

University of Gloucestershire ITE Partnership

Initial Teacher Education inspection report

Inspection Dates Stage 1: 8–10 June 2015 Stage 2: 19–21 October 2015

This inspection was carried out by seven of Her Majesty’s Inspectors and seven 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 upon evidence from each phase and separate routes 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	1	2
The outcomes for trainees	2	1	1	2
The quality of training across the partnership	2	1	1	2
The quality of leadership and management across the partnership	2	1	1	2

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is:

- good in early years ITT
- outstanding in primary
- outstanding in secondary
- good in further education.

This is because the university has formed extremely strong and productive partnerships with schools, teaching school alliances and other groups, colleges, local authorities and other agencies in the region to raise educational achievement.

The newly appointed executive board for education articulates a radical and innovative vision for initial teacher training. The board's long-term sustainable model to address local, regional and national priorities is precisely understood by leaders and managers at all levels. Senior leaders also understand exactly the role they want the university partnership to play in the wider education system. Training routes and relationships with the local authority, teaching school alliances, schools and other agencies are crafted to meet this vision. As one long-standing partnership headteacher stated, 'the university has an energy, an enthusiasm, an excitement about it... it is a dynamic place for those who work and learn here'.

Two key features stand out as characteristics of Gloucestershire-trained teachers; their ability to reflect on the impact of their teaching and amend approaches to ensure their pupils and students make good progress; and their loyalty and commitment to the university and locality in order to address teacher shortages in hard-to-recruit locations. The wide range of different kinds of schools and placements, particularly those in challenging socio-economic contexts, ensures trainees obtain the necessary depth of learning that enables them to considerably exceed the minimum teaching standards.

Key findings

- The partnership produces large numbers of consistently good, and often outstanding, newly qualified teachers and former trainees who significantly enhance the quality of education and training for children, young people and adults in Gloucestershire and the surrounding area.
- The university plays a strong part in long-term school improvement for partnership schools in challenging socio-economic contexts. It is working closely with the local authority, schools and providers to raise the achievement of learners from disadvantaged backgrounds.
- The detailed understanding of trainees' personal and academic needs by course leaders across all phases is used to personalise and adapt training.

Consequently, there are high rates of successful completion on all courses and almost all trainees secure employment, many in the local area.

- The quality of the long-standing primary and secondary provision has been sustained and improved so that both are outstanding. The more recently introduced early years and post-compulsory programmes are already good. The primary and secondary phases have outstanding features that could be applied to the other phases. Currently, this is not being undertaken systematically to benefit all of the phases. For example, the rich and diverse placements primary and secondary trainees experience is not yet fully established for trainees undergoing the early years or post-compulsory routes.

To improve, the ITE partnership should:

- improve the quality of all provision and trainees' outcomes further by systematically sharing the best practice from each phase.

Information about this ITE partnership

- The partnership provides initial teacher education in the early years, primary, secondary and post-compulsory education phases in Gloucestershire and the surrounding region. There are nearly 500 early years settings, schools and colleges involved in the partnership.
- The university offers a number of different undergraduate, postgraduate or School Direct routes towards the award of qualified teacher status (QTS). The provision of initial teacher education for teachers and trainers in the further education system at two colleges is validated by the university. Most primary trainees are centrally managed by the University of Gloucestershire, but an increasing number are opting for the School Direct (SD) route where Gloucestershire is the appointed higher education partner.
- The further education skills and early years initial teacher training routes are both relatively new. Therefore, they were not part of the previous full inspection in 2010.

The early years ITT phase

Information about the early years ITT partnership

- The University of Gloucestershire works in partnership with 18 early years settings in Gloucestershire and the surrounding area to deliver early years initial teacher training (EYITT).
- The first cohort of trainees started in September 2014. The partnership offers one postgraduate route: the graduate employment-based route. At stage 1 of this inspection, there were 18 trainees.
- A steering group was set up prior to offering early years initial teacher training to consult with the sector on the design and development of the programme.

Information about the early years ITT inspection

- There was one inspector at both stages of the inspection. She visited three settings at stage 1. The first trainee was observed teaching jointly with her mentor. The inspector observed the mentor giving feedback to the trainee. At this visit, the inspector held discussions with the trainee, the mentor and setting manager; she also looked at the trainee's files. Two other trainees were observed in two more settings. The inspector held discussions with the trainees and setting managers and looked at the trainees' files. She also met with a further seven trainees and two mentors at the university. The inspector held discussions with a member of the executive steering group and spoke to a mentor on the telephone.
- At stage 2, the inspector visited three settings to observe four early years teachers (EYTs), one EYT was observed as a trainee at stage 1. The inspector considered the strengths and areas for development identified at the end of their training. She held discussions with the EYTs and managers in the settings. Discussions were held with the programme leader and the Chair of the Executive Steering Group, two personal tutors, one of whom was a former trainee, and one new mentor. The inspector met with two other members of the executive steering group and had telephone conversations with two former trainees, two new mentors and a centre manager from a partnership setting.
- The inspection took a wide range of evidence into account, including: recruitment and selection procedures; evidence of compliance with statutory safeguarding and early years initial teacher training (EYITT) requirements; training documentation; tracking and assessment information and trainees' strengths and weaknesses identified at the end of their training. The inspector also reviewed trainee outcomes and the partnership's self-evaluation and improvement plans, and took account of trainees' responses to Ofsted's online questionnaire.

Inspection team

Ann Henderson, Her Majesty's Inspector

Early years lead inspector

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership are

- Trainees benefit from good-quality centre-based training, particularly in the Masters modules, which enables them to make effective use of research and educational theories in their teaching.
- All trainees successfully complete their training to a good standard and some are outstanding.
- Trainees and EYTs display high standards of personal and professional conduct.
- Trainees and EYTs have a good understanding of safeguarding procedures and know how to keep children safe in their settings.
- Regular visits to settings by personal tutors provide effective support for trainees and enable them to gain a greater understanding of how they can improve and ensure they meet all the teachers' standards (early years).
- Leaders are passionate about early years education and responded well to the stage 1 feedback to adjust plans and procedures, which have improved the quality of training.
- The executive steering group has made a strong contribution to improving the quality of the partnership.
- Feedback from trainees and setting managers is used well to improve the quality of training and provision for children in the early years.

