

University of Reading ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 25 April 2016

Stage 2: 26 September 2016

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

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in early years ITT, good in primary and good in secondary.

This is because outcomes for trainees, the quality of training and leadership and management are good in all three phases.

Key findings

- Leaders in all phases share a common vision for excellence across the partnership. They are ambitious to improve outcomes for trainees. They are reflective and responsive to feedback and are determined that the partnership will be of the highest quality.
- The personal and professional conduct of trainees, newly qualified teachers (NQTs) and former trainees is highly regarded by schools and settings.
- By the time they complete their training, trainees' teaching is mostly good and sometimes outstanding.
- Trainees, NQTs and former trainees have a very good understanding of their responsibilities to keep pupils and young children safe.
- Trainees, former trainees and NQTs build strong, positive relationships with pupils and young children. They manage behaviour very well.
- Professional and pastoral support for trainees helps them to overcome any difficulties and successfully complete their training.
- Leaders ensure that high-quality research is used to inform trainees about educational theory and develop their understanding.
- The partnership makes a strong contribution to teacher supply in the region.

To improve the ITE partnership should:

- Improve the consistency and quality of school-based mentoring.
- Improve the accuracy of the assessment of trainees through rigorous monitoring and effective communication.
- Ensure that trainees recognise and promote pupils' progress as an integral part of their teaching.

Information about this ITE partnership

- The University of Reading Institute of Education offers initial teacher education (ITE) leading to qualified teacher statuses (QTS) in the primary and secondary phases. Training leading to early years teacher status (EYTS) began in September 2014.
- Postgraduate programmes are offered in all three phases. There is an undergraduate programme for primary trainees.
- The Institute of Education works in partnership with schools to deliver School Direct (non-salaried) and School Direct (salaried) training routes into teaching for primary and secondary trainees.
- The partnership also offers an assessment only (AO) route into teaching in the primary and secondary phases.
- The partnership works with schools and early years settings in the local area, including those that require improvement.
- The head of the Institute of Education took up her post in August 2015. The head of initial teacher training joined the university in April 2016.
- A steering committee oversees the strategic development of the programmes in each phase.

The early years ITT phase

Information about the early years ITT partnership

- The University of Reading works in partnership with around 30 settings and schools across nine local authority areas in south east England to deliver early years initial teacher training (EYITT).
- The partnership offers two postgraduate pathways to early years teacher status (EYTS): the graduate entry employment-based (GEB) and the graduate entry mainstream (GEM) routes. Both programmes lead to the postgraduate certificate in early years practice with early years teacher status.
- During stage 1 of the inspection there were six GEM trainees and 17 GEB trainees on the programme. This cohort of trainees started in September 2015 and are the second cohort to complete this training.

Information about the early years ITT inspection

- One of Her Majesty's Inspectors conducted both stages of the inspection.
- During stage 1, the inspector observed four trainees teach, in four different settings. Each of the observations was carried out jointly with the programme leader or the setting-based mentor. The inspector observed the mentors' feedback to the trainees following the observations, looked at trainees' files, and met with the programme leader, trainees and setting leaders.
- The inspector met steering group members, a group of link tutors and three further trainees. She observed part of a centre-based training session on equality and diversity.
- At stage 2 of the inspection, the inspector observed three former trainees in their schools and settings, met with setting leaders and former trainees and reviewed evidence in trainees' files. She had telephone discussions with two former trainees. She observed part of an assertiveness training session for the 2016–2017 cohort.
- At both stages of the inspection, the inspector met with programme leaders. She reviewed a wide range of evidence, including recruitment and selection procedures, course information, training documents, assessment information, mentor and trainee handbooks, self-evaluation and improvement plans and the partnership's analysis of trainees' outcomes. The inspector evaluated the responses to the Ofsted trainee online survey.
- The inspector reviewed documentation relating to statutory safeguarding as well as compliance with the early years initial teacher training criteria.

Inspection team

Sheena MacDonald

Her Majesty's Inspector

early years phase lead

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership are:

- Programme leaders who are ambitious, proactive and responsive in addressing the needs of individual trainees, the requirements of the programme and the needs of the sector.
- Leaders who ensure continuous improvement through strong existing and developing partnerships with local authority and sector colleagues.
- Trainees who have a deep understanding of child development and attachment theory and who therefore build warm and productive relationships with children and show high levels of care.
- Trainees' excellent practical understanding of the importance of safeguarding and how this relates to settings, to individual children and to themselves.
- Highly professional trainees who understand and develop their leadership skills very well.
- The high quality of centre-based training, which trainees value, particularly the guided opportunities for them to share experiences and expertise with their peers.
- The carefully planned programme, including a well-managed range of placements, which builds theory, research and practical experience in a coherent and developmental way.

