

University Of Chichester ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 8 May 2017

Stage 2: 2 October 2017

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 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 leaders are ambitious and determined that all aspects of the provision are as strong as they can be. Leaders view all programmes rightly as gateways into the teaching profession. As such, they wish to ensure that only suitably qualified, carefully selected, and well-trained candidates complete each programme successfully. Leaders across all phases provide highly responsive support to enable trainees to overcome any barriers that emerge. School and settings leaders hold the programmes in high regard and actively seek to appoint candidates from the University of Chichester partnership.

Key findings

- The vast majority of trainees, newly qualified teachers (NQTs) and former trainees contribute well to children's and pupils' progress over time.
- Strong pastoral care ensures that most trainees across all phases successfully complete their programme, even when facing considerable personal barriers.
- Leaders and managers across all phases and programmes react quickly and decisively when issues are drawn to their attention to ensure the equity, evenness and quality of each trainee's experience.
- All members of the partnership are committed to equal opportunities, inclusion, diversity and widening participation. Trainees are provided with admirable models of this values-driven approach which they replicate in their work with children and pupils.
- Across all phases, initial training begins a process of continuous professional learning so that NQTs and former trainees are motivated and inspired to keep learning while they embark on increasingly successful careers.

To improve the ITE partnership should:

- ensure that strengths in different aspects of the partnership's overall provision are shared effectively across all programmes
- routinely compare, contrast and moderate their work internally and with stakeholders from the wider partnership.

Information about this ITE partnership

- The University of Chichester, in partnership with early years settings, primary and secondary schools, and all-through free schools, provides training routes for early years initial teacher training, and training for primary and secondary phases.
- The partnership covers a large area of the South East and several local authorities, including West Sussex, Hampshire, Surrey, the Isle of Wight and the City of Portsmouth. It currently provides academic accreditation for two teaching school alliances, offering school-centred initial teacher training (SCITT).
- In 2015/16, the partnership took over the leadership of early years initial teacher training (EYITT) from the Department of Childhood, Social Work and Social Care at the university.
- The primary partnership offers a three-year Bachelor of Arts (BA) degree and a postgraduate certificate in education (PGCE). Trainees specialise in the early years (ages three to seven) or primary (ages five to 11) phases. Undergraduates may opt to follow a subject specialism. Postgraduate trainees can follow either a general programme or primary modern foreign languages specialism.
- The secondary partnership offers a one-year PGCE route with qualified teacher status (QTS) in a full range of secondary subjects. Trainees specialise in the 11 to 18 age range. The secondary partnership also offers a three-year undergraduate programme leading to a Bachelor of Science (BSc) degree in mathematics for trainees who wish to train specifically to teach mathematics in either primary or secondary schools.
- The primary and secondary phases offer School Direct and School Direct (salaried) routes as well as support for a small number of trainees wishing to join the profession via the Assessment Only route.

The early years ITT phase

Information about the early years ITT partnership

- The University of Chichester has delivered early years initial teacher training (EYITT) from the Institute of Education at the Bognor Regis campus since autumn 2015.
- The university offers the graduate employed-based (GEB) route to early years teacher status (EYTS), and has recently started to offer the Assessment Only route to prospective trainees.
- The current cohort of trainees started in September 2017 and are the third cohort of students to undertake this programme under the leadership of the Institute of Education.
- At stage two of the inspection, there were 13 trainees in the 2017/18 cohort. There were 11 trainees in the 2016/2017 cohort.

Information about the early years ITT inspection

- There was one inspector on the inspection team for the early years phase. She visited six early years settings. During these visits, she observed three trainees and two former trainees, some jointly with their mentors or with the programme coordinator. Some visits were carried out in the trainees' own workplace settings, and some in placement settings. The inspector held discussions with trainees, former trainees and mentors. She scrutinised teaching files and trainees' portfolios of evidence that showed how they met the teachers' standards (early years). She also had telephone discussions with two former trainees.
- The inspector met with leaders, link tutors, partnership colleagues and mentors in trainees' own settings and in placements. She had a discussion with one member of the recently formed steering group. The inspector observed training delivered to the current cohort of trainees by the programme coordinator and trainer. She met with current trainees to compare their experiences with those of last year's cohort.
- The inspector considered a wide range of documentary evidence, including quality assurance information, the partnership's self-evaluation and improvement planning, statutory safeguarding and early years ITT requirements, partnership and course documentation, and available websites.
- She took account of nine responses from trainees to Ofsted's online trainee questionnaire and the partnership's own surveys of the views of trainees.

