibility following their training. Most trainees go on to work in the region, and the provision is making a good contribution to meeting regional skills needs.
64. Most trainees teach on a good range of courses, at a variety of levels. This allows them to experience a range of student needs, learning styles and behaviours. The colleges and the employers in other settings draw their learners from a breadth of social and ethnic groups, so trainees have a well-developed understanding of equality and diversity matters. They plan successfully to integrate these into their teaching. Trainees are of varying ages and backgrounds; there are no discernible achievement gaps or discrepancies in progress between groups.
65. The partnership encourages trainees to share their workplace experiences during the training. Most trainees take advantage of a voluntary system for peer observation across settings, in order to broaden their experience of different student and learner groups and different employer types. However, many trainees' awareness of the range of employment opportunities, outside further education college settings, remains underdeveloped. Even those currently employed in non-college settings lack fully developed understanding of the breadth of the FE and skills landscape.
66. A high proportion of current trainees demonstrate the potential to become good or better teachers. However, the partnership's assessment that 65% of trainees are likely to become outstanding teachers and 35% likely to become good teachers, with none requiring improvement is over-generous and unsupported by inspectors' observations or by former trainees' subsequent reflections. A small minority of the teaching of current trainees, for example, required improvement, though there were some good features in the lessons observed. Furthermore, former trainees assessed by the partnership to be teaching at an outstanding level when they completed their courses, in discussion with inspectors

recognised that they were not consistently or confidently teaching at such a level.

67. Trainees develop strong teaching skills and understand very well the elements of good and better teaching. Trainees are able to identify their students' varying needs, and they generally plan successfully to meet these. Almost all trainees develop successful and imaginative strategies to enhance their students' English, mathematics and wider employability skills. Trainees promote and develop learners' English skills particularly well. Inspectors observed good development of reading, comprehension and writing skills in a level 2 travel and tourism session. Excellent directed discussions about the correct use of language, the need for correct spelling, appropriate expression and avoidance of jargon was seen in an employability and personal development session. In their promotion of numeracy and mathematics skills, trainees are slightly less confident, though inspectors observed some very successful examples of planning to develop mathematics skills. For example, in a level 3 motor vehicle lesson learners were encouraged successfully to make comparisons between different electrical current measurements and measuring systems. In a BTEC level 3 music lesson, learners were planning an event and working out the costs to manage a budget. The vast majority of trainees have a strong awareness of their learners' need to prepare for employment. Through their planning and teaching, trainees develop good employability skills in learners.
68. Many trainees demonstrate very high levels of vocational and subject knowledge, some having been skilled practitioners in their areas for some time before becoming teachers. Trainees have good credibility with learners because of their experience, expertise and specialist vocational knowledge and learners derive confidence from this. For example, motor vehicle engineering students working with one highly experienced trainee were encouraged in their career aspirations and were keen to raise the standards of their work to a similar professional level.
69. A significant minority of trainees have yet to develop sufficient skills in monitoring learners' progress during and across lessons, and in planning to enhance that progress. In particular, their understanding that the quality and effectiveness of their teaching will be judged through impact on learners' progress over time and in lessons was generally underdeveloped and this is not always modelled well for them by trainers.

The quality of training across the partnership is good

70. Training across the partnership is of good quality. Some features are outstanding. Trainees have very high levels of trust in, and respect for, their trainers, mentors and university link tutors. Trainees value particularly the considerable vocational expertise and range of teaching experiences that tutors and mentors bring to the courses. As at the previous inspection, trainees in all settings benefit from exceptionally high levels of personal support. Those trainees working more remotely, in non-college settings, experience the same levels of support and guidance as their peers in the partner colleges.
71. The vast majority of trainees make good progress as a result of the high quality training they receive. They enjoy their training and are able to put into practice what they learn in their courses. However, a minority of trainees could make more rapid progress. Such trainees require greater and more carefully planned challenge through medium and long term targets. These targets should build upon skills gained and look forward to development of practical teaching skills that focus more carefully on learners' progress in lessons and across time.
72. Trainees' individual learning plans (ILPs) are generally used for setting and monitoring of short term targets. There is, however, insufficient evidence of longer-term developmental targets being set, or monitored, to provide a high level of challenge that will drive progress securely across the courses. Many of the targets are either too general, or relate to very small-scale actions which do not adequately challenge trainees, or give them sufficient opportunity to measure and reflect upon their own progress across time. The targets in most ILPs do not bring together, clearly enough, the outcomes of observations with assignments, or with the interactions with tutors and mentors, to form an overall review of progress.
73. Arrangements to provide purposeful subject-specific mentoring have improved considerably since the previous inspection and are now outstanding. The partnership has instituted an innovative and highly effective strategy during the past two years to encourage trainees to reflect on and demand more from their mentoring relationships. Mentors play a very significant part in trainees' development into confident and high quality teachers and trainers. Trainees value the support and guidance they receive from their mentors, and all are able to give clear examples of ways that mentors' support and intervention had helped them to progress and helped them to develop practical teaching strategies suited to their vocational areas. Procedures for the selection and training of mentors are excellent, and ensure only very highly experienced and dedicated individuals become mentors. High quality materials used in mentor training allow mentors to appreciate their roles

and responsibilities fully. The effectiveness of mentoring is checked frequently in tutorials and at focus meetings.