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

The partnership should:

- Improve the quality and effectiveness of mentoring and link tutoring and the clarity and accuracy of assessments by:
 - increasing training opportunities for mentors and link tutors
 - improving the quality of feedback and target setting

- implementing revised assessment arrangements and sharpening quality assurance systems
- ensuring that there is a greater focus on the impact of trainees' teaching on children's learning and development over time.

Inspection judgements

1. The overall effectiveness of the partnership in the early years phase is good. The partnership is fully compliant with the early years initial teacher training criteria and meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity and eliminating discrimination. Leaders are highly effective and have a very good understanding of the sector, as well as the requirements of early years teacher status. As a result, the programme blends a high level of theory with well-planned and varied practical experiences.
2. Recruitment and selection systems are effective. Strategic planning commences at a very early stage to ensure that appropriate placements are arranged to meet each trainee's needs and previous experience. The vast majority of trainees recruited to the course become good early years teachers. The leader is scrupulous in insisting that all the standards are met before awarding early years teacher status. Almost all of the trainees complete the course. The tiny number of trainees who withdraw usually do so because of serious health or family difficulties. Former trainees who faced particular problems, and who were supported to complete the course, say that tutors helped them to believe in themselves and that without the high levels of individual support they would have given up.
3. In the first year of the programme, employment rates were exceptionally high. However, in the current year, some of the graduate mainstream cohort have not yet found suitable employment. There are understandable reasons for this, such as a former trainee moving out of the area and another only very recently completing the training. The programme leaders continue to support all former trainees, particularly this group.
4. The centre-based training and masters modules support trainees and former trainees to develop a good understanding of child development. Trainees have opportunities to discuss research into young children's learning and apply the theory in practice. For example, they show in practice that they understand the importance of building positive relationships and safe routines and manage behaviour so that children feel secure, happy and able to learn. They also understand how best to promote good early learning. The vast majority of learning activities observed, during both stages of the inspection, were active, enjoyable and purposeful. Trainees understand, and take account of, the individual needs of children, including those who have special educational

needs and/or disabilities, and try to provide more challenge for the most able children.

5. The importance of children's safety and welfare has a high priority and is embedded throughout the programme. As a result, trainees have a thorough understanding of the importance of safeguarding, including protecting children from extremism and promoting British values. They know what these issues mean in practice and how they relate to settings, individual children and themselves as teachers.
6. Trainees know how important it is to develop children's auditory discrimination, language and communication. They plan activities well to promote these skills. For example, they use repetition, singing, musical instruments, storytelling and puppetry. However, some trainees lack confidence in their understanding of, and ability to teach, early reading and phonics. The Ofsted trainee online survey highlights this as a weaker aspect of the training. For some trainees, there is a lack of clarity about how and where phonics fits into the wider picture of young children's acquisition of language and communication skills. The programme leader has amended the centre-based training in the light of these findings to strengthen trainees' understanding of this, including early reading and phonics.
7. Trainees are confident in their ability to understand and teach early mathematics. This is a highly positive aspect of the trainee survey. Trainees and former trainees are very enthusiastic about the quality of centre-based training in mathematics. They say that the training encourages them to think about wider mathematical concepts and gives them practical ideas which they are able to use in their own settings. There is good evidence in trainee files of well-planned, enjoyable early mathematics, which demonstrates understanding of how to develop learning across a sequence of activities. In practice, however, some trainees are unsure about how to develop age-appropriate mathematics when children need more challenge. Occasionally abstract ideas are introduced too quickly and there is some inaccurate use of mathematical language.
8. The centre-based training is supplemented by the provision of valuable and highly regarded resources for trainees to use in their settings.
9. Trainees are positive about the guided opportunities to share experiences and expertise with their peers. This important element of the programme enables them to discuss and consider how the theory gained in the central training and the masters modules relates to their wide-ranging practical experiences. This helps to build peer respect and individual confidence as trainees learn from each other. This approach was evident in both of the well-planned and engaging centre-based training sessions observed during the inspection.

