

University of Derby: ITE Partnership

Initial teacher education inspection report

Inspection dates stage one: 8–10 June 2015 stage two: 19–21 October 2015

This inspection was carried out by Her Majesty's Inspectors and Ofsted inspectors in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase and separate route 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

	Early Years ITT (EYTS)	Primary QTS	Secondary QTS	ITE in FE
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	2	1	2	1
The outcomes for trainees	2	1	2	1
The quality of training across the partnership	2	1	2	1
The quality of leadership and management across the partnership	1	1	2	1

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Overview of the ITE partnership

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

This is because the quality of trainees' teaching in early years ITT is too variable. In the secondary partnership, trainees' teaching did not sufficiently challenge all pupils to do as well as they could.

The overall effectiveness of the primary and further education partnerships is outstanding because trainees learn to teach pupils and learners extremely well.

Key findings

- The professional conduct of trainees in all four partnerships is very strong; as resilient and independent teachers, they are exemplary role models for their peers and colleagues. Trainees have a keen understanding of British values and know how to promote them.
- Because of their culture and ethos of striving for excellence, leaders of all four partnerships responded quickly to the findings of the first stage of the inspection, prepared detailed action plans for future development and implemented improvements quickly.
- The attainment of trainees in the primary, secondary and further education partnerships is high and continues to improve.
- Employment rates of primary, secondary and further education trainees, overall, are strong. Employers value newly qualified teachers and former trainees very highly.
- The ITE partnership has an excellent reputation with its trainees, newly qualified teachers, employers and partner organisations; satisfaction rates are very high.

To improve the ITE partnership should:

- Track trainees' teaching experience and skill development assiduously so that tutors, mentors and trainees can base targets for future development on what trainees have done, and what they need to do to become even better teachers.

Information about this ITE partnership

- The College of Education at the University of Derby comprises three areas: Department of Education and Childhood, Department of Professional Studies and the Institute of Education. Teacher training for early years, schools and further education is located within the Department of Professional Studies.
- The partnership offers a range of routes into teaching depending on the age-range to be taught:
 - for early years ITT trainees, the Postgraduate Certificate in Early Years with early years teacher status (EYTS) and a BA (Hons) Early Childhood Studies with EYTS
 - for primary trainees, the undergraduate BEd (Hons) Primary Education with qualified teacher status (QTS); the Postgraduate Certificate in Education (in the 3–7, 5–11 and 7–11 age ranges); School Direct; and Assessment Only
 - for secondary trainees, the Postgraduate Certificate in Education (PGCE) (School Direct) and Assessment Only
 - for further education trainees, full-time and part-time courses through the Postgraduate Certificate in Education in post-14 education and training, or the Postgraduate Certificate in Education in post-14 specialising in English, mathematics or teaching learners with disabilities.
- The four ITE partnerships in the College of Education include settings, schools and colleges throughout the East Midlands, the North West of England and London.

The early years ITT phase

Information about the early years ITT partnership

- The partnership works with schools and settings across a wide geographical area.
- The partnership offers two training programmes that lead to early years teacher status (EYTS) (0–5 years). During 2014/15, 12 trainees followed the graduate employment-based part-time route (GEB) and 10 trainees followed the full-time graduate mainstream route (GEM).
- Three trainees completed the Assessment Only route to early years teacher status.
- The university has begun a programme that will lead to a Postgraduate Certificate in Early Years Education with recommendations for EYTS.

Information about the early years ITT inspection

- One of Her Majesty's Inspectors conducted stage one and another conducted stage two of the inspection.
- During stage one, the inspector observed five trainees teach in five different settings. Each of the observations was carried out jointly with either the university assessment mentor or the setting-based mentor. The inspector observed the mentors' feedback to the trainees following the observations, looked at trainees' files and met with trainees and with setting leaders. He met with a group of university assessment mentors and two former trainees, including two Assessment Only trainees.
- At stage two of the inspection, the inspector observed two former trainees in their settings, met with setting leaders, former trainees and reviewed evidence in trainees' files. She also met with a former trainee at the university and had telephone discussions with three former trainees and one setting-based mentor. She observed part of a training session for the 2015/2016 cohort.
- During both stages of the inspection, the inspectors met with course leaders. They reviewed a wide range of evidence, including recruitment and selection procedures, course information, training documents, assessment information, mentor and trainee handbooks, self-evaluation and improvement plans, and the partnership's analysis of trainees' outcomes. The inspectors evaluated the responses to the Ofsted online trainee survey.
- The inspectors reviewed documentation relating to statutory safeguarding as well as compliance with the early years initial teacher training criteria.

Inspection team

Jeremy Spencer, SHMI Phase lead, stage one only
Sheena MacDonald, HMI Phase lead, stage two only

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership are:

- Leaders recruit good quality trainees who complete the course and almost all go onto employment in the early years sector or take up further professional development opportunities in teaching.
- Leaders have established strong partnerships and are influential in driving improvements in early years provision locally, regionally and nationally.
- The training enables trainees to have a good understanding of child development and how children learn. As a result, they establish positive relationships and plan activities that promote good progress, excite and engage children.
- A strong focus on professional attributes throughout the training means that trainees are responsible and reflective; they demonstrate high levels of professional and personal conduct.
- The leaders carry out incisive analysis of strengths and weaknesses. As a result, self-evaluation and improvement planning are accurate and effective.
- Knowledgeable and skilled university assessment mentors ensure that trainees are well supported and that quality assurance and assessment systems are rigorous.
- There are good quality arrangements, including valuable ongoing support and networking arrangements, in place to support transition into employment. These ensure that former trainees continue to develop following completion of the course.

What does the early years ITT partnership need to do to improve further?

