

Bishop Grosseteste University ITE partnership

Initial teacher education inspection report
Inspection dates Re-inspection: 23 May 2016

This inspection was carried out by Her Majesty's Inspector/s, 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 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.

This is a re-inspection of ITE provision, following the inspection in December 2015 that judged it to require improvement. The re-inspection was conducted as a one-stage process.

Inspection judgements

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

| | ITE in FE |
|---|------------------|
| Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees? | 2 |
| The outcomes for trainees | 2 |
| The quality of training across the partnership | 2 |
| The quality of leadership and management across the partnership | 2 |

Initial teacher education for the further education system

Information about the FE in ITE partnership

- Bishop Grosseteste University ITE partnership comprises the university and two general further education colleges, New College Stamford and Lincoln College, that represent lifelong learning settings in the east of England.
- The partnership offers two-year part-time programmes validated by the university and taught at the partner colleges. The programmes lead to a level 5 Diploma in Education and Training (DET).
- At the time of inspection there were 16 trainees following year 1 of the DET and 13 trainees on year 2.
- All trainees teach in the sector. The majority teach in the partner colleges; other trainees teach in a range of public, private and voluntary organisations. Around half the trainees are female.

Information about the FE in ITE inspection

- The inspection team comprised two Her Majesty's Inspectors who visited the two partner colleges, one training provider and one residential specialist school.
- Inspectors observed the teaching of nine trainees during their training and interviewed trainees, 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, planning for teaching, learning and assessment, lesson observation reports, learner assessment records and progress records.
- Inspectors considered the partnership's self-evaluation, improvement plan, course validation proposals, management and quality assurance processes, and reviewed 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

| | |
|------------------------|--------------------------------|
| Christopher Jones, HMI | Phase lead inspector |
| James Sage, HMI | Assistant phase lead inspector |

Overall effectiveness

Grade: 2

The key strengths of the FE partnership are:

- Trainees apply their high levels of specialist subject knowledge very effectively and ensure that their learners make good progress.
- Trainees think deeply about their teaching. They are confident teachers who explore and experiment with the craft of teaching. They plan lessons well so that their teaching, learning and assessment provide the challenge required for the diverse range of learners they teach.
- Trainees benefit from the care, support and challenge that their expert tutors and mentors provide. Consequently, they strive to meet the high expectations set for them as emerging teachers.
- Trainees demonstrate clearly that they embed realistic and relevant English and mathematics skills in their subject teaching.
- The university has ensured that its strategic vision and strong partnership development prepares capable, confident and skilled practitioners.
- Through dynamic and well-considered actions, leaders and managers at all levels across the partnership have improved consistency and made rapid improvements to provision, outcomes and quality assurance.

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

The partnership should:

- increase the opportunities for trainees to experience the very diverse nature of learners and settings within the FE and skills sector
- consider how trainees, mentors, tutors and trainees know about the progress that trainees make in all aspects of their training and development.

Inspection judgements

1. Leaders and managers have responded very positively to local and national needs for skilled practitioners in the FE and skills sector by reviewing, restructuring and extending provision during a period of considerable and continuing change.
2. The provision is fully compliant with all the regulations affecting teacher education and training in the FE and skills sector.
3. Recruitment to the partnership's DET programme has improved significantly, as have retention and completion rates, which are now high. Trainees who complete clearly meet the professional standards for FE teachers and trainers.

There are no discrepancies in the outcomes achieved by different groups of trainees.

