

Newman University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 20–22 April 2015 Stage 2: 9–11 November 2015

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

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

Inspection judgements

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

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

Overview of the ITE partnership

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

This is because good leadership and effective training enable trainees to flourish. They become competent and confident teachers who are well equipped to work in local schools. Trainees across the primary and secondary phase surpass the minimum expectations against the teachers' standards. There are no marked differences in outcomes between groups. Trainees achieve equally well across the different training routes. Consequently, outcomes for trainees are good and improving in both phases.

Key findings

- Employment rates are above average in both the primary and secondary phase. The training programmes are held in high regard by headteachers. This means a significant majority of trainees are employed in partnership schools or within the West Midlands region.
- Primary and secondary trainees are reflective practitioners who are willing to seek advice and act on guidance to improve their teaching.
- Trainees across both phases are highly skilled in establishing positive relationships with pupils and learners. They manage behaviour well so that classrooms are calm and purposeful.
- The training programme has equipped primary and secondary trainees to keep pupils and learners safe. They have a good understanding of how to tackle prejudice-based bullying and are alert to any signs that could indicate risk of radicalisation and extremism.
- Leaders are successful in meeting the challenges of a changing ITE landscape. They are forging positive partnerships across a diverse range of schools to ensure trainees benefit from a broad and rich training experience.

To improve the ITE partnership should:

- Improve the quality of self-evaluation, through greater use of data and other information, to rigorously check the quality of training and the impact it has on the outcomes for different groups of trainees.
- Equip all trainees with the skills to stretch and challenge the most-able pupils.

Information about this ITE partnership

- The primary and secondary partnerships include a broad range of schools, academies and teaching school alliances across the West Midlands.
- The primary phase offers a number of routes which, on successful completion, lead to qualified teacher status (QTS). These include a three- and four-year Bachelor of Education (BA) degree and professional graduate certificate in education/postgraduate certificate in education (PGCE). Trainees specialise in the early years or primary-age phases.
- The secondary partnership offers a one-year PGCE route with QTS. Trainees specialise in the 11–16 age range.
- School Direct salaried and training routes are a feature of the primary and secondary phases. Both partnerships offer assessment-only routes to a small number of candidates. A Key Stage 2/3 programme is currently being phased out.

Information about the primary partnership

- The partnership offers a number of training routes which lead to qualified teacher status (QTS). Trainees can choose to study a three- or four-year undergraduate programme or a one-year programme which leads to a professional graduate certificate in education/postgraduate certificate in education (PGCE). A very small number of trainees choose to complete the one-year programme with QTS only. Within the postgraduate route, trainees can follow a School Direct salaried or training route. A small number of trainees opt for an assessment only route. Trainees can specialise in early years or primary education.
- During stage one of the inspection there were: 245 undergraduates following the primary route; 56 undergraduates on the early years pathway; 104 postgraduates on the primary programme, and 13 postgraduates who had opted for the early years route. Within the postgraduate cohort, there were 35 trainees following the School Direct route; 11 were salaried. There were 12 Key Stage 2/3 trainees completing their training.
- There are approximately 167 schools, across 10 local authorities, within the primary partnership. School Direct is organised through 11 teaching school alliances.
- The partnership has expanded recently to include school-centred initial teacher training (SCITT) with a partner school.

