

University of Warwick ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 8–10 June 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

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

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in early years initial teacher training (ITT); outstanding in primary; outstanding in secondary and good in further education.

This is because outcomes for trainees, the quality of training and the effectiveness of leadership and management are at least good in all phases. They are outstanding in the primary and secondary phases. In the further education phase, the effectiveness of leadership and management is outstanding.

Key findings

- Outcomes for trainees are at least good in all phases because training is at least good in all phases and all trainees receive high-quality support.
- Critical reflection, confidence and high standards in personal and professional conduct are characteristics of trainees in all phases.
- Former trainees in early years settings and further education colleges and newly qualified teachers (NQTs) in primary and secondary schools are rated highly by their employing institutions.
- The partnership makes a significant contribution to teacher supply and to the school and college improvement agenda in the local area.
- Trainees, former trainees and NQTs have high expectations for those they teach and focus very well on promoting their learning and progress.
- Leaders embrace and anticipate change positively and successfully.

To improve, the ITE partnership should:

- Ensure quality assurance and enhancement processes across all phases are as rigorous and robust as they are in the best.

Information about this ITE partnership

- The partnership is a very well-established provider of initial teacher education in the Midlands region.
- The partnership offers teacher training for early years, primary, secondary and further education phases.
- Early years initial teacher training (0–5 years) is delivered via three routes: university-led, employer-based and assessment only.
- Primary initial teacher education routes include the Post Graduate Certificate in Education (PGCE) for the 3–7 (early years) age group and for the 5–11 (primary) age group. The primary (5–11) route includes

university-led PGCE core and school-led School Direct training and salaried programmes.

- The secondary initial teacher education route includes a university-led PGCE core 11–18 programme and school-led PGCE School Direct training and salaried programmes. The School Direct programmes cover the 11–16 age range.
- Initial teacher education for further education is delivered through two-year, part-time in-service courses validated by the university. Courses lead to the Level 5 Diploma in Education and Training (DET).

The early years ITT phase

Information about the early years ITT partnership

- The university is in the second year of providing training for graduates leading to early years teacher status (0–5 years).
- It offers three routes: university-led, employer-based and assessment only. In 2014/15, nine trainees undertook a year's full-time programme based at the university. The university also worked with the Best Practice Network to oversee the quality of training and assessment of 13 trainees who followed the graduate employment-based route. No trainee followed the assessment-only route.
- From September 2015, seven graduate trainees are undertaking 12 months' full-time, university-led training and 12 trainees are taking the employment-based route with training and assessment by the university.
- The university works in partnership with more than 20 early years settings. Two nursery school alliances joined the partnership in September 2015.

Information about the early years ITT inspection

- One inspector led stage 1 of the inspection and another led stage 2.
- During stage 1, the inspector observed the teaching of three trainees who were following the full-time, university-led route. All three were on placement in Reception classes in maintained schools. The observations were conducted jointly with school-based mentors.
- During stage 2, the inspector observed the teaching of three former trainees; two had followed the employment-based route and one the full-time, university-led route. One observation was conducted jointly with the school's deputy headteacher. The inspector also held a telephone discussion with the mentor of a current employment-based trainee.
- At both stages, inspectors met with programme leaders, managers and leaders of partnership settings, and current and former trainees. The inspectors reviewed a wide range of evidence, including self-evaluation and improvement plans, training documents, handbooks, information relating to trainees' progress and outcomes, and the responses to the Ofsted online trainee survey and the university's own survey.
- Inspectors reviewed documentation relating to statutory safeguarding as well as compliance with the early years initial teacher training requirements.

Inspection team

Mark Williams, Senior Her Majesty's Inspector, lead inspector, stage 1
Sonja Øyen, Ofsted Inspector, lead inspector, stage 2

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership are:

- Good-quality training that boosts trainees' confidence in their abilities and fosters enthusiastic early years teachers who reflect critically on their teaching and show a high level of professional and personal conduct.
- The strong emphasis on early reading, mathematics and science, which ensures that trainees gain a secure understanding of childhood development, how young children learn and how best to promote each child's progress, particularly in communication, language and literacy, which are local issues.
- Robust recruitment and selection procedures that result in trainees who have a high level of aspiration, commitment and willingness to direct their own learning.
- Overall good-quality mentoring and timely, tailored support, which ensure that trainees progress well in meeting the teachers' standards (early years). Trainees quickly gain employment, make a smooth transition into working with young children and influence the practice of others. Former trainees are benefiting from continued contact, support and professional development from the university.
- Leaders who are quick to review the effectiveness of provision and to take prompt action to improve the quality of trainees' training. They share a clear vision of excellence and a firm determination to heighten the value locally of early years teacher status.

The significant investment of time and expertise of the head of primary teacher education, the programme leader and early years tutors, together with close links to other well-established teacher training routes in the university, which together give the programme a high profile. The partnership is young but growing stronger as more early years settings choose to be involved in training.

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

The partnership should:

- Improve the outcomes for trainees, especially in those teachers' standards (early years) that require trainees to demonstrate a clear understanding, and those that require them to lead.
- Resolve inconsistencies in mentoring so that all trainees receive high-quality, constructive feedback on the impact of their teaching on children's development and are set challenging targets that enable them to make optimal progress in meeting the teachers' standards (early years).

