

# Bath Spa University 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 10 of Her Majesty's Inspectors and three 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
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for trainees?	<b>3</b>	<b>1</b>	<b>1</b>
The outcomes for trainees	3	1	1
The quality of training across the partnership	3	1	1
The quality of leadership and management across the partnership	2	1	1

## Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in primary and secondary and requires improvement in early years initial teacher training (EYITT).

The primary and secondary partnerships are extremely well-established training routes which have evolved and developed over many years. The EYITT is in its infancy, with leaders and managers developing consistency in its structure and delivery to ensure good outcomes.

### Key findings

- Leaders and managers of the partnership are exceptionally ambitious for its continuing success and expansion. This means that they are always striving to provide the highest quality teacher training.
- They have extremely high aspirations for their trainees across all phases and passionately promote the best possible opportunities for them to learn and become successful teachers.
- Leaders and managers have an accurate understanding of the strengths and weaknesses of the partnership. They have clear plans for improvement and this ensures that the partnership continually moves with the changing landscape of initial teacher education.

### To improve, the ITE partnership must:

- Draw on the expertise in the primary and secondary phases to secure the continuing improvements of the EYITT phase.

## Information about the ITE partnership

- The Institute for Education at Bath Spa was formerly known as the School of Education. It has been involved in initial teacher education for 70 years and is the largest provider in the South West. It has a strong commitment to training teachers in collaboration with partnership schools and settings.
- Over 700 trainee teachers are involved in one of the many postgraduate routes offered. These include a one-year Postgraduate Certificate in Education (PGCE) route with qualified teacher status (QTS), School Direct, Teach First, Troops to Teachers, EYITT, school-centred initial teacher training and assessment only.

- The partnership stretches across the south west and as far afield as Bradford in the north and Kent in the east. It works with over 50 local authorities and over 500 schools and settings. The partnership includes multi-academy trusts, teaching school alliances, diocesan boards of education, clusters of schools and individual schools. It also works with five School Direct partners, some of which offer salaried training routes.

## **The early years ITT phase**

### **Information about the early years ITT partnership**

- Bath Spa University works in partnership with the Best Practice Network and around 30 settings and schools across nine local authority areas in south west England to deliver early years initial teacher training (EYITT). Bath Spa trainees attend centre-based training at the university. The centre for Best Practice Network training is in Bristol.
- The first cohort of trainees started in September 2014. The partnership offers two postgraduate pathways to early years teacher status (EYTS): the graduate employment-based (GEB) and the graduate mainstream (GEM) routes. There is also an undergraduate option that allows trainees to complete their early years teacher training course alongside an early childhood degree. To date, there have been no applications for this programme.
- At stage one of this inspection, there were 15 trainees in total. Twelve were on the employment-based route: three with Bath Spa and nine with the Best Practice Network. There were three trainees on the Best Practice Network mainstream route. This option is no longer available through the Best Practice Network.

### **Information about the early years ITT inspection**

- There was one inspector at both stages of the inspection. She visited three settings or schools at stage one. The inspector jointly observed, either with the mentors or personal tutors, three trainees teaching from both routes and training providers. She also observed feedback to one trainee. The inspector met with trainees, mentors, tutors, setting managers and headteachers, and looked at trainees' files. She also held discussions with partnership leaders at the university and a representative from the Best Practice Network.
- At stage two, the inspector visited one school and one setting to observe two early years teachers, one from each training provider. She looked at their induction targets and held discussions with them and their headteacher or manager. The inspector also met with university and Best Practice Network leaders to discuss actions taken between the two stages of the inspection, and with early years providers working with the partnership to deliver training.
- The inspector took a range of evidence into account, including: recruitment and selection procedures and records; evidence of compliance with statutory safeguarding and EYITT requirements; training documentation; evaluations of training; and trainees' e-portfolios of evidence to demonstrate how they met the teachers' standards (early years).

## **Inspection team**

Alison Bradley Her Majesty's Inspector Early years phase lead inspector

## **Overall effectiveness**

**Grade: 3**

### **The key strengths of the early years ITT partnership are:**

- Leaders are ambitious for the partnership and determined:
  - that training and outcomes will be of the same high quality as on the partnership's other teacher training routes
  - to raise the status of early years teachers and offer EYITT as a route to achieving additional qualifications.
- The vast majority of trainees are committed to, and resilient in meeting, the demands of their training. New teachers are keen to be the best they can be, to continue to improve and to further their careers.
- The majority of trainees exceed the minimum level required by the end of their training. For some, the blend of rigorous recruitment, a mix of theory and practice, appropriate placements and high-quality mentoring is just right and as new teachers they are of the same calibre as those in the wider partnership.
- Trainees are well prepared to teach across the whole age range, from birth to five years. They have to demonstrate that they meet key teachers' standards (early years) for babies, toddlers and young children.
- Trainees and early years teachers (EYTs) are particularly skilled at promoting good behaviour, which has a positive impact on children's learning.
- Leaders' ongoing monitoring and thorough evaluation at the end of the first year have accurately identified strengths and areas for development. Improvement plans are focused and concentrate on improving outcomes for trainees. Training is improving rapidly.