Information about the primary ITE inspection

- During stage one, inspectors visited 10 schools. They met with 19 PGCE trainees, including trainees following the School Direct route. They spoke to headteachers and school mentors while in school. Inspectors also held further discussions with a group of school mentors, School Direct trainees and several undergraduate trainees. They met with programme leaders, members of the primary consultative board, centre-based trainers and professional tutors. Inspectors met candidates following the assessment-only route and reviewed their portfolios of evidence. Inspectors observed five training sessions; four in the university and one within a teaching school alliance. They took account of the 77 responses to Ofsted's trainee online questionnaire.
- During stage two, inspectors visited 11 schools. They observed 12 newly qualified teachers (NQTs). The sample covered all of the training routes and age phases offered by the partnership. They spoke to headteachers, induction tutors and 12 NQTs while in school. They also met with several groups of NQTs across different training routes, six undergraduate trainees and programme leaders. Telephone discussions were held with representatives from two teaching school alliances and the Chair of the primary consultative board. Inspectors took into account three additional responses to Ofsted's trainee online survey.
- In both stages of the inspection, inspectors evaluated a range of evidence including trainees' files and the work in pupils' books. They also considered a range of documentation provided by the partnership, including information on trainees' attainment, employment and completion. They reviewed the partnership's website and checked safeguarding arrangements and compliance with the ITT criteria.

Inspection team

Joanne Olsson	HMI	Primary lead inspector
John Nixon	HM	Assistant lead inspector
Emma Hollis-Brown	OI	Team inspector
Carole Baker	OI	Team inspector (stage 1)
David Carter	HMI	Team inspector (stage 1)
Stuart Bellworthy	HMI	Team inspector (stage 2)

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- High-calibre trainees and NQTs who demonstrate exceptional professional attitudes. They share a passion for teaching and a desire to continually improve their teaching skills. They are held in high regard by local headteachers.
- Above-average employment rates, with most trainees choosing to work in local schools. Consequently, the partnership is successful in meeting the regional demand for good and outstanding teachers.
- The positive relationships that trainees and NQTs form with pupils, to ensure classrooms are welcoming, behaviour is well managed and learning is not disrupted.
- Exceedingly strong centre-based training, which blends theory and practice flawlessly, is complemented well by specialist and enhancement learning opportunities. This accounts for trainees' and NQTs' strong subject knowledge and their confidence and competence in teaching across the primary and early years curriculum.
- The quality and diversity of school placements, which provide abundant opportunities for trainees to teach pupils from different minority ethnic backgrounds and pupils who speak English as an additional language. This breadth of experience prepares them well to work in schools that are facing challenging circumstances.
- Keeping pupils safe has a high priority in all of the training programmes. Consequently, trainees and NQTs are well prepared to spot and act on any sign which may indicate pupils are at risk of harm, prejudice-based bullying, online dangers or radicalisation and extremism.
- Leaders are continually embracing new partnerships as part of their positive and proactive approach to the changing ITE landscape.

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

The partnership should:

- Raise trainees' attainment further by:
 - equipping trainees with the skills to stretch and challenge the most-able pupils
 - developing trainees' skills in assessing pupils' progress over time.
- Build on recent improvements to the training programme and quality assurance systems to ensure that all trainees, regardless of the training route they follow, have ample opportunity to plan, teach and assess physical education (PE) and phonics in a timely manner.
- Enhance the systems for self-evaluation by:
 - using data more rigorously to check the impact of training on different groups of trainees across the various routes and pathways
 - reviewing the improvement plan to ensure there are clear milestones which can be used to measure the success of actions across the year.

Inspection judgements

1. The partnership enjoys a good local reputation for nurturing well-prepared teachers who are an asset to schools. Headteachers are overwhelmingly positive about the calibre of NQTs, who consistently demonstrate exceptional professional attitudes, and share a willingness to seek advice and learn from others. Trainees emerge from the different training programmes as well-rounded, resilient and enthusiastic professionals who make a difference to the schools in which they work and the pupils they teach.
2. The confidence of headteachers in the training programmes is backed up by improving employment rates. They are above average for all groups of trainees. Eight out of every ten trainees opted to work in the West Midlands region and over half of the cohort are employed in partnership schools. Consequently, the partnership is very successful in meeting the demand for good and better teachers in local schools.
3. The number of trainees who complete the programme and gain QTS is also improving over time. Completion rates are at least in line for all groups and sometimes above the sector average. This is due to the good-quality support trainees receive when they face barriers to success. The partnership is particularly successful in helping those trainees who interrupt their studies to return at a later date and complete their training to a good or better standard. The small number of trainees who choose to leave before the end of the

programme do so for personal reasons. Their withdrawal does not reflect any dissatisfaction with their training or hint at weaknesses in recruitment and selection.

