

Bishop Grosseteste University

ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 15 June 2015 Stage 2: 30 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	2	2	3
The outcomes for trainees	2	2	2	3
The quality of training across the partnership	2	2	2	3
The quality of leadership and management across the partnership	1	2	2	3

Overview of the ITE partnership

The overall effectiveness of the ITE provider is good in early years initial teacher training (ITT) and in primary and secondary, but requires improvement in further education.

This is because, although leaders of the further education provision have implemented a number of necessary changes to enhance training provision, these improvements are yet to raise outcomes for trainees. The outcomes for trainees in the other three routes are all good due to good training and leadership and management. Leadership and management is outstanding for the early years ITT route.

Key findings

- Leaders in all phases share a common vision for continuous improvement. Team working within each phase leadership team and across the entire partnership leadership team is a strength. Together, all leaders demonstrate the capacity for further improvement.
- The partnership makes an important contribution to the recruitment, selection and supply of teachers to local schools and the wider region.
- The partnership provides trainees with very high-quality levels of pastoral care and support.

To improve the ITE partnership should:

- Use robust quality assurance procedures with greater rigour to ensure better levels of consistency in training between the different phases and across the partnership to further improve outcomes for all trainees.

Information about this ITE partnership

- The partnership is a well-established provider of ITE across large parts of the East Midlands, East of England and the North East of England.
- The partnership offers training for early years (early years teacher status – EYTS), primary and secondary – leading to qualified teacher status (QTS) and for ITE in further education (FE).
- Postgraduate certificate courses are offered in the early years initial teacher training, primary and secondary phases. Two undergraduate training programmes are offered for the primary phase: a three-year BA (Hons) degree and a 15 month BA (Hons) top-up degree.

- Initial teacher education for further education is via two-year part-time programmes validated by the university and taught at the partner colleges. The programmes lead to Level 5 Diploma in Education and Training (DET).
- The partnership works with schools, academies and teaching school alliances to deliver the School Direct (non-salaried) and School Direct (salaried) training routes for primary and secondary phases.
- The partnership also offers the assessment only route into teaching in the early years ITT, primary and secondary phases.
- The partnership works with schools, colleges and settings across a very wide geographical area including some schools that require improvement or are causing concern.

The early years ITT phase

Information about the early years ITT partnership

- Bishop Grosseteste University ITE Partnership provides three early years ITT routes for graduates: the graduate employment-based route, the graduate entry route and the assessment only route. These training routes were being offered for the first time during the academic year 2014/15.
- Trainees who successfully complete their training on the graduate employment-based and graduate entry route are awarded early years teacher status (EYTS) and gain either a professional or a Postgraduate Certificate of Education (PGCE). Trainees who successfully complete the assessment only route are awarded EYTS.
- The early years ITT partnership consists of 30 local partnership schools and settings and has close links with Lincolnshire and Doncaster local authorities.
- During stage one of the inspection, there were four early years trainees on the employment-based route and six on the graduate entry route.
- The early years ITT programmes share common structures, aims and expectations to primary qualified teacher status (QTS) programmes at the university, but focus on the specific nature of the needs of the early years teacher (EYT).

Information about the early years ITT inspection

- The inspector visited two schools and one pre-school setting at stage one, observing three trainees teach. At stage two, the inspector visited two schools and observed three former trainees teach. One trainee was observed teaching, at both stages of the inspection, but in a different school at each stage.
- The inspector reviewed three other trainees' evidence files and the transition documentation and targets provided for former trainees. She held discussions with individual trainees and former trainees, setting-based managers, headteachers and school-based mentors, university-based mentors and tutors, the cohort leader, senior leaders at the university, early years local authority consultants and members of the early years partnership steering group.
- The inspectors also took into account 10 responses to the trainee online questionnaire which trainees completed in June 2015, and the actions taken by leaders and managers to improve training and outcomes between the two stages of the inspection.

- The inspector reviewed the early years ITT partnership's self-evaluation and improvement planning documents, recruitment and selection procedures, trainee tracking and assessment documentation and the partnership agreement. Statutory safeguarding and compliance checks were made against the early years ITT requirements.
- The inspector also completed two observations of centre-based training for the 2015/16 cohort of trainees at stage two and reviewed the first early years ITT assessment only portfolio submission.

Inspection team

Angela Milner, HMI

Lead inspector

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership

- Leaders and managers show passion, commitment and hard work in developing new programmes leading to the award of early years teacher status (EYTS). Programmes are based on a clear vision to improve early years practice and recruit and train effective early years teachers, with a specialism in children's learning and development.
- The expertise of the university, local authorities and a wide range of colleagues from diverse early years settings and schools has been harnessed effectively to design, deliver and evaluate the quality of training, through the work of the early years partnership steering group.
- Trainees' breadth of experience, in a wide range of diverse settings and schools, across the birth to five age range, prepares former trainees well for employment. Employment rates for trainees who successfully complete the graduate entry route are high. Former trainees from the graduate employment-based route are employed in promoted posts or enhanced roles as a result of their new status.
- Trainees and former trainees are highly committed to becoming effective early years teachers, and improving and leading practice in a range of settings and schools.
- Clear communications, comprehensive documentation and regular visits from well-trained, early years professional visiting tutors and university-based mentors, provide very effective support for both trainees and setting-based mentors.

- The coherence and quality of centre-, school- and setting-based training, independent study, tasks and assignments ensure that trainees are well prepared to deliver the Early Years Foundation Stage and understand the continuum of the curriculum into Key Stages 1 and 2.
- Comprehensive documentation and support for former trainees and their employing settings and schools ensures a seamless transition between initial training and continuing professional development for early years teachers.
- The strong focus on seeking and responding to feedback, analysing available data and regular reviews, together with the response to emerging areas for improvement from stage one of the inspection, indicate an excellent capacity to continue to drive improvements in the quality of training and outcomes for trainees.

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

The partnership should:

- Continue to monitor and improve completion rates.
- Enhance trainees' ability to make better use of assessment information, to adapt their teaching and planned activities and to maximise the progress that children make in their learning.