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

#### **The partnership must:**

- Ensure that all trainees are good or outstanding teachers by the end of their training by implementing and monitoring plans so that:
  - all trainees, regardless of route or placements, receive consistently high-quality training, and support and challenge from mentors and tutors

- assessments of trainees are rigorous, based on their competence and take sufficient account of the impact of trainees’ teaching on children’s learning over time
- interventions for any trainees not making good progress are swift.
- Keep recruitment and selection processes under regular review to ensure the partnership is consistently recruiting trainees of the highest calibre and reducing the number who choose to leave the course before the end.
- Continue to develop the involvement of the early years sector in the design, delivery, evaluation and forward planning of EYITT.

## **Inspection judgements**

1. The overall effectiveness of the early years ITT partnership requires improvement. The majority of trainees who complete the course are well prepared for their teaching career and exceed the minimum standards for EYTS. A few, however, do not exceed expectations by the end of their training. Trainees who are not yet demonstrating the potential to be good or better teachers all followed the best practice network training routes, in particular the graduate mainstream pathway.
2. Leaders are ambitious for the early years ITT partnership and determined that all EYTs qualifying with Bath Spa will be of the same high calibre as their new teachers on other training routes. Over three quarters of the trainees completing their training last year are already employed as EYTs or equivalent in the region. Employers are positive about new teachers’ knowledge and skills.
3. The partnership is subject to the same rigorous review and planning processes as the other university teacher training routes. Ongoing monitoring and thorough, honest self-evaluation at the end of the first year of training identified exactly what needed to improve and the actions needed. Much was put in place last term to ensure maximum impact on the current cohort, drawing on very successful practice on the primary course in particular. The partnership’s action plan is detailed, with a clear focus on ensuring better outcomes for trainees in the current year. Leaders are holding the best practice network to account through regular and rigorous scrutiny of its work to ensure consistency of approach and high expectations whichever route a trainee follows.
4. Trainees and EYTs are positive about their training and the opportunities it opens up for them. Centre-based training and assignments complement placements well to blend theory and practice. From this year, all trainees following university routes are completing a Postgraduate Certificate in Education (PGCE) alongside their training. This will give them Masters-level credits towards future professional development. At an individual level, programmes build on trainees’ initial

analysis of their strengths and needs to support the majority to exceed the minimum requirements by the end of their training. Some trainees surpass this. Their teaching is of a consistently high quality. This is a result of careful recruitment and high-quality placements with well-qualified, experienced mentors complementing centre-based training.

5. There are many strengths in the training that have a positive impact on outcomes for trainees. From the start, trainees are encouraged to reflect on how effective their teaching is and how it could be improved. Centre-based training draws on research about young children's development and their need to form secure relationships with adults. Trainees consider the reasons a child may have difficulty managing their own behaviour and the strategies they can use to help them. As a result, all trainees and EYTs are skilled in developing supportive relationships and managing children's behaviour. New teachers are well prepared to teach across the whole age range, from birth to five years. This is because, as trainees, they have successfully demonstrated that they meet the key teachers' standards (early years) with not only babies but toddlers and children too.
6. Where training was not as strong last year, mentors and tutors did not take enough account of the impact on children's learning over time when assessing trainees' teaching. Sometimes, assessments against the teachers' standards (early years) focused more on recording trainees' knowledge or experience than their competence. Some trainees, particularly those on the mainstream route, had less experience of taking responsibility for assessing children's progress, communicating with parents or leading other staff. A few have not had sufficient opportunities to put their knowledge of teaching phonics into practice.
7. By the time they complete their training, new teachers have a thorough understanding of the Early Years Foundation Stage, using it as a basis for assessing children through observations, planning their learning and development, and tracking progress over time. They establish good routines to settle children quickly and support their learning and are aware of the different needs of individual children in their group or class.
8. Trainees' and EYTs' understanding of their responsibilities regarding children's safety and knowledge of what to do if they have concerns is well developed. Their personal and professional conduct is consistently good. Trainees' and EYTs' commitment to their training, often alongside their job and other responsibilities, demonstrates their determination and ambition to become even better teachers.
9. Where teaching is strongest, trainees and EYTs use their assessments of children to pitch activities at the right level for them to practise or develop their skills. Trainees have good subject knowledge, which they

use well to help children learn. The best new teachers are skilled in developing children's communication skills. Trainees and former trainees talk to children, listen carefully and ask questions to encourage children to think and to explain their ideas. These EYTs use support staff well and tailor teaching effectively to support and challenge disadvantaged children, those with special educational needs or those who speak English as an additional language as well as the most-able children.