4. Trainees completing their programmes teach well and give good academic and pastoral support to their learners. Trainees use their high levels of specialist skills, knowledge and previous experience to inspire and engage their learners, for example through stimulating good discussion about appropriate activities for young children in childcare settings, or the impact of internet-based video on the promotion of bands and music.
5. Trainees show their commitment to teaching and demonstrate clearly their ambition to teach well by taking on additional responsibilities such as becoming a tutor or programme leader. Their colleagues and managers value the increasing contributions the trainees make to their organisations.
6. As a result of effective training, trainees make good progress in developing their critical reflective skills. They evaluate what works in the classroom well, and adapt their teaching, learning and assessment approaches accordingly. They are not afraid to challenge themselves by trying out new and innovative ways to help their learners succeed, for example through using quick response (QR) codes to give learners rapid access to advice and support to develop technical skills and knowledge in building and construction trades.
7. Trainees plan their lessons thoroughly, including relevant and realistic English, mathematics and ICT skills. They include activities and support to ensure that learners achieve well and aspire to meet the challenging target grades set during tutorials. Because they have high expectations for the behaviour of their learners, trainees manage behaviour well. They respond practically, sensitively and pragmatically to low-level disruption and apply their setting's behaviour policies and procedures effectively. Where appropriate, trainees plan for and direct the role of classroom support assistants very well, ensuring that all learners make the progress they should.
8. Trainees benefit from high levels of strong personal support given by their tutors and subject mentors. Experienced tutors and mentors know the sector and their trainees well.
9. Through their dedication and enthusiasm, tutors and mentors enable trainees to overcome personal barriers to learning and make effective progress. Trainees spoke highly of the targeted guidance and support they received.
10. Mentors provide good, practical support to help trainees apply their extensive subject specialist skills in lessons that are relevant and interesting to learners. Tutors and mentors meet together frequently to discuss the progress that trainees make in developing their teaching practice. Mentors and tutors set targets for trainees to provide evidence, for example about the professional

standards, subject knowledge development or academic work. Because the system does not bring all these targets together, it is difficult for trainees, tutors, mentors and partnership managers to see clearly the progress that trainees make in meeting these targets.

11. Trainees vary hugely in their vocational skills, their professional backgrounds and the extent of their previous academic studies. Aware of this, tutors require all trainees to develop their research and higher-level evaluative skills. This means that those trainees with degree level qualifications on entry benefit from the intellectual challenge of the programme, while others benefit from carefully targeted support to develop their analytical, thinking and writing skills.
12. The programme prepares trainees well to support their learners' acquisition of the skills they need for employment or higher-level studies. This means that trainees become increasingly confident in integrating English and mathematics into their teaching of different learner groups. Because tutors and mentors are good role models, trainees understand the need to create a safe learning environment in which their learners succeed. Trainees and their learners are keenly aware of the need to prevent radicalisation. They demonstrate well through their approach to learning their understanding and application of modern British values.
13. Training does not focus sufficiently on the wider role of the teacher outside their normal area of teaching. Trainees understand the nature and scope of the FE and skills sector through a well-structured visiting speaker programme, course conferences and carefully structured dialogue between trainees from different settings. The programme does not enable trainees to experience, or to observe, teaching and learning in other areas, in order to gain an insight into the diverse range of learners and settings in the FE and skills sector.
14. Trainees benefit from highly constructive assessment of their teaching. Tutors and mentors provide feedback promptly, ensuring that trainees know about their progress and strengths as well as their areas for further development. Trainees, when necessary, are given additional support or time to make improvements.
15. The recruitment and selection of trainees is effective and well managed. All trainees must already teach in the sector. Those selected have good subject knowledge, appropriate qualifications and vocational expertise. They demonstrate a strong commitment to developing their existing professional skills and understanding of the sector for the benefit of their learners. Recruitment interviews ensure that trainees are carefully matched with appropriate subject specialist mentors.

16. University leaders have a clear vision and an extremely strong commitment to their engagement with partners in the FE and skills sector. By expanding its partnership arrangements, leaders show the university's positive response to the local and national need for skilled practitioners in FE, as part of their wider commitment to professional and career development.
17. Through dynamic and well-considered actions since the previous inspection such as fundamental changes to leadership, further development of a strategic partnership group and stronger teaching teams, leaders and managers at all levels across the partnership have improved consistency and made rapid improvements to provision, outcomes and quality assurance.

Annex: Partnership colleges

The partnership includes the following colleges:

Lincoln College
New College Stamford

ITE partnership details

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|-----------------------------|---|
| Unique reference number | 70004 |
| Inspection number | 10010282 |
| Inspection dates | 23–26 May 2016 |
| Lead inspector | Christopher Jones HMI |
| Type of ITE partnership | HEI |
| Phases provided | Further education |
| Date of previous inspection | 15–16 June, 30 November – 2 December 2015 |
| Previous inspection report | http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70004 |
| Provider address | Longdales Road Lincoln LN1 3DY |



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