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

The partnership should:

- improve the quality of training and, in particular, the quality and consistency of mentoring by:
 - ensuring observations of trainees' teaching focus on the quality of learning and the progress children make
 - identifying specific targets for improvement for trainees following observations of teaching which are sharply focused on what the trainee needs to do to improve their teaching and children's learning
 - closely monitoring trainees' progress towards achieving their targets
 - agreeing induction targets with trainees at the end of their training

- improve the leadership and management of the partnership and support trainees to make rapid and sustained progress in order to increase the proportion of outstanding teachers by:
 - identifying and providing bespoke training to address trainees’ areas for development at an early stage
 - ensuring all trainees access high-quality placements in contrasting socio-economic settings
 - increasing the contribution of all settings and agencies in the partnership in improving the early years education, health and care for babies, toddlers and young children.

Inspection judgements

1. The overall effectiveness of the early years initial teacher training (EYITT) partnership at the University of Gloucestershire is good. Trainees are overwhelmingly positive about the training they receive which increases their confidence and enables them to become at least good teachers.
2. The partnership is compliant with all the EYITT criteria and meets all safeguarding and other statutory requirements. Leaders ensure the promotion of equality and diversity and take positive steps to eliminate discrimination. Trainees and EYTs demonstrate high standards of personal and professional conduct and are good role models for other staff in their settings.
3. The outcomes for trainees are good. All trainees successfully completed their training and all exceeded the minimum level of practice as defined by the teachers’ standards (early years). All trainees are either in employment or in further study on other training courses.
4. Trainees and EYTs work well within their teams and settings. Their confidence and deeper understanding of educational theory, developed through research in the Masters modules, enable them to share their skills with colleagues and influence improvements in their settings. Just over a third of trainees have gained promotion either during their training or following completion.
5. The quality of training across the partnership is good. Trainees receive good-quality centre-based training which enables them to develop their knowledge and skills of teaching early mathematics, reading and phonics to babies, toddlers and young children. Although the training is well regarded by trainees, some felt that their understanding of children’s learning into the Reception Year was less clear. Following feedback, leaders have responded well by introducing further opportunities for observations of early reading and mathematics teaching in Reception classes for current trainees.

6. The importance of effective partnerships with parents is promoted well throughout the training. Trainees are confident to share information with parents about their child's learning and achievements. Trainees' personal development portfolios show their commitment to increase parental engagement and promote children's well-being and development.
7. Trainees and EYTs demonstrate a good knowledge and understanding of children's learning from birth to five years of age. They have a well-developed knowledge of assessments in the Early Years Foundation Stage and know how to plan next steps for children's learning. Their ability to plan for children's learning and progress over time is less well developed. This is because the feedback they receive from mentors does not always focus sharply enough on the learning taking place during activities and tasks.
8. The quality of mentoring is variable. The recent introduction of the teachers' standards (early years) in September 2013 meant that many setting managers were unfamiliar with the teaching requirements. Some found the mentoring of trainees challenging, particularly in relation to providing sharply focused feedback on the quality of the trainees' teaching. Following stage 1 of the inspection, the university reviewed its mentoring procedures. Since September 2015, a more robust system of mentoring has been introduced. Two senior mentors from the steering group have been appointed to oversee mentoring support. Checks to determine the suitability of mentors are now in place. A new handbook has been developed to support mentors to carry out their role and this aims to achieve greater consistency in the mentoring procedures. Current trainees have a more systematic programme of observations during their training which includes joint observations with mentors and personal tutors to provide support and increase the skills of mentors in settings. The provision of additional training and online resources for mentors has been welcomed by most current mentors. However, it is too early to judge whether the new systems and procedures will lead to greater consistency.
9. Although all trainees exceeded the minimum level of practice, only a few demonstrated excellent practice in the majority of standards. This is because areas for improvement following observations of teaching are not sharply focused on improving teaching and children's learning. Targets for improvement are often unclear and not monitored carefully enough by the mentor and university tutors. Leaders know that the introduction of more systematic procedures to check on the progress trainees make towards achieving each of the standards will support their progress more effectively.
10. Leadership and management of the partnership are good. Leaders responded well to the stage 1 feedback. A new improvement plan has been developed to focus on addressing the emerging areas for

improvement following stage 1. One aspect that emerged was that the assessment of trainees' attainment was not carried out early enough in their training. As a result, leaders were unable to accurately measure rates of progress towards trainees' achievement of the standards throughout their training. New systems have now been introduced to check on trainees' achievements at an earlier stage in their training, in particular the strengths and weaknesses in their practice linked to the teachers' standards early years). The early identification of weaknesses in trainees' practice aims to support university tutors to set challenging targets and to put specific tailored support in place to accelerate trainees' progress. The new assessment cycle also aims to provide leaders, mentors and university tutors with more information about trainees' achievements. Leaders plan to use this information to analyse and review course provision.

11. All trainees were employed in early years settings throughout their training. The course requires trainees to work in two contrasting settings to broaden their experiences and prepare for the demands of day-to-day teaching. Some found the challenge of finding a contrasting second placement difficult. The programme leader is aware that more needs to be done to ensure trainees are well prepared to teach in a range of settings and contrasting situations.
12. Following stage 1 of the inspection, the executive steering group considered how to improve the information provided to partnership settings to ensure they have a good understanding of the long-term aims and vision of the partnership. This has been included in the partnership improvement plan. Members of the steering group are committed to supporting high-quality training for early years teachers. They aim to strengthen ties with settings in the partnership, to work with setting managers and professionals locally and develop closer links with a range of agencies to support early years education, health and care and improve provision and outcomes for babies, toddlers and young children.

Annex: Partnership settings

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

Broadlands Pre-School
Chestnuts Day Nursery
St Gregory's Childcare Trust
The Cooperative Childcare
Tibberton Early Years

The primary phase

Information about the primary partnership

- The primary partnership of the University of Gloucestershire includes approximately 400 schools across the south-west of England. Partnership schools are a mix of local authority maintained, academy, trust and special schools. It includes Teaching School Alliances; 4 in 2014/15 and 5 in 2015/16.
- The primary partnership offers a three-year undergraduate course in education which leads to a Bachelor of Education (BEd) degree; this route also has a specialist mathematics option and a Postgraduate Certificate in Education (PGCE) through a core and a School Direct route. All routes, on successful completion, lead to qualified teacher status (QTS). Those following the PGCE route obtain a level 6 professional graduate or level 7 postgraduate certificate in education. Trainees have experiences of complementary schools in the partnership to enhance their training. There is also an 'enhanced placement' towards the end of the course enabling trainees to specialise in a chosen area or develop their confidence and skills in an aspect they have had less experience of. At the time of stage 2 of the inspection, there were 255 trainees enrolled on the BEd route and 139 on the PGCE programme.
- The university also offers a number of School Direct placements following a salaried or non-salaried route based at teaching school alliances. This is a school-led route leading to QTS and a PGCE (non-salaried route only). During the 2014–15 academic year, there were 45 trainees enrolled on a salaried route and 43 on a non-salaried route.
- Depending on the route trainees choose, their training programme differs. School Direct trainees work within a cluster model, where a group of schools are responsible for the recruitment and training of trainees. The training manager has a key role in managing and assuring the quality of this training route. Other schools offer trainee placements for the more traditional core PGCE or BEd routes. Trainees are able to opt for two age ranges, 3–7 and 5–11.