The partnership should:

- provide training and ongoing support for setting-based mentors to improve the quality and consistency of their contribution
- ensure that all trainees have practical experiences to work with children from different socio-economic groups and children who are learning English as an additional language
- reduce further the small proportion of trainees who do not achieve outcomes that are at least good by the end of the course.

Inspection judgements

1. The overall effectiveness of early years initial teacher training is good. Exceptional leadership is driving up the quality of training and outcomes on this relatively new course so that these aspects are good and improving.
2. Leaders demonstrate high levels of expertise and experience; they are passionate about early years education and have very good understanding of the early years sector. They carefully analyse strengths and weaknesses both in the early years sector and in the outcomes of trainees to adapt and improve provision. Leaders' ambition and vision for excellence mean that, although the course is relatively new, leaders have already implemented effective improvements. They acted swiftly to address areas for improvement and maintain the strengths identified during stage one of this inspection. They have taken practical steps to improve placement arrangements and the quality of setting-based mentoring.
3. The effectiveness of recruitment and selection is evident; trainees recruited to the course demonstrate a commitment and the ability to become good early years teachers. All trainees completed the course and most exceeded the minimum teachers' standards (early years). Almost half of the trainees achieve at an outstanding level by the time they complete the course. There are a very small number assessed as meeting, rather than exceeding, the standards expected. There are specific reasons for these outcomes and each trainee in this very small group demonstrate some areas of strength. There are no significant differences between groups.
4. Employment rates are high. The trainees on the employment-based route are already in employment during their training. However, half of

this group have been promoted to positions with greater responsibilities for teaching and learning within the early years sector. The leaders of settings who provide placement opportunities show how much they value the course by employing many EYTS graduates from Derby University. Several of the most recent EYTS graduates are now following further ITT courses to gain qualified teacher status.

5. Trainees are very positive about all aspects of the course and are highly complimentary about the leadership and management. They appreciate the high levels of communication, the rigour of assessment and the quality of centre-based training. Schools, settings and other partners are also enthusiastic about their involvement and play an important role in shaping the course.
6. All trainees demonstrate strong personal and professional conduct. They build good and purposeful relationships with parents and other adults, and understand the importance of positive relationships in supporting children's development and progress. Trainees gain a good understanding of the early years teaching standards and take increasing responsibility for identifying their own strengths and aspects where they need to gain more experience and expertise.
7. The provider is aware that, because of the recent introduction of this qualification and the early years standards, sector-based mentors are often inexperienced in mentoring and do not always have a good understanding of the standards. As a result, the support that these mentors give trainees varies. For example, some mentors do not provide frequent enough support and feedback and consequently, trainees' progress slows. In order to compensate for this, and while setting-based mentors are being trained and gain more experience, university assessment mentors have an enhanced role in coaching and mentoring both trainees and setting-based mentors. Leaders have tightened up systems so that, in the current year, expectations about the frequency and quality of support are more explicit and more rigorously recorded.
8. The training ensures that trainees and former trainees have a good understanding of child development and what good learning looks like in the Early Years Foundation Stage. They understand the importance of establishing positive relationships and safe routines so that children feel secure and happy. They understand well how important it is to make the transitions from home to setting, from baby group to toddler group, to pre-school and to school as smooth and stress-free as possible. They can discuss research into young children's learning and apply the theory in practice. They use their knowledge of what the children can already do to provide well-planned opportunities for further learning. Although trainees are very aware of the need to scaffold the learning of less-able children, not all are alert to the opportunities to extend the learning of the most able.

9. Trainees have a good understanding of the development of language, communication and early mathematics and the importance of planning activities that enable children to develop these skills. Trainees and former trainees encourage children to enjoy books, match meaning to text and identify sounds in words. They use music and songs effectively. Some trainees and former trainees expressed a lack of confidence in their knowledge of phonics, but the examples seen during the inspection suggest that, in practice, they develop early reading skills effectively. Children are encouraged to count and trainees use mathematical vocabulary such as 'big', 'bigger', 'biggest' to develop an understanding of early mathematics. They link the learning to make it meaningful, focusing, for example, on the colour orange and bringing a giant pumpkin into the setting. This sparks children's interest and excitement in learning.
10. Placement arrangements are coherent and trainees experience, and are assessed in, several different types of setting and schools. They focus initially on babies and then move through the age groups, including Key Stages 1 and 2. Trainees also experience an enhancement placement. This broadens their understanding of the wide variety of settings. In some cases, trainees are inspired by this placement to focus on particular areas of early years provision, for example to further their studies with a view to moving into special educational needs provision.
11. Not all trainees, however, have experience of working with children from different socio-economic backgrounds or with those who are learning to speak English. The provider has recently employed a partnership co-ordinator to map the various settings and make a better match of trainee to placements to address this weakness. It is too early to judge whether this will be effective, but early signs are encouraging.
12. In addition to coherent centre-based training, which covers appropriate knowledge and skills, leaders involve specialists from the partnership and their network of contacts to provide a highly regarded series of centre-based sessions. These cover specific aspects such as speech and language therapy, safeguarding children, forest schools and Makaton. As a result of these lively and informative sessions, some trainees are enthused to follow them up with more advanced accredited training. Trainees and former trainees were observed using these skills well.
13. Leaders and tutors are highly ambitious for the trainees and they know each one very well. The systems for assessing trainees' achievements against the early years standards, and to judge the trainees' quality of teaching over time, are very rigorous. Leaders use and moderate a comprehensive range of evidence to ensure consistent application of the assessment criteria. Quality assurance systems and moderation arrangements are very secure. Most trainees keep detailed, careful

records, examples of evidence and extensive witness statements. However, during stage one there was some variability in the quality of trainees' files. The university team has implemented a system of more frequent checks by university mentors to ensure that all trainees keep these important records effectively and, where there are difficulties, they provide early support rapidly to secure improvement.