10. There is a very strong initial and ongoing focus on the importance of leadership in the early years and how it can be developed and exercised sympathetically and sensitively. This is the aspect of the programme which all trainees and former trainees evaluate the most highly. All of them are able to articulate very clearly the difference that this aspect of the course has made to their own development as early years leaders. They are able to provide many examples of how they are increasingly able to influence their colleagues and bring about change in sensitive but purposeful ways. This has resulted in very many trainees and former trainees being promoted, or given greater responsibilities.
11. Trainees benefit from carefully managed placements to ensure that they experience teaching different age groups of pupils, including key stage 1, and various types of good-quality settings in socio-economically and culturally diverse areas. This is confirmed by the exceptionally positive responses to the questions about placements in the trainee survey. Employment-based trainees say that placements give them the opportunity to see different ways of working and also help them to develop their own role as an early years teacher. The GEM trainees are particularly positive about the opportunity to spend time in a children's centre where they experience working alongside multi-agency teams and disadvantaged families.
12. The quality and effectiveness of mentoring, link tutor support and assessment tracking is variable. All trainees receive regular mentoring and link tutor visits; however, the usefulness and quality varies. Some trainees benefit from regular discussion about their practice and receive valuable feedback and are set developmental targets. However, too often, in oral and written feedback, link tutors and mentors focus too much on what the trainees are doing rather than on the impact the trainees' teaching is having on children's learning and development. As a result, at the time of stage 1 of the inspection, evaluations were focused on short, one-off observations. Targets were not always developmental or progressive and it was not always clear how targets were followed up and developed in practice.
13. The systems and requirements for gathering and assessing evidence are multi-layered and appropriate but the guidance is interpreted differently by link tutors. The assessments against the standards are not always supported by the evidence from tracking, or in the trainees' portfolios of evidence.
14. Since stage 1, the partnership has overhauled the guidance, tracking and assessment systems. The number of assessment points during the year has been reduced from six to five. Documentation now underlines the importance of taking children's response and progress into account when evaluating the effectiveness of trainees' teaching. Trackers provide useful examples of what meeting and exceeding the EYTS might look like to support mentors, link tutors and trainees in providing evidence and reaching judgements. Joint mentor, trainee and link tutor training sessions are planned to take place at key points

throughout the year to support and improve the quality and consistency of tutoring and mentoring. The first of these sessions has taken place and been evaluated positively by all those attending.

15. The trainees' files generally show an increase in emphasis on the impact of their teaching on children's learning and development throughout the latter part of their course. Former trainees commented that this was emphasised more by tutors during that time. In their current positions, the progress and development of children's learning were at the heart of the former trainees' practice.
16. Towards the end of the programme, trainees and tutors reflected on trainees' strengths and next steps for their professional development. The leadership development plans which resulted from these discussions are useful documents and the targets are generally better than those seen at stage 1.
17. Programme leaders carefully analyse information and feedback and then amend the programme to address weaknesses. For example, by enabling all GEM trainees to experience a placement in a children's centre they benefit from greater experience of parental contact and multi-agency support. Improvement planning is practical and well focused. The plan has been revised since stage 1 so that now there is a sharper and more measurable focus on improving outcomes for trainees and children.
18. Link tutors and steering group members are experienced and knowledgeable about early years provision and the requirements of the programme. Attendance at steering group meetings is high, which underlines the group's commitment to the partnership. This group and the local authority colleagues are confident that the programme is strengthening the quality of provision and raising the status of early years teaching across the region.
19. Partnerships with settings, local authorities and other education providers are productive and mutually beneficial. Many members of staff in schools and settings are university alumni and a growing number have early years teacher status. Setting leaders comment on the positive contribution that trainees and former trainees make to raising the quality in their own organisation. They say the settings also benefit from the up-to-date ideas, research and resources that trainees bring.
20. The programme leader and other leaders are steeped in early years practice and provide vision, clarity, ambition and purpose. They are outward looking, keen to share ideas, learn from other early years ITT providers and drive the quality of the programme forwards.

Annex: Partnership settings

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

Chestnuts Pre-school, Wokingham
Green Park Nursery, Reading
Khalsa Primary School, Slough
Lynch Hill Primary Academy, Slough
Mary Seacole Day Nursery, Reading
Meadow Nursery, Wokingham
Wigwam Day Nursery, Reading

The primary phase

Information about the primary partnership

- The University of Reading works in partnership with 12 lead schools and a large number of primary schools across nine local authorities. Schools in the partnership provide a range of contrasting and diverse settings.
- The primary partnership offers a number of routes into teaching which, if trainees are successful, lead to qualified teacher status (QTS). Trainees who undertake the three-year undergraduate route into teaching gain a Bachelor of Arts (BA) education degree. At the time of the inspection, there were 179 trainees on this programme. Trainees specialise in teaching one of the following subjects: art, English, mathematics and music.
- Trainees on the university-based postgraduate route gain the postgraduate certificate in education (PGCE). There are three specialisms: early years (three to seven years), general primary (five to 11 years) or primary with primary languages (five to 11 years). There were 82 trainees on this programme.
- The partnership works with a number of lead schools and teaching schools to deliver the School Direct (SD) (non-salaried), school direct (salaried) and assessment only (AO) routes into teaching. There were 60 trainees who undertook the SD route into teaching; 10 were following a QTS plus PGCE route and 44 were following a QTS only route. Six trainees were on the postgraduate certificate primary education (SSPIP) mathematics route preparing to be mathematics specialists. This route is a PGCE with 60 masters-level credits. There were 47 salaried, 13 fee-paying and 14 AO trainees.
- Two steering groups oversee the work of the three primary ITT programmes. Both steering groups are led by two headteachers and include headteachers, university tutors and initial teacher training coordinators (ITTCos) from partnership schools.