10. Leaders have acted promptly to bring about swift improvements in training in the current year. For example, the partnership no longer accredits the Best Practice Network graduate mainstream route. Those trainees who have less experience of working in an early years setting have a tailor-made programme that gives them more opportunities to develop their skills in such settings. Leaders have capitalised on the wider partnership's links with the early years sector to immerse these trainees in high-quality provision in a local early years teaching school. Practical sessions have focused on aspects such as the role of observation in assessing children's skills and planning to support their development. Feedback from trainees shows this is already impacting on their understanding of the role of early years professionals and the importance of tracking children's learning.
11. Leaders have revised the assessment criteria so that they are in line with the wider partnership, consistent across all early years routes and take greater account of the impact of teaching on children's progress. The partnership is drawing on expertise within the wider partnership to deliver phonics and early mathematics training to all trainees, regardless of the route they are following. All trainees are now required to be observed teaching phonics and early mathematics. The role of the early years teacher, as a leader, is covered in more depth on both programmes. Leaders are also drawing on the expertise of early years professionals beyond the partnership to further improve the quality of training. Informally, this group is taking on the role of a forum that meets with leaders to review provision and suggest improvements to it.
12. There were some inconsistencies in the quality of support trainees received in settings in the first year. The best mentors are teachers themselves. They have a good understanding of the requirements of the teachers' standards (early years) and ensure that e-portfolios provide compelling evidence of trainees' competence as well as their knowledge. Often, however, there are no other teachers in a setting. Mentors are experienced early years practitioners, but are not always sufficiently familiar with the requirements for EYTS and find it difficult to give enough time to support trainees. In these instances, personal tutors take more of a mentoring role. In the first year, some mentors' and personal tutors' interpretation of the assessment criteria was too



generous. At times, they focused more on collecting evidence than on developing trainees' practice.

13. Leaders recognise that high-quality support from mentors is essential to improve outcomes for trainees. They have set minimum criteria for mentors' and personal tutors' experience and skills. Where settings cannot meet these criteria, they are expected to use funding for training to buy in suitably experienced mentors. Leaders have brokered training for mentors through the local early years teaching school consortium. Around half have taken up the opportunity this term. There is evidence that this training has helped them to understand better how to evaluate trainees' performance, give constructive feedback and set appropriate targets.
14. The number of trainees in the first cohort, particularly on the university route, was small. Better marketing has brought about a significant increase in numbers training on the university routes and almost doubled the overall total.
15. Five of last year's trainees either withdrew or have yet to complete their training. Recruitment materials and processes did not make the commitment required for training or future career pathways clear enough. This was addressed prior to recruiting the current cohort. There have been no withdrawals to date in the current year. The Best Practice Network's processes for intervening when a trainee was not making good progress were not rigorous enough in the first year. Leaders have required the Best Practice Network to adopt the procedures used across all university routes to teacher training. This is proving effective in supporting and monitoring the progress of trainees who have had to extend their training period.
16. Appropriate arrangements are in place to check trainees' qualifications and their suitability to work with children in accordance with the most recent requirements. Setting or school representatives are now involved in all interviews to give an external perspective on a prospective trainee's knowledge, experience and potential. The partnership complies with the requirements for EYITT.

## **Annex: Partnership schools and settings**

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

Little Stars Nursery, Swindon  
Castle Mead Primary School, Trowbridge  
Winsley Acorns Pre-School, Bradford on Avon  
River Mead Primary School, Melksham  
Sunbeams Day Nursery, Bristol

## **The primary phase**

### **Information about the primary partnership**

- Bath Spa's partnership works with 270 maintained schools and academies across 15 local authorities to provide primary teacher training.
- The primary partnership offers a one-year, full-time postgraduate route in either early years (three to seven) or primary (seven to 11). Trainees applying for the primary route can opt to specialise in English, mathematics, modern languages or science. Alternatively, they can specialise in teaching those pupils who are disabled or have special educational needs.
- At stage one of the inspection, there were 385 primary and early years trainees, 22 of whom were part-time trainees who will complete their training in 2016. There were 42 trainees working with one of the cluster partnership schools, and 42 working with one of the School Direct providers who offer salaried training routes.