14. An aspect of the training that is particularly strong is the transition to employment and ongoing support provided for former trainees. Extensive, in-depth interviews take place during which staff record trainees' experiences, strengths and next-step targets. Former trainees have several opportunities during the following year to engage in networks and conferences. The university also initiated a weekly early years Twitter feed. This is national, but is led by trainees and former trainees from this course. This supports high-quality continuing professional development and offers regular opportunities to share ideas well.
15. The partnership is compliant with the early years initial teacher training criteria, and meets all the relevant safeguarding and other statutory requirements for promoting equality, diversity and eliminating discrimination. At the time of stage one of the inspection, trainees had a good understanding of their role to ensure safety and well-being. However, their knowledge of the Prevent duty and the promotion of modern British values were less secure. Leaders had planned the training on these aspects already; it took place before the end of the course. The positive impact of this was observed in former trainees' practice. Former trainees are fully aware of their responsibilities and, in some cases, have already reviewed the policies and practices of their settings to ensure that these aspects are fully embedded.
16. University leaders are in the forefront of raising the quality of early years provision and the status of early years teaching through dynamic partnerships with local, regional and national groups. They are very proactive and have trialled numerous valuable initiatives that contribute very well to national research and policy. They have successfully implemented this new course and are vigorous in finding solutions to early difficulties.

Annex: Partnership schools/ settings

The following schools were visited to observe trainees' and former trainees' teaching:

Cedar House Day Nursery

Milford Pre-School

Leo's Den at Arnold Mill Primary School

Treetops Nurseries, Toton

The Whitehouse Day Nursery

Kangaroos Jump Ahead Learning

Leo's Children's Nursery

The primary phase

Information about the primary partnership

- The university offers undergraduate training in primary education via a Bachelor of Education (BEd) honours degree. The majority of trainees on the full-time BEd course complete after three years while the remainder do so after four. Trainees choosing the four-year programme can elect to study for 40 credits at masters level.
- The university also offers a one-year, full-time Postgraduate Certificate of Education (PGCE) with 60 credits at masters level. Trainees holding a 'flexible' place on the PGCE programme and are able to complete this training over a three-year period. The PGCE route is also available as a School Direct option. Trainees following this programme train predominantly in their employing school. Trainees on the PGCE programme choose to train to teach in one of three age ranges: 3 to 7 years, 5 to 11 years, or 7 to 11 years.
- Over the last three years, the number of trainees studying at the university has increased significantly. One of the key reasons for the growth in trainee numbers is the university's engagement with provider-led provision for teacher training, in particular, the School Direct model. As a result of this increase in numbers, the university is currently training just over 600 trainees on its different programmes.
- To assist in its teacher training programmes, the university makes use of an extensive network of partnership schools that extends into neighbouring counties and includes rural, multi-cultural and inner city institutions. In total, there are 314 schools in the partnership covering 13 local authorities. Included in these figures are the eight teaching school alliances for trainees on the School Direct training programme.
- Trainees completing the training programme successfully gain qualified teacher status.

Information about the primary ITE inspection

- There were four inspectors on the primary team for stage one of the inspection and six during stage two.
- During stage one, inspectors visited 12 schools and observed 14 postgraduate trainees, seven of whom were following the School Direct route. During each visit, inspectors met the trainee, the school-based mentor and, in some cases, the headteacher and the university link tutor. When possible, inspectors also met with other trainees who were working at the same school. As the undergraduate trainees had completed their teaching placements before stage one of the inspection took place, inspectors did not see them teach. However, inspectors did

meet with two groups of undergraduate trainees and they scrutinised a sample of their files. In addition, inspectors also met with a range of university- and school-based staff to discuss the effectiveness of the university's training programmes. A wide range of documentation was reviewed, including external examiners' reports. Information arising from the newly qualified teacher (NQT) survey was also considered, as was the analysis of the university's own trainee survey.

- During stage two of the inspection, inspectors visited 11 schools and observed 13 NQTs teaching. The NQTs visited were chosen as a representative sample from all of the university's training routes. During each visit, discussions were held with the NQTs and their induction tutors. In some instances, inspectors also met with the headteacher. At the university, inspectors observed 11 training sessions and met with members of the university's leadership team. During these meetings, discussions focused on the strengths and areas for improvement that had been identified during stage one of the inspection. Inspectors also scrutinised a range of documents, including the most recent external examiner reports.

Inspection team

Ken Buxton, HMI	phase lead inspector
Sonja Oyen, OI	assistant phase lead inspector
Michael Brockett, OI	team inspector, stage one only
Julia Wright, HMI	team inspector, stage one only
Mel Ford, HMI	team inspector, stage two only
Peter Humphries, HMI	team inspector, stage two only
Claire Brown, HMI	team inspector, stage two only
Helen Wiseman, OI	team inspector, stage two only

Overall Effectiveness

Grade: 1

The key strengths of the primary partnership are:

- The coherent and well-designed training programmes ensure that all trainees are challenged to achieve their full potential.
- The partnership's successful training promotes trainees' passion for teaching and creates teachers who are reflective, self-reliant, independent and innovative thinkers.
- The university has an excellent reputation for the high quality of its teacher training programmes.
- The high quality training, delivered by the university's teaching team ignites trainees' motivation and enables them to achieve excellent outcomes.