Information about the primary ITE inspection

- At stage 1 inspectors visited 11 schools and observed 34 trainees teach across all primary routes, mostly in joint observations with the school-based mentor. Inspectors also looked at trainees' files and evaluated how well they met each of the teachers' standards. During the visits to schools, inspectors also held meetings with school-based mentors, headteachers, deputy headteachers and ITTCos. At the university, inspectors had discussions with programme leaders, and met with a group of nine trainees, a group of six mentors, a group of university tutors and six members of the steering groups. A physical education training session was also observed.

The team took into account the findings from the 118 responses to the NQT survey and the 145 responses to the trainee online survey.

- At stage 2 inspectors visited 12 schools, two of which had also been visited at stage 1. Inspectors observed 25 NQTs teach, four of whom had been observed at stage 1. Inspectors held discussions with NQT mentors, headteachers and ITTCos. At the Institute of Education inspectors observed five training sessions and had discussions with programme leaders to discuss the actions taken following stage 1 of the inspection. Discussions also took place with a group of four NQTs. One inspector had a telephone conversation with a headteacher. Inspectors also took into account a further 133 responses to the trainee online survey.
- Inspectors looked at a range of documentation provided by the partnership, at both stages of the inspection, including the analysis of trainees' outcomes, trainee and mentor handbooks, course information and training documents, the partnership's evaluation of training and self-evaluation and improvement plans. During visits to schools inspectors looked at pupils' work to evaluate the quality of trainees' and NQTs' teaching over time.

Inspection team

Stage 1

Ann Henderson	Her Majesty's Inspector	overall lead and primary phase lead
Louise Adams	Her Majesty's Inspector	assistant primary phase lead
Heather Simpson	Her Majesty's Inspector	team inspector
Wayne Stallard	Ofsted Inspector	team inspector

Stage 2

Ann Henderson	Her Majesty's Inspector	overall lead and primary phase lead
Louise Adams	Her Majesty's Inspector	assistant primary phase lead
Brian Macdonald	Ofsted Inspector	team inspector
Lascelles Haughton	Ofsted Inspector	team inspector

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- Outcomes are good for trainees across all routes.
- Employment rates are high.
- Completion rates are consistently above the sector average.
- Trainees and NQTs who are confident because the training they receive prepares them well to begin their teaching career.
- The exemplary personal and professional conduct of trainees and NQTs.

- The professional and pastoral support provided for trainees, particularly those who face challenges and difficulties, that enables most of them to complete their training successfully.
- The high-quality resources available to trainees to use in their teaching.
- Leaders' swift and determined action that is effective in addressing weaknesses and improving outcome for trainees.

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

The partnership should:

- Ensure that leaders undertake rigorous analysis of regional and local needs to identify exactly how the partnership can drive further improvement.
- Increase the proportion of trainees who demonstrate the skills to become outstanding teachers.
- Ensure that trainees recognise and promote pupils' progress as an integral part of their teaching.
- Secure consistently high-quality mentoring, through rigorous quality assurance and effective communication.

Inspection judgements

21. Leaders are ambitious for the partnership. They are determined to fulfil their vision to transform lives through education. Their determination, and concerted action to respond quickly to the emerging areas for improvement following stage 1 of the inspection, demonstrates their strong capacity to bring about further improvements in the future. Leaders now need to ensure that rigorous analysis of needs within their area is carried out to ensure that the partnership continues to be responsive to regional and local needs.
22. The partnership is compliant with all the initial teacher training (ITT) criteria and meets the relevant safeguarding and other requirements for promoting equality and eliminating discrimination. There are no significant differences in the performance of groups of trainees on the undergraduate, postgraduate or School Direct routes. In response to their analysis of the outcomes for trainees last year, leaders realised that the performance of male trainees was not as strong as that of female trainees. Their swift action to introduce additional support and a discussion group to explore the issues that male teachers face in a predominantly female profession has had a positive impact on the outcomes for male trainees. All male PGCE trainees achieved the teachers' standards at a high level in 2016.
23. Self-evaluation is honest, detailed and accurate. It leads to effective improvement planning. This was evident from the response the partnership made

to its own survey of trainees' views. For example, School Direct trainees suggested that there was a need for trainees to have more exposure to the teaching of primary languages and also to teaching pupils who speak English as an additional language (EAL). The partnership responded by including this in the development plan and providing more opportunities for trainees to experience placements in partnership schools with higher proportions of pupils with EAL and also for them to observe and teach primary languages on their school experience placements.