4. Trainees' attainment is improving year-on-year. All trainees surpass the minimum expectations against the teachers' standards and a large proportion are achieving at the highest levels. There are no marked differences between different groups. Similarly, trainees who opt for different routes and age phases do as well as their colleagues.
5. Trainees and NQTs teach well. They share some noteworthy strengths. Each and every one is highly successful in establishing positive relationships with pupils and setting the right climate for learning. Pupils feel safe to ask questions because trainees and NQTs model respect and tolerance consistently well. All are very well prepared to manage pupils' behaviour so that learning goes ahead without any major interruptions. They are skilled in using additional adults to maximise learning for different groups of pupils. Trainees and NQTs consistently use their strong subject knowledge to check pupils' understanding and tackle any hidden misconceptions.
6. Trainees and NQTs are confident about meeting the needs of pupils from different minority ethnic backgrounds or pupils who speak English as an additional language. This is because they gain a good grounding of diverse pupil cohorts within the rich partnership of schools. Activities, such as inclusion weeks, are very helpful in ensuring trainees and NQTs pitch their teaching accurately to pupils who have special educational needs or those who need extra help to catch up. As a result, these pupils keep pace with their classmates in lessons and over time. However, trainees and NQTs are less assured in meeting the needs of the most-able pupils. They miss opportunities to deepen learning and to stretch and challenge this group, so pupils can achieve their very best.
7. Good use is made of day-to-day assessment to check pupils' understanding and to adapt teaching when trainees and NQTs identify any pupils who are struggling to keep up. Trainees and NQTs mark pupils' work carefully; they are quick to pick up any muddled thinking. However, they are less secure in assessing pupils' progress over time. They are only just getting to grips with whole-school assessment systems.
8. Keeping pupils safe is threaded throughout the training programmes. As a result, trainees and NQTs are well equipped to tackle prejudice-based bullying, including homophobic name-calling, and to spot any signs that may indicate pupils are at risk of radicalisation and extremism. They are alert to potential online dangers because training in this area is relevant and up to date.

9. The training programme is designed well to ensure trainees gain practical experience across contrasting schools and age groups. This ensures they can teach across their chosen age phase and gain a sense of pupils' progression across different key stages. Placements are timely and trainees benefit from a diverse range of schools, including those facing challenging socio-economic circumstances and an increasing number who have been judged to require improvement. This breadth of experience means trainees are prepared fully to teach in local schools. They understand the day-to-day challenges, are unperturbed about external monitoring and they gain a good understanding of their role in meeting the needs of disadvantaged pupils.
10. Schools are keen to play their part in cultivating good and better teachers. They are supported well in this quest by clear documentation, good communication and the support of respected professional tutors who check the quality of training and moderate mentors' judgements about trainees' progress.
11. Mentoring is of good quality. There are strong levels of consistency in school-based training across the partnership. This is because roles and responsibilities are explicit and enshrined in the comprehensive partnership agreement. As a result, trainees get an equally good deal across their different placements, regardless of the training route they follow. Mentors are effective in harnessing trainees' enthusiasm for the role and supporting trainees to become confident and reflective practitioners. At stage one of the inspection, there were too few opportunities for mentors to meet and share best practice. This is no longer the case. Mentor training has been enhanced considerably. Training sessions now focus on developing coaching skills and using a wider range of evidence to reach judgements about trainees' teaching over time. Mentors are showing their approval of recent changes by attending training sessions more frequently than in the past.
12. Stage one of the inspection uncovered some variation in the rigour of leaders' quality assurance of school-based training. As a result, some trainees on the PGCE route, including those following the School Direct routes, did not always have an opportunity to plan, teach and assess physical education (PE). For some, the opportunity to put their understanding of phonics into practice came too late in the programme. Leaders have responded to this shortcoming quickly. A review of the PGCE programme means there are greater opportunities for trainees to teach phonics from the outset. A 'QA toolkit' is heightening expectations of School Direct training. This change for the better bodes well for current trainees. Nonetheless, there are a small number of NQTs, out in the field, who have gaps in their ability to teach PE and phonics well.
13. Links between the university and schools are forged well through useful school-based tasks and assignments which help trainees to blend theory and practice. The quality of centre-based training is very strong. Subject audits and expert