Inspection judgements

1. The overall effectiveness of the early years ITT partnership in securing consistently high-quality training and outcomes for participants is good. The leadership and management of the partnership is, however, outstanding. This is because leaders and managers demonstrate an uncompromising drive to develop high-quality training and outcomes for trainees and work in partnership with local authorities and local early years networks to meet local, regional and national needs for high-quality early years teachers. Much has been achieved within a twelve month period. New early years ITT training routes have been successfully developed from scratch and are already firmly established. Partnership working is based on a shared vision of 'training early years teachers who make a difference for young children and their families'. Inspection evidence confirms that the child, their family and high expectations for learning and teaching are central to the training provided.
2. The partnership works closely with two local authorities: Doncaster and Lincolnshire. The university has a significant strategic relationship with the latter local authority. Its 'birth to five' service is highly committed to the early years ITT partnership and to supporting its trainees and partnership settings. The local authority also provides support for early years teachers beyond their training year. This joint working between the university and the local authority's

early years team is part of a shared vision to drive improvement in local early years settings and ensure they are all of at least good quality.

3. The partnership's impact is already visible in improvements to trainees' and former trainees' early years practice and in the schools and early years settings in which they are placed and employed. Much of the success of the partnership's work, to date, can be attributed to the passion, commitment and hard work of leaders and managers in developing this new provision and to the partnership's links with Lincolnshire local authority and local early years professional and teacher (EYPT) networks.
4. Leaders and managers have skilfully harnessed the expertise of the university, local authorities and a wide range of colleagues from diverse early years settings and schools, to design, deliver and evaluate the training provided. The effective use of an early years partnership steering group, whose members are involved in recruitment and selection, training and assessment, and review and evaluation processes, ensures that committed and knowledgeable experts act as a very effective sounding board for ongoing developments.
5. The partnership recruits and trains a small number of effective early years teachers, with a specialism in children's learning and development. All of the trainees recruited in 2014/15 were local, or had completed their undergraduate studies at Bishop Grosseteste University. Applicants for training places are interviewed by a university tutor and either a member of the early years partnership steering group or a representative from a partnership setting. Applicants undertake a rigorous selection process, involving a range of comprehensive tasks, to assess their suitability as an early years teacher. This information is used very effectively by the cohort leader, to plan training that meets the needs of individual trainees and the cohort recruited in a particular academic year. Trainees' qualifications and their suitability to work with children are checked and recorded appropriately. Since September 2015, an admissions tutor has been employed. Part of their role is to promote the early years ITT training routes and provide recruitment support at open events and on interview days, as part of the university's widening participation strategy.
6. Trainees who successfully completed their training in 2014/15 were snapped up as early years teachers by different schools and early years settings, within and beyond the partnership. Nine of the ten who gained EYTS are teaching and one trainee is completing masters level study. Employment rates on the graduate entry route are high and trainees on the graduate employment-based route gained promotion or enhanced roles as a result of their new status. During the first year of the programme, two trainees withdrew and one trainee deferred. The need to continue to monitor and improve completion rates is acknowledged in the partnership's improvement plan.

7. All trainees, in 2014/15, met the teachers' standards (early years) at a good or outstanding level. There were no differences in outcomes for trainees on the different training routes. Trainees are highly committed to becoming effective early years teachers, and to improving and leading practice in a range of early years settings. Trainees undertake their wider professional responsibilities well. They respond appropriately to advice and guidance and take responsibility for target-setting and their own professional development in relation to the teachers' standards (early years). Trainees draw on their well-honed skills in analysing and reflecting upon early years provision and practice when completing their challenging research project. Examples, read by the inspector, showed how effective trainees were in supporting other colleagues; modelling effective education and care; influencing and shaping changes in provision and improving outcomes for children.
8. Trainees' specialism in children's learning and development has been very well developed through the partnership's coherent, high-quality training. This has focused on the impact on learning of early childhood development theorists; international early years practice; and visits to specialist early years provision, including toddler groups, early years centres and distinctive types of schools and settings. Trainees and former trainees communicate effectively with children and respond to their social and emotional needs sensitively. All trainees have the opportunity to complete specific training and gain certification for their work on 'beginning with babies.' This means they have a good understanding of how babies and children learn and of attachment theories and their significance.
9. Trainees understand age-related expectations and are able to plan for children's holistic development. They meet children's care and educational needs well. Trainees' and former trainees' teaching was of a consistently good standard. All trainees exceed the minimum level of practice by the end of their training. Trainees and former trainees make good use of their observations and assessments to plan for children's next steps in learning, but are not always able to adapt their teaching and planned activities to maximise the progress children make in their learning.
10. The coherence and quality of centre-, school- and setting-based training, independent study, tasks and assignments ensure that trainees are well prepared to deliver the Early Years Foundation Stage and to understand the continuum of the curriculum into Key Stage 1. The breadth of trainee placements in settings and schools across the birth to five age range, together with a very useful 10-day enhancement placement in Key Stage 1, ensure that training focuses on 'school readiness'. Graduate entry trainees complete three placements in a range of well-chosen, complementary schools and settings. Employment-based trainees complete the first and third placement in their employment context and their second placement in an appropriately contrasting setting.

11. Training in inclusion and diversity is of high quality and the breadth of trainees' experience in a wide range of diverse settings is impressive. As a result, trainees have practical experience of working with children for whom English is an additional language; children with a range of abilities including those with special educational needs and disabilities; vulnerable children and in settings in challenging socio-economic circumstances across the birth to five age range. This breadth of practical experience ensures that trainees and former trainees can cater for the needs of individuals and groups of children, including those with specific needs and dispositions. Trainees understand the code of practice for special educational needs. They receive helpful training on supporting children with specific developmental delays. Trainees are able to use 'early intervention' and the 'two-year progress check' well to identify and develop their understanding of children's additional needs.
12. The combination of high-quality training and the wealth of practical experience in different schools and settings is organised around well-chosen and up-to-date themes. The consistently good quality of this training is evidenced in extremely thorough audits, varied and interesting assignments, detailed portfolios, records of professional development linked to the teachers' standards (early years) and in trainees' useful research projects.
13. Trainees and former trainees provide stimulating learning activities, create attractive learning environments and communicate, listen and respond appropriately to the children they care for and teach. They also model appropriate values, attitudes and behaviours. Trainees and former trainees understand the importance of rules and routines, and use a range of strategies to manage individual and group behaviour appropriately, across the birth to five context.
14. Trainees demonstrate a clear understanding of systematic synthetic phonics and use this well in their teaching of reading. As part of their training, they attend phonics conferences and critically evaluate available commercial schemes. Trainees complete a specific birth to five phonics audit, specific phonics tasks, teach a sequence of phonics sessions and are observed teaching phonics by university-based mentors. As a result, trainees and former trainees use relevant terminology accurately in their teaching and are able to teach phase one phonics securely and the later phonics phases to children in Reception classes, with competence and enthusiasm. Trainees are well prepared to teach early mathematics. Trainees and former trainees understand and demonstrate, in their practice, a range of appropriate strategies to develop children's mathematical understanding and use them well in their teaching and as part of play and structured learning activities. Safeguarding and welfare requirements are an important part of the training and their importance is understood by all trainees. Trainees take the opportunities provided to keep themselves up to date by attending available local authority training courses.