24. Robust recruitment procedures ensure that almost all trainees complete their training. Trainees agree that the activities and tasks they completed during the recruitment process helped them to demonstrate their suitability for teaching. The circumstances that prevent some trainees from completing their studies are usually personal or health issues. A tiny minority decide that teaching is not for them.
25. Completion and employment rates are above the national norms. All School Direct trainees secured employment at the end of their training in 2016. Trainees on all routes are employed in schools within and beyond the partnership. A high proportion remain in the region. Headteachers are eager to appoint trainees, because they are well prepared and have the necessary high standards of practice required to begin their teaching career. Their personal and professional conduct is commendable. Headteachers regard trainees as highly professional with a strong motivation to create a positive learning environment and promote pupils' progress when they take up their posts as newly qualified teachers.
26. The quality of training across the partnership is strong. Effective use is made of educational research to inform trainees' understanding of how pupils learn and to develop their knowledge and skills to teach all subjects well across the primary curriculum. Centre-based training is of a high quality, utilising the skills of headteachers and teachers, in addition to university tutors, to deliver particular aspects of training, such as safeguarding, the teaching of phonics and early reading and behaviour management. Trainees are universal in their view that the training they receive provides them with the knowledge and skills they need to become effective teachers. They have well-developed skills in planning lessons for different groups of pupils, including those who have special educational needs and/or disabilities and the most able, and in behaviour management.
27. Trainees are confident that the centre-based training they receive, and the requirements during their school placements to observe and teach early reading and phonics, prepares them well to confidently plan, teach and assess pupils' early reading skills. Experts from partnership schools enhance the centre-based training, providing up-to-date and relevant insights into the most effective and systematic teaching techniques to promote pupils' early reading skills.

28. Trainees are very positive about the training that they receive to help them to teach mathematics. Centre-based training makes very effective use of pedagogical research to help trainees to understand how pupils develop their mathematical understanding. Visual recordings and film clips enhance training, providing opportunities for trainees to observe high-quality teaching and listen to teachers explaining the purpose of the lesson and the learning taking place. High-quality resources provide trainees with first-hand experience of teaching a range of methods. University tutors ensure that trainees understand the necessity to use correct mathematical language in their teaching.
29. The quality of training that trainees receive to prepare them to teach physical education is good. Inspectors observed an excellent centre-based session where trainees developed a good understanding of how to plan and deliver an engaging physical education lesson for a group of pupils with wide-ranging abilities, including those with special educational needs and/or disabilities. The tutor provided a variety of ideas for trainees to consider, conveying excellent subject knowledge and strategies to actively engage all groups of pupils.
30. Results from the trainee online survey showed that some trainees found that the timeliness of their placements was a cause for concern. A few felt that the placements were not of a high enough quality. The partnership has responded well to trainees' concerns. The steering groups constantly review the allocation of schools within the partnership and lead schools take a prominent part in the placements of trainees. University tutors monitor trainees' views through the regular reviews which take place during placements.
31. Trainees are confident that the support they receive from university tutors and mentors will enable them to demonstrate their ability to meet the teachers' standards. However, some trainees told inspectors that their experience of mentoring was inconsistent. When mentoring was not as strong, trainees recognised that their progress was slower. The partnership acknowledges that, although there are systems in place to check on the quality of mentoring support, it has not always been effective enough. Following the feedback at the end of stage 1 of the inspection, the partnership has taken action to improve mentoring support. A new website has been developed and handbooks and support materials have been revised. The partnership now needs to ensure that university tutors carry out rigorous quality assurance of mentoring across all schools and ensure that mentors provide clear, sharply focused targets to enable trainees to improve their practice.
32. Trainees are reflective and responsive to feedback. They are very keen to improve their practice. The weekly reflections on progress, carried out during their school experience placements, support trainees to think carefully about their approach to specific aspects of the teachers' standards. For example, PGCE trainees focus on the cycle of planning, teaching and assessing during their spring and summer term placements. During the autumn placement trainees reflect on

their progress in managing behaviour and creating positive relationships with pupils. Trainees are positive that these weekly reflections make a strong contribution to their progress during their school experience.