tutors ensure trainees have secure subject knowledge and a range of appropriate teaching techniques. This accounts for trainees' and NQTs' competency in teaching across the full breadth of the curriculum. The same is true for those trainees who opt to teach younger children. The early years programme is particularly effective in equipping trainees with a clear sense of progression from birth to seven. The programme is carefully structured so trainees gain an insight into pedagogy, assessment and welfare requirements. Consequently early years trainees and NQTs have a deep understanding of how to meet children's needs and interests.

14. Leaders listen to trainees and reshape provision as a result. In the recent past, a significant proportion of former trainees expressed their dissatisfaction with many aspects of the programme. This is no longer true. Discussions with trainees and NQTs, the trainee online questionnaire and the partnership's own exit survey show increasing levels of satisfaction among all trainees, regardless of the route they follow. Preparation for phonics teaching has improved considerably in response to trainees' feedback. Opportunities to plan and teach this subject and to observe best practice in schools mean trainees, particularly those following the undergraduate route, have a good body of phonics knowledge and skills.
15. Mathematics training is consistently rated highly. It is easy to see why. Tutors do an excellent job in building trainees' confidence; they tackle any negative views about mathematics head-on. Subject knowledge is delivered seamlessly alongside effective teaching strategies which are couched in recent and relevant research. As a result, trainees and NQTs teach mathematics with enthusiasm, using visual models and images well to develop pupils' mathematical thinking. Training for PE is comprehensive and allows trainees to gain the skills they need to teach this subject well across the early years and primary age groups.
16. A particular strength of the training programme is the enhancement and specialist weeks. These events ensure trainees become steeped in their specialist subject but also open their eyes to a broader range of teaching techniques. The opportunity to visit schools in Sweden to explore the impact of Forest Schools is just one example, among many, of the excellent learning opportunities available to trainees. Residential and day visits ensure trainees get a flavour of school life beyond the classroom. Resourceful leaders go the extra mile and ensure equally valuable experiences are open to those trainees who wish to stay closer to home.
17. Leaders are forging ahead with new partnerships and responding positively to the changing ITE landscape. They are forward-looking, seizing every opportunity to strengthen training and improve outcomes for trainees. New partners are being brought into the fold quickly and leaders are working

increasingly well with individual schools and large teaching school alliances to support different routes into teaching.