They also benefit from attending early years professional and teacher network meetings held at the university, for example on baseline assessment.

15. Leaders and managers carefully follow trainees' professional development, from the recruitment stage to their first year as early years teachers. Close attention paid to checks on progress against the teachers' standards (early years) results in bespoke training to meet the needs of individuals and results in appropriate interventions when required. The cohort leader constantly analyses trainees' progress in relation to the relevant standards, using documentation which trainees submit as part of their electronic record of professional development (eRPD). Training culminates in a comprehensive career entry passport and summary report, which follows the trainees into their roles as early years teachers. The partnership uses its strengths to ensure that the quality of personal and professional support and continuing professional development for former trainees and employing settings and schools equals that available for trainees.
16. There is a strong emphasis on the quality assurance of setting- and school-based training, through judicious use of a range of appropriate checking procedures. These include the use of joint observations and evaluative visits to borderline trainees. Setting-based mentors and early years professional visiting tutors appreciate these quality assurance processes which are used to identify and share best practice. Robust moderation of evidence in relation to the teachers' standards (early years) ensures everyone who is awarded EYTS is worthy of this status. The university's early childhood studies external examiner visits trainees, reviews their academic work and acts as a critical friend to the cohort leader.
17. During stage one of the inspection, concerns were raised about the criteria used for assessing trainees. Expectations were unclear and the documentation was unwieldy and difficult to use. This had been addressed by stage two of the inspection, with a revised trainee observation and reflection handbook and assessment criteria in use for 2015/16 trainees. This documentation includes comprehensive prompts to encourage reflection and discussions between early years professional visiting tutors, trainees and their setting-based mentors. The assessment criteria are now more explicit and setting-based mentors reported that they were finding them easier to use.
18. Clear communications, comprehensive documentation, and regular visits from well-trained early years professional visiting tutors and university-based mentors, provide effective support for both trainees and setting-based mentors, who provide the day-to-day support for trainees in early years settings. The partnership has recognised that setting-based mentors need additional support, training and time to understand their role in early years ITT. Effective additional support is provided by a small group of visiting tutors; carefully-selected local authority consultants and early years professionals who have received specialist

training in coaching and mentoring. Their work, in turn, is quality assured by the small team of early years ITT university-based mentors. In schools, early years ITT trainees are supported by Bishop Grosseteste's primary school mentors.

19. Self-evaluation is accurate and based on seeking and responding to feedback, analysing available data and regular reviews. The partnership has a very good understanding of what it needs to do to continue to improve. Leaders and managers are proactive and their 'can do' approach ensures that effective solutions are found to any challenges as soon as they arise. This, together with the response to emerging areas for improvement from stage one of the inspection, indicates an excellent capacity to continually drive improvements in the quality of training and outcomes for trainees. For example, the partnership has a more detailed partnership agreement in place in 2015/16, for the employment-based route, and will have a similar agreement in place for the graduate-entry route in summer 2016. The new eRPD enables the cohort leader, early years professional visiting tutors and university-based mentors to check on the amount and quality of feedback that trainees receive. However, it is too early to assess the impact of this new system on improving the quality of subject-specific feedback, identified as an area for improvement at stage one.
20. Trainees and setting-based mentors confirm that the partnership constantly seeks feedback in order to evaluate and improve the quality of the training it provides. Trainees speak very highly about the quality of training and the personal, professional and academic support they receive. This echoes the very positive responses received to the university's own evaluations and to Ofsted's trainee online questionnaire, which all of the trainees responded to.
21. The partnership fully complies with the early years ITT requirements. It meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity, and eliminating discrimination. It has ensured that trainees understand the government's strategy to promote fundamental British values and prevent extremism. Trainees have a clear understanding of safeguarding requirements, the importance of e-safety, and understand the limitations of sharing information using social media.

Annex: Partnership schools/settings

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

Bardney Church of England & Methodist Primary School, Bardney
Fleur De Lys Preschool, Saxilby
Manor Leas Infant School, Lincoln
The Priory Witham Academy, Lincoln
Windmill LEAD Academy, Nottingham

The primary phase

Information about the primary partnership

- The Bishop Grosseteste University ITE Partnership provides training in the primary age range through several routes. Approximately 80 trainees embark annually on a three-year Bachelor of Arts (BA) primary education degree course with honours. Successful trainees at the end of this course are recommended for qualified teacher status (QTS). Trainees specialise in teaching pupils within one of the following age ranges: 3 to 7, 5 to 9 or 7 to 11. The university also offers a Bachelor of Arts (Hons) primary teaching studies with QTS. There are currently 26 trainees following this route.
- The university also offers a one-year Postgraduate Certificate of Education course with a current cohort of 222 trainees. Trainees specialise in either the 3 to 7 or 7 to 11 age ranges on either a full-time or part-time basis.
- The university works in close partnership with six lead schools as part of the School Direct initiative. Currently there are 13 full-time trainees and one part-time trainee following this route in either the 3 to 7 or 7 to 11 age ranges.
- The university works in partnership with around 390 schools over a wide geographical area. Many of the schools are located in Lincolnshire, but schools are also used in a number of other neighbouring local authorities such as Nottinghamshire, Leicestershire, Cambridgeshire, Norfolk and Yorkshire. Schools within the partnership provide a range of contrasting and diverse settings.

Information about the primary ITE inspection

- Inspectors visited 40 schools overall, two at both stages of the inspection. Inspectors observed 26 trainees during stage one of the inspection and 19 newly qualified teachers (NQTs) at stage two.
- Inspectors met with trainees from all routes, former trainees now newly qualified teachers, school staff with responsibility for teacher training and NQT induction. They also met with headteachers and the university's primary phase leaders. At stage one, they also met with a group of headteachers from a representative sample of partnership schools.
- Inspectors examined trainees' teaching files, including documentation recording their progress against the teachers' standards. Inspectors reviewed the induction plans for NQTs, including the targets set for them at the end of their training. Inspectors also considered the partnership's latest self-evaluation document and improvement plans. They evaluated the evidence of the partnership's progress against each of the areas for improvement identified at stage one.