Inspection judgements

1. The overall effectiveness of early years initial teacher education is good and improving. The partnership is growing, widening the opportunities for trainers and trainees to benefit from practice in a range of early years settings locally and regionally, including those in challenging circumstances. Clear, determined leadership underlined by a shared vision of excellence and effective recent action place the partnership in a strong position to lift the quality and consistency of training and to improve outcomes for all trainees.
2. Trainees are highly satisfied with the quality of the training overall and particularly with how it boosts their self-confidence and depth of knowledge of child development. Former trainees referred to 'feeling reassured that what they were doing was right', and to the many ideas gained from the training that they were now implementing. Employers pointed out that current and former trainees had a positive influence on the practice of others; one referred to the raising of expectations and another to innovative, outdoor learning. One employer with a large number of early years settings is considering how the gained skills, knowledge and ideas of a former trainee may benefit the whole organisation. Employment rates are high and several former trainees who followed the employment-based route have gained promotion to leadership roles. Others seeking their first post were 'head-hunted' to teach in Reception classes in schools. Leaders continue to offer support and training opportunities to former trainees, some of whom are already working to gain qualified teacher status.
3. Leaders are committed to making early years initial teacher education the best it can be, and to meeting a local need for qualified early years teachers. Effective recruitment is evident in the good take-up by graduate trainees who are already employed in early years settings, as well as trainees who opt for this programme rather than other routes into teaching. Former trainees and employers endorse the programme, which is attracting a good level of interest, with successful applications from males and members of minority ethnic groups.
4. Robust selection procedures are reflected in trainees who are highly committed, enthusiastic and willing to direct their own learning. Trainees understand the demands of the programme. They enhance their subject knowledge through reading, consulting others, observations and assignments, often deliberately selecting an area where they have less professional experience, such as working with babies. The helpful support from mentors, tutors and leaders ensures that trainees make good progress in meeting the teachers' standards (early years). Trainees praise the tutors for their ready availability and their willingness to advise and guide. Such timely support had helped trainees to overcome problems that affected their progress. A few trainees withdrew in

2014/15 for varying, known reasons. The small number of trainees who deferred completion are expected to complete the programme by the end of 2015.

5. Overall, the attainment of one in three trainees was judged to be outstanding at the end of the initial programme. The profile of attainment of trainees following the employment-based route was not as strong as that of the university-based trainees. However, all trainees show real strength in some standards. For example, a common strength is the trainees' high level of personal and professional conduct. Trainees build good relationships with children and their families and understand the importance of working together to foster, assess and record children's development and progress. Trainees are notably conscious of their role in safeguarding children and promoting their well-being. They are very aware of national priorities, including the promotion of British values and the Prevent strategy. Trainees and former trainees model politeness and fairness, often asking the children for their opinions and encouraging them to consider and accept the views and behaviours of others.
6. Leaders know that, in the programme's first year, some inconsistencies in mentoring led to variability in the level of challenge and quality of feedback given to trainees. For instance, targets set did not always link closely enough to the teachers' standards (early years) to enable trainees to lift the quality of their teaching and make rapid progress. The university quickly identified this issue and took appropriate actions. Guidance questions, along with examples of incisive, constructive feedback, such as that given to former trainees visited at stage 2 of the inspection, now give mentors and trainees a clear indication of what is expected. The focus on evaluating the impact of teaching on children's development and learning is also central to training sessions for mentors, planned conferences and revised training content. Mentors, tutors and leaders are much better placed to guide trainees and assess how well they meet each of the teachers' standards (early years), especially those that require trainees to demonstrate 'a clear understanding', 'a critical understanding' and 'to lead'. In a few cases, the evidence submitted by trainees is too superficial and subjective.
7. A strength of the programme is the way it develops trainees' ability to reflect critically on their own progress and teaching. At both stages of the inspection, trainees and former trainees readily evaluated their own teaching, accepted comments from mentors, and were keen to know what might strengthen the children's learning. They managed children's behaviour positively, reminding children of what was expected and praising them for 'good sitting' and 'super thinking'. Sessions were well planned and prepared; when leading a session with a group, trainees and former trainees used a range of objects, materials, songs and rhymes to keep the children engaged and involved. A common strand was the use of naturally occurring opportunities to encourage the children to talk, to link letters and sounds, and to count and name shapes and

colours. Trainees understand that the development of communication and language is a local priority. Through formal training sessions and experience on placements, they develop a firm understanding of the crucial links between speech and the development of early literacy and mathematics. In all settings visited, trainees and former trainees had either set up or contributed to attractive reading and writing areas, with books and writing opportunities as part of role play. Trainees and former trainees encouraged children to talk about what they were doing. Just occasionally, they and other adults were too quick to move on rather than allowing children to say more or to ask them a related question.

8. The strengths in trainees' teaching reflect the good training programme which is cohesive and developmental. It gives trainees a clear understanding of the links between theory and practice, rooted in the principles and expectations outlined in national guidance on the Early Years Foundation Stage. All trainees benefit from the input of specialist trainers from within the university and outside agencies as well as from expert practitioners, including those working in the university's nursery. The inclusion of sessions covering child mental health and forest school learning ensures that trainees gain key information to ground their thinking about children's development. Trainees and former trainees are particularly satisfied with the quality of the training in literacy and mathematics which they find inspirational and influential. They refer to 'taking to heart' the view that 'mathematics is everywhere' and drawing on the many ideas shared on how to foster children's phonic knowledge.
9. All trainees gain experience of working with babies, toddlers, pre-school children and children in the Reception class. They also spend time in Key Stage 1 classes and develop an appreciation of issues relating to transition from pre-school settings and national expectations of children's attainment. University-based trainees gain experience of working in differing contexts in private, voluntary, independent and locally maintained settings. Leaders have rightly stipulated that this year, employment-based trainees and their mentors must ensure that trainees gain experience in contrasting settings. Not all employed trainees benefited from placements in settings with a significant proportion of children for whom English is an additional language, disabled children and those with special educational needs, and where there are funded two-year-olds.
10. Leaders were thorough in their moderation, evaluation and assessment of trainees' attainment in meeting the teachers' standards (early years). This careful and conscientious approach gave a clear, accurate overview of trainees' outcomes. Leaders were also quick to act on the points raised at the end of stage 1 of this inspection to the benefit of trainees in the latter part of their programme as well as current trainees. A good example was the support for trainees in directing and leading their work with other adults, an aspect that some trainees find difficult to implement, especially in settings where they have

worked for some time. The evaluation of data relating to trainees' attainment against each sub-section of the teachers' standards (early years) has informed refinements to the content of training and to the order of placements. Trainees will now, for example, undertake their final assessed placement working with pre-school children, rather than in a Reception class in order to allow them to demonstrate fully their beliefs about how best to promote early years' learning and young children's development.