18. Elsewhere in the partnership, schools have a clear presence in the design and delivery of the programmes. The primary consultative board is proving to be an appropriate vehicle for schools to share their views. This is leading to change; a greater focus on working with parents is a result of feedback from this group. Expertise in schools is harnessed well to expose trainees to good practice in phonics, mathematics, PE and special educational needs to name just a few. School staff are frequent guests at centre-based lectures. Recently, a talk about the demands of working in a school that requires improvement has helped trainees understand the challenges they may face when they enter the profession.
19. Leaders track trainees' progress carefully and ensure support is triggered at any sign of emerging weaknesses. Close attention is paid to trainees' performance against individual standards. This is proving to be a useful tool in identifying common issues. The assessment of trainees' teaching skills against the teachers' standards is broadly accurate. There are appropriate checks and balances in place to check the quality of training. Consequently, leaders have a realistic view of strengths and are setting appropriate priorities for improvement. The plans to drive the next stage of the partnership's development have improved since the last inspection. Nonetheless, planning lacks any measurable milestones to help leaders track and evaluate their success along the way. The speedy and appropriate action taken, since stage one of the inspection, plus improving outcomes for all trainees, signal the partnership's good capacity to improve further.
20. The partnership has grown in complexity since the last inspection. However, leaders' use of data has not followed suit quite as quickly. Improvements since stage one of the inspection mean the outcomes for different groups and trainees following different routes and pathways are looked at in greater detail. There is scope to strengthen this aspect of monitoring further so leaders can keep a closer eye on any emerging gaps between groups or different training programmes.
21. There is a well-designed and effective support package in place to ensure any trainee at risk of underachieving receives close and appropriate intervention. This is bearing fruit; completion rates and attainment are both improving over time. Leaders know trainees well. In turn, trainees and NQTs consistently point to the high levels of care they receive to help them succeed. One trainee summed the partnership up nicely as 'a family of learning'. This is an apt description and a testament to the high levels of pastoral care. Good-quality support extends beyond the training programme. NQTs continue to access accredited and non-accredited training programmes. They value the opportunity

to keep in touch with course tutors and to access a whole host of resources on the virtual learning site.

22. The information provided to employing schools accurately identifies the strengths and areas for improvement for each trainee. Some NQTs benefit from sharp targets which help set a firm baseline for future professional development and success. This good practice is not reflected across the whole partnership.
23. The procedures for recruiting and selecting trainees are rigorous. Potential trainees' aptitudes, skills and commitment to teaching are tested systematically. Schools have a voice in the process. University staff are involved fully with all School Direct appointments. All safeguarding procedures are met in full. The partnership is compliant with all ITT criteria.

Annex: Partnership schools

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

Arden Primary School, Birmingham
Chilwell Croft Academy, Birmingham
Crocketts Community Primary School, Sandwell
Goodyers End Primary School, Warwickshire
Greet Primary School, Birmingham
Huntingtree Primary School, Dudley
Pennyhill Primary School, West Bromwich
Reddal Hill Primary School, Sandwell
Regents Park Community Primary School, Birmingham
Sidney Stringer Academy, Coventry
St Andrew's Church of England Primary School, Wolverhampton
St Clare's Catholic Primary School, Birmingham
St Elizabeth's Catholic Primary School, Tamworth
St Francis Xavier Catholic Primary School, Sandwell
St Joseph's Catholic Primary School, Birmingham
St Osburg's Catholic Primary, Coventry
St Thomas More Catholic Primary, Staffordshire
Two Rivers Primary School, Tamworth
Waverley School, Birmingham
Wood Green Junior School, Wednesbury

The secondary phase

Information about the secondary partnership

- The university offers a one-year secondary programme that leads to a professional graduate certificate in education/postgraduate certificate in education (PGCE) and the award of qualified teacher status (QTS). Trainees are prepared to teach across the 11–16 age range.
- During stage one of the inspection, secondary provision was delivered through the PGCE core route at the university to 57 trainees across the following subjects: English, computer science, geography, mathematics, modern foreign languages, physical education, science and religious education.
- In addition, School Direct provision was delivered to 66 trainees, 29 of them salaried, in the core subjects above and in art and design, business studies, citizenship, drama, design and technology, geography, health and social care, history and music.
- In 2014/15, 27 candidates were accredited through the assessment-only route.
- The provider works with schools across the West Midlands, around 60 providing placements, including 10 lead schools delivering School Direct.