Information about the primary ITE inspection

- The primary inspection was conducted by two of Her Majesty's Inspectors (HMI) and two additional inspectors for stage 1 of the inspection and five HMI and one Ofsted Inspector (OI) for stage 2.
- Inspectors observed the teaching of 25 trainees, in 14 schools, during stage 1 of the inspection and the teaching of 20 newly qualified teachers (NQTs), in 15 schools, during stage 2. Inspectors visited trainees at four schools to observe their special educational needs enhanced training experience. At stage 1, inspectors met with a further 72 trainees in schools and with 24 trainees at the university. At stage 2, inspectors met

with an additional 12 NQTs in schools and with 32 current trainees at the university. Discussions were held with recently qualified teachers who had completed their training at the university during the previous two or three years. Inspectors also met with school-based mentors, headteachers, class teachers, induction tutors and leaders and managers from the university.

- Inspectors considered a wide range of evidence, including work in pupils' books, trainees' files, course handbooks, developments plans, data on trainees' progress and attainment, completion and employment rates, and evidence from the partnership's self-evaluation, including that for 2015–16. Inspectors checked that the necessary statutory requirements for safeguarding and initial teacher training (ITT) were met.
- Inspectors took account of 165 responses to NQT surveys from 2012–14 and 147 responses to Ofsted's online questionnaire. Inspectors also reviewed the partnership's own trainee evaluations of the programme and information on the university's website.

Inspection team

Stuart Bellworthy, Her Majesty's Inspector	Team inspector, stage 2
Amanda Carter-Fraser, Her Majesty's Inspector	Team inspector, stage 2
Sandra Hayes, Her Majesty's Inspector	Assistant lead inspector, stages 1 and 2
Deana Holdaway, Her Majesty's Inspector	Team inspector, stage 2
Richard Light, Her Majesty's Inspector	Lead inspector, stages 1 and 2
Andrew Maher, Additional Inspector	Team inspector, stage 1
Wayne Stallard, Ofsted Inspector	Team inspector, stages 1 and 2

Overall effectiveness

Grade: 1

The key strengths of the primary partnership are:

- leaders' and managers' uncompromising attitude to contribute successfully to school improvement as part of a genuine, long-term investment to children
- the detailed knowledge of trainees' needs and the local context the partnership serves held by leaders and managers which enables training to be adapted to ensure trainees make rapid progress in their learning while also responding expertly to meeting local needs
- the forensic use of data by university leaders, combined with detailed feedback from partnership boards and schools, which is used

exceptionally well to raise the proportion of trainees attaining the highest level and to sustain previous high-quality training and leadership and management

- the successful completion and high employment rates that are meeting national and local needs very well
- the highly reflective trainees and NQTs who can pinpoint precisely what to do to improve their teaching
- the thoughtfully designed, innovative training provided by the university in liaison with partner schools which prepares trainees exceptionally well to work in schools in challenging socio-economic contexts
- the mature, professional and knowledgeable approach demonstrated by trainees and NQTs that ensures they contribute significantly to the day-to-day life in primary schools and is rated highly by employing school leaders
- the opportunity to work in schools in challenging contexts and settings, which prepares trainees very well for raising the achievement of disadvantaged pupils.

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

The partnership should:

- ensure that the quality and impact of the NQT induction programme matches that of the established and highly effective trainee training programme by:
 - training induction tutors with a secure knowledge and understanding of their role and providing them with clear expectations of NQTs
 - actively seeking views of NQTs and induction tutors on the quality of their training and adapting programmes as a result
 - providing ongoing training for NQTs that places a strong emphasis on research and current national priorities
- further develop the use of educational research on assessment in order to match the level of trainees' attainment in Teachers' Standard 6 to the higher attainment reached in the other teachers' standards.

Inspection judgements

13. The leadership and management of the partnership are outstanding. Improving outcomes for children is at the heart of every leadership and management action across the primary partnership. Strategic decisions to work with schools in challenging circumstances are supporting and developing these schools and the achievement of the pupils they serve. This strong moral imperative runs through every aspect of the primary partnership training and is universally shared with all partners. University staff model these values through their time and voluntary commitment to

being members on partnership school governing bodies. The partnership, therefore, plays a strong part in the recruitment and retention of high-quality teachers in these and other local schools.

14. Everyone involved in the partnership understands the part they have to play in providing high-quality teachers for the future through either the traditional core routes or School Direct options. All training routes operate seamlessly to ensure trainees, regardless of the path they have chosen, have an equal chance of attaining the highest level. The partnership is expanding further to areas of the greatest teacher need within the region which are also some of those with the highest levels of deprivation. This strategic decision underlines the core purpose and commitment of the partnership to improving the achievement of all pupils. It also demonstrates an outstanding capacity for further improvement.
15. A comprehensive range of information, including NQT survey data, detailed end of placement reports, exit survey data and informative case studies, is used extremely effectively by leaders and managers at all levels to analyse the success of training on trainees' performance. Information from lesson observations, conducted jointly by university tutors and school-based mentors, contributes well to this evidence base. Clear guidance is provided on which to evaluate trainees' attainment and progress enabling all involved to be clear on their strengths and areas for development. This information is used alongside the highly detailed and forensic analysis of trainees' performance data against each strand of the teachers' standards to plan for changes to the taught programme and school-based assignments.
16. The relationship and understanding leaders hold with their partnership schools is excellent. Evaluations and discussions with trainees, partner headteachers and board members are conducted in an open, honest and transparent manner. All groups spoken to on inspection report that the university is highly proactive in constantly seeking feedback and very quick to deal with any concerns raised. The prompt action to tackle the areas identified at stage 1 of the inspection is testament to this. Feedback from trainees last year prompted changes to the training programme so that time could be spent in schools during the very first day of a new school year. Trainees' survey results also show a high degree of confidence that their views will be acted upon because staff see all involved with the partnership as part of the team. This approach presents as a very strong family and community feel toward both current and former trainees, staff and strategic partners alike.
17. The outcomes for trainees are outstanding. The proportion of trainees who successfully complete their training and qualify as teachers, regardless of age, gender, ethnicity or route chosen, has been consistently high for the past five years. Any trainees who defer their