11. The partnership is compliant with the criteria for early years initial teacher education and meets all statutory requirements related to safeguarding and the promotion of equality, diversity and the elimination of discrimination.
12. Capacity to improve is particularly strong; leaders and trainers have considerable experience from their involvement in other outstanding teacher education programmes. Trainees and employers value highly the proactive, positive approach of the head of primary teacher education and the early years leader, together with their strong commitment to, and enthusiasm for, the programme. Leaders are actively advocating early years teacher status locally, regionally and nationally, and working with partners to identify how best to draw on the wealth of early years' expertise, skills and knowledge to the benefit of trainees and trainers.
13. The partnership as a whole remains at an early stage in shaping the way forward. Leaders at the university have identified key areas for improvement and many of the planned actions have already been implemented. The improvement plan for 2015/16 initially lacked clear, measurable targets that linked actions to expected benefits in relation to the outcomes for trainees. The leaders' amendments to the plan now give the partnership a clear basis to evaluate the impact of action taken on the outcomes for trainees.

Annex: Partnership schools and settings

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

Curdworth Primary School, Sutton Coldfield
Southam Beehive Nursery, Southam
St Francis Catholic Primary School, Bedworth
Shrubland Street Primary School, Leamington Spa
The Grange Pre-School, Southam
Windy Arbor Primary School, Birmingham

The primary phase

Information about the primary partnership

- The primary partnership of the University of Warwick comprises 125 primary schools spread across 12 local authorities.
- The partnership provides training in the 3–7 and 5–11 age ranges, leading to qualified teacher status (QTS) through the award of a Post Graduate Certificate in Education (PGCE). This qualification includes 60 credits at Master’s level. At stage 1 of the inspection, there were 167 primary trainees. Thirty-four trainees were following the primary School Direct route, of which 21 were salaried.
- Trainees taking the PGCE core route can pursue subject specialisms in English, languages, mathematics, science or special educational needs.
- The PGCE core primary 5–11 route involves: four extended professional practice placements in contrasting settings; five experiential days focusing on English as an additional language, special educational needs, phonics and outside learning contexts; and five ‘serial days’ of observation organised by the university.
- The PGCE primary 5–11 School Direct route to QTS involves: an extended professional practice placement in one main school and an additional placement in a contrasting school for a minimum of five weeks.
- The PGCE core primary 3–7 route involves: professional studies, subject studies and professional practice. Placements are offered in a range of nursery settings and schools in a variety of contexts.

Information about the primary ITE inspection

- During the two stages of the inspection, inspectors visited 14 schools and observed 30 trainees and newly qualified teachers (NQTs) teach. Discussions were held with trainees, school-based mentors, class teachers and headteachers. Inspectors also met partnership representatives and trainers.
- Inspectors considered a range of evidence including NQT questionnaires, responses to Ofsted’s online trainee questionnaire, training files and pupils’ work. In addition, inspectors examined: the partnership’s self-evaluation; completion, employment and attainment information; and targets set for trainees’ continued development as NQTs. Checks were carried out to determine whether the partnership meets all statutory criteria and requirements for initial teacher training and for safeguarding.

Inspection team

Deana Holdaway, Her Majesty's Inspector, lead inspector, stages 1 and 2

Terry Holland, Ofsted Inspector, assistant lead inspector, stages 1 and 2

Bob Lovett, Ofsted Inspector, team inspector, stages 1 and 2

Overall effectiveness

Grade: 1

The key strengths of the primary partnership are:

- The partnership's strong drive to sustain and further develop the highest quality provision possible. All improvements are informed by a systematic and scrupulous analysis of internal and externally validated information.
- Consistently high completion and employment rates compared with national figures across all training routes. There are no variations in the outcomes between different groups of trainees or training routes.
- Exceptionally high expectations of trainees, which drive ambitious levels of challenge supported by expertly crafted training. As a result, trainees quickly develop strong teaching skills, resilience and self-awareness to perform as highly competent teachers.
- The impressive range of specifically detailed partnership documentation, which provides a meticulous focus on the teachers' standards. This shared and well-understood information enables the partnership to track accurately the progress of individual trainees, evaluate the quality of their work and provide detailed steps for continued development.
- Trainees quickly develop competence, knowledge and skills to teach phonics, early reading and mathematics with precision and well-informed approaches. As NQTs, they are adept at developing pupils' writing and mathematical skills across a range of subjects. They use technology well in the classroom to bring learning alive and inspire pupils' interest.
- The partnership's strong emphasis on the impact of teaching on pupils' progress and learning. Trainees are acutely aware of their accountability for pupils' achievement and progress over time.
- The partnership's well-established balance between centre- and school-based training, informed by the university's focus on research and development.

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

The partnership should:

- Further enhance and promote the support for NQTs and employing schools during the NQTs' induction year.

Inspection judgements

14. Warwick trainees are highly regarded. All trainees are very well prepared to teach because of the high-quality training that establishes an excellent balance between promoting practical teaching strategies, a broad range of subject knowledge and a strong grasp of pedagogy consistent with a research-based university. Trainees' high levels of subject competence and specific phase knowledge prepares them well for leading subjects in the future.
15. Training provides an excellent balance between professional studies, subject focus and practical experiences. The partnership trials innovative approaches to training and development and, where successful, capitalises on available expertise to build initiatives into future training programmes.
16. The partnership is quick to identify and utilise school-based specialisms so that trainees can learn from the best and go on to apply and practise their skills in future settings. High-quality, well-targeted and timely 'serial placements' and 'mini-experiential placements' enable trainees to focus single-mindedly on science, physical education, learning outside the classroom, and meeting the needs of disabled pupils, those who have special educational needs, and those who speak English as an additional language.
17. A broad and varied selection of school placements is used. Trainees gain a rich and varied experience of schools and phases in different contexts, including schools that require improvement and those in challenging socio-economic circumstances. The trainees benefit strongly from seeing a range of systems used by schools, for example, in assessment and the management of behaviour.
18. Trainees have an excellent knowledge of the National Curriculum. In lessons, they demonstrated a confident breadth of subject knowledge in their explicit explanations, questioning and planned activities. They demonstrated phonic skills with precision and expected the same from pupils. Trainees and NQTs were able to adapt their knowledge of phonics to help older pupils read and spell unfamiliar words. Reading areas in classrooms were often inviting and informative. In mathematics, trainees were able to adapt their lessons according to the pupils' level of understanding and planned a range of opportunities for pupils to solve problems purposefully. Trainees and NQTs spoke knowledgeably and confidently about the specific skills required by different ball games and physical activities. As a consequence, pupils enjoyed

learning and celebrating their achievements. In addition, senior leaders in schools identified the trainees' and NQTs' subject strengths and invited their contribution to staff training, policy decisions and potential future subject leadership.