33. The partnership is aware that some standards are more challenging for trainees to achieve, in particular the standards relating to accurately assessing and promoting pupils' progress. As a result, they have adjusted their improvement plans and have identified a range of actions, including additional direct tasks for trainees to complete during their training. These measures are at an early stage of implementation and, as a result, the impact is not yet fully evident.
34. Outcomes for trainees are good. All trainees exceed the minimum standard expected by the end of the training. Between two thirds and three quarters of trainees were awarded an outstanding grade at their final assessment in 2016. However, some trainees do not demonstrate this level of excellence across the majority of the standards. The partnership aspires for trainees to be the very best they can be. To achieve this, a greater proportion of trainees need to excel in most of the teachers' standards by the end of their training.
35. Trainees and NQTs show a good level of awareness about their responsibilities to keep pupils safe. Centre-based training is complemented by the training that trainees receive during their placements in school. They are fully aware of the current requirements and documents they need to read and adhere to. Their understanding of how to tackle a range of types of bullying is also well developed. They understand and know how to teach pupils about British values.
36. Trainees are well prepared for their transition from trainee to NQT. A review of their own strengths and areas for development contributes towards their induction targets, which are sharply focused and appropriate as a starting point at the beginning of their teaching career. School-based mentors and university tutors validate the targets. The transition documents are useful guides for induction tutors when NQTs take up post in school.
37. The partnership steering group makes a positive contribution to the strategic direction of the partnership. The group oversees and challenges the development and improvements that leaders have set out to achieve. Headteachers on the steering group take an active role in reviewing the work of the partnership and influencing revisions and evaluations of the programmes.

Annex: Partnership schools

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

Alfred Sutton Primary School, Reading

Burnham Copse Primary School, Hampshire
Butler's Court Primary School, Buckinghamshire
Caversham Park Primary School, Reading
Claycots School, Slough
College Town Infant School, Bracknell Forest
Geoffrey Field Junior School, Reading
Hawkedon Primary School, Reading
Knight's Enham Nursery and Infant School, Hampshire
Micklands Primary School, Reading
New Town Primary School, Reading
Owlsmoor Primary School, Bracknell Forest
Rivermead Primary School, Reading
Southcote Primary School, Reading
St Dominic Savio Catholic Primary School, Wokingham
St John's Church of England Primary School, Reading
St Michael's Church of England Primary School, Windsor and Maidenhead
St Paul's Church of England Primary School, Wokingham
The Grove Primary School, Surrey
The Ridgeway Primary School, Reading
Whiteknights Primary School, Wokingham
Whitley Park Primary School, Reading

The secondary phase

Information about the secondary partnership

- The University of Reading leads provision for secondary trainees in the partnership.
- The partnership schools are located across nine local authority areas.
- The partnership trains teachers for the following secondary subjects: art and design, computer science, design technology, drama, English, geography, history, modern foreign languages, mathematics, music, physical education and science.
- The partnership provides the following six routes into secondary teaching: a postgraduate certificate of education (core); School Direct (postgraduate certificate), School Direct salaried (postgraduate certificate), School Direct (QTS-only); School Direct (salaried QTS-only); assessment only (AO).
- The number of trainees on the programmes varies from year to year, especially those undertaking the assessment only route. The number of trainees undertaking either a postgraduate (core) or School Direct programme has steadily grown in recent years to 190 in 2015–2016.
- The partnership is overseen by a steering group, comprising members of the university's staff, headteachers and initial teacher training coordinators (ITTCos) from partnership schools.
- A staff-student liaison group meets regularly to consider the views of trainees' representatives.

Information about the secondary ITE inspection

- Inspectors met regularly with leaders of the secondary programme throughout both stages.
- Inspectors observed 12 trainees teaching in nine schools at stage 1 of the inspection and 10 newly qualified teachers (NQTs) teaching in six schools at stage 2 of the inspection.
- Inspectors met with groups of trainees at stages 1 and NQTs at 2.
- The lead inspector met with the partnership steering group.
- Inspectors met headteachers and initial teacher training coordinators and NQT induction tutors while visiting trainees and NQTs in schools.

- The lead inspector considered the views of 139 secondary trainees who completed Ofsted's trainee online questionnaire and 108 responses from the NQT survey.
- Inspectors considered a wide range of secondary programme documentation including handbooks and session materials, self-evaluation documents, improvement plans, external examiners' reports, information relating to selection and recruitment, and case studies of trainees required to withdraw or intermit their studies.
- Inspectors examined trainees' portfolios of evidence of their progress towards the teachers' standards and the partnership's information about their attainment.