training for individual reasons are provided with adapted placements and training programmes where possible. This personalised support is successful in helping these trainees to return to complete their training and go on to exceed the minimum standards required. Employment rates are now equally impressive when compared to the national benchmarks. Historically, male undergraduate trainees were twice as likely not to complete their training and gain employment when compared to their female counterparts. The introduction of the 'BEd fellows' pastoral and academic support programme for male trainees has proved very successful in redressing this imbalance. Guidance provided from former trainees who are male and a well-established buddy system for the youngest male trainees are helping to ensure their completion and employment rates are in line with those of all other groups.

18. Trainees become at least good teachers by the end of their training, with the potential to become outstanding teachers and many already are. A priority for the primary partnership is to further raise the proportion of trainees who excel and attain grade 1 in Teachers' Standard 6 (make accurate and productive use of assessment). Over the past three years, the proportion attaining the highest grade in this aspect has been in excess of 50%. This lags behind other strands of the teachers' standards which are typically between 60% and 70%. Grade 3 outcomes have been successfully eradicated due to the careful tracking of performance by leaders early in the training and additional support sessions focusing on improving trainees' evaluation of practice. The recently appointed director of research has well-established plans in place to develop the core offer of training through 'assessment for progression' research projects that focus on working in a professional context.
19. The quality of training across the large partnership is outstanding. Trainees develop very good strategies for teaching systematic synthetic phonics, including approaches to maintain pupils' interest in lessons and keep them focused on their learning. Centre-based training is expertly delivered using precise modelling of the enunciation required which trainees then mirror in their teaching. A sharp focus on the sounds that letters make combined with careful practice of the correct mouth movement prepares trainees exceptionally well for watching and listening to pupils' phonics development. The recent Ofsted online trainee survey during 2015 indicates very high confidence rates in this aspect. Earlier NQT surveys, although positive, had identified phonics as an aspect to improve because some trainees experienced a long time between the taught aspects of phonics and delivering lessons on school placements. This issue has now been resolved. Trainees and NQTs are equally positive about their training for mathematics which is rich in relevant research with the new mastery curriculum at its core. Lessons tackle pupils' misconceptions and develop pupils' ability to systematically solve problems well.

20. Very effective oral and written feedback from well-trained mentors is enabling trainees to make good progress. The model of mentoring has been developed and continually refined over a long period resulting in outstanding outcomes over several years. Many mentors have first-hand experience of the training programme, being former trainees themselves. Ongoing training is a constant priority for the partnership in order to retain the highest quality mentoring. Following stage 1 of the inspection, additional training has provided updates for both experienced and new mentors. A new Masters-level coaching and mentoring qualification offered by the university is being undertaken by a growing number of the partnership's mentors to further strengthen this aspect of work. However, this same level of explicit guidance and training has yet to be fully developed with NQT tutors. The university is aware that further work to develop the role of the induction tutor will strengthen the continuum of professional development even further. Work is already under way with Gloucestershire local authority to develop this programme.
21. Partnership leaders take the selection of trainees very seriously and choose carefully the different route or option that best suit trainees' individual needs. The recruitment and interview process is seen as 'engaging and motivating' to trainees. Undergraduate routes, such as educational studies or the sport coaching programmes, are used pragmatically to spot potential and prepare trainees to successfully enrol for further courses which enable them to go on and achieve QTS. Student ambassadors are used well to promote choices at recruitment events and staff invest in visiting local sixth forms to highlight the various different routes and options available. This careful approach to finding the right people for the right course contributes strongly to trainees' high completion and employment rates.
22. Trainees and NQTs regardless of the route they are following demonstrate a good level of knowledge regarding wider issues of working in schools. They have a very good awareness of general child protection procedures and a growing knowledge of some of the more complex aspects of safeguarding such as the Prevent strategy. Online safety is a high priority for training and is revisited throughout all programmes, including training on the personal use of social media for trainees and NQTs.
23. Taught aspects of the central training focus sharply on trainees' ability to critically review a range of literature about children's learning in different subjects and how to manage pupils' behaviour and respond well to incidents of bullying. The carefully constructed approach gets trainees to the heart of gaining the curriculum subject knowledge they need in order to teach well, as well as enhancing their deeper understanding about how children learn, behave and develop. Training, regardless of the approach,

subject or aspect being delivered, is equally well received. Trainees report that the interactive sessions, with practical hands-on ideas for lessons from school-based staff or university lecturers, are highly motivating and challenging. One NQT stated, 'the training showed me how I could be the teacher I envisaged, compelled me to complete my training and inspired me to stay working locally'.

24. Throughout all aspects and routes of their training, a strong emphasis is placed on trainees' ability to reflect and analyse their performance in order to improve their teaching. Trainees' exceptionally strong personal and professional qualities are evident in the way they reflect on their learning and practice during lesson observations and when receiving oral feedback from mentors. By the time they finish their training, trainees are increasingly able to pinpoint precise aspects of their learning and developmental needs. The grounding they receive during their time undergoing training leads some to be confident enough to successfully apply for posts in the early years or Key Stage 3, outside the area they have been trained in.
25. All trainees exceed the minimum level of practice expected of teachers as defined in the teachers' standards by the end of the course and many are meeting some of the standards at the highest level. Typically, trainees and NQTs demonstrate a genuine interest in children and their learning. They plan interesting lessons over a range of subjects that engage pupils because primary pedagogy has been modelled expertly to them by staff throughout all aspects of their training. An impressive range of teaching methods, strategies and approaches were seen during the inspection. Professional relationships are very strong and trainees and NQTs demonstrate a strong, resilient work ethic. They take full responsibility for their learning and actively seek out opportunities to develop professionally through either the enhanced placement options or specialist subject routes. Trainees' expert grounding on behaviour management means that they consistently focus on pupils' learning behaviour and continually refer to the impact good behaviour has on pupils' academic learning in lessons.
26. The enhanced curriculum placements available on the postgraduate and undergraduate routes are highly effective in building trainees' specialist knowledge. Taught aspects on teaching children with special educational needs and disabilities weave together carefully with sessions planned to overcome learning barriers for all pupils. Opportunities to observe and learn from specialists dealing with specific learning needs, such as autism or dyslexia, prepare trainees well to cater for pupils with these needs in their class. Trainees with a physical education (PE) background are able to build on their generic training on pupils' fundamental movement skills to examine schools' approaches to developing pupils' health, fitness and well-being. All trainees and NQTs also demonstrate a high degree of confidence in teaching PE. Specialists in mathematics focus on a particular

concept within the new National Curriculum. Activities to plan and deliver a sequence of lessons help to explore trainees' deep understanding of progression in their chosen mathematical strand. Many trainees stated the enhanced placement was a prime motive for their application to their chosen course.