- Discussions were held with trainees and NQTs representing the School Direct route. Discussions were also held with university- and school-based leaders during meetings both in schools and at the university.
- Inspectors also considered a wide range of documentary evidence. In addition, they reviewed the findings from recent NQT surveys and 279 responses from primary trainees to Ofsted’s online questionnaire.
- At both stages of the inspection, inspectors checked that the partnership complies with all the statutory requirements for initial teacher training (ITT).

Inspection team

Philip Mann, HMI	lead inspector
Chris Campbell, HMI	assistant phase lead inspector
Andrew Maher, OI	team inspector
Terry Russell, OI	team inspector
Emma Thompson, OI	team inspector
Amanda Carter Fraser, HMI	team inspector (stage one only)
John Menendez, OI	team inspector (stage one only)
Wayne Stallard, OI	team inspector (stage two only)
Rajinder Harrison, OI	team inspector (stage two only)

Overall effectiveness

Grade: 2

The key strengths of the primary partnership

- Trainees and NQTs possess good levels of competence in the teaching of English, mathematics and science. They demonstrate the ability to quickly establish positive relationships with pupils and manage their behaviour well in lessons. As a result, the pupils they teach make good progress over time.
- Trainees and NQTs are prepared effectively in the teaching of systematic synthetic phonics. As a result, the pupils they teach are achieving well in their reading and early literacy skills.
- The development and training in the teaching of English, mathematics and science at the university is effective. Trainees make good use of well-chosen enrichment experiences to broaden and strengthen their knowledge and expertise further.
- Partnership schools and the training programme provide high levels of commitment towards the training of competent teachers for the local area and wider region.
- A good partnership exists between the university and local teaching alliances – enabling them to administer the School Direct programme to achieve their vision for excellence.

- All those involved in the partnership show drive and determination to recruit trainees with the potential to become good or better teachers, using rigorous selection procedures.
- Trainees are provided with outstanding levels of pastoral care and good academic development by university-based staff and school-based trainers.
- The shared, coherent approach by senior, programme and course leaders provides training of the highest quality. Teamwork is a strong feature. Together they demonstrate good capacity for further improvement.

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

The partnership should:

- increase the proportion of trainees teaching at the highest level by using well-designed quality assurance procedures with rigour to ensure:
 - greater levels of consistency in training quality across the partnership, for all routes
 - mentors make consistently accurate judgements about trainees' teaching
 - information gathered at the centre is effectively used to support further improvements in provision.
- ensure that all trainees are allocated to their school placements in a well-managed and timely manner.

Inspection judgements

22. A restructuring of the leadership team has resulted in a rapid response to findings from the stage one of the inspection. Much has been achieved since then. Roles and responsibilities are well defined to provide clear lines of accountability and measurement of performance. A vision of excellence is shared by all leaders to drive forward improvements in the development of training provision and outcomes for trainees and NQTs. Effective teamwork is a strong feature. As a result, the capacity for further improvement is good.
23. All trainees exceed the minimum expected level of performance against the teachers' standards by the end of their respective courses. A high proportion go on to be good or better teachers. Overall, completion and employment rates are both above the sector norms. They are well above sector norms for those trainees following School Direct and undergraduate routes. The number of trainees completing the postgraduate routes is in line with those across the sector but their employability is above the national norm. There are no significant differences in the outcomes of different groups of trainees.

24. A strong partnership continues to grow between the provider and schools within the local area and region. There is good involvement of partnership schools in the rigorous recruitment and selection of trainees with the potential to be good teachers. This is particularly so in those schools working in partnership with the university in the selection of trainees for the School Direct programme. Well-designed interview experiences and assessed activities, including teaching, involve pupils in the placement schools.
25. There are good levels of coherence between the courses taught at the university and school-based experiences. Well-thought-through tasks and assignments link closely with practical teaching experiences. This prepares trainees well for teaching in schools during their placements and as NQTs at the end of each respective course. Good use is made of nationally respected external experts and experienced teachers from partnership schools to enhance centre-based training. For example, during stage two of the inspection, a widely respected mathematician provided Year 3 BA undergraduates with a very up-to-date insight into current thinking in how to develop mathematical mastery among young learners in school. Trainees' perceived weaknesses in their preparation to teach physical education at stage one of the inspection no longer exist because of extra sessions now taught by an expert practitioner from a partnership school.
26. Trainees and NQTs are positive about the quality of training they receive from university tutors, university mentors and mentors in schools. They especially praise the high-quality pastoral care and support they receive from university-based staff. Each trainee is treated as an individual and everything possible is done to support those trainees who require extra assistance with either personal or academic needs. As a result, those trainees needing extra guidance and tuition to rectify weakness in their teaching respond well to personal support plans to improve. This is a significant strength of the provision.
27. Trainees expressed some concern in the online survey about the timeliness of their school placements. Discussions with trainees and staff from the partnership office highlighted the difficulties in finding school placements for all trainees on both the undergraduate and post graduate courses. This clearly caused unnecessary anxiety for those trainees concerned. Inspection evidence and discussions with new leaders of the partnership office confirm that procedures for the allocation of placements are now fit for purpose.
28. Trainees and NQTs demonstrate secure subject knowledge in English, mathematics and science. From the outset, tutors make good use of subject audits to identify the strengths and weaknesses of trainees' subject knowledge. Regular review by both tutors and school mentors ensures that all trainees possess the required levels of subject knowledge to teach their designated age range. All primary trainees follow a specialist subject and this prepares them well for the role of subject leader after the completion of their NQT year. The

completion of an enrichment placement during each respective course gives trainees a good opportunity to take their specialisms further before embarking on their teaching career.