Inspection team

Stage 1

Dr Simon Hughes	Her Majesty's Inspector	secondary phase lead
Diana Choulerton	Her Majesty's Inspector	secondary assistant lead
Lisa Moore	Her Majesty's Inspector	team inspector

Stage 2

Dr Simon Hughes	Her Majesty's Inspector	secondary phase lead
Andrew Phillips	Ofsted Inspector	secondary assistant lead
Gillian Martin	Ofsted Inspector	team inspector

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- The effective relationships with partner schools which support the development of high-quality teaching, and trainees that are well prepared to work in the region's schools. All stakeholders are proud of the programmes. There is universal affirmation of the strength and effectiveness of the partnership.
- Trainees and NQTs who benefit from working in schools serving diverse communities with varied socio-economic circumstances.
- Strong training underpinned by recent and relevant literature so that there is a secure relationship between theory, reflection and evidence-based practice.
- Experienced programme tutors and mentors able to develop high-quality relationships with trainees. This provides trainees with

appropriate models for their professional relationships with pupils

- Trainees and NQTs who manage pupils' behaviour exceptionally well. They apply lessons learned in behaviour management well so that classrooms are characterised by respectful and polite interactions.
- The outstanding pastoral care which is individually aligned to trainees' medical, mental health, relationship or financial needs.
- Trainees and NQTs who exhibit appropriate levels of personal and professional conduct and are able to present secure evidence of their progress against part 2 of the teachers' standards.

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

The partnership should:

- Improve completion rates for trainees so that they consistently exceed sector averages.
- Fully embed the revised assessment system so that all stakeholders have a shared understanding of the revised criteria for each grade.
- Ensure that all training aimed at developing trainees' confidence and competence in supporting pupils' learning and assessing their work, focuses especially on improving pupils' outcomes.
- Ensure the consistency of mentoring across trainee and NQT work so that all trainees receive and act upon consistent messages.

Inspection judgements

38. Trainees begin their careers well equipped to teach. The vast majority of trainees have good subject knowledge. Most are able to support pupils' progress and attainment effectively.
39. Nearly all trainees complete their chosen programme successfully. A tiny minority decide during the training year that they do not wish to pursue a career in teaching. A slightly larger number are not able to complete their programme due to factors beyond the partnership's control. Every effort is made to retain all trainees on the programme through professional and well-focused pastoral care.
40. Nearly all trainees, especially those on the assessment only route, find employment by the end of the programme. Employment rates are

consistently above the sector averages. About two thirds of trainees secure employment in the partnership's schools.

41. Headteachers affirm the quality of NQTs from the partnership. Headteachers seek to appoint from each cohort, confident that their new members of staff will be effective.
42. Trainees manage their classrooms with confidence. They use a range of techniques to ensure that pupils behave well and are themselves appropriately respectful of pupils. In return, pupils respond to them courteously, and maturely.
43. The vast majority of trainees are able to plan interesting and engaging lessons. Most use a good range of resources to strengthen their teaching. All use information and communication technology skilfully to support their work.
44. Trainees know the importance of assessing what each pupil knows, understands and can do. Many plan their lessons taking into account the range of pupils' starting points. Not all are able yet to ensure consistently that their teaching, over time, influences positively the rate at which all pupils make progress. Some trainees prepare work that is too easy for a few of their pupils. Other pupils find the work too hard.
45. Trainees are increasingly aware of the need to identify and support the learning of disadvantaged pupils. Many sensibly and sensitively note, for example, pupils who are eligible for free school meals on their planning. Similarly, they track the performance of gifted and talented pupils. In schools where particular attention is paid to the progress and attainment of the most able pupils, trainees and NQTs rightly align their work with such practice.
46. Trainees benefit from strong centre-based training. School Direct trainees have an identical programme to those following the core PGCE programme. This means that all receive important training on, for example, personal, social, health and economic education and the 'Prevent' duty. Some of this work is efficiently delivered through conference days.
47. Partnership leaders are keen to maintain this parity of provision so that they can be assured that trainees' subject and professional knowledge is equally secure whatever route they are pursuing.
48. University tutors deliver a carefully thought out course of professional studies. Some school-based mentors provide expert input into the course. This enables trainees to see the relationship between theoretical perspectives and classroom practice. For example, an award-winning

teacher contributes valuable insights on how to handle controversial issues in the classroom.

49. University tutors, some of whom were recent practitioners in partnership schools, lead effective subject specialist sessions which aid trainees' development of contemporary pedagogic approaches to their curriculum area. Sector-leading practice, in art and modern foreign languages, for example, provides highly effective models for the trainees. The sharing of such practice within the tutor team also supports continuous improvement across the programme.
50. Leaders ensure that each aspect of the programme is underpinned with appropriate, recent and relevant literature. Some readings are of tutors' own research-informed outputs. This adds authority to the programme and intellectual rigour to trainees' work. A good example of this is an article on work with special educational needs pupils in history written by the course tutor.
51. The development of reflective professionalism is a strength of the programme. The weekly 'reflection on practice' tool structures this aspect of work appropriately so that the programme is successful in its aim to 'train teachers who become reflective professionals able to secure the very best for all children'.
52. Trainees demonstrate strong commitment to securing the best for all pupils. Many choose to work in schools with higher proportions of pupils from disadvantaged backgrounds. Others display appropriate attitudes to promoting inclusion, equality and diversity and tackling racism or radicalisation among pupils.
53. School-based mentors, especially the well-trained initial teacher training coordinators (ITTCos), make an invaluable contribution to trainees' progress and attainment. Weekly meetings, formal and informal observations, structured tutorials and training sessions are some of the activities that combine to ensure trainees make good progress.
54. Communication between university tutors and school-based mentors is generally good. Inspectors found occasional instances of subject mentors in schools not informing the ITTCo early enough when concerns about a trainee's practice were emerging. Once they had been alerted, however, concerted and collaborative action was taken by university and school staff to intervene accordingly.
55. All members of the partnership act with good intent. On occasion, not all messages seem to be taken on board so there remains a constant need for mentor training and quality assurance activity across the programme.