- The exceptional quality and effectiveness of the mathematics training significantly improves trainees' enthusiasm and knowledge of the subject.
- The primary team's relentless determination to improve continually the quality of the training programmes enhances the trainees' learning experience.
- The depth and growing strength of the primary partnership and, in particular, the increasing involvement and commitment of those schools working with the university, provides excellent training for beginning teachers.
- The partnership's vision for its future development, which has already increased the number of trainees pursuing the different primary training routes.

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

The partnership should:

- review the tracking system used to monitor trainees' progress to ensure that it captures all the relevant information in order to inform future training opportunities and provide bespoke support in a timely manner.

Inspection judgements

17. The quality of the university's teacher training programmes are going from strength to strength. By putting the trainees at the heart of all they do, the primary leadership team ensure that trainees' outcomes are excellent.
18. The very high number of trainees completing their training are highly employable. Many trainees gain teaching posts before they finish their training and almost all have obtained a teaching post within a very short time of leaving the university.
19. The knowledge, skills and understanding that trainees develop ensure that they are highly motivated and passionate about working with children. Trainees demonstrate excellent attitudes to teaching and are really keen to be fully involved in the everyday life of schools. Recognising that trainees completing their training are at the start of their teaching career, their attainment against the teachers' standards is excellent.

20. As NQTs entering the teaching profession, they are prepared very well for the challenges of working in primary schools. They are highly reflective practitioners and skilled in analysing the impact of their teaching on pupils' outcomes. Consequently, they adapt their practice very quickly to ensure that their teaching activities accurately meet their pupils' needs.
21. Working in the classroom, the NQTs are confident in using appropriate behaviour management strategies to ensure that pupils behave well. As a result, they create classroom environments where pupils learn happily and productively. Of particular significance is how well NQTs are prepared to work with pupils of all abilities and set work for them that is appropriately challenging.
22. Trainees and NQTs describe the university's training as an excellent grounding and preparation for everyday life working in school. Inspectors' evidence fully supports this view. The training programmes are coherent and organised very well. The tutor-led sessions build on previous teaching and draw exceptionally well on trainees' school experiences.
23. The university tutors are highly motivational. Their expertise and enthusiasm for their respective subjects shines through all of the university-based sessions. As a result, trainees are inspired to emulate these very positive attributes in their own teaching. In addition, tutors know the trainees well. They respond readily to support any trainee in danger of losing momentum. The intervention strategies that the university deploys ensure that trainees' completion rates are excellent.
24. The quality of the university-based training to teach mathematics successfully is outstanding. Trainees are not only enthused to teach mathematics, they are also inspired to capture their excitement for the subject by bringing it to life for the pupils they teach. As they grow in confidence and gain experience of teaching, many of the trainees are also highly motivated to become subject leaders for mathematics.
25. The university's attention to detail is paramount in all that they do. The use of expert external speakers complement and extend the centre-based training sessions. Trainees gain huge benefit from this expertise as they gain first-hand experience about a wide range of initiatives, including, for example, safeguarding and working with Traveller children.
26. Tutors demonstrate innovative teaching strategies from which trainees grasp exciting ways to introduce new ideas and concepts to pupils. Consequently, many schools recognise that trainees working with them on teaching placements can introduce new initiatives to their staff. For example, one trainee shared his recently developed knowledge of

promoting fundamental British values successfully with the rest of the school staff.

27. Assignments and school-based tasks supplement the university-based sessions very well. At first, trainees often find the expectations daunting, but as they continue through their training programme, they quickly realise how these tasks build their subject knowledge successfully. Of particular significance is the expectation that all trainees will complete a viva voce presentation. This activity requires trainees to research their chosen subject ready to present their work to an interview panel. As part of the process, interviewers question trainees to gauge the depth of their knowledge and understanding. The expectations are exceptionally demanding and the quality of the trainees' finished work is outstanding. This and other activities stand them in very good stead; they realise the importance of completing detailed research that can be used to inform their teaching.
28. The university is creative in seeking successful strategies that help trainees demonstrate their abilities against the teachers' standards. The expectation that trainees will undertake community work provides them with very good opportunities to look for interesting and different ways to work with local schools. Working with one school, a group of trainees set up an imaginative crime scene to introduce the excited pupils to practical ways of working with science. This and other examples provide strong evidence to show how well trainees are making a positive contribution to the wider aspects of school life.
29. From the outset, partnership tutors and mentors expect trainees to demonstrate high standards in all that they do. The rigorous recruitment and selection process begins the process of identifying those applicants with the necessary skills and attributes to become teachers of the future. Tutors act as excellent role models in demonstrating their high standards of dress code and the correct use of language. Punctuality and high levels of attendance are also a pre-requisite of completing the course successfully. These high expectations continue as trainees begin the process of preparing for and then applying for teaching posts. The use of carefully crafted personal statements, used during mock interviews, ensure that trainees perform well when looking to enter the competitive teaching profession.
30. The university's relationships with its partnership schools are excellent. Many of the schools are long-standing members of the partnership and those joining are often making a clear preference to work with this provider. Schools are an integral component of the training partnership. They are increasingly involved in the different aspects of the training programmes and contribute well to the future direction of travel.