Inspection team

Susan Mann, Her Majesty's Inspector (phase lead inspector)

Overall effectiveness

Grade: 2

Key strengths of the early years ITT partnership

- Trainees benefit from valuable support and prompt, helpful communication from the partnership. Individual issues with trainees arising from personal circumstances are dealt with in a sensitive and effective manner, allowing trainees to complete the course successfully.
- A particular focus on child development in the early years is threaded through the training programme. Trainees understand the importance of meeting children's emotional needs in order to foster successful learning. They get to know children in their settings very well and build effective educational programmes that result in children doing well.
- The training programmes for early literacy and mathematics have a positive impact upon trainees' understanding and teaching skills. Evaluative steps such as subject self-audit and focused, graded observations help identify and address any gaps in their knowledge.
- The programme has developed well since moving into the Institute of Education two years ago. Leadership is focused on securing the best outcomes for trainees and is highly reactive to improving aspects highlighted as needing further development. Improvement planning has a significant impact in enhancing and progressing the quality of the provision.
- Trainees are overwhelmingly positive in their feedback about the quality and enjoyment of the programme and the comment, 'I felt like I was a real part of the university' is typical. Their voice is influential in affecting provision, and leaders make changes based on their feedback that improve trainees' outcomes further.

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

The partnership should:

- improve the consistency and effectiveness of mentoring so that all trainees benefit from high-quality, professional development that promotes excellent outcomes
- extend trainees' understanding and skills in assessing and promoting the best outcomes for children, and their ability to influence change for the better in early years provision
- increase the extent and effectiveness of the involvement of settings so that they are influential in the strategic leadership and management of the ITE partnership.

Inspection judgements

1. The overall effectiveness of the early years ITT partnership is good. The partnership produces early years teachers who are well prepared to do a good job. Former trainees demonstrate a high level of knowledge about the theory that underpins effective teaching. They are motivated to put what they study into practice. They learn a great deal about how babies and young children develop, and the importance of working in partnership with parents, carers and families. They also develop a sophisticated understanding of the benefit of developing positive, key relationships with children to foster the best learning outcomes.
2. All trainees exceeded the minimum level of practice as defined by the teachers' standards (early years) by the end of their training. Over half of trainees who completed the course in 2017 demonstrated excellent practice in the majority of standards. The proportion of trainees gaining the highest level has increased each year in the past two years: 44% of trainees who completed the course in 2016 gained the highest grade; in 2017, this proportion rose to 54%. Trainees find that gaining EYTS has a positive impact upon their career, and the large majority have been successful in gaining promotion.
3. Trainees' skills in teaching early literacy and mathematics are at least good, and in many instances are excellent. Course content is thoughtfully planned and delivered to build confidence as well as teach new knowledge and skills. Trainees who reported that they lacked confidence initially found the course gave them a broad range of knowledge and skills that they successfully implement in their settings.
4. Most trainees achieved high grades in at least some of the eight teachers' standards (early years), although there is some evident variation. Trainees' grade profiles for assessment, children's outcomes and progress, and fulfilling wider professional responsibilities are not as strong as other aspects.
5. The partnership places a strong focus on ensuring that trainees are well placed to identify children at risk of falling behind with their learning and take appropriate action. Trainees' learning and evidence reflects this, and there is appropriate emphasis demonstrated in folders, observations and discussions. Trainees are able to demonstrate progress of key children in their workplace settings: for example, children in receipt of additional funding were below typical levels of development in September 2016, but in the summer term of 2017 they reached at least typical levels of development for their age.
6. The dedicated attention to the individual needs of trainees positively affects how well they do on completion of the course. For a minority of trainees,

the excellent level of personal support provided by the partnership has had a positive impact on their good attendance, completion rates and strong outcomes. These trainees speak exceptionally highly of the sustained and targeted support they received to complete the course to a good or high standard, commenting that it had 'changed [their] life'. Overall, course completion rates are very good.

7. The partnership is fully compliant with the requirements of early years teacher training and meets all relevant safeguarding requirements. Trainee files cover all of the teachers' standards (early years) in full. Trainees show a strong commitment to ensuring that children in their settings and in their care are kept safe and protected.
8. Trainees receive training that is consistently good and sometimes excellent in quality. The programme coordinator is diligent in ensuring the curriculum meets the needs of trainees to prepare them to become skilled early years teachers. Tutors and trainers deliver sessions that are designed to meet a wide range of learning styles. As a result, trainees engage well, including those who are returning to study after a break of several years. Sessions contain a successful mix of relevant research and practical application of ideas which motivate trainees to think and share their ideas.
9. There is a clear focus from the start on the need for trainees to reflect, evaluate and plan their own next steps in learning. This keeps most trainees on track and engaged. Basic elements such as behaviour management, promoting equality of opportunity, global citizenship and British values are threaded through taught and online training opportunities. Course training on attachment theory and supporting children's emotional well-being impacts positively on how trainees teach and support children in their settings.
10. Taught sessions enjoy high levels of attendance. These are complemented effectively by set online modules. Some of these, such as those on special educational needs and the phonics audit, are compulsory and others are optional additional units. Overall, the programme provides good coverage of the standards and prepares trainees well to become skilled and effective early years teachers.
11. The role of mentors is fundamental to the success or otherwise of trainees on the employment-based programme. On the whole, the mentoring arrangements work very well. In most workplace settings, trainees are supported to reflect, plan and improve practice. There are a few occasions when workplace mentors are not prepared well enough to carry out their role to a very high standard. Leaders are quick to act upon trainee and mentor feedback to put support in place. However, a small minority of trainees lose valuable opportunities for effective support at the beginning of

some placements because mentors have not been fully prepared from the start of the course.