Information about the secondary ITE inspection

- Inspectors visited nine schools during stage one. They observed the teaching of 15 trainees and spoke to a further 14 trainees.
- Inspectors took account of the findings of the most recent newly qualified teacher (NQT) survey and the responses from trainees to Ofsted's online questionnaire.
- Inspectors visited six schools during stage two, observed the teaching of 10 NQTs and met with a further five NQTs and three trainees.
- Meetings were held with university staff. Documentary evidence supplied by the partnership was scrutinised in both stages. In schools, inspectors interviewed trainees, NQTs, subject mentors, training managers and senior leaders. They looked at evidence of trainees' progress and pupils' marked work. At stage two, inspectors evaluated the strengths and further professional development needs identified for each trainee at the end of the training.

Inspection team

Anne Taylor	OI	Secondary lead inspector (stage 2) Assistant lead (stage 1)
Ian Hodgkinson	HMI	Secondary lead inspector (stage 1)
Helen Lane	HMI	Assistant lead (stage 2) Team inspector (stage 1)
Andrew Maher	OI	Team inspector (stage 2)

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- A highly constructive, developmental partnership with a broad and diverse range of schools, many of which have strong and long-established reputations as providers of high-quality ITE placements.
- Above-average employment rates, which make a positive contribution to the local supply of good teachers, including in shortage subjects. Through strong partnership working a high proportion of NQTs are employed locally.
- Rising attainment which has sharply increased the proportion of outstanding trainees since the last inspection, especially those trained through the School Direct route.
- Trainees and NQTs who show very high standards of personal and professional conduct. They are reflective, keen to improve and have high expectations of their learners.
- A well-regarded programme of central training, with a strong focus on the assessment and development of trainees' subject knowledge for teaching and pedagogical understanding. This fits effectively with schools' own training programmes.
- Well-developed roles for professional mentors in ensuring coherence between centre- and school-based training. Effective support for school-based mentors and programmes from centre-based partnership leaders and subject tutors ensures trainees are supported well.
- The strong promotion of trainees' awareness of their roles in keeping pupils safe from extremism and radicalisation.

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

The partnership should:

- Improve trainees' completion rates, across the partnership, especially for those on the PGCE core route.

- Ensure trainees have the skills and knowledge to plan for the needs of all their pupils, including the most able, so that lessons provide sufficient stretch and challenge to enable all pupils to achieve their potential.
- Continue to strengthen trainees' skills in developing their pupils' literacy and numeracy within their subjects.
- Improve the quality of self-evaluation and target setting, through the analysis of a broader range of qualitative and quantitative data.

Inspection judgements

24. The partnership meets the need for teachers in secondary schools across the West Midlands well. The breadth of the partnership and its inclusive nature is a particular strength. The partnership makes a strategic contribution to the supply, quality and retention of teachers in the area, especially through the growth in School Direct and the assessment-only route. Recruitment is also diverse and inclusive. Trainees come from a wide range of backgrounds; 38% of trainees in 2014/15 were from minority ethnic groups, over twice the national figure for secondary trainees. Half of all trainees are over 25. The proportion of male trainees has increased steadily and is around half of all trainees on the programme.
25. The partnership has a good reputation for responding to local need and the changing landscape of ITE provision. The university is alert to changes being planned. The university links to around 60 schools which provide placements for trainees, including 10 schools which deliver School Direct training. Detailed consultation takes place through seven strategic partnership schools. Changes arise from this consultation. For example, subjects on offer have been extended in response to the demands of schools and recruitment to the core PGCE programme is mainly in shortage subjects, such as mathematics, computing and science. Headteachers speak highly of the quality of teachers from the partnership and the good communication and mutual benefit of support and learning derived from partnership working.
26. The outcomes for trainees are good. Trainees' attainment is high, especially through the School Direct route, where around three quarters of trainees were judged outstanding at the end of their training in 2015. Attainment is strong in most subject areas. Subject knowledge enhancement (SKE) courses are offered in several shortage areas. These enhancement courses have contributed to raising attainment over time. Employment rates for completing trainees rose to above national rates in 2014/15; the vast majority of School Direct trainees gain employment locally. Completion rates are around the national average but are variable year-on-year and between routes. Last year, too many trainees on the core PGCE route either withdrew or deferred their assessment. Non-completion by male trainees and by minority ethnic trainees has been very high

in the past. This is improving over time. It is now much closer to the national average.