31. During their teaching placements, trainees often receive excellent support from the school mentors. Through the well-received university training programmes, mentors have a good understanding of their role and responsibilities working with and challenging trainees in their care.
32. Communication between partnership schools and the university is very effective. The university constantly strives to strengthen the effectiveness of its processes for engaging with its partnership schools. The increasing use of technology is helping to ensure that school staff have rapid access to current documentation. The university's link tutors who visit schools when trainees are on teaching placements also provide a powerful source of local knowledge and expertise.
33. As the partnership continues to grow and trainee numbers increase, the demands to ensure that all school placements are organised in advance is becoming increasingly challenging. Consequently, schools are not always fully aware of individual trainee's prior experience before the teaching placement begins.
34. One of the many reasons for the university's continuing success of its training programmes is the positive attitudes and responsiveness of those in charge. With regard to the previous inspection findings, the leadership acted swiftly and decisively to implement an appropriate action plan to strengthen the area recommended for improvement. In addition, leaders have reviewed the many strengths identified in the report and sought, successfully, to build on these to enhance the quality of training still further. As a result, trainee numbers have increased and trainees' outcomes continue to improve and are currently higher than they were during the last inspection.
35. The leadership team has a highly accurate view about all aspects of the different training routes. The self-evaluation document is also accurate and they substantiate judgements with secure and robust evidence. However, the leaders are anything but complacent. They have strong systems to monitor and evaluate each aspect of the training; leaders and managers act swiftly when they identify an issue needing attention. They are very receptive to feedback and continually monitor how well their training programmes are performing. Leaders also use this information to assess the partnership's performance against other teacher training providers, both locally and nationally.
36. The partnership's improvement plans are highly aspirational. They set clear and quantifiable targets that they use to monitor progress. All schools in the partnership have seen these plans so that they know, and can support, the improvement priorities effectively.
37. The leadership team is increasingly looking to work with and support schools in the locality. They have set up various projects, which are

already having a positive impact on supporting school improvement and raising pupils' outcomes locally.

38. The total commitment of the primary team to make a real and very positive difference to the quality of education is the key reason why the leadership of the primary programmes is outstanding. It almost goes without saying, that the partnership is compliant with all of the initial teacher training criteria and requirements.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' teaching:

St Clare's Primary School
Ashbrook Junior School
Portway Junior School
Gayton Junior School
Belgrave St Bartholomew's Academy
Donisthorpe Primary School
Cheadle Primary School
Markeaton Primary School
St Augustine's CofE First School
Hardwick Primary School
St Laurence CofE Primary School
St Elizabeth's RC Primary School
William Macgregor Primary School
Dovedale Primary School
St Werburgh's CofE (A) Primary School
Cavendish Close Infant School
Wyndham Primary Academy
Ravensdale Infant and Nursery School
Thurgoland Church of England (Voluntary Controlled) Primary School
Ashbrook Junior School
Wren Park Primary School
Ladycross Infant School
Shelton Junior School

The secondary phase

Information about the secondary partnership

- Training is provided centrally by the university and in partnership schools in Derbyshire, Leicestershire, Staffordshire, Derby and Nottingham. Successful trainees gain a Postgraduate Certificate in Education (PGCE) with QTS to teach in the 11–18 age range.
- In 2014/15, all trainees followed the School Direct unsalaried route and received much of their training through The Long Eaton Teaching School Alliance. In September 2015, the university expanded the partnership to include Painsley Catholic College Teaching School Alliance.
- At stage one of the inspection, 12 trainees were following the PGCE course. They each specialised in one of 10 subjects: art and design, biology, chemistry, computer science, English, geography, mathematics, physical education, physics or religious education. The number of trainees increased to 22 in September 2015 and the range of subject specialisms has expanded to include food technology and music.
- Training includes placements in two schools and is enhanced by opportunities to visit a wide range of schools, including those with high proportions of pupils who speak English as an additional language and a specialist provision for pupils with autistic spectrum disorder.

Information about the secondary ITE inspection

- The inspector observed eight trainees during stage one, observed mentors giving feedback to trainees and met with the lead school's ITE coordinator, headteacher and chair of governors. He also met with the ITE lead from another school in the partnership. The inspector held meetings with 11 of the 12 trainees and scrutinised a wide range of documentation, including the trainees' pen portraits, the course handbook, training materials, assessment information and the provider's self-evaluation document and improvement plan.
- During stage two, the inspector observed four NQTs teach, met with a range of tutors and mentors and held telephone discussions with senior leaders from three schools that have employed NQTs from the partnership. He also spoke with the Head of the Painsley Catholic College Teaching School Alliance. A range of additional documentation was also considered, including trainees' final assessment reports, transition documentation and the provider's revised self-evaluation document and improvement plan.

- During both stages, meetings were held each day with leaders of the secondary partnership at the university.

Inspection Team

Daniel Burton, HMI phase lead inspector

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- Trainees are highly regarded in the schools in which they are trained and employed and the provider is well regarded by the partnership schools. Consequently, completion and employment rates are high.
- Trainees' excellent professional conduct contributes strongly to the wider life and ethos of their placement schools.
- Effective training ensures that trainees are:
 - highly reflective practitioners
 - skilled in meeting the needs of disabled pupils and those who have special educational needs
 - highly knowledgeable about their duties to ensure that pupils stay safe.
- Effective ongoing assessment ensures that trainees who need additional support receive training tailored closely to their needs.
- The good training which mentors receive from university staff and ITE coordinators in the placement schools leads to high quality mentoring.
- The strong vision of leaders and managers is resulting in a growing and improving partnership.

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

The partnership should:

- Improve the proportion of outstanding trainees, by:
 - increasing trainees' skills in planning and delivering lessons which provide stretch and challenge for pupils of all abilities, including the most able

- ensure that trainees integrate fully into their teaching the good subject-specific components of the training
 - provide more opportunities for trainees to observe outstanding teaching
 - ensure that all trainees benefit from extended placements in schools in challenging contexts
- Sharpen the effectiveness of transition documentation so that all NQTs are set equally robust and appropriate targets as they progress to employment.