12. Mentoring in placements other than the trainees' place of work are arranged in settings that have been judged by Ofsted to be good or outstanding. The mentoring is planned to provide additional and contrasting experiences that are matched appropriately to fulfil learning needs, such as to provide experience of high levels of funded children or special educational needs and/or disabilities provision. This works well for most trainees but some are not given the high level of mentoring in their placement settings that others receive. The partnership has already put a number of steps in place to address this, including better defined expectations and training opportunities for mentors. The effectiveness of such steps is yet to be tested and will not have an impact on the trainees who have already completed the course.
13. Assessment of trainees' work is rigorously quality assured to ensure a high level of accuracy. All stages of assessment are checked and moderated to ensure a fair and reliable evaluation of each trainee's knowledge and skills in each of the teachers' standards (early years).
14. The leadership and management of the early years phase of the programme is good. Leaders and managers coordinate effectively with other phases in the partnership. Current recruitment and selection processes are sound. Organised systems provide a strong and effective framework for all course training.
15. The programme leader is held in very high regard by trainees and their mentors. She maintains a highly visible presence that trainees value. She leads the programme with enthusiasm and a dedication to achieve the best for both current and former trainees. Many trainees cite the excellent communication they experience as a key factor in their achievement on the course, because questions and issues are addressed swiftly and effectively.
16. Leaders evaluate the provision well and improvement planning is detailed. They are very responsive and react quickly to issues identified, such as trainee confidence in teaching mathematics. Leaders listen to trainee feedback and make appropriate adjustments. An example of such action is the reduction in the frequency of mentor logs to allow trainees more time to demonstrate the impact of their learning and associated actions.
17. Leaders are forward thinking and have high expectations for all trainees, wanting to create 'change agents' for the sector. They exhibit ambition for the future of the early years programme. An example of this is the intention to increase the number of trainees enrolling on the course. To this end, the

geographical reach of the programme has recently been extended to cover additional local authority areas to the west of the partnership.

18. The employment-based route of all current trainees provides a solid base of sector engagement and feedback to the partnership. Leaders recognise the importance of enhancing opportunities for schools and settings to contribute to the strategic leadership and management of the partnership. To this end, a steering group of relevant colleagues was set up several months ago to provide a forum for discussion and the sharing of ideas. This group is beginning to establish its role in asserting influence and helping to shape and develop the partnership further.

Annex: Partnership schools/settings

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

Bognor Regis Nursery and Children's Centre, Bognor Regis

Chichester Nursery School, Children and Family Centre, Chichester

Haven Nursery School, Gosport

Yellow Dot Nursery (Ampfield), Romsey

Peacock Pre-school, Drayton

First Steps Nursery, Chichester

The primary phase

Information about the primary partnership

- The University of Chichester works in partnership with over 200 schools across six local authority areas in the South East to provide primary teacher training.
- The primary partnership offers three-year undergraduate and one-year postgraduate routes to QTS. Undergraduate trainees, following the five to 11 years route, can choose to specialise in one of citizenship, computing, English, mathematics, modern foreign languages, natural science, physical education or special educational needs. Alternatively, they can opt for a mix of modules. There is also an early years route covering the three to seven years age range. Trainees on the postgraduate route, which covers five to 11 years, have the option of a general or a modern foreign languages route.
- At stage one of the inspection, there were 313 undergraduate trainees, of which 116 were in their final year, and 61 were postgraduates.
- A smaller number of trainees follow the School Direct and School Direct (salaried) routes. There were 30 such trainees at stage one. A handful of trainees, four last academic year, follow the Assessment Only route.

Information about the primary ITE inspection

- There were five inspectors on the primary team at stage one of the inspection and four at stage two.
- During stage one, inspectors visited 11 schools. They observed the teaching of 24 trainees across all the primary routes. Inspectors did not observe those pursuing the Assessment Only route into teaching. In most cases, observations were carried out jointly with the school-based mentor.
- In the case of undergraduate trainees, inspectors observed second-year students as those in their third year were not in schools. Inspectors looked at the evidence in trainees' files to evaluate how well they met the teachers' standards. They held discussions with trainees, former trainees, mentors and headteachers in schools and with partnership leaders and tutors at the university. Inspectors met with groups of first- and third-year undergraduate trainees at the university; reviewed a range of documents, online training materials and resources; and observed one university-based training session.
- The team took into account the 97 responses from trainees to Ofsted's online questionnaire that had been received by that point of the inspection.
- During stage two, inspectors visited seven schools. One of these was not part of the partnership. They observed and had discussions with 14 NQTs

across all routes into teaching, and had discussions with them; one other NQT and three former trainees; induction tutors and mentors; headteachers and other senior leaders.

- The team also made focused calls to schools employing NQTs and met with partnership leaders to discuss actions taken between the two stages of the inspection.
- Inspectors reviewed relevant documents and information, and analysed the final total of 101 responses from trainees to the online questionnaire. Of those responses, 18 were from postgraduates, 69 from undergraduates and 14 from School Direct trainees.