19. Trainees demonstrated a clear strength in their ability to establish pupils' positive attitudes to learning. They created excellent professional relationships with pupils and clearly modelled mutual respect and high regard. When necessary, trainees employed a range of effective techniques to regain pupils' attention, for example, following a discussion task. Trainees are skilled in probing pupils' understanding by asking well-crafted questions. They deployed and engaged teaching assistants adeptly to ensure pupils' best possible progress.
20. All trainees seen by inspectors demonstrated confident and competent knowledge about safeguarding pupils, identifying and acting on different types of bullying and promoting British values. They knew about the Prevent strategy and what was required of them if they identified concerns.
21. The partnership's strong and relentless focus on trainees' accountability for pupils' progress prepares NQTs well to plan for a range of pupils' needs, provide support or challenge where appropriate and ensure pupils' progress across subjects. This priority is tested out by mentors who are required to comment on the extent to which trainees' teaching impacts on pupils' progress. In addition, trainees evaluate specifically how well they plan and provide for pupils' learning and progress.
22. Pertinent, bespoke training continues during trainees' placements and ensures that they have every opportunity to extend their knowledge, experience and understanding of the primary and early years curriculum. Partners are quick to act on any indication of less than good outcomes. Personalised support is provided and trainees' progress tracked so that their success is assured. Where necessary, training programmes are speedily amended.
23. All trainees and NQTs seen during the inspection confirmed that the tutorial network, particularly the support provided by personal tutors, was a strength of their training. Wherever concerns arise, the partnership's response is speedy, tailored to need and effective.
24. The university supported trainees well with their application forms and interview technique as they applied for teaching posts. It has established an induction programme for NQTs and mentors in employing schools but the initiative is not yet embedded or strongly promoted.
25. The completion and employment rates of trainees are consistently high regardless of the training route chosen. Consistently high-quality provision

ensures that all trainees achieve similarly outstanding outcomes. More than half of the NQTs remain in the local area. The partnership deliberately targeted the recruitment of men, those from a minority ethnic background and those who have disabilities. As a consequence, the proportion of historically under-represented groups has increased significantly over the last two years. There are no differences in outcomes between different groups of trainees. Tutors' and mentors' close contact and communication with all trainees help them to identify any hint of concern and provide rapid and bespoke care whenever required.

26. Everyone in the partnership shares the clear focus on trainees' progress against the teachers' standards and national priorities. By the end of their training, all primary trainees awarded qualified teacher status exceed the minimum level of practice expected of teachers as defined in the teachers' standards. Almost all trainees demonstrate excellent skills in the majority of standards related to teaching and learning and all trainees demonstrate outstanding skills in those related to their personal and professional conduct. A headteacher summed up the strong characteristics of Warwick trainees when she said: 'These trainees are consistently reflective and resilient. They are able to accept, rise to and meet the challenges that teaching presents'.
27. Assessments of trainees are moderated fastidiously. The process includes subject leaders, senior teachers in schools, mentors, link teachers and external examiners. As a result, the allocation of attainment grades in relation to the teachers' standards is based on a high degree of precision.
28. The partnership has a clear and ambitious vision for sustained excellence and is clearly focused on further improving high-quality provision and outcomes for trainees and pupils in schools. The partnership harbours no hint of complacency or excuse. One mentor said she was 'proud to be part of the journey to achieve beyond outstanding'.
29. The process of trainee recruitment and selection is rigorous. Since the previous inspection in 2010, the university has successfully increased the recruitment of under-represented groups. The partnership is fully compliant with ITT criteria and requirements and meets all statutory safeguarding requirements.
30. The partnership is ambitious, strongly driven and has high levels of expertise to ensure a continued capacity for excellence. Areas for development identified at the end of stage 1 of the inspection were speedily and effectively addressed. For example, the university quickly revised the timing of assignments set during placements and made available expert support to enable their completion to a suitably high standard. Greater focus was placed on trainees' skill in assessing pupils' progress and informing lesson plans to meet the range of needs and abilities in a class. Revised lesson-plan formats enabled trainees to focus more

clearly on unambiguous learning objectives, explicit success criteria and well-structured activities to reinforce intended learning.

31. Partnership schools are fully involved and consulted to help steer developments, share ambition and provide continued clarity about their role and responsibilities. The partnership is highly responsive to feedback from schools, the development group and analysis of performance information. University documentation consistently reinforces agreed priority areas through well-defined criteria for lesson observations, placement guidance and mentor assessments. As a consequence, there is a high degree of shared vision and determination.
32. The partnership lost no time in driving further consistency between mentors and tutors across the partnership by: sampling and enhancing moderation by lead tutors; developing and providing an updated mentor training programme; and sending regular newsletters to all schools to ensure continued, up-to-date communication.
33. The partnership is instrumental in leading practice to improve the quality of education in local schools. It provides highly valued continuous professional development courses and conferences, most recently on mental health and well-being. These developments build effectively on Warwick's strengths in academic research to develop Master's-level study as an extension of the NQT year. In addition, teacher-based research is supported in response to the needs identified by partnership schools.