Inspection judgements

39. By the end of their training, most trainees exceed the minimum level of practice as defined in the teachers' standards. Trainees excel in fulfilling their wider professional responsibilities. They are skilled in fostering strong and effective professional relationships with colleagues and in cultivating good relationships with the pupils they teach. Trainees respond well to advice and are proactive in seeking opportunities to learn from more experienced colleagues. Trainees and NQTs make a strong contribution to the wider life and ethos of their placement and employing schools, for example, by running extra-curricular clubs, planning or participating in extra-curricular visits and mentoring individual pupils.
40. Trainees are well regarded by senior staff, mentors and pupils in the schools in which they train. This explains why most secure employment. Almost half of the 2013/14 cohort secured teaching posts in schools within the partnership. Four of the 2014/15 cohort secured posts in partnership schools, including through posts that the partnership schools had created in order to retain particularly skilled trainees. Discussions with senior staff, from a sample of other schools that have employed NQTs from the partnership, reveal high levels of satisfaction with the quality of NQTs they appointed.
41. The high quality of trainees' reflections about their teaching is a result of the very strong focus on self-reflection and review, which underpins all elements of the training. Through advice from their tutors and mentors, trainees speak confidently and articulately about the actions they have taken to improve aspects of their teaching. For example, trainees were able to describe how they had taken the initiative to observe classes they find challenging taught by more experienced staff.
42. Good-quality training in all aspects of child protection mean that trainees have strong knowledge of their responsibilities to help keep pupils safe

from harm. Particularly strong is their awareness of how to keep pupils safe from homophobic bullying. Trainees described the profound effect of this training in deepening their knowledge and understanding of how to protect pupils from discrimination. Trainees know about their duties to protect pupils from radicalisation and to promote fundamental British values.

43. The strong focus on inclusion, and work at a specialist resource base for pupils with autistic spectrum disorder, ensure that trainees are skilled in meeting the needs of disabled pupils and those who have special educational needs. This is enhanced by masters level accreditation, achieved by all trainees, which considers how to meet the needs of different groups of pupils, including disabled pupils, those with specific learning difficulties and those who speak English as an additional language.
44. Through this and other training, trainees and NQTs tailor lesson planning and teaching skilfully to meet pupils' individual needs. Scrutiny of teaching files and discussions with trainees and former trainees showed that they take responsibility for understanding the different starting points of the pupils in their classes and are responsive to any potential barriers to learning, including disadvantage.
45. Trainees are adept in using assessment information to assess the impact of their teaching on different groups of pupils over time. The quality of their marking and feedback is good and trainees routinely provide pupils with opportunities to improve their marked work. Trainees and NQTs make good use of examination specifications to plan lessons that closely align with assessment criteria. They use assessment information to decide on pupil groupings within their lessons.
46. Trainees and NQTs create high-quality resources that enhance the quality of pupils' learning and secure good levels of engagement. Other staff in their placement schools regularly use these resources and in some cases, trainees make a strong contribution to the school's schemes of work.
47. Recruitment procedures are rigorous and robust. Most trainees begin their training after considerable experience of working with young people. An effective initial needs analysis at the interview stage ensures that the partnership supports any trainees with particular gaps in their knowledge or prior experience. This includes a requirement that some trainees spend more time in schools, or that they enrol on subject-enhancement courses prior to starting their training. Leaders and managers ensure that staff from schools within the partnership play a key role in interviewing applicants and in choosing which trainees to accept on to the course.

48. Leaders and managers intervene quickly where trainees need extra support to become good teachers. This includes additional meetings with university and school staff, additional short-term targets, and revisions to trainees' teaching timetables so that they have sufficient time to tackle weaker areas of their practice. Senior staff at a school that appointed a trainee who had experienced difficulties reported that they are very pleased with the quality of the NQT's teaching.
49. The best trainees are highly imaginative in devising lessons that stretch and challenge pupils of all abilities and enable them to understand complex topics. For example, Year 12 pupils made rapid gains in understanding Thomas Aquinas' Four Causes cultivated a high-quality debate on whether the existence of God matters. In this lesson, all groups of pupils thrived and excelled.
50. In a physical education lesson, taught by an NQT, Year 8 pupils delighted in understanding how best to win rallies at badminton by applying their new learning to defeat their opponent. While some pupils peer-assessed each other's play, others took the role of umpire and applied their growing understanding of the signals used by umpires to indicate their decisions. The brisk pace of the lesson, accompanied by the teachers' high expectations and pupils' excellent response to the teaching they received, resulted in all groups of pupils quickly developing their skills. The lesson was enhanced by a homework task that required pupils to analyse the play of elite badminton players.
51. Where teaching is weaker, trainees do not sufficiently challenge all groups of pupils throughout the lesson. While tasks are broadly matched to pupils' starting points, trainees sometimes reserve the most challenging activities for the end of the lesson, as extension activities, rather than ensuring that high levels of challenge are woven into the lesson from the start. Not all trainees gain enough experience of observing outstanding teaching in their placement schools to see how the most effective teachers stretch and challenge pupils of all abilities.
52. Most trainees and NQTs manage pupils' behaviour very effectively. The most skilled teachers quickly know and use the behaviour management procedures of their placement schools very effectively. Consequently, their pupils behave very well. They contact parents to discuss any concerns they have with regard to individual pupils. However, a small minority of trainees do not always apply the good training they receive to ensure that all pupils behave well all of the time. In these instances, pupils do not make the progress they could.
53. Good-quality school-based mentoring contributes well to trainees' development. The partnership trains mentors effectively; mentors receive ongoing training at key points in the course. Mentors have a good understanding of their roles and responsibilities and receive regular

updates from the ITE coordinator at the lead school to ensure that they understand the requirements of their role at different stages of the training.