Inspection team

Louise Adams, Her Majesty's Inspector (phase lead inspector) stage one

Alison Bradley, Her Majesty's Inspector (phase lead inspector) stage two

Brian Macdonald, Ofsted Inspector (assistant lead inspector) stage one

Clive Dunn, Her Majesty's Inspector (assistant lead inspector) stage two

Christopher Crouch, Ofsted Inspector (team inspector)

Julie Sackett, Ofsted Inspector (team inspector)

Matthew Newberry, Her Majesty's Inspector (team inspector) stage one

Overall effectiveness

Grade: 2

Key strengths of the primary partnership

- Trainees are right to be confident that their training will make them a good or better teacher. By the time they are NQTs, their teaching is rarely less than good and has a positive impact on pupils' progress.
- A well-structured mix of centre-based training, school placements and academic tasks blend theory and practice so that trainees consistently exceed minimum expectations of practice by the end of their course.
- NQTs are enthusiastic about their choice of career, with consistently high levels of personal and professional conduct. For many schools in the area, an NQT from the partnership is their preferred choice.

- Support for trainees who experience difficulties, either because they are dealing with personal issues or struggling with an aspect of training, gets them back on track and helps them to successfully complete the course.
- Overall, completion and employment rates are above average.
- Leaders are aspirational for the partnership, acting promptly on external feedback and challenge from their strategic steering committee to improve the quality of training and outcomes.

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

The partnership should:

- make sure that there is greater precision in the assessment of trainees, paying more attention to the links between different standards and the impact of trainees' teaching on pupils' learning
- work with partners in and beyond the partnership to improve transition so that there is no loss of momentum in NQTs' professional development
- ensure more pertinent analysis of information to inform self-evaluation and action planning, taking greater account of trainees' competence and skills, alongside their confidence and satisfaction.

Inspection judgements

19. Almost without fail, trainees completing Ofsted's online questionnaire are confident, regardless of the route they follow, that they will become good or better teachers. Inspectors found this confidence to be well founded. Trainees who complete the primary courses exceed the minimum standards for QTS. Mostly, their teaching is good and sometimes outstanding. School leaders report a high degree of satisfaction with both trainees and NQTs. Indeed, for many the University of Chichester is the partnership of choice.
20. Recruitment and selection processes successfully identify, in the main, trainees who clearly want to teach and have the right attributes to be strong primary teachers. Trainees are enthusiastic, reflective and both welcome and respond positively to feedback that will help to improve their practice.
21. The recruitment process is particularly rigorous for prospective trainees applying to follow the school-based routes who, at the outset, have to demonstrate the teaching skills they have developed to date. As a result, the proportions assessed by the partnership as reaching a high level at the end of their training are greater than on the other routes. The numbers not completing are very low and employment rates are very high.

22. Training is well designed and is kept under review against the national framework for core content for initial teacher training. There is a coherent blend of: centre-based training at the university as well as, for school-based routes, within local teaching school alliances; assessed and additional school placements; and tasks and assignments requiring wider reading and research. Issues relating to equalities and diversity form a golden thread through each programme. Trainees and NQTs are well aware from their training that their teaching is only as good as the impact it has on pupils' learning in lessons and over time.
23. In 2016/17 leaders' main priority was reducing the variability of mentoring between routes and, taking account of the national mentor standards, ensuring good quality across the primary partnership. This has paid off. The expectation is that all new mentors have initial training and a review visit, and that mentors keep up to date through regular briefings and moderation meetings. This has had a positive impact on the quality and consistency of mentoring and, as a consequence, mentors' strong, detailed and constructive feedback supports trainees' progress. While not all mentors attend all events, leaders make good use of link tutors to support and assure the quality of mentoring and all materials are made available via a new online system. Occasionally, where a trainee raises concerns, issues are resolved quickly to ensure the trainee's progress does not suffer.
24. Leaders try to ensure that trainees experience different school contexts on their assessed placements, paying particular attention to the proportions of pupils eligible for free school meals and those who have special educational needs and/or disabilities. While the combination of school tasks and additional placements also ensures exposure to different year groups and key stages across the age range, very occasionally assessed placements are not ideal in that they are in consecutive year groups.
25. Academic advisers and link tutors know their trainees well and quickly pick up any who are struggling professionally or personally. Support is carefully tailored to ensure that trainees get back on track or to allow them to take time out, for example to recover from illness or deal with family matters, and return later. Where additional input is not making a difference or a trainee is clearly not enjoying or up to teaching then they are supported to make appropriate alternative choices.
26. Overall, the proportions of trainees completing their training and employed as teachers are above average. Leaders are well aware that completion and employment rates in recent years have been better for undergraduate than postgraduate trainees. A higher proportion of undergraduates are graded at the highest level, in relation to the teachers' standards, by the partnership in their final assessment. Leaders have looked carefully at why this might be the case and have provided targeted support for postgraduates at risk of

not completing or not being assessed as at least good by the end of their training. As a result, there was an improvement in outcomes in 2016/17 and leaders have updated plans to focus on improving employment rates and increasing the proportion of postgraduates assessed at the highest level.