Notably, those responsible for NQT induction activity are not always as well trained as those mentoring partnership trainees on their way to qualified teacher status.

56. Some trainees and NQTs noted that communication related to their second placements was not as timely as they required in order to be fully prepared. This was a greater concern for trainees on the School Direct routes.
57. Leaders ensure that all statutory criteria and all requirements for initial teacher training are met across the secondary programmes.
58. Leaders also regularly compare standards on the programme with those pertaining in other providers. This is achieved by participation in sector-wide conferences, or by acting as external examiners on other programmes. This has led to an accurate evaluation of the provider's performance within its secondary programmes.
59. Changes to leadership of the programme in the last academic year have added real rigour to these evaluative strategies. Self-evaluation is robust, fully mapped to relevant criteria and accurate.
60. Leaders know the strengths in the programme and where it needs to improve. For example, leaders are aware that an even higher percentage of trainees across all the provision must complete the programme each year.
61. The programme director and the Institute of Education's head of initial teacher training are highly ambitious for the programme. Their enthusiasm and commitment are appreciated by the staff team who are working with them to achieve the vision for excellence.
62. Leaders acted decisively after stage 1 of the inspection to improve the quality and integrity of information held about trainees and their performance. Leaders are now able to account for the minimal variations between different groups of trainees, such as those from Black or minority ethnic groups, those who speak English as an additional language, those who have special educational needs and/or disabilities and female or male trainees.
63. Leaders also changed the reporting system so that tutors, mentors and trainees were prompted to focus on providing more helpful evidence of trainees' progress against part 2 of the teachers' standards. Good examples of such work seen at stage 2 include a trainee running a rugby club, another leading trips to museums and several undertaking duties around the school. Most trainees now record any work they undertake as form tutors. All are able to set out their responsibilities with regard to safeguarding.

64. Changes to the performance tracking and reporting system also enabled leaders to take the opportunity to renew the criteria against which trainees are assessed. The new system is more closely aligned to those in place on the primary and early years programmes. A rolling programme of training is planned to ensure that all stakeholders understand and can operate it effectively.
65. Leaders intend that the whole partnership will understand quickly the criteria by which trainees' work can be evaluated against each grade in the four-point scale.
66. Across the partnership, there is a sincere recognition that all act as gatekeepers to the profession. Leaders provided evidence that rigorous selection procedures are in place in all parts of the provision. Entry to the assessment only route is justifiably tightly controlled. In other aspects of the provision, subject tutors cooperate with school-based mentors to check that only suitable candidates are admitted to the programme.
67. The partnership tests candidates' potential through analysis of application forms, interviews, written tasks and small-scale presentations or teaching activities. A few trainees on the School Direct salaried route did not feel that they had been through such a rigorous selection and recruitment process.
68. Leaders have created a simple but effective system for providing information about each trainee for their NQT year. This sets out the NQT's strengths but also provides helpful areas for development that induction tutors can convert into meaningful targets. The best examples include reference to working more effectively with other adults, using school information to ensure good pupil progress and becoming familiar quickly with the demands of previously untaught examination specifications.

Annex: Partnership schools

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

Edgbarrow School, Bracknell Forest
Emmbrook School, Wokingham
Garth Hill College, Bracknell Forest

Highdown School and Sixth Form Centre, Reading
Little Heath School, West Berkshire
Maiden Erlegh School, Wokingham
Maiden Erlegh School in Reading, Reading
Sir William Borlase's Grammar School, Buckinghamshire
The Bulmershe School, Wokingham
The Langley Academy, Slough
The Piggott School, Wokingham
The Willink School, West Berkshire
Waingels College, Wokingham

ITE partnership details

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Stage 2	26–28 September 2016
Lead inspector	Ann Henderson HMI
Type of ITE partnership	
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Provider address	London Road Campus 4 Redlands Road Reading RG1 5EX



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