Annex: Partnership schools

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

All Souls Catholic Primary School, Coventry
Balsall Common Primary School, Coventry
Bearwood Primary School, Bearwood
Edgewick Community Primary School, Coventry
Hearsall Community Primary School, Coventry
Hollyfast Primary School, Coundon
Hurley Primary School, Warwickshire
Moseley Primary School, Coventry
Richard Lee Primary School, Coventry
St Bartholomew's Church of England Academy, Coventry
Templars Primary School, Coventry
Whitmore Park Primary School, Coventry
Wyken Croft Primary School, Coventry

The secondary phase

Information about the secondary partnership

- The partnership provides training in secondary initial teacher education leading to qualified teacher status (QTS) through the award of a Post Graduate Certificate in Education (PGCE). This qualification includes 60 credits at Master's level. The provision includes a university-led PGCE core 11–18 programme and school-led PGCE School Direct training and salaried programmes. The School Direct programmes cover the 11–16 age range.
- Twenty subject specialisms are offered across the university- and school-led programmes. These are art and design, biology, business studies, chemistry, computer science, dance, design and technology, drama, English, geography, history, mathematics, media studies, modern foreign languages, music, physical education, physics, psychology, religious education and social sciences.
- At stage 1 of the inspection in June 2015, 120 trainees were on the course; 33 were on the university-led core, 58 on the School Direct training and 36 on the School Direct salaried programmes. The number of trainees recruited to the programmes in September 2015 increased to 193, including 76 on the university-led core, 71 on the School Direct training and 46 on the School Direct salaried programmes.
- The partnership consists of 62 partner schools and nine School Direct alliances. Schools are located in eight local authorities in the Midlands. The expansion into School Direct has extended the partnership to secondary school clusters in Leicestershire, Derby, Warwickshire, Birmingham, Staffordshire and Northamptonshire.

Information about the secondary ITE inspection

- Inspectors observed 14 trainees during stage 1 of the inspection and 12 newly qualified teachers (NQTs) at stage 2 of the inspection. At stage 1, they observed the feedback given to trainees by subject mentors.
- Over the course of the two-stage inspection, inspectors held meetings with trainees, NQTs, school-based subject mentors and professional tutors, headteachers, university subject leaders, tutors and other university staff, and programme leaders.
- Inspectors scrutinised: self-evaluation and improvement planning documents; trainees' files; information on trainees' attainment, employment and completion; the results of the NQT survey and Ofsted's online trainee questionnaire; plus the partnership's own in-year survey and exit survey results. In addition, checks were carried out to determine whether the partnership meets all statutory criteria and requirements for initial teacher training and for safeguarding.

Inspection team

Gwen Coates, Her Majesty's Inspector, lead inspector, stages 1 and 2

Denah Jones, Her Majesty's Inspector, assistant lead inspector, stages 1 and 2

Peter Humphries, Her Majesty's Inspector, team inspector, stages 1 and 2

Jacqueline Pentlow, Additional Inspector, team inspector, stage 1

Terry Russell, Ofsted Inspector, team inspector, stage 2

Overall effectiveness

Grade: 1

The key strengths of the secondary partnership are:

- Excellent training, which is coherent, extremely well integrated, and has a very strong focus on meeting individual needs. This results in high-calibre trainees who are very well prepared to enable their pupils to learn well and make good progress.
- Trainees on PGCE core and School Direct programmes receive similarly high-quality training because of the partnership's very strong focus on the equality of trainees' experience. Programmes and training are tailored effectively to take good account of the individual needs of these different groups of trainees.
- Research-inspired training, which informs subject and curriculum pedagogy and ensures trainees build understanding and awareness of the latest developments to inform their practice in the classroom.
- Accurate assessment of trainees by the partnership and precision in target-setting, which are strong features of training. This extends from the formative assessment of trainees' teaching during the training year through to their final assessment at the end of the year and on to the NQT targets contained in the trainees' career entry development profiles (CEDPs).
- The very high number of trainees who gain employment, in particular in local and partnership schools, which contributes well to school improvement in the local area.
- The high quality of training, which ensures that NQTs quickly begin to make a very strong contribution in their schools. This is evident in the quality of teaching they demonstrate over time, in their positive contribution to wider school activities and in their modelling of excellent personal and professional conduct.
- The highly successful partnership with schools, which is very effective in addressing local, regional and national priorities. The strong partnership reflects the provider's aim of creating a fully collaborative approach between the university and schools at both operational and strategic levels.

- Leaders' considerable capacity to continue to develop the excellence of provision and partnership at the University of Warwick. This is evident in the pace, significance and impact of improvements made in recent years to outcomes, the quality of training and to the strength of the partnership between the university and schools.

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

The partnership should:

- Further embed the range of new quality assurance and enhancement processes, and rigorously monitor and evaluate new partnership strategies in order to sustain excellence.

Inspection judgements

34. Trainees' attainment of the teachers' standards is high. All trainees who gain QTS, whether on the PGCE core programme or the School Direct programme, meet the majority of the teachers' standards, including that relating to personal and professional conduct, at an excellent level.
35. The quality of trainees' teaching is consistently good and much is outstanding, as judged by its impact on pupils' learning over time. Trainees have consistently high expectations of pupils' capabilities. Their high expectations motivate and challenge pupils.
36. Trainees demonstrate excellent subject and pedagogic knowledge and use this to plan suitable and engaging learning opportunities. They integrate the theoretical and pedagogical aspects of their training very well with their practical experience, which enhances the quality of their teaching.
37. All trainees observed demonstrated detailed and thorough planning, and a very good understanding of how to meet the needs of different groups of pupils, including those who are underperforming, disabled pupils and those who have special educational needs. For example, a drama trainee adapted materials very effectively to ensure that the needs of a pupil with an autistic spectrum condition were met well and that learning was suitably supported. Very occasionally, trainees' planning focuses too much on activities rather than on what pupils are expected to learn. In a few cases, where trainees lack confidence, they stick too rigidly to their plans rather than adapting them to pupils' emerging needs, or do not use information they have about individual needs well enough.
38. Trainees closely follow their placement schools' policies in relation to promoting literacy and mathematical skills. For example, they clearly mark spelling and grammar in pupils' work and display key words on the board. To enhance this, programme leaders are taking well-focused action to ensure that trainees are

aware of how to promote literacy more effectively within all subjects and to develop numeracy skills outside mathematics lessons.