27. The quality of training is consistently good across the partnership and the programme is coherent. Professional tutors value the good communication with the university which allows them to structure school-based sessions around the work at Newman. Trainees have a high regard for the central training programme; in particular the work of their subject tutors, whose own teaching methods they hold in high esteem. They value the accessibility of their subject tutors during teaching practice, as a ready source of advice on methodology and problem solving. Trainees appreciate the structure of assignments which are based in academic research, but have practical elements. The programme has a strong emphasis on preparing trainees to teach and ensuring trainees have good curriculum and subject knowledge.
28. All trainees exceed the minimum level of practice expected of teachers, as defined in the teachers' standards, by the end of their training. Many meet all of the standards at a high level. Nearly all have the characteristics of good teachers, and many of outstanding teachers. Inspectors agreed with the accuracy of trainees' assessment. Trainees and NQTs display very high standards of personal and professional conduct. They are reflective and keen to improve their practice. Most trainees make good progress. This is recorded in detail by the university. However, sometimes their assessment information and targets are not transferred rapidly between placement schools. This means the second school is not able to take full account of trainees' improvement priorities in supporting their progress. Leaders have made positive changes to these systems in response to this issue being raised during stage one of the inspection.
29. NQTs are clear about what they have to do to improve further as a teacher. They each prepared an analysis of their strengths and further professional development needs at the end of their training. Some are detailed; others less so. Most have used this analysis well to prepare further detailed action plans with their NQT mentors in school. Communication between schools and the university is good.
30. Trainees have high expectations of their learners. They create positive learning environments, structure their lessons well, with a variety of activities, and most enthuse and motivate their learners. The training in promoting and managing good behaviour is valued by the trainees and gives them the confidence they need to manage behaviour well. The training content has a strong and appropriate focus on safeguarding and counter-terrorism. It equips trainees and NQTs well to identify pupils at risk of abuse and/or radicalisation. Trainees are clear on how to tackle bullying if it arises. The training on special educational needs and English as an additional language enables trainees to support these pupils well. Trainees have very good subject knowledge, which they use

effectively. Most have high levels of skill in English and mathematics, although some are less confident in developing these skills in their pupils. Following stage one of the inspection, the partnership made changes to the training content and observation criteria, to raise trainees' awareness of the importance of developing literacy and numeracy skills in their pupils. Targeted additional support has also been arranged for any trainees with related skill gaps.

31. Trainees value the support they receive from trainers and mentors, especially centre-based subject mentors, a view endorsed once they are employed as NQTs. Links between school- and centre-based mentors are strong. Feedback given by mentors on lessons observed during the inspection was accurate and clear. However, in stage one of the inspection too little emphasis was placed on the impact of trainees' teaching on their pupils' learning. Trainees were insufficiently prepared to use pupils' attainment and assessment data to plan lessons meeting the needs of all learners. Systems, procedures and observation criteria have now been revised to encourage a greater emphasis on pupils' learning from the start of the training. However, it is too early to see the impact of this on current trainees. In stage two of the inspection, some NQTs were not providing sufficient stretch and challenge in their lessons, and some pupils, especially the more able, were not achieving their potential.
32. The diversity, quality and range of placement schools are in most respects a key strength of the partnership. Central to the partnership and its growing School Direct offer are outstanding schools of national repute for innovative practice in teacher development, in highly socially and ethnically diverse contexts. Special schools have strong representation. Across the schools in the partnership a small number are judged to require improvement or have gone into special measures. Careful vetting of the quality of the placement allows trainees to gain experience in schools in more challenging circumstances. All schools in the partnership, including schools requiring improvement or in special measures, are able to benefit from the continuing professional development for partners provided by the university.
33. The diversity of placement schools enables trainees to gain wide experience of the needs of particular groups. While trainees are generally positive about the quality of their placements, a small number of School Direct trainees expressed dissatisfaction in the quality or diversity of their placements. Inspectors found that a few School Direct trainees, whose placements were in closely related schools, had a narrower experience than others, particularly in relation to school policies, procedures and approaches to teaching. While core PGCE trainees are able to spend up to three weeks at the end of their programme visiting a variety of schools to broaden their experience further, School Direct trainees remain in their main placement schools. This lack of breadth also results in variations in trainees' awareness of pupils' work at other key stages, such as Key Stage 2 and Key Stage 5.