27. By the time they take up their first teaching post, NQTs have taken on the mantle of the classroom teacher. They are confident and enthusiastic. They establish clear routines and classroom environments conducive to learning, and have a strong work ethic. Most have the level of knowledge they need to teach the basics such as phonics (letters and the sounds they represent) and mathematics well.
28. Most trainees feel they have the knowledge and skills to meet the needs of different groups of pupils. In practice, while most NQTs have a good general grounding in meeting the needs of pupils who have special educational needs and/or disabilities, some are better prepared than others. This is usually where they have decided early on to opt for the specialist route or particular modules. Nevertheless, and importantly, NQTs know how to access and make use of expertise and experience in school to support pupils who have special educational needs and/or disabilities. Inspectors found some variability in how effectively NQTs challenged the most able pupils in their class.
29. NQTs generally work well with, and make good use of, other adults in their classroom. What leaders have, however, identified through their own exit survey is that some trainees lack confidence in communicating with parents and carers. They have adapted professional studies modules and training for mentors and link tutors to strengthen this aspect of training in 2017/18.
30. Across the different training routes, there are aspects of trainees' and NQTs' teaching that are not quite as strong as others. Leaders are addressing these aspects either as a result of their own evaluation or the findings at stage one of this inspection.
31. Some trainees, in particular those on the postgraduate route, lack the confidence to teach the full range of primary subjects well, including physical education. This is by no means the case for all NQTs, but is dependent on the opportunities they have had on school placements to complement what they learn in centre-based training.
32. Leaders recognised this last year and quickly put in place a tracker to monitor trainees' opportunities to observe and teach the full range of subjects. This had some success in improving trainees' experience of the wider curriculum. Building on that, leaders have formalised expectations

this year that the tracker will be reviewed on a weekly basis and that mentors are responsible for ensuring that any gaps are filled.

33. At stage one, inspectors highlighted some variability in the extent to which trainees understood how to meet the needs of disadvantaged pupils. Again, this is largely dependent on trainees' experiences on school placements. Some NQTs understand the barriers to learning these pupils may have and strategies that can be used to help them and their families because they have experienced them in practice. However, there are others who still have a tendency to think of disadvantaged pupils as a homogenous group who are low ability or have special educational needs and/or disabilities. Although leaders responded promptly to stage one feedback, time constraints meant the actions taken have not yet had sufficient impact across all routes.
34. NQTs have a sound grasp of different strategies for assessing pupils' learning. They are proficient at using assessments between lessons and over time when they have time to reflect and adjust planning.
35. NQTs are less adept at refining activities during lessons. As one NQT commented, 'I didn't realise how much a lesson is adapted from the start of a plan to the end of a lesson'. Occasionally, this manifests itself in some pupils being off task in lessons. However, while some trainees take time to develop their confidence in using behaviour management strategies, NQTs are mostly well equipped by their training to manage pupils' behaviour.
36. Trainees and NQTs realise the importance of being a good role model and consistently demonstrate high levels of personal and professional conduct. They understand their responsibilities to keep pupils safe, including the 'Prevent' duty, and what to do if they have any concerns. What NQTs do not yet do consistently, because they have had little involvement in the actual assessment of how well they met part two of the teachers' standards, is appreciate the full reach of personal and professional conduct.
37. The partnership has refined its assessment of trainees over the last two years, to consider each of the teachers' standards in more depth. This has undoubtedly helped mentors and tutors to identify more precisely, at individual and cohort level, aspects of trainees' teaching that are less strong and ensure good outcomes. However, the methodology for determining an overall grade means that links between different standards and the impact of teaching on pupils' learning are sometimes lost. This has led to overgenerous assessments of some trainees' overall performance.
38. Trainees and NQTs alike are keen to take advantage of whole-school training and take on board feedback from more experienced colleagues. Towards the end of their training they identify, in discussion with their

mentor and link tutor, targets to underpin their ongoing development during their induction year. However, inspectors found a good deal of variability in the level of detail passed on and the use made of information at transition to ensure appropriate support and no loss of momentum in NQTs' continuing development.

39. Leaders actively and systematically seek and consider carefully feedback from stakeholders within and external to the partnership. Trainees in particular have their say through ongoing surveys and evaluations of placements and, more formally, through the programme boards for each training route. Most trainees responding to the online trainee questionnaire feel that their views are listened to and adjustments made to training as a result.
40. Leaders' formal self-evaluation tends to use data that is readily available because it is produced by external or university systems. As such, it focuses on outcomes for generic groups of trainees, rather than being tailored to the partnership's work. For example, while leaders are rightly proud of the pastoral care that keeps vulnerable trainees on their course, they did not know until inspectors asked how good final outcomes are for that group or whether they stay in teaching. Similarly, they did not know if there were any differences in outcomes for routes within routes, such as the specialisms on the undergraduate programme.
41. The primary strategic steering committee, made up of headteachers from different areas and types of school within the partnership, has a good oversight of the key priorities, monitors the implementation of the improvement plan and challenges leaders to address any concerns they have. However, sometimes the focus is more on implementation or completion of actions than the impact these have on training and outcomes over the year. In part, this is because in the recent past, the intended impact of plans has been focused more on trainees' satisfaction with their training or confidence in aspects of their teaching at the end of the year. The new plan for 2017/18 has a better focus on the intended impact on outcomes.
42. Appropriate arrangements are in place to check trainees' qualifications and their suitability to work with children in accordance with the most recent requirements. The partnership complies with the criteria for initial teacher training.