### **Information about the primary ITE inspection**

- There were three inspectors on the team at stage one of the inspection and four at stage two.
- During stage one, inspectors visited eight schools. They observed the teaching of 10 trainees jointly with school-based mentors. Inspectors looked at the evidence in trainees' files to evaluate how well they met the teachers' standards. They held discussions with 21 trainees, 15 mentors, 10 tutors and eight headteachers in schools. A group of eight trainees following the School Direct route met with an inspector. Inspectors met with partnership leaders at the university. The team also took into account the findings from the newly qualified teacher (NQT) surveys and 40 responses from trainees to Ofsted's online questionnaire.
- During stage two, inspectors visited 11 schools, two of which were schools outside the partnership. They observed 16 NQTs teaching, two of whom had been observed at stage one. They also held discussions with four other NQTs, the induction tutors in the schools and the headteachers or deputy headteachers. Inspectors observed two training sessions and met with partnership leaders to discuss actions taken between the two stages of the inspection.
- At both stages, inspectors looked at pupils' work to determine the quality of trainees' and NQTs' teaching over time. The inspection team also looked at a range of documentary evidence provided by the partnership, including leaders' analysis of outcomes, evaluation of training and plans for improvement.

## Inspection team

Stages one and two

Lorna Brackstone	Her Majesty's Inspector	Lead inspector
Louise Adams	Her Majesty's Inspector	Team inspector

Stage one only

Ian Hancock	Her Majesty's Inspector	Assistant lead inspector
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Stage two only

Jane Neech	Her Majesty's Inspector	Assistant lead inspector
Chris Campbell	Her Majesty's Inspector	Team inspector
Emma Hollis-Brown	Ofsted Inspector	Team inspector

## Overall effectiveness

**Grade: 1**

### The key strengths of the primary partnership are:

- The way in which headteachers are confident that they gain a professional who is of high quality when they employ NQTs from Bath Spa University. Consequently, employment rates are high.
- The exceptional drive and ambition of senior leaders who enthusiastically respond and adapt to the changing landscape of initial teacher education.
- The individualised approach to the wide range of different partnership groups and training programmes, which are adapted to meet local and national needs. This ensures that trainees are very well prepared to start their teaching career.
- The way in which trainees and NQTs confidently put into practice what they learn from university tutors. Educational theory is balanced seamlessly alongside the application of practical skills in school. This gives them a firm grounding, thus ensuring their outcomes are good or better.
- Trainees and NQTs promote very positive attitudes to learning by planning interesting lessons and engaging activities.
- Trainees' and NQTs' ability to effectively teach literacy and mathematical skills. They have a very clear understanding of the different ways that

letters and sounds can be taught and give good support to pupils when they are learning to read.

- Both trainees and NQTs are well prepared to teach pupils who are disabled or have special educational needs. They also have a good understanding of the most effective way of engaging those pupils who use English as an additional language.
- The impressive manner in which trainees and NQTs are well versed in the changes to the National Curriculum and the ways in which pupils are assessed.
- The seamless relationship between the university and its diverse range of partnership schools.

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

- Ensure that all trainees and NQTs stretch and challenge the most-able pupils by planning activities that extend their thinking.

## **Inspection judgements**

1. Given the exceptionally strong characteristics of a Bath Spa trainee and teacher, or a BST as they are commonly known, it is clear that these NQTs are very much the first choice for employers in the local and wider area. Headteachers know that if they recruit a BST, they will employ a highly professional and motivated colleague who will have a very positive impact on pupils' learning. Much of their teaching is outstanding and never less than consistently good. Together with their university and school-led training, and the experience they have gained during their placements, they teach sessions that motivate and engage learners. Consequently, despite the South West having a low vacancy rate for teaching posts compared with the national average, employment rates are high for BSTs. The proportion of BSTs who then gain promotion quickly in south-west schools is also high.
2. During the interview process, partnership leaders consistently recognise high-calibre and resilient applicants who respond positively to mentoring and coaching and become effective teachers. The extremely skilful selection and recruitment of BSTs are strong factors in the favourable completion rates of the partnership's trainees, which are consistently above sector norms.
3. The partnership proactively seeks to employ male trainees for primary teaching and has a very high completion rate. Additional sessions are

offered to support male trainees into a profession where they may find themselves in the minority. Given the high quality of the male NQTs who were observed during stage two of the inspection, it is clear that these additional sessions effectively develop their confidence. By offering such a wide range of training options, mature trainees have equal access to the training. Those trainees who are disabled or have special educational needs, such as dyslexia or hearing impairment, are supported extremely well in their training. As a result, over time, there are no differences in outcomes for different groups of trainees.