29. Training in the teaching of systematic synthetic phonics is good. Input from experts is followed up with regular teaching experience on school placements. Specific lesson observations are made of trainees teaching these sounds to pupils and further targets are set to ensure continuous improvement and the development of subject knowledge. Observations of trainees and NQTs confirm that the teaching of these important early literacy skills has a positive impact on the achievement of young pupils across this extensive partnership. This is an improvement on the findings of a previous monitoring visit.
30. Trainees and NQTs build on their good subject knowledge and use this well to ensure mathematics is taught well during their respective placements or schools. They make sure that pupils are given plenty of opportunities to develop their fluency in using number within their calculations and solving of practical problems. Lessons are planned well to provide opportunities for pupils to master specific skills. The needs of those pupils with a disability or special educational needs are well catered for, with suitable activities matched to their ability. However, sometimes these lessons lack sufficient challenge for most-able pupils.
31. The promotion of good behaviour is given a high priority in all of the courses and is a strength of the partnership. Lesson observations throughout both stages of the inspection confirm that trainees and NQTs use a wide range of strategies to promote good behaviour, such as the use of praise and positive reinforcement. They are quick to establish very positive relationships with the pupils they teach. This leads to successful teaching and good pupil achievement.
32. Trainees and NQTs set high expectations of pupils and ensure that the learning environments are conducive to good achievement. They consistently act as positive role models to their pupils through their professionalism, positive attitudes, behaviour and values. The bulk of lessons are well organised and move along at a good pace. The structure of lessons is predominantly well thought through to ensure that the needs of pupils are being met. Trainees and NQTs make good use of resources, media and extra support staff to meet the needs of those pupils who may be disabled or have special educational needs. However, in a few cases lessons lack sufficient challenge to stretch the needs of most-able pupils.
33. Trainees and NQTs take a very professional approach to their own development. They are very reflective about their own teaching, seeking regular opportunities to participate in extra training at the university or in their placement schools. This is especially so for those trainees following the School

Direct routes where they participate not only in their regular school-based training but also in the continuous development events planned for fellow staff within their placement schools. As a result, these trainees make rapid progress over the course of their training to achieve outstanding levels of performance in their teaching. These trainees quickly go on to be very accomplished NQTs in schools. All NQTs see the targets in their induction plan as a further step in this process of professional development. Many of the targets are closely linked to the teachers' standards. However, some of these are rather general in nature and not conducive to the maintenance of continuous improvement.

34. Trainees' files contain a wide range of information. They are well organised and support good achievement against the teachers' standards. These files include evidence of further research and background reading. Assignments are well written and make a good contribution to not only their own teaching in schools but professional development at masters level.
35. This evidence is further supported by a wide range of material stored on their individual electronic portfolio. At stage one of the inspection, trainees and school-based mentors expressed some frustration with its use because it had just been introduced by leaders at the university. Much work has been undertaken to improve its functionality. Discussions with trainees, NQTs and school-based trainers confirm that this web-based platform is now easy to use and proving to be a very useful means of communication between all those involved in training across the partnership. It contains lesson observations, records of meetings with mentors and other information related to the assessment of trainees' progress. All of this can now be monitored electronically by leaders, course tutors and school based mentors.
36. Training in equality and inclusion is effective because it is woven seamlessly through each of the respective courses and training routes. Good training has ensured that trainees and NQTs are able to promote British values well within their teaching. They all demonstrate good levels of awareness about the government's 'Prevent' agenda and the signs of potential radicalisation among young learners. Both trainees and NQTs display a good level of knowledge and understanding about their responsibilities related to safeguarding, child protection and equal opportunities. They show good levels of awareness about how they might deal with bullying, homophobia and safeguarding issues related to e-safety and social media when in school.
37. The quality of school-based mentoring and support is good overall. Regular weekly meetings are held between trainees and mentors where they discuss the findings of lesson observations and set targets for trainees to work at. Nonetheless, inspection evidence from stage one confirms that there are inconsistencies in the quality of school-based mentoring across the partnership. Not all mentors regularly attend training and there are missed opportunities for university-based mentors to provide good guidance to partnership schools

about how they can improve the quality of mentoring and support to trainees. The role of these university-based mentors in the quality assurance of training is underdeveloped. Consequently, some judgements about the performance of trainees are not totally accurate. However, leaders at the university have rapidly implemented robust quality assurance procedures across the partnership to eliminate these inconsistencies and enhance the self-evaluation of provision. The review of targets set in trainees' lesson observations has resulted in improvements to the current course modules and trainees' outcomes.

38. The current partnership improvement plan identifies clear priorities linked to previous self-evaluation and the emerging areas for improvement at stage one of the inspection. It fully identifies how improvements can be measured and by when they should be achieved. It provides an effective means of measuring success and the assessment of staff performance. Effective teamwork is a strong characteristic of the new leadership team. Much has been achieved in a short space of time but these improvements are yet to be fully reflected in a significant trend in better outcomes, especially for PGCE trainees.
39. The partnership complies with the statutory requirements for ITT.

Annex: Partnership schools

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

Branston Junior Academy, Branston
 St John's Primary Academy, Bracebridge Heath
 St Giles Academy, Lincoln
 Hemswell Cliff Primary School, Gainsborough
 Eastfield Infants' and Nursery School, Louth
 Maun Infant and Nursery School, New Ollerton
 Hampton Vale Primary School, Peterborough
 Mount Street Academy, Lincoln
 Westgate Academy, Lincoln
 Brant Broughton CofE and Methodist Primary School, Lincoln
 Middle Rasen Primary School, Market Rasen
 Brown's CofE Primary School, Sleaford
 Church Lane Primary School, Sleaford
 Saint Lawrence CofE Primary School, Skellingthorpe
 Prospect Hill Junior School, Worksop
 St John's CE Primary School, Worksop
 Nettleham CofE Aided Junior School, Lincoln
 Fosse Way Academy, Lincoln
 Branston CofE Infant School, Branston
 Reepham CofE Primary School, Lincoln

Lincoln Carlton Academy, Lincoln
Balby Central Primary School, Doncaster
The Gainsborough Charles Baines Community Primary School, Gainsborough
Kirton Lindsey Primary School, Gainsborough
North Somercotes CofE Primary School, Louth
Kidgate Primary Academy, Louth
St George's Academy, Sleaford (secondary school)
Sacred Heart RC Primary School, Peterborough
Spinney Hill Primary School, Leicester
Castledyke Primary School, Barton-upon-Humber
Barton St Peter's CofE Primary School, Barton-upon-Humber
The Sir Donald Bailey Academy, Newark
Boston St Mary's RC Primary School, Boston
St Augustine's School, Worksop
Harby CofE Primary School, Melton Mowbray
Frodingham Infant School, Scunthorpe

The secondary phase

Information about the secondary partnership

- Bishop Grosseteste University ITE Partnership is an established provider of initial teacher education (ITE). In partnership with 35 schools and settings, covering five local authority areas, the university offers postgraduate training routes in a range of secondary subject specialisms leading to the award of qualified teacher status (QTS).
- Trainees follow either the core Postgraduate Certificate of Education (PGCE) or School Direct routes, which qualifies them to teach in the 11 to 16 age range. However, trainees are given opportunities to gain experience of post-16 teaching. One trainee was following a 14 to 19 pathway in 2014/15.
- The secondary PGCE cohort is increasing. In the 2014/2015 academic year, 47 trainees were registered on the core PGCE and School Direct programmes. This number has risen to 67 this year. The university also offers an assessment only route to QTS. The following courses are being followed by trainees during the current academic year: art and design, modern languages, English, history, mathematics, drama, music, physical education, religious education, biology, chemistry, physics, dance, health and social care, and economics.
- Trainees spend two thirds of the year in partner schools and other educational settings designed to meet the standards for QTS.