27. Placements are of a consistently high quality and there are excellent opportunities for trainees to experience different types of schools, from small rural faith schools to large urban community schools. The variety of placements enables trainees to gain experience of different socio-economic and ethnic communities as well as learning from outstanding schools or experiencing schools that require improvement or have been in a category of concern. As a result, trainees are able to plan to meet the needs of all groups of pupils in their classes, including the increasing number of pupils with English as an additional language and the most able. The choice available also helps trainees to establish where they would like to teach and what type of teacher they would like to become. Many trainees have the opportunity to work in schools where they go on to secure future employment. The NQT surveys indicate that a few School Direct trainees were unhappy with the timing of their placements. Inspectors found that careful consideration was given to trainees' specific needs in order to secure the correct placement, meaning occasionally they were later being established. If any problems with placements occur, leaders take immediate action, including moving trainees to a different school.
28. All relevant safeguarding and other statutory requirements and ITT criteria are fully met.

Annex: Partnership schools

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

Ashley Down Primary School
Battledown Centre for Children and Families
Bishops Cleeve Primary Academy
Blue Coat CofE Primary School
Callicroft Primary School
Cashes Green Primary School
Finlay Community School
Gardners Lane Primary School
Harewood Infant School
Ipsely CofE RSA Academy
Kingsholm Primary School
Kingsway Primary School
Lakeside Primary School

Moredon Primary School and Nursery
Naunton Park Primary School
Oakwood Primary School
Offenham CofE Primary School
St Andrew's CofE (VA) Primary School
St Peter's Catholic Primary School
St Ursula's E-Act Academy
Springbank Primary Academy
The Milestone School
The Rissington School
Watermoor CofE Primary School
Widden Primary School

The secondary phase

Information about the secondary partnership

- The university offers a one-year secondary programme that leads to a postgraduate/professional graduate certificate in education (PGCE) and the award of qualified teacher status (QTS).
- At the time of stage 1 of the inspection, secondary provision was offered in mathematics, modern foreign languages, physical education, religious education and science (biology, chemistry and physics). Art and design was added to the 2015–16 programme. Trainees are prepared to teach across the 11–18 age range, except for some trainees in mathematics, who are prepared to teach 11–16 year olds.
- The provider works mainly in partnership with schools in Gloucestershire and the provision is very closely aligned with that provided by the Gloucestershire ITE Partnership (GITEP) SCITT. Both are a partnership with the Gloucestershire secondary headteachers' association. School Direct is offered through the GITEP provision, but not through the university.
- The partnership is a school-centred teacher training model with a university at the heart. Much of the training is undertaken in schools. Subject pathway leaders are teachers in partnership schools. In each school, the training manager has a pivotal role in managing and assuring the quality of the training. Professional studies training takes place in the university and in partnership schools.
- Trainees are based in a 'parent school' for much of their time and have a period of eight weeks in a 'twin school' in the middle of the course. There is also an 'enhancement placement' towards the end of the course. Use is also made of the diversity of schools in the partnership to provide trainees with complementary experiences matched to their needs.
- At the time of stage 1 of the inspection, there were 24 trainees on secondary subject courses.
- At the end of the 2014–15 course, 21 trainees successfully completed the programme and 20 of these are known to be in employment: 16 in Gloucestershire schools and two in schools in neighbouring local authorities. Of the three that did not successfully complete at the end of the course, one has already returned to complete in the current year.

Information about the secondary ITE inspection

- The secondary team contained one of Her Majesty's Inspectors (HMI) for both stages, one Additional Inspector at stage 1 and another HMI for one day at stage 2.
- Inspectors visited five schools in stage 1 and observed the teaching of nine trainees. Meetings were also held with groups of trainees in the schools visited.
- Inspectors took into account the findings from the most recent newly qualified teacher (NQT) survey and the responses from trainees to Ofsted's online questionnaire.
- Inspectors visited six schools in stage 2 to observe the teaching of six NQTs. Three of these NQTs had also been observed as trainees at stage 1.
- Meetings were held with university staff and documented evidence, including that on the university's website and virtual learning environment, was scrutinised in both stages. In schools, inspectors interviewed trainees, NQTs, subject mentors, training managers and senior staff in the school and looked at records of trainees' progress. At stage 2, inspectors evaluated the quality of the strengths and further professional development needs identified for each trainee at the end of the training.

Inspection team

James Sage, Her Majesty's Inspector	Lead inspector, stages 1 and 2
Ramesh Kapadia, Additional Inspector	Team inspector, stage 1
Amanda Carter-Fraser, Her Majesty's Inspector	Team inspector, stage 2

Overall effectiveness

Grade: 1

The key strengths of the secondary partnership are:

- the strategic role in meeting the need for secondary teachers in schools in Gloucestershire and neighbouring areas
- the improvements secured by the outstanding leadership and management of the provision that have led to the training and outcomes for trainees becoming outstanding
- consistently high rates of successful completion and employment
- the retention of many former trainees as teachers and leaders in Gloucestershire schools and their ongoing involvement in the partnership
- the effectiveness of the partnership's teacher training model in securing outstanding outcomes for trainees

- the high standard of the training across the partnership to ensure that all trainees have high-quality experiences that enable them to become at least good teachers and many to be outstanding
- the coherence and quality of the training in developing trainees' subject teaching
- the high quality of the training that leads to trainees promoting learners' behaviour and attitudes to learning well
- the high standards of trainees' and NQTs' personal and professional conduct
- the highly effective relationships within the partnership to support trainees' development as teachers
- the provider's commitment to working with and raising achievement in schools in challenging circumstances while working with the diverse range of secondary schools in the partnership.