Annex: Partnership schools

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

Alderwood School, Aldershot

Ark Dickens Primary Academy, Portsmouth
Bersted Green Primary School, Bognor Regis
Chichester Free School, Primary Campus, North Bersted
Denmead Junior School, Waterlooville
Hollington Primary Academy, St Leonard's on Sea
Isambard Brunel Junior School, Portsmouth
Kingsham Primary School, Chichester
Mansbridge Primary School, Southampton
Nightingale Primary School, Eastleigh
Northern Parade Junior School, Portsmouth
Portfield Primary Academy, Chichester
Sharps Copse Primary School, Havant
The Flying Bull Academy, Portsmouth
The Ridgeway School, Farnham
West Park CofE Primary School, Worthing
White Meadows Primary Academy, Littlehampton
Wisborough Green Primary School, Billingshurst

The secondary phase

Information about the secondary partnership

- The University of Chichester secondary partnership provides four routes into teaching as well as a means whereby schools can sponsor a new entrant to the profession by Assessment Only.
- The partnership covers a wide range of secondary schools across West Sussex, Hampshire, Surrey and the City of Portsmouth. The majority of trainees secure employment in partnership schools or within the University of Chichester Academy Trust. Successful trainees also pursue careers in schools in, for example, London, Kent, Buckinghamshire and some other parts of the European Union, notably Spain.
- Across the secondary programmes, upwards of 100 trainees pursue programmes of study leading to the award of QTS each year. The majority follow the PGCE core route. Others follow the School Direct route with some of these also attaining a PGCE. A few follow the School Direct (salaried) route. Trainees usually complete these routes in one year. A few students follow a three-year undergraduate programme leading to a specialist qualification in teaching mathematics with a Bachelor of Science (BSc) degree. This prepares them for a role at either key stage 2 or key stage 3.
- At stage one of the inspection, 16 trainees were following the undergraduate programme across three years, 93 trainees were on the postgraduate core programme, 16 were following the School Direct route and three were pursuing the Assessment Only route.
- The partnership is led by members of the Institute of Education at the University of Chichester, based at the Bognor Regis campus. Oversight of the secondary programmes is shared with the programme board which comprises members of university staff and school-based professional tutors.
- The arrangements for the partnership are set out in an appropriate and clear partnership agreement between the university and school partners. This states the contribution each partner makes to supporting trainees' progress towards the award of QTS.

Information about the secondary ITE inspection

- At stage one, there were four inspectors of the secondary provision. At stage two, three inspectors undertook inspection activities.
- Inspectors observed trainees or NQTs teaching on 24 separate occasions across the two stages of this inspection. At stage two, two NQTs were observed who had also been observed at stage one. At stage two, inspectors also visited schools outside the partnership.

- Inspectors observed trainees on the postgraduate core programme, School Direct programme and the undergraduate key stages 2 and 3 mathematics programme. In addition to mathematics, they observed teaching and learning in art and design, dance, drama, English, geography, history, modern foreign languages, physical education and science and across key stages 3, 4 and 5.
- At stage one, inspectors observed school-based mentors either giving training or providing feedback to trainees on lessons observed jointly.
- At stage one, inspectors formally met with a group of eight trainees. At stage two, they met a group of six NQTs to hear how well they had been prepared for their new roles. Inspectors also took into account 56 responses to Ofsted's trainee online questionnaire; 46 from trainees following the core PGCE programme, six following the School Direct programme and four the BSc in mathematics. At stage two, findings from this survey were compared with the results of the partnership's own exit survey. Eighty-nine trainees responded to that questionnaire.
- Inspectors looked at a wide range of the partnership's documents, including leaders' summary self-evaluation and information about the attainment of trainees on the programme between 2016 and 2017. This was compared with information from previous cohorts about the numbers completing the programmes, how well they attained and also how many are employed as teachers.
- Inspectors also looked in detail at programme handbooks, external examiners' reports and information available to school-based mentors through the 'knowledge exchange' portal.
- At both stages, the lead inspector met with representatives of the programme board. At stage one, inspectors met with, and took into account, the views of a group of five university tutors.
- During school visits, inspectors canvassed views about the University of Chichester partnership from trainees, mentors, headteachers and other senior leaders responsible for managing the training of NQTs or trainees.
- At stage one, inspectors reviewed trainees' files and some of their written work, including their weekly reflections on practice. At stage two, inspectors examined information about trainees which was passed to their new schools and sets out their areas for development in their NQT year.