54. Effective communication and quality assurance ensure consistency across the partnership. Mentors accurately diagnose the strengths and weaknesses of trainees' teaching and provide appropriate targets to secure improvements in trainees' practice. During stage one of the inspection, a few mentors said that they were unsure how to interpret the university's assessment criteria with regard to trainees' emerging practice, particularly at the start of the course. Leaders and managers have responded well to this feedback by sharpening assessment criteria so that trainees and tutors interpret and apply them consistently.
55. Trainees have a good understanding of the steps they need to take to bring about further improvements to their teaching as NQTs. However, transition documents do not always include the sharp targets necessary to enable employing schools to provide trainees' with immediate and effective support.
56. Training includes a strong focus on developing trainees' subject-specific knowledge. Partnership tutors and managers use well a thorough audit of trainees' subject knowledge to identify any gaps in trainees' knowledge. Subject tutors and mentors regularly review trainees' progress in tackling any gaps in subject knowledge to ensure that they remedy them. Trainees demonstrate how they apply their subject knowledge to their teaching in vivas with their subject tutors and school staff.
57. The provider brokered external support to strengthen the subject-specific content of training, for example by enrolling trainees on courses delivered by The Prince's Trust. However, leaders and managers have not ensured that the subject-specific aspect of the training is woven sufficiently well into the course. This limits the impact in strengthening trainees' teaching and helps explain why many trainees' teaching over time is good rather than outstanding.
58. Trainees benefit from placements in two schools, returning to their main placement school towards the end of the course. Trainees and mentors describe how these contrasting experiences contribute to their development as effective teachers. Enhanced placements ensure that trainees gain first-hand experience of working with teachers and pupils from very contrasting schools. However, while the partnership includes schools in challenging socio-economic contexts and a school that requires improvement, not all of the 2014/15 cohort experienced teaching in sufficiently diverse schools. This has been remedied for the current cohort because the new partnership with The Painsley Catholic College Teaching School Alliance has vastly increased the range and

diversity of schools in which trainees can work. Clear plans are in place to ensure that all current trainees teach in sufficiently contrasting schools.

59. Leaders and managers take effective steps to ensure that feedback from trainees and staff in the partnership schools informs self-evaluation and improvement planning. Partnership leaders and mentors responded quickly to resolve all actions for development identified at the end of stage one. It is too early to assess the impact of the changes made on outcomes for trainees.
60. Leaders and managers are highly ambitious for the partnership. Senior leadership arrangements have rightly been restructured to ensure that the quality of training continues to improve as the partnership grows. Schools new to the partnership have been very well supported in implementing the university's PGCE course for current trainees.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' teaching:

The Long Eaton School
Tuxford Academy

Initial teacher education for the further education system

Information about the FE in ITE partnership

- The University of Derby is a well-established provider of initial teacher education (ITE) in further education (FE) phases. In partnership with its partner colleges, it provides a range of qualifications for those teaching, or planning to teach, in the FE sector.
- For those training to work in the post-compulsory sector there are full- and part-time initial teacher training courses leading to a PGCE post-14 with specialisms in English, mathematics and for teaching learners with disabilities, and a general post-14 PGCE. In-service trainees, working in the FE sector, can also study for the post-14 Certificate in Education.

Information about the FE in ITE inspection

- Three inspectors carried out 20 observations of trainees and former trainees, at different stages of their studies in seven colleges, schools and other settings from the partnership. Inspectors also observed sessions in which mentors or tutors gave feedback on what they had observed. In six cases, inspectors observed interim and final review sessions, during which trainees, tutors and mentors discussed the progress that trainees and former trainees made. Wherever possible, inspectors interviewed trainees, mentors and tutors, senior leaders and managers, and former trainees. Inspectors also looked at the trainees' individual learning plans and held discussions with trainees and former trainees to evaluate the impact of their training on the quality of their teaching, and on the progress their learners made.
- At the time of the inspection, there were 48 trainees on full-time pathways leading to a teaching qualification. In addition, 119 trainees were undertaking an in-service programme.
- The partnership represents lifelong learning settings throughout the East Midlands, the North West of England and London. The majority of trainees gain placements in general further education and sixth form colleges. An increasing number gain employment in school settings. A small proportion are employed in community and work place settings.

Inspection Team

Christopher Jones, HMI	Lead and phase lead inspector
John Homewood, OI	Assistant phase leader, stage one only
Brenda Clayton, OI	Assistant phase leader, stage two

Overall effectiveness

Grade: 1

The key strengths of the FE partnership are:

- Completion, retention and employment rates are very high; because of the support they receive, all trainees on two-year programmes progress to the second year.
- Trainees value the support they get from dynamic and dedicated tutors and lecturers. They benefit greatly from very strong pastoral support that helps them to stick with the programme, and develop their academic skills and interests because their expert tutors and mentors are enthusiastic advocates for continued professional development.
- Partner colleges are very closely involved in the leadership and management of the partnership, and are highly influential in shaping the provision so that trainee teachers fulfil the recruitment needs of the sector. Partner colleges, along with current and former trainees, play an integral role in rigorous recruitment and selection processes so that trainees have high levels of subject knowledge and the capacity to become excellent teachers.
- Trainees develop as reflective practitioners because their training is grounded in high quality research. Trainees apply theory to practice very well and use their evaluations and detailed rationales for teaching, to reflect deeply on their teaching and learning, and the on the impact on the progress that their learners make.
- Course leaders at the university and in the partner colleges ensure that trainees recognise and discuss current issues that affect the sector; for example the requirement to extend skills in English and mathematics, understanding and promoting British values, and developing appropriate behaviours for learning. This means that many trainees and beginning teachers can, and are willing to, tackle difficult and challenging attitudes and behaviours to keep the focus in their classrooms on learning.
- Robust mentor selection and professional development from the university ensures that trainees get high-quality mentoring and training that meets their needs as they develop as outstanding practitioners.