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

The partnership should:

- develop further trainees' skills in establishing students' prior achievement and starting points – establishing precisely what students can and cannot do, know and understand at the start of a new topic or piece of work – and use this to plan and teach so that all students make at least good progress and to challenge the most-able students in the class
- ensure that all trainees have high-quality first-hand experiences to develop a deep understanding of progression from upper primary to lower secondary school to enable all trainees to build on the good training in subject pathways sessions.

Inspection judgements

29. The provider meets the need for teachers in secondary schools in Gloucestershire, and nearby, extremely well. The partnership makes a highly significant strategic contribution to the quality, supply and retention of teachers in the area. The partnership has an outstanding reputation for providing the quality and type of teachers that schools in the area need and want. Headteachers in schools across the area speak very highly of the quality of teachers from the partnership.
30. The outcomes for trainees are outstanding. Trainees are recruited in subjects where secondary schools in the area need teachers. The provider is uncompromising in applying rigorous selection criteria to ensure that all who join the course have the aptitude and potential to become at least good teachers of their subject. Almost all of the trainees successfully complete the course and completion rates have been consistently high for five years. Often, those who do not complete at the end of the year

return and do so later. Trainees become at least good teachers by the end of the training, with the potential to go on to become outstanding teachers and many already are. The trainees are very well prepared to continue to improve as teachers in the early stages of their careers. Almost all of those who successfully complete the course secure teaching posts, mostly in Gloucestershire or neighbouring authorities. Employment rates have been consistently high for at least four years.

31. The university has a strong commitment to the continuing professional development of teachers throughout the continuum from initial training to the NQT year and early professional development to the ongoing professional development of teachers and school leaders. Because so many former trainees are in Gloucestershire schools, there is clear evidence that retention in the profession after three and five years, and beyond, is strong. Many former trainees are involved in the partnership as mentors or training managers, and others have senior positions in schools.
32. The quality of training across the partnership is outstanding. The model of teacher training used by the provider is highly effective. It is a school-centred partnership that has a university at the heart. The model has been developed and refined over a long period resulting in improvements in the outcomes for trainees year on year. The training is now of consistently high quality across the partnership. It is never less than good and much is outstanding within the university, through subject pathways and in schools. Trainees have high-quality experiences in almost all aspects of their training. A small number of minor improvements were implemented for the start of the 2015–16 course. All trainees are supported, and their individual needs catered for, exceptionally well. Their progress is monitored extremely rigorously. Any interventions required, should their progress dip slightly, are swift and highly effective. This results in the very high levels of retention, successful completion and achievement.
33. The leadership and management of the partnership are outstanding. The improvements in the provision and the resulting high quality across the partnership are testament to the qualities and strengths of leaders and managers at all levels, in the university and in schools. Key to this has been the continual strengthening of quality assurance arrangements. The outstanding monitoring, guidance and support provided by the course leaders in the university, the training manager in each school and subject pathway leaders have led to the high quality of training across the partnership. The relentless professional development of mentors has ensured that they meet the high expectations demanded of them.
34. The provider embraces the diversity of schools across Gloucestershire and nearby. Gloucestershire has selective schools, comprehensive schools and many schools in challenging circumstances. Some schools are 11–16 and

others have sixth forms, some highly academic. The partnership is fully inclusive and uses this diversity to prepare trainees well for teaching in any of these contexts. The highly effective parent and twin school arrangement provides trainees with contrasting school experiences. In addition, enhancement opportunities in other schools, including primary and special schools, are very well targeted on an individual trainee's needs, for example providing more opportunities for post-16 teaching, working with students from disadvantaged backgrounds, learning how to manage more challenging behaviour or gaining more first-hand experience of working with students with special educational needs. Underpinning this is the strong commitment of the university to work with schools in challenging circumstances and improve the achievement of students from disadvantaged backgrounds.

35. All of the trainees exceed the minimum level of practice expected of teachers as defined in the teachers' standards by the end of the course and all meet some of the standards at a high level. All have the characteristics of good teachers and some aspects that are outstanding. The personal and professional conduct of trainees and NQTs is outstanding. They are calm, authoritative and confident classroom practitioners. They create good learning environments and teach in a way that encourages students to behave well and adopt positive attitudes to their learning. The training in promoting good behaviour, and managing it when it is not as good as expected, is outstanding, including dealing with incidents of bullying when they arise. There is excellent coherence between professional studies, subject pathway training and the support and guidance trainees receive in schools.
36. The training to develop trainees' skills in teaching their subject is outstanding. The subject-specific elements of the training combine exceptionally well so that trainees become at least good subject teachers and many demonstrate characteristics of outstanding teaching. Trainees' subject, curriculum and pedagogical knowledge is developed extremely well, enabling them to use this highly effectively in their planning and teaching. As trainees, they receive very helpful feedback to help them to continually improve their subject teaching. This high-quality support extends into their development as NQTs. Trainees and NQTs plan lessons and sequences of lessons that lead to students making at least good progress. They know how to check this progress in lessons and over time, paying good attention to students from disadvantaged backgrounds and other groups. They mostly quickly detect those learners who are at risk of falling behind and those who need to catch up and support them well. Further improvements to the already highly effective quality-assurance arrangements have smoothed out the slight variations in the quality of the targets set for trainees seen at stage 1 of the inspection.
37. All NQTs are fully aware of the need to challenge the most-able students in the class, whatever the overall level of ability of the class. For some,

there is a tendency for this to be 'more of the same' or more difficult, but similar, work. They do not always consider, for example in mathematics, a problem-solving approach or more imaginative ways to provide the level of challenge needed for highly able students. Some NQTs are less secure about making sure that all students who are disabled or have special educational needs make at least good progress. However, they, and their schools, are fully aware of the need to continue to develop these skills. As a result of very good training, NQTs develop students' reading, writing, speaking and mathematical skills well through their subject teaching. This approach permeates through the subject-specific training provided and is supported well in schools.