Inspection team

Simon Hughes, Her Majesty's Inspector (phase lead inspector)

Paul Metcalf, Ofsted Inspector (assistant lead inspector)

Caroline Walshe, Ofsted Inspector (team inspector)

Christopher Lee, Ofsted Inspector (team inspector) stage one

Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- Trainees make a very positive contribution to the wider life of their placement schools. The vast majority go on to be successful members of staff in partnership schools and more widely.
- The partnership's commitment to improving trainees' overall subject knowledge means that most trainees' use their knowledge well to plan learning that contributes strongly to pupils' progress.
- The whole partnership, tutors, mentors and trainees are committed to, and exercise effectively, their duties and responsibilities with regard to the promotion of equal opportunities, inclusion and diversity.
- High-quality behaviour management training, across all routes, equips trainees well with a range of valuable strategies for managing pupils' behaviour.
- Leaders and managers respond in an appropriate and timely manner when issues are brought to their attention, or when trainees face barriers to the successful completion of their programme. University staff and school-based mentors act decisively in such circumstances.

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

The partnership should:

- intensify efforts to hold mentors to account for the quality of their work, via the partnership agreement, and by further standardising all practices, procedures and levels of performance
- analyse strategically all information about trainees' attainment, as individuals and by groups, to identify issues and trends over time and further enrich programme development planning
- consider, in partnership with central university systems teams, ways of integrating into one single repository all the information necessary to manage the programmes successfully.

Inspection judgements

43. The overall effectiveness of the secondary partnership is good. This is because the vast majority of trainees teach well. They learn successfully how to contribute strongly to pupils' progress. This is achieved by a careful blend of direct training, complementary school placements, effective communications between all parties, and good-quality online resources.
44. The large majority of trainees are recruited locally in partnership schools. Many make quick progress in their careers, achieving promotions relatively early. Some go on to mentor new trainees also from the University of Chichester partnership.
45. The secondary programmes are considered by local stakeholders, such as headteachers, to make a strong contribution to recruitment in the area. There is a powerful sense of loyalty to the University of Chichester brand.
46. Secondary partners describe University of Chichester trainees as 'enthusiastic, organised and resilient'. Inspectors mainly found this to be the case.
47. Trainees are universally confident that they have been trained well to take up their careers. They praise the core university staff for the quality of their work, their efforts to manage the programme skilfully and for their attentiveness and care. A few expressed reservations about the quality of placements and mentoring they had experienced.
48. Programme coordinators select trainees carefully. Candidates are required to undertake a rigorous set of recruitment activities. Leaders also check that trainees are vetted against statutory safeguarding requirements.
49. With very rare exceptions, all trainees' performance exceeds the minimum expected standards. This is the case across the different programmes. An increasingly high proportion of trainees attain the highest level of performance each year.
50. There are particular strengths in trainees' subject knowledge. Most trainees arrive with secure degree-level subject knowledge. This is tested during the selection process. Where this is not the case, leaders insist that trainees undertake a subject knowledge enhancement course with one of the nationally approved providers.
51. A few trainees opt to undertake such courses as an outcome of their own perception of gaps in their knowledge or understanding. For example, a science trainee chose to complete a subject knowledge enhancement programme so that she is better able to support pupils' progress in biology. Through subject-specialist sessions and the provision of high-quality

materials, the partnership contributes well to the enhancement of trainees' subject knowledge. Notably, support for subject pedagogy in art is provided by a local school department with expertise. Science training is delivered in a partnership school with specialist laboratories and equipment.

52. Leaders ensure that trainees have access to good-quality learning resources and materials, both in the learning resource centre and online. Trainees have access to research-informed and evidence-based materials that complement the good-quality professional studies sessions delivered in the university. Trainees are required to undertake suitably challenging tasks while on placement, that blend theoretical perspectives on education with current practice. This enables trainees to evaluate critically what they are observing.
53. The partnership ensures that all trainees are appropriately trained to exercise their duties and responsibilities with regard to promoting equalities and inclusion. The wider university sets an appropriate tone for this work. Senior leaders, and student representatives, ensure that all have an equal opportunity to flourish. Programme coordinators provide good models of how trainees are to exhibit this values-driven approach in their work with pupils.
54. A further notable strength of the partnership is trainees' ability to create safe and positive learning environments. This comes from highly effective centre-led training on behaviour management. Trainees develop a good repertoire of strategies for managing their classrooms and most use these to good effect in their daily practice.
55. In addition to purposeful, direct training, programme coordinators react swiftly when trainees present them with any potential barriers to the successful completion of the programme. As such, completion rates are consistently close to national benchmarks in all routes into the profession. There is greater consistency in the completion rates on the core postgraduate route than in the School Direct and key stages 2 and 3 routes, though the reliability of these statistics is frequently skewed by the relatively small cohorts.
56. Similarly, employment rates are close to national benchmarks and are very strong in a majority of subjects notably English, history, mathematics and science. The partnership has a longstanding history of producing high-quality candidates in physical education. Candidates have, however, found it harder recently to secure permanent, full-time posts teaching this subject.
57. Each year, there are a range of reasons why some trainees are not in work, such as opting to go travelling, longer term illness, changes in their

personal circumstances or inaccessibility of suitable posts close enough to home.