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

The partnership should:

- ensure that all trainees get exposure to, and benefit from, practical experience of teaching, learning and assessment in other settings so that they understand better the range and scope of the sector.

Inspection judgements

61. The University of Derby partnership provides excellent training for teachers and trainers in the further education and skills sector. Through a relentless focus on self-evaluation and thoroughly monitored action planning to improve teacher training, outcomes for trainees have risen consistently in each of the last three years; retention, completion and achievement rates are very high. Visionary and dynamic leadership has enabled the partnership to grow; the capacity to improve further is strong. ITE for further education is fully compliant with all the regulations affecting teacher education and training for the sector.
62. Highly effective teaching and training by university tutors and placement mentors ensure that the professional skills of all full-time and part-time trainees develop rapidly. All trainees make very good progress from their starting points; those requiring support to improve their practice moved quickly to become good or better teachers because of the support that tutors and mentors provided. This means that at the end of their training, all trainees are at least good teachers with evidence of some outstanding teaching practice over time; a high proportion are outstanding teachers. Former trainees showed that they had sustained and developed their strengths as new teachers.
63. Most trainees teach on a range of courses, at different levels, during their training placements. During stage one of the inspection, a large minority of trainees did not get enough experience of the wide-ranging scope of the FE and Skills sector. Leaders and managers responded quickly and appropriately to ensure that trainees developed a fuller understanding and experience of the variety of providers, settings and programmes available across the sector. However, it is too early to judge the impact of these changes on the quality and experience of current trainees.
64. All NQTs begin employment as confident and reflective practitioners; they are resilient and independent teachers. A very large majority gain employment in colleges, schools or other settings. Trainees are of varying ages and backgrounds. There are no differences in their progress by gender, race or social group.
65. Trainees and NQTs show great pride in their role and all demonstrate clearly the skills and attributes of able and assured teachers; they prepare well for teaching, and know that their students will learn little if planning is weak. For the most part, trainees and NQTs use their teaching rationales and group profiles very well to ensure that their teaching meets the varied and individual learning needs of their students, for example, by setting individual targets for students. In a

very small minority of cases, trainees and NQTs did not know enough about the resources available to them to support dyslexic learners in their classroom.

66. Teaching and learning are lively and thought provoking; challenging students to rise to the high expectations set by trainees and NQTs in their lessons, for example, using social media with emotionally and behaviourally challenged young people to explain to other users how to handle small animals safely. Trainees and NQTs recognise the importance of developing the English and mathematics skills of their students; they were particularly strong in developing reading, writing and oracy skills. All trainees have excellent subject and vocational knowledge that they use well in their teaching; engineering apprentices, for example, made huge gains in their learning and greatly valued the skills and expertise of their tutors.
67. Because trainees and NQTs teach and manage behaviour very well, their students show interest and are keen to participate in classes, tutorials, workshops and one-to-one reviews. As a consequence of extremely good training, teachers ensure that their students have equality of opportunity and that they can see the relevance of the values that inform their daily lives at home, in education and training, and at work.
68. Rigorous and challenging interviews to begin teacher training programmes mean that trainees are well matched to placement settings, including schools, in order to train in subjects taught mostly to learners over the age of 14. Trainees spend much of their time at a single placement. In larger placements, trainees value opportunities and learn much by observing and working with colleagues teaching other subjects. This enables trainees to develop their assessment strategies and classroom management techniques. For some trainees, especially those in schools and community learning settings, these opportunities are developed through assignment work. University and partnership tutors teach their trainees very well: trainees learn a lot about current issues such as study programme or the Prevent duty; most trainees can explain the implications for their future practice.
69. University and college tutors use their highly-developed skills and research to ensure that trainees are able to base their teaching and learning practice in relevant theory. Trainees and NQTs reported that this training and support improved their teaching, made them more thoughtful about what they do, and that this continued into their employment as NQTs. The feedback they give to partnership leaders leads to refinement and improvement in the structure and direction of the course. As a result, the course meets the needs of the FE curriculum, and responds quickly to changes such as the exploration of fundamental British values or the new A-level specifications.

70. During stage one of the inspection there were two discrete systems that helped trainees and their mentors to develop useful action plans to improve practice – the milestone reviews and the personal development plan. Partnership leaders merged the two systems, leading to a more streamlined system for target setting and progress reviews. Consequently, there is an even greater focus on what trainees need to do to exemplify the attributes of outstanding teaching.
71. Trainees, tutors and mentors set carefully considered development targets at the end of the training programme. Former trainees use these targets very well with their mentors to decide upon the activities that they will undertake to progress quickly as beginning teachers and to set further targets for continued professional development.
72. The partnership is extremely strong; stakeholders at all levels work well together to the benefit of trainees and newly qualified teachers. Particularly strong and dynamic leadership from the university ensures that partners are fully engaged in the development of the programme. The partnership is growing because of the reputation it has for quality and support. New partners comment favourably on both the rigour and the flexibility that university managers apply to ensure that all new partnership managers and tutors know about and can deliver the requirements, content, structure and ethos of the course.

Annex: Partnership colleges

The partnership includes the following colleges:

Barnet and Southgate College
Chesterfield College
Derby College
Leek and Buxton College
Preston's College
Vision West Nottinghamshire College

ITE partnership details

Unique reference number	70018
Inspection number	10004339
Inspection dates stage one stage two	8–10 June 2015 19–21 October 2015
Lead inspector	Christopher Jones HMI
Type of ITE partnership	HEI
Phases provided	Early years ITT, primary, secondary and further education
Date of previous inspection	6–10 February 2012
Previous inspection report	http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70018
Provider address	University of Derby College of Education Kedleston Road Derby DE22 1GB