38. NQTs are highly skilled in whole-class interactive teaching. They make excellent use of questioning to engage all students and to probe and deepen understanding. They blend this highly effectively with short, sharply focused activities to maintain rapid pace and deepen learning. This outstanding teaching was seen, for example, in a Year 8 mathematics lesson in a comprehensive school with low attainment on entry, where students were confidently plotting quadratic functions – extremely high-level work for a Year 8 class. Occasionally, some NQTs are less effective in maintaining such a good pace when students are working independently or in small groups.
39. All NQTs fully understand the need to build on students' prior achievement and starting points, and mostly do this well. However, there is some variation in how well they determine at the start of a new topic or piece of work precisely what it is that students can and cannot do, know and understand and use this to plan the subsequent lessons. The provider has already addressed this through a new assignment for the current cohort, but it was not reinforced strongly enough in schools. Subject pathway sessions develop trainees' understanding of progression from upper primary to lower secondary work well. However, a small number of trainees had limited first-hand experience of, for example, the high quality of work that Year 6 pupils can achieve and need to learn from best primary practice in managing the learning of a class with wide levels of ability. Not all NQTs are aware of the concerns raised in the Ofsted 2015 report on Key Stage 3 and the need to eliminate unnecessary repetition. The partnership is fully aware of this and has incorporated it into the current programme.
40. The training programmes are continuously reviewed, amended and kept up to date. Subject pathway leaders make sure that current developments in the subject are quickly incorporated into the training. For example, those trainees on 11–18 programmes are fully aware of all of the recent changes affecting post-16 education. The close involvement of partnership schools in all aspects of the programme ensures that the training is in tune with changes in schools. For example, trainees are prepared very well for the current safeguarding arrangements and in their

obligations under schools' 'Prevent duty'. Excellent attention is given to ensure trainees' safe use of technology and social media and to make sure that trainees transfer this understanding and safe practice to their work in schools.

41. All NQTs are clear about what they need to do to improve further as a teacher. They were given a precise and accurate analysis of their strengths and further professional development needs at the end of the training. They have used this well to work with induction tutors and subject mentors in their school to plan their further professional development. They have extended and enhanced the good skills they acquired as a trainee in reflecting on students' progress to determine what they need to do to improve their teaching. They are being supported well in their current schools.
42. The leadership and management of the partnership are outstanding at all levels. Leaders' and managers' relentless pursuit of excellence is demonstrated by an uncompromising and highly successful drive to improve the provision to achieve the highest possible outcomes for trainees. This 'pursuit of excellence' is based on a highly detailed and precise understanding of the strengths of the provision and those elements of training that need fine tuning, further development to keep up with changes in schools and in teacher training, or where a little more consistency to ensure high quality right across the partnership was required. Leaders and managers undertake continuous, extremely robust and thorough evaluation of all aspects of the provision, making use of both internal and external data. The continuous and detailed analysis of trainees' achievement of each of the teachers' standards is used very effectively to make any minor changes required. While inspectors suggested slight tweaks or changes of emphasis, they did not discover anything that was not already known about and that was not already 'work in progress', illustrating an outstanding capacity for future improvement.
43. The university has excellent partnerships with individual schools, training school alliances, multi-academy trusts, providers of 16–19 education and training, the local authority and employers in the local area. This is a very strong and cohesive partnership based on a highly effective model of teacher training. Schools are fully involved in all aspects of the provision and have an absolute determination to sustain its continuing success. The university has a strong commitment to working with schools and other settings in challenging circumstances to help raise educational achievement. It is outward looking so that it learns from, as well as supports, other teacher training providers.
44. All relevant safeguarding and other statutory requirements and ITT criteria are fully met.

Annex: Partnership schools

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

Balcarras School
Barnwood Park School
Brimsham Green School
Chosen Hill School
Churchdown School Academy
Cleeve School
Dene Magna School
St Peter's RC High School and Sixth Form Centre
Stroud High School for Girls

Initial teacher education for the further education system

Information about the FE in ITE partnership

- The University of Gloucestershire validates the provision of initial teacher education for teachers and trainers in the further education system for two colleges which deliver all the taught elements of the programme.
- The programme leads to the award of either a university diploma at level 5, or the post-graduate certificate in education (PGCE) level 7, depending on trainees' qualifications and outcomes. Additionally, the programme satisfies the requirements of the professional standards for teachers and trainers in education and training, England.
- The programme was designed jointly by the university and partner colleges. The university validates the programme and is responsible for the quality of provision and the accreditation of trainees.
- The programme is flexible to the needs of both pre- and in-service trainees. Most pre-service trainees join the full-time programme and most trainees on the two-year programme are serving teachers.
- In this, the final year of delivery, a one-year only model is being delivered. At one partner college innovative blended delivery enables both pre- and in-service trainees to qualify in one year.
- In the last academic year, nine full-time trainees and 58 part-time trainees were enrolled across the partnership.

Information about the FE in ITE inspection

- The further education inspection was conducted by two Additional Inspectors (AI) at stage 1 and by two of Her Majesty's Inspectors (HMI) at stage 2.
- Inspectors visited three colleges in both stage 1 and 2, plus one training provider in stage 2. The teaching of four trainees was observed in stage 1, and five trainees and six former trainees were observed in stage 2.
- Meetings were held with university and college managers, and course leaders, tutors and subject mentors from across the partnership. Inspectors spoke to 20 trainees and former trainees whose teaching was not observed, and scrutinised a range of documents.

Inspection team

Anne Taylor, Ofsted Inspector

Lead inspector

Stage 1 only:

Andrew Armitage, Additional Inspector

Lead inspector, stage 1

Jo-Ann Delaney, Additional Inspector

Team inspector

Stage 2 only:

Julie Steele, Her Majesty's Inspector

Assistant lead

Steven Tucker, Her Majesty's Inspector

Team inspector

Overall effectiveness

Grade: 2

The key strengths of the FE partnership are:

- high rates of successful completion and employment
- the effectiveness of the teacher training programme in securing good outcomes for trainees
- the coherent programme of training, designed collaboratively by the partners, which successfully encourages trainees and former trainees to reflect on and evaluate their own practice and to continue to improve
- trainees who are enthusiastic, highly motivated and creative who make learning accessible to their learners and develop learners' literacy skills well
- tutors and subject mentors who monitor trainees' progress carefully and support them well
- the commitment of the partners to develop a programme which meets local needs and enables trainees to progress
- effective monitoring across the programme ensuring consistency of standards in delivery and assessment.

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

The partnership should:

- improve the structure of mentor training and networking to ensure all trainees benefit from very high-quality subject mentor support
- further develop ways of broadening the experience of those trainees whose timetables have a limited range of learners, programme types or levels to equip them for the diversity within further education and training
- ensure all trainees plan for the needs of all learners in each session so they all achieve their potential, including the more-able learners

- equip trainees to develop the language skills of learners for whom English is an additional language (EAL).