Information about the secondary ITE inspection

- Inspectors visited nine schools, two of which were visited at both stages of the inspection. They observed eight trainees during stage one of the inspection and seven NQTs at stage two.
- Inspectors met with trainees, NQTs, school staff with responsibility for teacher training and NQT induction, headteachers, academy Principals and the university's secondary phase leaders. At stage one, they also met with a group of teachers from a representative sample of partnership schools.
- Inspectors examined trainees' teaching files, including documentation recording each trainee's progress against the teachers' standards. Inspectors considered the induction plans for NQTs and evaluated the targets set for them at the end of their training. Inspectors considered the partnership's up-to-date self-evaluation and improvement plans and evaluated the evidence of the partnership's progress against each of the areas for improvement identified at stage one.
- At both stages of the inspection, inspectors checked that the partnership complies with all the statutory requirements for initial teacher training (ITT).

- Inspectors considered the responses to both the trainee online survey and the NQT national survey.

Inspection team

Charles Lowry, HMI	(phase lead)
Janet Palmer, HMI	(assistant phase lead stage one)
Simon Hughes, HMI	(assistant phase lead stage two)
Amanda Carter-Fraser, HMI	(team inspector stage two)

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership

- The PGCE programmes provide a comprehensive package of training. As a result, outcomes for almost all trainee teachers are good, their subject knowledge is strong and they are well prepared to join the profession at the end of their training.
- NQTs are highly regarded by schools in the locality. As a consequence, employment rates are high.
- Trainees are effectively monitored throughout their training by both university-based and school-based mentors. Consequently, they make good progress against each of the teachers' standards. Should their progress begin to falter they are provided with timely and effective support.
- Training programmes are subject to rigorous checks by senior leaders. As a result, training is of high quality and effectively coordinated across the partnership.
- Trainees and NQTs are reflective practitioners who are able to identify the strengths in their professional practice and those areas that require further development. As a result, they are open to advice from other professionals and act effectively on it.
- Relationships between the university and school partners are strong and communication is effective. As a result, trainees are able to gain experience in a number of contrasting settings, preparing them effectively for employment in a range of different schools.
- The restructured senior leadership team demonstrates drive and determination. They have an accurate understanding of the strengths and weaknesses in provision and have formulated an improvement plan designed to bring about rapid improvement.

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

The partnership should:

- eliminate inconsistencies in the quality of trainees' and NQTs' marking, making sure that the feedback pupils' receive is incisive and affords them the opportunity to learn from their mistakes
- ensure that the quality of provision in mathematics matches that in other subjects to improve outcomes in this subject area
- ensure that all trainees have the opportunity to experience working in settings with high proportions of students from Black, Asian and minority ethnic backgrounds.

Inspection judgements

40. Recruitment to the ITE training programmes is both rigorous and robust, involving staff from the university and partner schools. This ensures that only potentially strong candidates are recruited onto the secondary PGCE. As a consequence, the likelihood of trainees withdrawing from the course prior to its completion is falling.
41. All trainees who successfully complete their course of study gain QTS, with almost all exceeding the minimum required by the teachers' standards by the end of their training. Furthermore, the proportion of trainees who gain a teaching post by the end of their training has been above the national average for two of the last three years.
42. All mathematics core trainees who complete their training achieve QTS. However, a few candidates over the last two years have done so at the minimum required standard. Furthermore, the proportion of trainees attaining at the highest level in mathematics last year was the lowest of all the PGCE programmes.
43. Outcomes for the group of trainees who begin their training over the age of 25 are high. Over the last three years all members of this group have attained well against the requirements of the teachers' standards. Moreover, the outcomes for this group have exceeded that of the under 25 years age group, bucking the national trend.
44. Trainees' and NQTs' subject knowledge is secure and their planning invariably detailed. This enables them to design learning activities which build, one upon another, to give coherence to pupils' learning. Where appropriate, NQTs and trainees deploy teaching assistants effectively and, as a consequence, these

adults have a positive impact on enabling weaker pupils to access the curriculum and make progress.

45. Trainees and NQTs manage their classes effectively as a result of high-quality training in behaviour management. They get to know their pupils well, forming positive relationships with them based on mutual respect. This ensures an emotionally safe classroom environment and an effective atmosphere for learning.
46. In partnership with school staff, monitoring of trainees' progress in relation to the teachers' standards is meticulous. This enables the provider to identify and take appropriate action to provide suitable levels of challenge for higher attaining trainees and additional support and interventions for lower attaining ones. Furthermore, the high quality of personal and academic support for all trainees ensures their well-being, leading to improving completion rates.
47. Although they mark pupils' work regularly, the quality of trainees' and NQTs' marking is inconsistent. In the best examples, pupils are given clear guidance about what they have done well and what they need to do to improve their work. However, not all marking is of this quality and some feedback to pupils is not incisive enough. When this occurs, marking has little impact on pupils' progress.
48. The university is committed to ensuring that trainees gain a breadth of teaching experience during their training. Accordingly, university staff place them in contrasting settings in terms of age, ability and linguistic diversity. As a result, trainees have a range of experiences to draw on as they start their teaching careers. Nevertheless, there are gaps in NQTs' knowledge and understanding of how to meet the needs of pupils from Black, Asian and minority ethnic backgrounds. As a consequence, NQTs are not as well prepared as they might be to teach in multicultural settings. Senior leaders are aware of this shortfall in the training programme and have plans in place to address it in the coming year.
49. School-based training and support from the university is effective in ensuring that the needs of trainees are being met. Mentors encourage their trainees to reflect on their practice, to engage in a productive and effective dialogue about the strengths of their work and pinpoint targets for further improvement which they then act on.
50. Those trainees and NQTs who spoke with inspectors demonstrated secure knowledge of the different forms that bullying can take, including homophobic and cyber-bullying. They have undertaken safeguarding training and they have received training in the 'Prevent' agenda and their duty to protect children and young people from radicalisation and extremist behaviour. Consequently, NQTs are well placed to ensure that the pupils are kept safe from harm and,

furthermore, are secure in fostering British values through their professional practice.