58. Leaders have rightly identified that while trainees' attainment overall is good, performance against some of the teachers' standards is relatively weaker. These are particularly related to trainees' knowledge of current pupils' levels of attainment, how to assess pupils' progress effectively and how to adapt their teaching to meet emerging learning needs. Programme coordinators are addressing this urgently as an area for improvement in the self-evaluation document and action plans.
59. While inspectors found the programme's contribution to trainees' behaviour management strong, a tenth of trainees were also judged to have only attained the minimum level of practice in this important aspect of their work. Inspectors found some variability between mentors in the way they supported the programme's approach to developing trainees' confidence with classroom management. Sometimes this reflects the nature of the placement, but in other cases it is an outcome of weaker mentoring practice.
60. Inspectors found some differences in the way in which trainees plan learning so that it captures the interest of the full range of pupils in each lesson. A few trainees find the transition to becoming an NQT more difficult when they have less focused mentoring support than in the training year.
61. When leaders become aware of issues emerging in the trainees' programmes they are highly responsive. They pay great attention to trainees' welfare and well-being and act quickly to limit any impact on trainees' progress towards the standards. For example, trainees were able to point to instances where school placements had been changed because they were not thriving. Pastoral care on the programme is exceptional, is readily available and tutors are reported to go the 'extra mile' when required.
62. Leaders also act decisively when they become aware of professional issues with the programmes. For example, leaders acted quickly at the end of stage one to ensure that all trainees were able to exemplify how they had met part two of the teachers' standards.
63. Trainees' overall contribution to the wider life of their placement school is a real strength of the partnership. This means that they are fully aware of schools' expectations of them as members of staff. Trainees typically carry out form tutor duties, contribute to sports clubs or other extra-curricular activities and take part in the full range of meetings and professional learning opportunities.

64. Leaders set high expectations for trainees' personal and professional conduct. On the very rare occasions when there are breaches of the professional standards, leaders act quickly.
65. Programme coordinators are ambitious for the partnership. They lead the programmes adeptly, seeking continuously to improve the provision. They check regularly that trainees receive equitable experiences wherever they are placed. Any shortfalls in mentoring in one placement are usually compensated for by placements with mentors with a track record of success.
66. Leaders ensure that all aspects of the programmes are compliant with the initial teacher training criteria.
67. Leaders provide good-quality mentor training. Not all mentors attend this training, which leads to some variability in the quality of some school-based training. Leaders recognise that, in the present climate, it is not always possible for mentors to be released from school to attend training. They are continuing to explore ways of extending access to mentor training by piloting the use of twilight sessions in more narrowly focused geographical areas, and making even more training available online through the 'knowledge exchange'. Leaders recognise the need to hold mentors to account, via the partnership agreement, so that there is greater consistency across the partnership.
68. Since stage one of the inspection, programme coordinators have become increasingly sophisticated in their use of information about trainees' performance as individuals and by groups. As one example, new graphical illustrations of relative performance on the postgraduate core programme were produced. In particular, the data confirmed that trainees in the 2017 cohort needed further support for their assessment of pupils' work.
69. This more efficient use of information also enables leaders to identify any trends over time. It helps them make focused interventions where improvements are required. It also enables them to further enrich development planning.
70. One area where further tightening up is required is the accuracy and usefulness of information compiled by trainees themselves for handover to the school where they will be working. In many cases, targets are not sharp enough, are ignored by the receiving school or are not used to plan a tailored continuous training programme. Nonetheless, all partner schools are committed to ensuring that trainees continue to learn while they work. Most plan this generically with other new staff or NQTs from other providers or those being assessed by other providers of NQT assessments.

71. There are currently too many competing or overlapping management information systems across the partnership. This sometimes compromises the integrity of any data but, more importantly, means teams have to check in more than one place that information is accurate. The programme would benefit from one centrally maintained, single repository for all the information necessary to manage the programmes successfully.

Annex: Partnership schools

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

The Littlehampton Academy, Littlehampton

Chichester High School, Chichester

UTC Portsmouth, Portsmouth

Bourne Community College, Southbourne

Rodborough School, Milford

The Regis School, Bognor Regis

Felpham Community School, Bognor Regis

Worthing High School, Worthing

The Bohunt School, Worthing

Portsmouth High School for Girls, Portsmouth

Midhurst Rother School, Midhurst

Horndean School, Horndean

St Edmund's School, Portsmouth

ITE partnership details

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Inspection number	10022253
Inspection dates	8–10 May 2017
Stage 1	
Stage 2	2–4 October 2017
Lead inspector	Simon Hughes,, Her Majesty’s Inspector
Type of ITE partnership	HEI
Phases provided	Early years, primary, secondary
Date of previous inspection	24 June 2010
Previous inspection report	https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70013
Provider address	Institute of Education University of Chichester Upper Bognor Road Bognor Regis West Sussex PO21 1HR



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