4. BSTs are exceptionally reflective practitioners who are continually seeking ways to improve their teaching. They have extremely high expectations of themselves and of the pupils that they teach. Trainees and NQTs establish clear guidelines in a calm and measured way. As a result, learning is not disrupted by poor behaviour. They ensure that their classrooms are safe places to learn. Trainees know how to deal with anti-social behaviour such as bullying, and are well aware of their responsibilities, including preventing the risk of radicalisation and extremism. They know that for pupils to be successful learners, they must be inspired, motivated and engaged in their work. Trainees create rich, purposeful and exciting environments. This enables the pupils to develop a love of learning and make secure progress in their learning. BSTs are also renowned for their high standards of personal conduct, including their professional appearance, regular attendance and good punctuality.
5. As a consequence of the extremely thorough and very detailed training they receive, BSTs develop a secure understanding of the many different approaches to the teaching of early reading skills. This means that whichever phonics programme is used in the school they are employed in, they are well equipped to teach children about letters and sounds. Indeed, in stage two of the inspection, NQTs were observed bringing a freshness of approach into their schools by using the best features from a range of different programmes. In particular, this was giving strong support to pupils who were using English as an additional language.
6. By ensuring that as trainees they gain a very firm grounding in the use of mathematical terms and concepts, NQTs skilfully extend pupils' knowledge and understanding. There is an extremely strong focus on ensuring that the mathematical questions and tasks they set their pupils help them to extend their thinking and consider different ways to solve a problem. Trainees learn to teach science lessons where pupils are clear about using accurate terminology such as 'predicting' and 'estimating'. Activities are skilfully adapted when they realise that some pupils have not understood what they are learning about.

7. The partnership has prepared the trainees extremely well for the demands of the new curriculum and the changes made to the way that pupils' learning is assessed. Trainees and NQTs appreciate the training sessions they have had to help them develop a greater understanding of what mastery of key skills looks like in a range of subjects. NQTs are confident in the teaching of physical education. This is due to the high-quality training they receive in this subject. The training is supported well by the opportunities schools give them.
8. At stage one of the inspection, trainees talked knowledgeably about some of the different groups of pupils they had in their class. In particular, they had a very good awareness of the needs of those pupils who were eligible for extra funding. However, they did not always recognise the link between the quality of their teaching and the progress their pupils were making both in lessons and over time. Since stage one, the partnership has ensured that there is a greater focus on understanding and measuring pupils' progress over time. NQTs have a better understanding of planning lessons that meet the different needs of their pupils. They systematically check the progress that pupils make both in lessons and over time. Nevertheless, the partnership acknowledges that there has been less focus on helping trainees support and challenge the most-able pupils they teach. Senior leaders plan to redress this by making use of the scheduled NQT 'catch-up' sessions to encourage a greater awareness of the most-able pupils in class and share best practice.
9. Since the stage one visit, there has been an overhaul of the activities that candidates are required to undertake during the interview process. They now complete a task that requires the evaluation of learning during an activity. This is to ensure that candidates are better prepared for their role as facilitators of learning. Course handbooks and other partnership handbooks have also been reviewed. They now reflect better the impact of teaching on pupils' progress over time and in much greater detail. Observations of trainees now include the scrutiny of pupils' books and a particular emphasis on how different groups of pupils learn.
10. BSTs are confident in the way that they support those pupils who are disabled or have special educational needs. In particular, NQTs who have chosen to specialise in teaching pupils who are disabled or have special educational needs develop a very secure understanding of the specific needs of the pupils they teach. Trainees and NQTs skilfully make use of other adults in the classroom to give good support to pupils' learning.
11. The close working relationships between all partnership schools and university tutors ensure that trainees are receiving a consistent approach

to their training. Most of the placements used are of good or better quality and this enables trainees to learn from strong practitioners. However, the partnership does not shy away from working with schools that are in challenging circumstances. This includes those schools in disadvantaged areas or providers that require improvement. By involving these schools in the partnership, it effectively helps trainees to gain an understanding of the possible challenges that they may face during their careers. Most NQTs speak positively about the quality and diverse range of placements they have experienced during their training. They consider that even if their placements had similar characteristics, every opportunity was given for them to visit contrasting schools.