51. Concerns about the quality of the professional studies programme, identified at stage one of the inspection, have been comprehensively addressed. The university now has a clear picture of the contribution that each member of the partnership makes to the training programme, has identified any gaps in the training programme and is taking steps to fill them. Moreover, university tutors' involvement in current educational research provides a sharp edge to the training programme. This, allied to high-quality subject-specific training in most subjects, ensures that teachers trained by the university present as confident and effective practitioners, valued by their employing schools.
52. Senior leaders have taken action to strengthen subject support for trainees on the School Direct programme. Specialist tutors have been appointed to provide subject-specific training and quality assurance lessons. The centre reports that the most recent trainee assignments provide evidence of the positive impact of this new initiative. Nevertheless, it is too early to assess its impact on trainees' outcomes.
53. The recently restructured management team has brought renewed vigour and sense of purpose to the secondary phase training programme. Managers have taken a forensic approach to self-evaluation, identifying strengths in the provision and those aspects that require further improvement. Their findings have been used to inform the secondary phase improvement plan. This is detailed and actions have been carefully formulated to bring about rapid improvement, particularly addressing those areas for further development identified at stage one of the inspection. Although many initiatives are in the early stages of implementation, senior leaders are clear about the intended impact of the actions they are taking and, as a consequence, are demonstrating a strong capacity to improve.
54. Systems for quality assurance of the programme have been strengthened by course leaders. Consequently, there is a coordinated approach to training across the partnership, which is effective in ensuring trainees make good progress against the teachers' standards. Furthermore, the university's response to issues as they arise is timely and effective.
55. Course leaders have introduced much greater rigour to the provision for training mentors. Strategies are now in place to ensure that school-based staff responsible for ITE receive appropriate professional development in order to provide effective support for trainees.
56. The arrangements for the strategic leadership and management of the secondary programme have been clarified since stage one of the inspection. This has resulted in the constitution of the secondary partnership steering

group. This is a representative group of stakeholders whose brief is to support the development of the secondary programme and play a role in holding phase leaders to account for trainee outcomes.

57. Senior leaders are taking a proactive approach to providing support for NQTs in their first year of teaching. This initiative is being led by the beyond initial teacher education steering group. One aspect of this is to ensure that each trainee, at the end of their training, has a 'career entry passport' (CEP) highlighting the NQT's development targets for their employer. However, senior leaders' evaluation of the efficacy of the CEP has identified that, for many NQTs, these targets are not specific enough and are failing to inform their training needs. As a result, the CEP is being revised so that the targets are much sharper.
58. The secondary partnership complies with the statutory requirements for ITT.

Annex: Partnership schools

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

North Kesteven School, Lincoln
St Peter & St Paul Catholic Voluntary Academy, Lincoln
Lincoln Christ's Hospital School, Lincoln
Franklin College, Grimsby
The Giles Academy, Boston
Oasis Academy, Wintringham
Sir William Robertson Academy, Welbourn
The Thomas Cowley High School, Donington
Skegness Academy, Skegness

Initial teacher education for the further education system

Information about the FE in ITE partnership

- Bishop Grosseteste University ITE partnership works in partnership with two general further education colleges, New College Stamford and Lincoln College, representing lifelong learning settings in the east of England.
- At the time of the previous inspection in 2010, the university worked in partnership with one partner college, New College Stamford. The partnership was enlarged in 2014 by the inclusion of Lincoln College.
- The partnership offers two-year part-time programmes validated by the university and taught at the partner colleges. The programmes lead to Level 5 Diploma in Education and Training (DET)
- The DET programmes replaced the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) in 2014. There were 15 trainees in the first year of the new DET programme. Two trainees were completing year two of the Diploma in Teaching in the Lifelong Learning Sector (DTLLS).
- There were 15 trainees on the first cohort of the new programme.
- All trainees already teach in the sector. The majority of trainees are employed in the partner colleges, other trainees teach in a range of public, private and voluntary organisations. Around half the trainees on the programme are female.

Information about the FE in ITE inspection

- The further education team comprised the same two Ofsted inspectors at stages one and two of the inspection.
- Inspectors visited the two partner colleges and one training provider. They observed the teaching of eight trainees during their training, and observed the teaching of one of the two former trainees from the most recent DTLLS programme. Inspectors interviewed trainees and former trainees, trainers and mentors in the different settings visited. They also interviewed programme leaders and managers from the partner colleges and the university. They scrutinised trainees' and former trainees' assessed work, lesson plans, lesson observation reports and progress records.
- Inspectors considered the partnership's self-evaluation, improvement plan and position statement documents, 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

Alan Winchcombe, OI
Anne Taylor, OI

phase lead inspector
assistant phase lead inspector

Overall effectiveness

Grade: 3

The key strengths of the further education partnership

- Trainees apply their high levels of specialist subject knowledge and experience very effectively in their teaching, which makes learning more engaging and relevant for learners and helps them to make good progress.
- Trainees develop critical reflective skills and increased confidence which enable them to move beyond their previous teaching approaches and styles, so that teaching, learning and assessment become more effective.
- The highly knowledgeable, experienced and dedicated tutors know the sector well. They provide all trainees with very strong personal support, which helps them to overcome personal barriers to learning and to make effective progress.
- There is a clear focus within the DET programmes on preparing trainees to support their learners' development and employability skills in English and mathematics.
- The university has a strategic vision and close engagement with its partners within the FE and skills sector, a high level of commitment and positive response to the local and national need for skilled practitioners within FE.
- Leaders and managers at all levels demonstrate their determination and clear capacity to make improvements through coherent planning and actions to bring about rapid improvements.

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

The partnership must:

- monitor and improve completion rates
- ensure that all trainees are sufficiently challenged to reach their full potential as good and outstanding teachers
- increase the opportunities within the DET programmes for trainees to experience and recognise the very diverse nature of learners and settings within the changing FE and skills sector
- enhance systems for monitoring trainees' progress, including the clarity of targets for trainees and the partnership's approaches to grading, in order to ensure greater consistency across the partnership
- develop greater consistency in the application of quality assurance systems to ensure that all trainees experience the same quality of provision across the partnership.