39. Trainees are highly reflective. They accurately identify what went well in their lessons and consistently evaluate the impact of their teaching on pupils' progress. They take a highly proactive approach to their own professional development and understand clearly what they need to do to improve their teaching further.
40. A sophisticated understanding of processes to check, monitor and evaluate pupils' progress is demonstrated by most trainees. Accurate assessment was seen in trainees' marking, including good-quality written feedback that helped pupils to improve. Good practice was seen in assessment without levels in physical education, where a trainee demonstrated a clear understanding of how progress is identified and linked to skills demonstrated. Occasionally, trainees do not identify pupils' misconceptions quickly enough, for example in mathematics, and this limits individual pupils' progress.
41. Effective behaviour management techniques are used consistently well by most trainees. Good behaviour in lessons is secured as a result of high expectations, appropriate pace and engaging activities.
42. Trainees make a strong contribution to the wider life of their schools, for example, as form tutors, helping with theatre trips, running extra-curricular clubs and societies, and supporting pupils in after-school revision sessions. They make increasingly good use of other adults such as teaching assistants to support and develop their pupils' learning.
43. As a result of excellent training, all trainees have a good understanding of issues related to safeguarding, child protection, e-safety, all forms of bullying, and how to actively promote British values. Appropriate training on the Prevent agenda was provided before trainees completed their training at the end of the summer term. As a result, NQTs visited at the second stage of the inspection commented on the effectiveness of this training and how well informed they felt when they started their teaching careers in September.
44. The proportion of trainees who complete their training has been consistently high and rising over recent years. The provider identified that completion rates for mathematics trainees are not as high as for other subject groups and has implemented strategies to narrow the gap.
45. Of the 120 trainees gaining QTS in summer 2015, 118 were employed in schools by September 2015. This reflects the consistently high and improving trend in employment rates over recent years. Also, 87% of trainees in 2015 are employed in local schools and 77% in partnership schools. These figures indicate the significant contribution the University of Warwick partnership is

making to school improvement in the region. School leaders note that NQTs they recruit from the partnership are well prepared to teach, and often 'hit the ground running'.

46. There are no significant differences in attainment, completion or employment rates between different groups of trainees because the partnership ensures that the individual needs of all groups of trainees are carefully supported.
47. Trainees and NQTs are highly positive about the training and support provided by university- and school-based tutors; they comment particularly on how well this is personalised to meet their individual needs.
48. Strong subject mentors and expert professional tutors mean trainees have excellent subject specialist and professional role models to direct their training and practice in schools. Feedback provided by mentors is almost always perceptive, formative, accurate and analytical and usually addresses specific teachers' standards.
49. The programme is designed and delivered collaboratively with partner schools so that university- and school-based training is fully coherent and integrated. There is an appropriate balance between generic and subject-specific training and between central and school-based training. Regular reflective practice sessions provide good opportunities for linking these different strands and for developing trainees' pedagogical knowledge and understanding. Feedback from trainees and from NQTs indicates the high value placed on these regular sessions and the positive impact they have on practice. However, programme leaders recognise a few inconsistencies in the quality of these sessions and are taking decisive action in response.
50. Subject studies sessions are rated highly by trainees. The introduction of new approaches, such as subject hubs, ensures that the quality of training in all subjects, regardless of the number of trainees, is as high as the best. Other examples of the many highly successful collaborative strategies introduced by the partnership include: subject mentors delivering units of work, for example problem-solving in mathematics, at the university; and the introduction of school alliance-based training days to ensure the specific needs of trainees in these alliances are fully met. All such collaborative practice is now rigorously monitored as part of the overarching quality assurance and enhancement process.
51. The Master's element of the programme and the strong focus on research and its application to classroom practice are strengths of the programme. They give the whole training programme a research-inspired focus and enable trainees and NQTs to have a clear awareness of the latest developments in subject pedagogy and educational theory and how to apply these in their teaching.

52. Trainees benefit from high-quality placements in a range of schools, including those that require improvement and those in challenging socio-economic circumstances. Strategically planned actions by the partnership, including rigorous monitoring, have significantly addressed previous concerns relating to the complementarity and timing of placements, especially for School Direct trainees in schools in alliances.
53. Previously, trainees' experience of the primary phase, and, in the case of trainees on the 11–16 School Direct programme, of the sixth-form phase, was variable. This has been fully addressed by the partnership. As a result, all trainees now have very good opportunities to explore issues about transition from Key Stage 2 to Key Stage 3, and trainees on the 11–16 School Direct programme have suitable opportunities in sixth-form contexts.
54. Assessment is rigorous and accurate. Inspectors agreed fully with the assessments made of all trainees at stage 1 of the inspection, and final assessments were confirmed when inspectors observed and met with NQTs at stage 2.
55. Trainees' career entry development profiles (CEDPs) include sharp, time-related targets, clearly linked to the teachers' standards. This, together with the highly effective support given to trainees in preparation for employment, enables NQTs to take ownership of their own professional development once in their teaching posts. As a result, for many now in employment, the transition from their role as trainees to NQTs has been seamless.
56. The partnership recruits well-qualified trainees with the ability to become highly effective teachers. Recruitment processes for PGCE core trainees and School Direct trainees are different but are now of equivalent high quality and rigour because of changes made by new programme leaders. By taking advantage of the strongly collaborative relationship between the university and its partner schools, leaders have developed processes that benefit directly from the best practice seen across the partnership. Staff in schools visited during the inspection said that trainees and NQTs were 'well vetted', well qualified and very well prepared.
57. The training offered to subject mentors and professional tutors is highly effective and is evident in the quality of support trainees receive while in schools. School-based tutors recognise the academic rigour of the provision and the opportunities they have to link with recent research and pedagogic thinking.
58. Rigorous quality assurance and enhancement processes are now in place that are strengthening provision and reducing any remaining inconsistencies, for example in relation to university training or school-based mentoring. Excellent lines of communication are now in place between partner schools and the university. Staff in partnership schools acknowledge the prompt response and

excellent support they receive and particularly welcome the system of university 'teaching fellows', which ensures that they have a named person who is in regular and direct contact with them. There is now considerable alignment of expectations of the university and all its partner schools, which has significantly improved quality and consistency.