12. Careful and regular monitoring of trainees' progress ensures that any weaknesses are quickly identified and supported. The partnership assesses its trainees accurately. All NQTs have a very secure understanding of what they have to do to improve further during their early teaching careers. This is because the targets they are given at the end of their training are shared swiftly with the schools they are employed in. Most of the targets seen at stage two of the inspection were tightly focused on the individual BST. This enables mentors to effectively support NQTs in their first few months of their careers. During stage two of the inspection, it was clear that many of the BSTs had met their targets and were ready to move on to further challenges. The partnership rightly places great importance on the continuing development and support for all BSTs and gives them enhanced opportunities to gain access to professional development as they further develop their careers.
13. During stage one of the inspection, it was noted that there was some variability in the quality of the oral and written feedback provided by school mentors. The partnership has wasted no time in ensuring that there is a greater consistency among mentors. At the start of the new academic year, university and school-based tutors worked together to identify and share best practice. Ways of restructuring feedback to trainees have been put into place swiftly. Points for development have been made clearer and are more measurable. School mentors speak positively about the improvements and consider feedback arrangements to be even more robust.
14. Firmly entrenched into the structure of the partnership is the passion and dedication of the senior leaders. Their capacity for continuing improvement is unchallengeable. The senior leaders' shared pursuit of continuing excellence is tangible and is carefully woven through all the improvements that are made. All partners value the balanced mix of academic study and classroom practice. These are brought together seamlessly. The university is steeped in educational research and genuinely values 'everyone as a learner'. This is a fundamental part of



the role that the university plays in the partnership. Its ability to share its strong theoretical knowledge complements the school-based training extremely well. By requiring all trainees to include aspects of research in their assignments, the scholarly approach enhances the training route for all trainees. For example, BSTs are very knowledgeable about the mood, behaviour and social problems (attachment disorders) that they might encounter with some of their pupils. This makes a strong impact on the lives of the pupils they are responsible for.

15. The partnership has a very accurate understanding of its strengths and areas requiring further development. Information from NQT surveys, exit questionnaires, feedback from school partners and both internal and external reviews are shared among school-based trainers and university tutors. This information is used to make improvements where necessary and promote a continuing ethos of self-reflection.
16. The partnership never stands still and has an impressive record of sustained improvement over time. It is adaptable and responds quickly to priorities both locally and regionally. Partnerships with their clusters of school are bespoke. For example, working within a cluster of faith schools ensures that trainees wishing to teach in faith schools have equality of access to train in them. Groups of small, isolated rural schools have grouped together to ensure that they have succession planning in place for any future recruitment needs. The partnership works closely with schools in one of the south-west military towns to which families have relocated after working overseas. The partnership is not only supporting recruitment in schools but also providing professional development for teaching staff. Furthermore, the partnership's involvement in the Troops into Teaching programme has enabled it to have a close affiliation with the nearby military town.
17. Appropriate arrangements are in place to check trainees' qualifications and their suitability to work with children in accordance with the most recent requirements. The partnership complies with the criteria for initial teacher training.

## **Annex: Partnership schools**

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

Banwell Primary School  
Beacon Rise Primary  
Christ Church Junior School  
Covington Primary School  
Emersons Green Primary School  
Four Acres Academy  
Goddard Primary School

Oasis Long Cross Primary Academy  
Our Lady of Lourdes RC Primary  
Our Lady of the Rosary RC Primary  
Redfield Educate Together Academy  
Saltford CE Primary School  
St Andrew's CE Primary School  
St Bonaventures RC Primary School  
St Bernadette RC Primary School  
St Werburgh's Primary  
Stoberry Park Primary  
Weston All Saints Primary School

## **The secondary phase**

### **Information about the secondary partnership**

- Postgraduate training in the secondary phase is provided in art and design, computer science with information and communications technology (ICT), design and technology, English, mathematics, modern languages, music, physical education, religious education, physics with mathematics, and science (biology, chemistry and physics).
- Bath Spa University works with 65 maintained schools and academies across 12 local authorities to provide secondary initial teacher training. Training is provided centrally at Bath Spa University, Newton Park campus, as well as in the partnership schools. In the secondary phase, trainees follow either a core or a School Direct route. Within the core route, about a third of the trainees follow a training route organised by Bath Educational Trust Initial Teacher Training (BET ITT), a cluster of four schools that have linked with Bath Spa University to provide teacher training. All routes lead to the award of qualified teacher status (QTS).
- Trainees are trained to teach across the 11–16 age range as well as post-16.
- In June 2015, 110 trainees completed their training. One hundred of these trainees were on the core route, of whom 28 were trained via the BET ITT route. The other 10 trainees followed the School Direct route.