Inspection judgements

59. Leaders and managers have responded very positively to local and national needs for skilled practitioners in the FE and skills sector, by extending the partnership's provision in the region during a period of considerable, continuing change. The provision is fully compliant with all the regulations affecting teacher education and training in the FE and skills sector.
60. Prior to the introduction of the new DET programmes, recruitment to the partnership's DTLLS programme declined over three years, and retention and completion rates were low for the very small number of trainees involved. Trainees who did complete clearly met the professional standards for teachers and trainers in education and training (the professional standards). There are no evident discrepancies in the outcomes achieved by different groups of trainees.
61. Current trainees who have completed the first year of their two-year programme are making good progress towards meeting the Professional Standards, as reflected in their practice and support for learners. In particular, trainees use their high levels of specialist skills, knowledge and previous experience to inspire and engage their learners. For example, one trainee used his specialist knowledge of exotic animals to stimulate students' wider interest and development of skills in animal welfare.

62. Trainees demonstrate high levels of aspiration and commitment to developing their teaching skills and experience, and to broadening their professional roles, for example, by taking on additional responsibilities such as becoming a tutor or programme leader. Their colleagues and managers value the increasing contribution the trainees are now able to make to their organisations.
63. The quality of training overall requires improvement. Trainees make good progress in developing their critical reflective skills, and, as a result, most are able to evaluate what works well in the classroom, and adapt their teaching approaches accordingly. Trainees grow in confidence and, as a result, they are able to challenge and adapt their earlier teaching approaches, and frequently try out new ways to help their learners succeed. They plan most lessons thoroughly, and use a wide range of teaching strategies and well prepared resources, including learning technologies, effectively to support learners' progress. On occasions, however, trainees do not plan effectively to meet all learners' needs, so the most-able learners are not stretched. Trainees do not always check learners' understanding sufficiently before introducing new learning. Nonetheless, trainees build supportive relationships with their classes, so that most learners are motivated to achieve the best they can. A few trainees are not yet fully confident in managing and responding practically to poor learner behaviour in the classroom.
64. Trainees benefit from high levels of strong personal support given by tutors. Experienced tutors know the sector and their individual trainees well. They are dedicated to helping trainees overcome personal barriers to learning and make effective progress. For example, trainees spoke highly of the tutor who willingly visits additional classes whenever trainees have particular concerns or difficulties, in order to give them targeted guidance and advice.
65. Mentors provide good, practical, support to help trainees apply their extensive subject specialist skills in their own teaching areas, so that learning becomes more relevant to learners. Although this support is highly valued by trainees, current arrangements do not routinely make best use of the joint contributions made by mentors and tutors to increase trainees' pace of learning. For example, no effective system is in place for tutors and mentors jointly to review trainees' progress and future targets, and approaches to grading observations have insufficient clarity.
66. Trainees generally receive carefully structured and skilfully delivered training. However, the training does not always fully address the needs of the individual trainees, who vary hugely in their vocational skills, their professional backgrounds and the extent of their previous academic studies. Learning sessions do not always provide sufficient challenge or pace of learning so that all trainees are stretched to achieve their full potential. Assessments in the first year of the DET programme give too little scope for the more academically

experienced trainees to demonstrate and develop their research and higher-level evaluative skills.

67. There is a strong focus within the programmes on helping trainees to support their learners' wider employability needs. This means that trainees gain increasing confidence in integrating English and mathematics into their teaching of different learner groups. Tutors' highly inclusive approach towards learning constantly reinforces the trainees' own awareness of the need to create a safe learning environment in order for their learners to progress successfully. Trainees are keenly aware of challenges facing the sector, such as their individual role within the 'Prevent' strategy to promote British values and prevent radicalisation among learners. However, training does not focus sufficiently on recent sector initiatives, so that trainees are too often unaware of developments which lie outside of their normal area of teaching, but which impact on their wider professional roles. The programme does not encourage trainees sufficiently to observe teaching and learning in other areas, in order to gain an insight into the different teaching approaches used across the very diverse range of learners and settings in the FE and skills sector.
68. Assessment of trainees' teaching is highly constructive. Feedback is provided promptly and generally ensures that trainees recognise their individual progress and strengths as well as their areas for future development. On occasions, targets are insufficiently precise for trainees to understand clearly how they can improve their teaching and written work.
69. The thorough recruitment and selection process carried out by the partner colleges in close collaboration with the university is effective and well managed. All trainees must already teach in the sector. Those selected have good subject knowledge and appropriate qualifications and demonstrate a strong commitment to developing their existing professional skills and understanding of the sector for the benefit of their learners. Interviews during recruitment ensure that trainees are carefully matched with appropriate subject specialist mentors.
70. The university's leaders demonstrate a clear vision and extremely strong commitment to engagement with partners within the FE and skills sector. In expanding its existing partnership, leaders have demonstrated the university's positive response to the local and national need for skilled practitioners within FE, as part of its wider commitment to providing professional development and progression opportunities.
71. Leaders and managers demonstrate their clear capacity and determination to make improvements. They recognise that quality assurance systems and monitoring arrangements have not been applied consistently across the enlarged partnership to ensure that all trainees have the same quality of experience. They also recognise that communications across the partnership

were too limited, so that opportunities were missed to share ideas and best practice, for example in the development of the DET programmes.

72. Since the stage one inspection visit, leaders and managers have put in place coherent and sharply focused action plans to bring about improvement. These plans are enthusiastically supported by staff in partner colleges. Planned actions are already being implemented, such as the recent appointment of a specialist FE lead at the university and the establishment of a strategic partnership group for FE and skills. Within the partner colleges, the teaching teams and management of the programmes have been strengthened. However, it is too soon to judge the impact of the many planned actions on outcomes for trainees.

Annex: Partnership colleges

The partnership includes the following colleges:

Lincoln College
New College Stamford

ITE partnership details

Unique reference number	70004
Inspection number	10004533
Inspection dates	Stage 1 15–16 June 2015
	Stage 2 30 November–2 December 2015
Lead inspector	Philip Mann HMI
Type of ITE partnership	Higher Education Institution (HEI)
Phases provided	Early Years ITT, Primary, Secondary, Further Education
Date of previous inspection	26–30 April 2010
Previous inspection report	http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70004
Provider address	Newport Lincoln LN1 3DY



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