59. Self-evaluation is accurate and rigorous. All stakeholders contribute to the evaluation of all aspects of the provision. In addition, much more detailed analysis of the outcomes of individual groups of trainees is now undertaken. This facilitates continuing improvements to provision for all trainees and ensures that the partnership fully embeds a focus on equality and diversity into its evaluation of provision.
60. The recently formed leadership team, all of whom have been appointed in the last two years, have quickly established highly effective and very collaborative partnerships with schools. The extensive collaboration now includes development, delivery, monitoring, evaluation and review processes. A significant cultural shift has taken place at the university and, as a result, schools feel empowered by their involvement.
61. Leaders demonstrate considerable capacity for further improvement. The pace of improvement they have encouraged and the impact of this on the partnership have been very significant. They have responded very quickly and very effectively to all emerging areas for improvement identified at stage 1 of the inspection. As a result, none of those issues remains as a concern. The vision of university leaders for excellence in all that the partnership does, and to put school improvement and its impact on pupils' achievement at the heart of teacher training, is clearly being realised. Leaders pursue this relentlessly in order to sustain high-quality provision and outcomes for all trainees.
62. The provision is fully compliant with all ITT criteria and requirements and meets all statutory safeguarding requirements.

Annex: Partnership schools

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

Arden, Solihull
Bishop Challoner Catholic College, Birmingham
Blue Coat Church of England School, Coventry
Caludon Castle School, Coventry
Cardinal Newman Catholic School, Coventry
Coundon Court, Coventry
Finham Park School, Coventry
Higham Lane School, Nuneaton
John Henry Newman Catholic College, Birmingham
Kenilworth School and Sports College, Kenilworth

Kettering Science Academy, Kettering
North Leamington School, Leamington Spa
Shireland Collegiate Academy, Smethwick
The Polesworth School, Tamworth
President Kennedy School, Coventry
Tile Hill Wood School, Coventry

Initial teacher education for the further education system

Information about the further education in ITE partnership

- The University of Warwick works in partnership with 10 general further education (FE) partner colleges representing lifelong learning settings throughout the Midlands. The majority of trainees gain placements in general further education colleges, although a significant minority are employed in other settings, including independent learning providers, community learning and schools. At stage 1 of the inspection, in June 2015, New College Nottingham was in its final year of the partnership and Northampton College and Stratford-upon-Avon College were new partners.
- The partnership offers two-year, part-time in-service courses validated by the university. Courses lead to the Level 5 Diploma in Education and Training (DET). The university also offers subject-specific Level 5 DET programmes in English, mathematics and special educational needs and disability.
- The partnership offers two entry points for DET programmes: September and February. Specialist provision is offered as blended learning. At the time of the stage 1 visit in June 2015, there were 104 trainees in year 1 and 126 in year 2 of the DET programme. Of those, two thirds of trainees on the programme were female, 16% were from minority ethnic backgrounds and 9% declared a disability.

Information about the FE in ITE inspection

- Six inspectors were involved over the course of this two-stage inspection; four in stage 1 and three in stage 2. Inspectors carried out 15 observations of trainees nearing the end of their training and 11 observations of former trainees in seven settings.
- Inspectors interviewed trainees and former trainees, trainers and mentors in the different settings visited. They also interviewed course leaders and managers from the partner colleges and the university. They scrutinised trainees' and former trainees' pen portraits and their portfolios of assessed work, lesson plans, lesson observation reports and progress records.
- Inspectors considered the partnership's self-evaluation, improvement plan and position statement documents and management and quality assurance information, and checked compliance with legislative requirements for safeguarding. They analysed data on outcomes for trainees by different groups. Inspectors also reviewed trainees' responses to Ofsted's online trainee questionnaire.

Inspection team

William Baidoe-Ansah, Her Majesty's Inspector, lead inspector, stages 1 and 2

Penny Horner, Her Majesty's Inspector, assistant lead inspector, stage 1

John Homewood, Ofsted Inspector, assistant lead inspector, stage 2

Emma Brown, Ofsted Inspector, team inspector, stage 1

Andrew Gillard, Ofsted Inspector, team inspector, stage 1

Richard Beaumont, Her Majesty's Inspector, team inspector, stage 2

Overall effectiveness

Grade: 2

The key strengths of the FE partnership are:

- The high attainment of trainees completing the course and the high proportion of trainees who maintain employment, a significant proportion of whom gain promotion.
- Trainees' increase in confidence and professionalism during their course and the good progress. They plan their lessons thoroughly, use a wide range of teaching strategies and make good use of the high-quality resources, especially information learning technologies (ILT), to enhance learning.
- The well-structured training, the comprehensive curriculum and the teachers' modelling of best practice to improve trainees' teaching.
- Mentors and tutors provide trainees with good support on the programme; this has been usefully extended to their post-qualification year.
- The good assessment practice, which includes clear assignment briefs that are linked well to professional standards, and well-marked assignments with useful developmental feedback.
- The highly effective and collaborative partnership working, allied to strong academic and course leadership, which benefits trainees and their learners.
- The rigorous and 'joined-up' quality improvement processes, which are closely monitored across the partnership; information is used well to inform the self-evaluation and improvement planning, which are driving forward improvements.

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

The partnership should:

- Continue to improve completion rates by ensuring that at-risk trainees, particularly those aged under 29, are retained on the programme.
- Ensure that the course gives trainees more practical help in planning for, and integrating English, mathematics, and equality and diversity in their lessons.