### **Information about the secondary ITE inspection**

- Three inspectors visited 10 schools during stage one of the inspection and observed seven trainees teach a range of subjects. They also held discussions with 24 other trainees. Five inspectors visited 12 schools during stage two. They observed 20 newly qualified teachers (NQTs) teach, two of whom had been seen at stage one.
- Discussions were held with trainees and NQTs from the range of subjects offered, school-based mentors, school-based lead trainers, NQT induction coordinators and with senior leaders and headteachers of partnership schools. Inspectors met with academic tutors and programme leaders at Bath Spa University.
- In stages one and two, the inspection teams reviewed a wide range of documentary evidence, including compliance with ITT criteria and statutory safeguarding, and information on the recruitment and selection of trainees. They looked at evidence in trainees' files in relation to the

teachers' standards, transition records and targets set for individual trainees at the end of their training.

- The inspectors also reviewed the partnership's analysis of outcomes for trainees. Inspectors considered responses to the Ofsted online questionnaire for trainees, responses to the NQT online survey as well as analysis of the partnership's own end-of-course survey of trainees' views. Inspectors considered the partnership's self-evaluation and improvement plans. They took account of the actions leaders and managers had taken between stages one and two of the inspection to improve outcomes and training further.

## Inspection team

### Stage one

Lorna Brackstone	Her Majesty's Inspector	Secondary phase lead inspector
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### Stages one and two

Asyia Kazmi	Her Majesty's Inspector	Team inspector
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### Stage one only

Diana Choulerton	Her Majesty's Inspector	Team inspector
Ronald Sergejev	Additional inspector	Team inspector

### Stage two only

Madeleine Gerard	Her Majesty's Inspector	Secondary phase lead inspector
Andy Maher	Ofsted Inspector	Assistant lead inspector
Sarah Hubbard	Her Majesty's Inspector	Team inspector

## Overall effectiveness

**Grade: 1**

### The key strengths of the secondary partnership are:

- The production, by the end of the training, of teachers committed to the profession who are very well prepared to teach within their subject areas.
- The secure subject knowledge as well as very high standards of personal and professional conduct demonstrated by the trainees and NQTs.

- The strong skills trainees and NQTs develop in encouraging positive attitudes to learning among their pupils and in promoting good behaviour.
- The quality and range of placements that the partnership arranges for trainees that provide trainees with complementary practical experiences.
- The force of the links forged with all the partnership schools and the common sense of purpose shared by all those involved in the training, both in schools and at Bath Spa University.
- Highly ambitious leaders and managers who drive further improvement. They monitor the quality of the training and trainees' outcomes closely. They consult with trainees and school-based partners regularly. Leaders and managers use all the information to make changes that lead to continuous improvements in training and trainees' outcomes.
- Leaders' and managers' success in sustaining high-quality training and excellent outcomes for trainees since the previous inspection.

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

#### **The partnership should:**

- Ensure trainees and NQTs develop the confidence and skills they need to adapt their teaching during lessons and make best use of the time available.

### **Inspection judgements**

1. The partnership is highly effective in securing consistently excellent outcomes for trainees on all secondary training routes. By the end of the course, trainees in all subjects are extremely competent and attain highly against the teachers' standards. Leaders of schools who employ NQTs trained by Bath Spa University are consistently enthusiastic about how very well prepared NQTs are for the start of their teaching career. There are no discernible differences in outcomes for different groups of trainees because the partnership promotes equality and champions diversity exceedingly well.
2. A key strength is the personal and professional conduct of the trainees. As a group, Bath Spa University trainees (BSTs) are renowned for their high standards of personal and professional conduct, including their professional appearance, regular attendance and good punctuality.

Trainees have strong subject knowledge. This is the result of effective recruitment and selection processes, together with well-planned opportunities for trainees to enhance their skills before they start the training course.