Inspection judgements

45. The provider is meeting the need for further education teachers and trainers in the south-west region well. Trainees make a strong contribution to their employing institutions and are highly valued in the settings where they have placements or are employed. The part-time, full-time and one-year blended learning routes meet trainees' needs very well, enabling many to enter teaching who would not otherwise have been able to do so. The programme satisfies all statutory requirements and its overall effectiveness is good.
46. The outcomes for trainees are good. Trainees are recruited jointly, with integrity, by the university and partner colleges and offered the most appropriate programme from a range offered by partner colleges. As a result, retention is high, trainees become good teachers by the end of the course and almost all successfully complete at the level of their initial enrolment. Outcomes of trainees on different routes are very similar. Most trainees are serving teachers who progress well in their careers; employment rates for new teachers are high.
47. The quality of training across the partnership is good. The programme of training, designed collaboratively by the university and partner colleges, is coherent and ensures successful trainees meet the professional standards fully and become effective teachers.
48. Trainees are employed in or gain teaching practice with a wide range of providers including general further education colleges with very diverse learners, a specialist land-based college, sixth form colleges and independent training providers. The two partner colleges which deliver the formal training have built effective networks with these employing providers and standards across the partnership are high.
49. Relationships across the networks are strong, and trainees are supported well across the partnership. While the programme develops the teaching skills of trainees from very varied backgrounds well, it does not fully exploit the potential which the diversity of providers offers and some trainees have too narrow a range of experience.
50. The coherent programme of training links theory and practice effectively. The formal input at the two colleges is of a high standard and teacher educators model good practice. Tutors and subject mentors work closely to deliver general and subject-specific support, and to monitor trainees' progress against the university programme and the professional standards. This progress is recorded meticulously by the university and

partner colleges and if any trainee is not making good progress additional support is offered. A newly introduced electronic system of target-setting enables all tutors and mentors to more easily access targets and monitor trainees' progress.

51. While subject mentoring is good overall, a few trainees are not supported to the highest standard. For instance, at times their teaching programme is narrow and insufficient guidance is offered on how best to teach their subject or manage very difficult learners. While all mentors are visited by tutors and guided in the observation of their trainees, some subject mentors do not attend additional training, resulting in some inconsistency across the partnership.
52. The programme content is highly practical, coherently developing professional practice through taught sessions and assignments and in the workplace. Trainees are well prepared in the craft of teaching, learning and assessment. An extensive action research project enables trainees to develop deep specialist knowledge in a chosen field. This is shared effectively with other trainees.
53. Trainees are encouraged to be reflective. The detailed self-evaluations they complete after each session they teach are critically evaluated with the tutor or subject mentor. Similarly, the journal they each maintain enables them to assess their strengths and areas for improvement continuously. All trainees and former trainees are highly reflective and are developing plans for their future continued professional development.
54. As a result of good quality training, trainees are confident, reflective practitioners. They are highly motivated and enthusiastic, creative and open to new ideas. They make learning interesting and fun. Trainees have a good understanding of the diverse needs of their learners and how to reduce any barriers to their learning. They plan lessons to meet most learners' needs well; however, in some sessions they do not challenge the most-able learners sufficiently, through too slow pace or missed opportunities to question and develop deeper understanding.
55. Trainees display the highest standards of professionalism. They develop positive and collaborative relationships with colleagues and learners and they are respectful of learners' diversity. They work hard to develop positive behaviour in their lessons; however, a small number of trainees would value more input and greater support on the programme to give them confidence in managing challenging behaviour.
56. The programme prepares trainees to integrate and develop the literacy and numeracy skills of their learners well; their awareness of the importance of these competencies is high. While they are highly confident in developing their learners' literacy skills they are less confident in

developing their mathematical skills. Trainees are insufficiently prepared to develop the language skills of learners for whom English is an additional language.

57. The leadership and management of the partnership are good. Staff at the university and partner colleges work closely and effectively to continually develop the curriculum and quality of the programme. The university programme is delivered by two partner colleges. Appropriate standardisation processes are strictly followed to ensure the accuracy and comparability of assessment and standards across the partnership.
58. Sharing of good practice between the two colleges is facilitated by the university programme leader and is strong. Staff at the partner colleges are well aware of the rapidly changing environment within further education. Changes in the sector or in the working environment, such as the requirements of Prevent, are rapidly introduced into the programme. One partner college has been working very closely with the university to develop a suite of qualifications to support the progression of trainees and others involved in teacher education, such as mentoring awards.
59. The partnership has effective quality-assurance mechanisms in place and makes any required changes to the programme. Trainees' opinions are sought and acted upon, although trainees are not all aware of this. One partner college has introduced a stakeholder forum and this good practice is being shared across the partnership. While stakeholders, such as placement providers and employers, are very diverse and the partnership is inclusive, this diversity is not yet ensuring that trainees gain experience of working with providers in challenging circumstances. The partnership does not yet seek the views of former trainees to identify potential improvements.
60. The partnership has a good capacity to improve. All partners work together well to bring about improvement. The joint action plan following stage 1 of the inspection is appropriate. It has resulted in improvement in the breadth of trainee experience, established a more open and shared system of target setting with trainees and improved communication of grading criteria. However, it is too early to assess the impact of these changes on current trainees.
61. The partnership meets the statutory requirements for initial teacher training in education and training. It promotes equality and diversity across the sector and is inclusive. Safeguarding of trainees and their learners is paramount, with a very strong focus in e-safety. One partner college has expertise in this area which is effectively shared across the partnership to the benefit of all trainees.

Annex: Partnership colleges

The partnership includes the following colleges:

Gloucestershire College
Yeovil College

The following providers were visited to observe trainees' and former trainees' teaching: Bridge Training, Gloucestershire College, Hartpury College, Richard Huish College and Yeovil College.

ITE partnership details

Unique reference number	70045
Inspection number	10004452-2
Inspection dates	8–10 June 2015
Stage 1	
Stage 2	19–21 October 2015
Lead inspector	Richard Light, HMI
Type of ITE partnership	Higher education
Phases provided	Early years, primary, secondary, post-compulsory education and training (FES)
Date of previous inspection	June 2010
Previous inspection report	http://reports.ofsted.gov.uk/
Provider address	University of Gloucestershire School of Education Francis Close Hall Campus Swindon Road Cheltenham GL50 4AZ

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