74. Assessment of teaching observations and of assignments is generally accurate and constructive, giving good guidance to trainees on how they can develop their skills. Good use is made of joint observations for moderation, standardising of judgements, training and sharing of good practice. Trainees value and benefit from some detailed comment in the best observation reports, although the tendency to grade trainees' overall progress solely in terms of their most recent observation grade is not helpful. Trainees are honest and thoughtful in completing their reflective journals, and these are well used to consider problems and successes experienced during training.
75. Training within the programmes and the involvement of trainees in wider developments within their colleges and other settings mean that they have a very secure understanding of all aspects of the 16-19 Study Programme. They know about the changes that colleges have made to the range of programmes offered and the need for learners to progress to higher level qualifications. Many have experience of teaching learners at more than one level. The trainees show a good understanding of the place of work experience within their specialist areas; they use their personal experience and expertise to bring work-related contexts into teaching very effectively. They understand how to develop learners' wider employability skills and apply this to teaching.
76. There is a diverse range of learners in both partner colleges and in non-college settings where trainees work. The training has ensured trainees are prepared well to work with learners from disadvantaged backgrounds and with learners with low prior attainment.
77. Trainees' depth of understanding of current debates and policy initiatives in further education is developed well through some of the 'monthly themes' sessions. In the current year, these sessions include the raising of the participation age, 16-19 Study Programmes, behaviour management particularly for younger learners, differentiation and embedding of English and mathematics skills into lessons. Trainees also develop their understanding of these themes through their own teaching experiences, from college and employers' initiatives, and from the guidance they receive from mentors and tutors. Many trainees have direct experience of teaching functional skills at levels 1 and 2, to learners from disadvantaged backgrounds and those who have low prior attainment and are at risk of under-achieving.

The quality of leadership and management across the partnership is good

78. Leadership and management of the programmes are good, both at the university and in partner colleges. The quality of training and the outcomes for trainees have improved since the previous inspection despite the revision of programmes and a much-changed FE and skills landscape. During the switch to the new DET programme, trainees on the legacy DTLLS course have continued to enjoy a good training experience. New programmes are well planned and fully compliant with regulations affecting teacher education and training in the further education sector.
79. Senior staff at the university, course leaders and link tutors work very effectively together to secure good quality training. Relationships across the partnership are constructive. Staff are forward-looking in their approach to addressing developments within the sector. Managers and leaders are collaborative and supportive of one another. Staff at partner colleges are actively encouraged to engage in joint research with university colleagues, for example through the West Midlands Learning and Teaching Consortium project, which is supporting improvements in mentoring. A number of college staff, including course leaders, are engaged in higher and research degrees at the university. Across all settings there is a jointly-held desire to improve provision, better meet regional training needs and consequently improve trainees' and learners' experiences.
80. The highly effective partnership advisory group (PAG) forms an active centre to decision making and improvement activity in the partnership. The PAG meets frequently and is inclusive in its operation. Discussions within the group result in clear actions, which are followed up rigorously. The impact of the strong partnership working is demonstrated, for example, in the joint approach to designing new Certificate in Education and Training and DET programmes; in the development of highly effective strategies to improve mentoring; and the improved arrangements for cross- moderation of observation outcomes and assignment grading across the partnership.
81. All members of the partnership are fully involved in ensuring that trainees are on the most suitable programmes, and that trainees are fully involved in course review and development. Selection and recruitment procedures are clear and rigorous, as evidenced in the steady rise in trainees' successful completion of programmes since the previous inspection. Measures to gather and respond to trainees' views are particularly good. Managers respond readily to student academic representatives' concerns or requests for amendments to programme structures or operations, for example in modifying assignments, and in the provision of an HE common room in one college.

82. The partnership's capacity to improve further is evidenced in a good partnership development plan that clearly prioritises trainees' needs and is realistic in its targets. Managers' self-evaluation and improvement planning draws on a good range of reliable data, and on a good level of feedback from current and former trainees.

Annex: Partnership colleges

The partnership includes the following colleges:

Bournville College
Halesowen College.

ITE partnership details

Unique reference number	70085
Inspection number	411653
Inspection dates	10-13 March 2014
Lead inspector	Mark Williams HMI
Type of ITE partnership	HEI
Phases provided	Primary/Secondary/FE
Date of previous inspection	April 2010
Previous inspection report	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70085
Provider address	University of Worcester Institute of Education Henwick Grove Worcester WR2 6AJ