3. Trainees' outcomes in terms of course completion rates are strong overall. They are particularly strong in computer science with ICT, design and technology, music, physical education and religious education. The small number of trainees on some courses means that comparisons with national norms and benchmarks are statistically unreliable. BSTs are successful in securing employment in numbers that are comparable to sector averages. This is despite the fact that employment opportunities within the region do not reflect the national picture and are more limited than in other parts of the country.
4. Trainees' and NQTs' teaching is accomplished and effective. They have high expectations and are skilled in setting tasks that are well matched to the needs of the pupils in their classes. Typically, trainees use assessment information about the pupils they teach to set them suitably demanding work. This includes pupils learning English as an additional language, disabled pupils and those who have special educational needs, disadvantaged pupils, and the most able.
5. BSTs know how to plan work that captures and holds pupils' interest. They make confident use of a wide range of resources, including computers and other information and communications technology to promote pupils' learning. When additional adults are available to support learning in class, trainees plan and direct their contributions carefully.
6. During their training, BSTs develop a wide range of successful strategies to encourage high standards of discipline. For example, they are typically quick to spot any unwanted behaviour and deal with any issues swiftly, calmly and with confidence before they escalate. They know how to deal with bullying and are well aware of their responsibilities including with regard to safeguarding and preventing risk of extremism.
7. BSTs are skilled in measuring pupils' progress. They use assessment information effectively, for example to make sure they ask pupils appropriately difficult questions. They typically provide pupils with clear feedback on their learning, suggest how they can improve further and give pupils time to respond to their comments and suggestions. Occasionally, trainees are not as confident and skilled in adapting teaching during lessons to make sure that pupils' learning is consistently brisk.
8. Over the course of the training year, trainees benefit from an extremely well-organised programme that marries theoretical training with practical

experiences. Coherent links between central, university-based training and practice in schools help trainees to build up skills in order to teach their subject specialisms across the full secondary age range. Written assignments are well selected to deepen trainees' understanding in key aspects, such as assessment or meeting the needs of disabled pupils and those who have special educational needs. Trainees on the BET ITT route follow equally coherent training that combines core central training at Bath Spa University with practical experiences within the cluster of Bath Educational Trust schools.

9. BSTs are well aware of the needs of disadvantaged pupils, disabled pupils and those who have special educational needs, the most able and those learning English as an additional language. Training rightly makes sure that trainees use distinctive teaching approaches to engage and support all groups of pupils.
10. Leaders and managers know the partnership schools very well. They arrange training practice placements that provide trainees with complementary experiences. Trainees also benefit from additional projects and short-term placements, for example in schools judged as requiring improvement or causing concern, as well as in special schools for disabled pupils and those who have special educational needs.
11. School-based mentors and lead trainers are highly committed to preparing the trainees with the skills they need. They play a key part in securing the success of the partnership and trainees' outcomes. They observe trainees teaching regularly and provide regular and detailed written and oral feedback. Trainees are confident that the guidance and targets they receive help them to make rapid progress and develop effective teaching skills. School-based mentors and lead trainers confirm that trainees are typically highly responsive to the feedback they are given. They also take responsibility for evaluating their own performance.
12. Clear channels of communication between partnership schools and the central, university-based tutors make sure any concerns can be raised quickly. The very rapid response from university-based tutors helps make sure that any issues that arise are tackled swiftly.
13. Leaders and managers are very ambitious for the partnership and have a clear vision for the way they wish to develop the courses further. They review and refine the training very regularly, drawing on feedback from trainees and school-based partners. For example, trainees learn strategies to secure the good conduct of pupils early during the training year as a result of requests from trainees and school-based mentors for these skills to be taught from the start. Training opportunities for NQTs organised by Bath Spa University are responsive to the needs of teachers at the early stages of their teaching careers.

14. Leaders and managers gather detailed information about trainees' progress and outcomes. They analyse and use the information to identify strengths and priorities for action. They make sure the training programmes are compliant with current requirements. Since the stage one inspection, leaders and managers have taken decisive action to tighten the consistency of the feedback trainees receive from partnership schools. School-based mentors and lead trainers told inspectors that they appreciated recent training sessions on coaching and raising expectations through checks on the quality of school-based training. Leaders and managers have responded very positively to national developments in initial teacher training. The BET ITT route is an excellent example of the way Bath Spa University has established very close partnerships with local schools and contributed to the design of new routes into teaching. All these strengths demonstrate the strong capacity of Bath Spa University to continue to improve further.

## **Annex: Partnership schools**

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

Beechen Cliff School  
Bournside School  
Bradley Stoke Community School  
Bristol Metropolitan Academy  
Cleeve School  
John O'Gaunt School  
Matravers School  
Norton Hill Academy  
Oldfield School  
Ralph Allen School  
Reading Girls' School  
Royal Wootton Bassett Academy  
Sheldon School  
St Laurence School  
Springfield Special School  
Writhlington School  
St Mary Redcliffe and Temple School  
Wellsway School



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