34. The leadership and management of the partnership are good. Leaders share a clear vision for the future development of the partnership, which responds innovatively to the changing landscape of ITE provision. The university has seconded trainers to local clusters of partner schools, has developed a school-centred initial teacher training programme (SCITT) through a partner school, and is developing part-time, flexible provision to start in 2016. Partnership engagement is strong and partnership arrangements are highly effective in setting out, with great clarity, roles and responsibilities of all participants and staff. The secondary consultative group make a strong contribution to the leadership of the partnership.
35. The recruitment and selection of trainees is rigorous. School Direct trainees overwhelmingly feel they went through a rigorous process, which has been tightened in response to high withdrawal rates in previous years. NQTs are resilient and analytical. Their reflective skills equip them well for the challenges of the profession. They are building on the targets set at the end of their programme to develop into outstanding teachers.
36. Centre-based staff make frequent and valuable visits to schools for joint observations, quality assurance and to moderate assessments. This is leading to greater consistency across the provision. The programme team use a range of formal and informal mechanisms to ascertain quality and they respond promptly when issues are identified. The training programmes are continuously reviewed, amended and kept up to date. Subject pathway leaders ensure current developments are incorporated into the training. However, partnership data on trainee outcomes have only recently been evaluated against national benchmarks. While the partnership is proactive in obtaining the views of current trainees, it has not yet systematically sought the views of NQTs to identify potential improvements, nor does it routinely obtain the views of wider partners.
37. The partnership's capacity to improve is good. The development plan sets clear ambitions and actions and incorporates ongoing evaluations. However, it lacks measurable success criteria. The partnership response to the areas for improvement raised at stage one of the inspection is thorough, specifies accountability, milestones, actions and dates and is regularly evaluated. Actions taken to date are appropriate and detailed. Systems and procedures have been changed, although it is too early to see the impact on current trainees.
38. The partnership complies with all statutory requirements, including all of the ITT criteria relating to entry to the course, training and management. It promotes equality and diversity well, is inclusive, and ensures trainees and NQTs are well equipped to safeguard their pupils.

Annex: Partnership schools

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

Aldridge Academy, Aldridge, Walsall
Calthorpe Teaching Academy, Birmingham
Great Barr School, Birmingham
Heartlands Academy, Birmingham
Hodge Hill College, Birmingham
Holly Lodge Foundation High School and College of Science, Smethwick
Perry Beeches The Academy, Birmingham
Perry Beeches III The Free School, Birmingham
RSA Academy, Tipton
Saint Michael's CE High School, Rowley Regis
Sidney Stringer Academy, Coventry
Streetly Academy, Walsall
Waverley Academy, Birmingham
Wodensborough Ormiston Academy, Wednesbury, Sandwell

ITE partnership details

Unique reference number	70135
Inspection number	1149708
Inspection dates	Stage 1 20–22 April 2015
	Stage 2 9–11 November 2015
Lead inspector	Joanne Olsson HMI
Type of ITE partnership	HEI
Phases provided	Primary and secondary QTS
Date of previous inspection	August 2010
Previous inspection report	https://reports.ofsted.gov.uk/user

Provider address	Genners Lane Bartley Green Birmingham West Midlands B32 3NT
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