Inspection judgements

63. Leaders and managers at the university ensure that good-quality training has provided sustained good outcomes for trainees within the partnership. The proportion of trainees whose overall attainment is good or outstanding has been high for the last three years. Employment rates are high and have improved year on year with an increasing proportion gaining promotion or enhancing their career as a result of the course. Following three years of little improvement, the proportion of trainees who successfully completed their programme improved significantly in the last year.
64. The partnership monitors the performance of different groups of trainees closely. Most discernible gaps in performance have narrowed over the last three years. However, despite the overall improvement in completion rates, rates for trainees aged under 29 are still below those for other age groups.
65. Trainees make good progress throughout their programme and meet the professional standards for further education teachers by the end of the programme. They confidently try out new ways of improving their teaching to help their learners succeed. They plan their lessons thoroughly, use a wide range of teaching strategies, and make good use of the high-quality resources, especially ILT, to enhance learning. They continue to be reflective beyond the demands of the programme and are able to evaluate what works and what doesn't work and adapt their teaching accordingly. Trainees use their extensive subject knowledge well to enthuse and motivate learners and demonstrate high professional standards.
66. Most trainees use questioning effectively to assess learning, probe understanding and develop and extend learners' understanding further. They develop productive working relationships with their learners and, as a result of the training, manage behaviour well. Most trainees pay careful attention to learners' individual needs and where applicable make effective use of learning assistants to improve learners' progress.
67. The curriculum has kept pace with the recent changes in FE. It reflects the current emphases on programmes of study, English and mathematics and integrating equality and diversity well, as evident in trainees' portfolios, schemes of work and lesson planning. However, a small minority of trainees found it difficult to integrate these themes naturally and were not able to draw out the relevance to the topics they were teaching.
68. The programme ensures that trainees are aware of, or experience, the breadth of provision available in FE by requiring all trainees to at least observe teaching in six different subjects, levels or types of provision from the ones they teach. Most trainees say they benefit from this. The university also provided training

for tutors on the Prevent strategy and radicalisation, which tutors have incorporated into the programme.

69. Trainees find the observation of their teaching one of the most valuable components of the course. Trainees use action plans from observations to set clear targets to improve aspects of their teaching, which help them make rapid progress. Managers have put effective moderation arrangements in place to ensure the consistency of judgements in observations by scrutinising a proportion of observation records and undertaking joint lesson observations with tutors. The evaluations of the strengths and weaknesses of trainees' lessons are accurate. Assessment practice is good. Assignment briefs are clear and link well to the professional standards in FE. Assignments are well marked and tutors provide useful developmental feedback for trainees to improve their work. To ensure consistency, university staff responsible for quality moderate a sample of marked work at different points in the year.
70. The partnership provides good support for trainees throughout the programme. Many trainees face personal barriers to the successful completion of the course and tutors and mentors offer sensitive and professional support to help them to stay on the programme. Trainees value highly the subject-specific support they receive from mentors, for instance in discussing their assignments and using them as a sounding board for developing new ideas and activities for teaching. Those trainees who require it also receive good support and help in completing academic writing tasks, provided by both university and college tutors. A few trainees spoke highly of this support and said that they would not have completed the course without it.
71. The university has extended the support provided to trainees in the first year after qualification. All former trainees benefit from dedicated mentors who monitor and support them in achieving the targets agreed at the end of their training. The university has also extended the access former trainees have to the university's resources for a further year and has put on a suite of training events which they are encouraged to attend.
72. The university provides outstanding leadership and management. It has created a very strong collaborative partnership that has a shared vision and commitment to providing excellent training for teachers in the lifelong learning sector. The university's extensive links with educational institutions and employers, combined with the research expertise of their staff, are harnessed to ensure that the curriculum meets the needs of local and regional employers well.
73. The partnership demonstrates its commitment to excellence through its rigorous quality assurance arrangements. All partners undergo an in-depth review every two years that results in a report with detailed recommendations for improvement. The programme director holds termly meetings with

individual partners to check on the progress of each individual trainee. These visits focus particularly well on trainees at risk and interventions are agreed to ensure that they remain on the programme. Additionally, the partnership has termly meetings to monitor the quality of provision. These result in clear actions for improvement. Partners also use these meetings to discuss and share practice around common issues they face. Partners value highly the sharing of good practice and the quick and positive response of the university to their concerns and feedback.

74. The partnership's self-evaluation is an honest and self-critical document which informs a detailed improvement plan that managers monitor closely to drive forward improvement. Managers use information extremely well to analyse trainees' outcomes in great detail. These are well analysed by setting, start dates, age, gender, ethnicity and disability. Any discrepancies in performance form part of the improvement plan and are closely monitored. Trainee views are well incorporated into improvement planning. However, the arrangements for mentors to contribute formally to the partnership's quality improvement planning are less well developed.
75. The recruitment and selection process is highly effective and well managed. All trainees have excellent subject knowledge and expertise and appropriate qualifications at the start of the course. Around half of all trainees have a vocational background and the initial assessment is careful to identify whether trainees might need some additional support for the academic demands of the programme. The university and partner colleges offer very good academic support to those who need it. As a result, there is little difference between the attainment of trainees regardless of academic or vocational background. The partnership is fully compliant with all aspects of the ITT framework and criteria and has effective safeguarding practices in place.
76. Leaders and managers across the partnership have a clear and ambitious vision for the programme. They have sustained good provision for a number of years and have recently shown strong determination to secure outstanding provision. They have increased the pace of change and are continually seeking better ways to provide the best possible programme for trainees to achieve their potential and contribute fully to developments in the lifelong learning sector. The personnel, resources and systems that are now in place provide an excellent capacity for the partnership to improve.

Annex: Partnership colleges

The partnership includes the following colleges:

City College Coventry, Coventry
Heart of Worcestershire College, Redditch
Henley College Coventry, Coventry
Herefordshire and Ludlow College, Hereford
Loughborough College, Loughborough
North Warwickshire and Hinckley College, Nuneaton
New College Nottingham, Nottingham
Northampton College, Northampton
Stratford-upon-Avon College, Stratford-upon-Avon
Warwickshire College, Leamington Spa

ITE partnership details

Unique reference number	70081
Inspection number	10004342-2
Inspection dates	Stage 1 8–10 June 2015
	Stage 2 9–11 November 2015
Lead inspector	Gwen Coates, Her Majesty's Inspector
Type of ITE partnership	Multi-phase HEI
Phases provided	EYITT, primary, secondary, FE
Date of previous inspection	10–14 May 2010
Previous inspection report	http://reports.ofsted.gov.uk/
Provider address	University of Warwick, Coventry CV4 7AL

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