

University of Exeter ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 22–24 May 2017 Stage 2: 16–18 October 2017

This inspection was carried out by Her Majesty’s Inspectors (HMI) and Ofsted inspectors (OI) 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

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	1	1
The outcomes for trainees	1	1
The quality of training across the partnership	1	1
The quality of leadership and management across the partnership	1	1

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is: outstanding in primary; and, outstanding in secondary.

The university's long-established model addresses local, regional and national priorities exceptionally well. Leaders articulate a very strong vision for initial teacher training. Leaders and managers at all levels understand exactly the role they want the university partnership to play in the wider education system. Training routes and strong relationships with teaching school alliances, schools and other agencies are forged to meet this vision. All partners are very proud to be involved with Exeter.

The subject and pedagogical expertise available across the partnership leads the professional development of trainees and school staff exceptionally well. Consequently, trainees make rapid progress during their course and schools benefit from the expertise available to them. The programme is highly successful for trainees as a result of its expertly crafted programme of training, combined with the wide range of schools and placements. Trainees obtain a depth of learning that enables them to exceed the minimum teaching standards considerably. Importantly, this is especially the case where trainees have been placed in hard-to-recruit locations and subjects or where there are teacher shortages. Receiving schools are universal in their praise of the newly qualified teachers (NQTs) they employ.

The key characteristics that typify teachers trained by the University of Exeter are high academic calibre and levels of professionalism; drive, resilience and an ability to manage themselves independently, and the facility to reflect critically on the impact of their teaching and to amend their approach to ensure that their pupils make good progress.

Key findings

- The partnership produces large numbers of consistently good, and many outstanding, teachers, who significantly enhance the quality of education for pupils in the region and nationally.
- The Exeter model underpins the academic rigour and the successful development of trainees during the course. Such highly effective training enables them to apply the theory that they learn to their practice and, consequently, they go on to make rapid progress as NQTs.
- The long-standing reputation for excellence commands exceptionally strong loyalty from employing and partner schools. Trainees and NQTs display the professional qualities and attributes that make them resilient and driven in their work.

- Course leaders and school tutors use their detailed understanding of trainees' academic needs to adapt and personalise training. Consequently, there are high rates of successful completion and almost all trainees secure employment in the local area or nationally.

To improve, the ITE partnership should:

- embed systems to spot trainees' leadership potential earlier in their training.

Information about this ITE partnership

- The partnership provides initial teacher education in the primary and secondary phases. There are around 300 schools and colleges involved in the partnership across the South West region and London.
- The university offers a postgraduate route towards the award of qualified teacher status (QTS) in both phases. Most trainees are centrally managed by the university but an increasing number are following a School Direct (SD) route with local teaching school alliances.
- All trainees follow the 'Exeter Model of Initial Teacher Education'. The Exeter Model has an explicit theoretical framework that underpins teacher education and training. Trainees experience two school-based placements during which time they are supervised by a 'principal school/subject tutor' (PST). PSTs work alongside experienced mentors and are supported by university visiting tutors (UVTs), who are specialists in wider aspects of training and subject development.

The primary phase

Information about the primary partnership

- The University of Exeter's primary partnership offers three different routes to the award of QTS. These include: a one-year university-based PGCE in primary education for three- to 11-year-olds, with the option of an additional subject specific pathway route; and a one-year, school-based route through School Direct (salaried and non-salaried) for teaching three- to 11-year-olds. This route can also be completed through a distance learning programme, using one of the partnership alliances. This route offers the option of an early years programme which specialises in teaching three- to seven-year-olds.
- The partnership consists of 140 schools across eight local authorities. It includes alliances with 14 schools.
- During stage 1 of the inspection, there were 140 PGCE primary trainees. These included 90 who were university-based and 50 School Direct trainees, three of whom were salaried.

Information about the primary ITE inspection

- Over the two stages of the inspection, inspectors observed 19 trainees and 13 newly qualified teachers (NQTs). They met with school leaders, mentors, professional tutors, trainees and NQTs in 18 different schools.
- Inspectors held meetings with members of the partnership's senior leadership team and management board.
- Inspectors visited training sessions during stage 2 of the inspection.
- Inspectors reviewed the partnership's self-evaluation information. They scrutinised evidence relating to training and the assessment of trainees, together with a wide range of partnership documentation. This included the partnership's pre-course compliance checks on trainees to ensure that they have the correct qualifications and experience and are safe to work with children and pupils.
- Inspectors also considered the trainees' responses to Ofsted's online survey.

Inspection team

Lorna Brackstone HMI, assistant lead inspector (stage 1) and lead inspector (stage 2)
Patricia Dodds OI, team inspector (stage 2)
David Edwards HMI, lead inspector (stage 1)
Steve Smith HMI, assistant lead inspector (stage 2)
Jen Southall HMI, team inspector (stage 1)

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- The exacting process of recruitment and the successful selection of high-calibre trainees lead to very high completion, employment and success rates.
- Trainees and NQTs demonstrate outstanding commitment to the teaching profession and meet professional standards exceptionally well. They draw skilfully on their training to create stimulating and engaging learning environments where all pupils feel safe, secure and confident to learn.
- Trainees and NQTs display a secure understanding of the safeguarding of children. This understanding extends into their own teaching in relation to tackling prejudice, addressing inequalities and fulfilling the requirements of the 'Prevent' duty. Trainees and NQTs form very positive relationships with pupils and manage behaviour well.
- The training programme is extremely well designed and has an exceptionally strong impact on trainees' outcomes. It is not only intellectually rigorous but also makes excellent use of both educational specialists and expertise within the partnership schools.
- Strong collaboration between all members of the partnership produces highly employable teachers who confidently apply theory to practice in class. Trainees gain a breadth of placement experiences, including in schools that are facing challenging circumstances. This ensures that they gain confidence in teaching pupils with an increasingly diverse range of needs. Every trainee receives the individual personal and academic support they need to achieve their best and reach their full potential.
- Very rigorous quality assurance of all aspects of training ensures that all elements of training, support and assessment are continuously reviewed and improved to ensure that trainees receive the best possible provision.
- Regular consultation with trainees and NQTs, demanding expectations and challenge from strategic boards and external reports which lead to detailed improvement planning enable the partnership to self-evaluate with rigour and accuracy.
- The partnership innovates within the changing landscape of teacher training. This, together with the partnership's pursuit of sustained excellence, enables a continued capacity to improve.

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

The partnership should:

- contribute to tackling the national shortage of school leaders by finding ways to provide specific development for those trainees and NQTs who are eager and ambitious for leadership roles.

Inspection judgements

1. The overall effectiveness of the University of Exeter primary partnership is outstanding. Leaders' vision for trainees to become excellent teachers who are reflective, perceptive and lifelong learners is fulfilled very well. Trainees and NQTs are totally committed to the teaching profession and strive to be the very best they can be.
2. Through an extremely rigorous selection process, in which schools are fully involved, the partnership is successful in enrolling well-qualified graduates who have strong subject knowledge. A high proportion of trainees have also gained prior experience of working in schools. These strengths support high completion and employment rates.
3. Trainees' and NQTs' strong professional attributes underpin their success. Trainees make the most of their time in school placements and during the university-based training sessions. Those trainees who are undertaking the distance-learning route invest their time well in the online modules. They all make very swift progress and exceed the minimum level of practice expected of teachers. There are no variations between different groups of trainees and training routes. All have equal opportunities to reach their full potential.
4. Trainees and NQTs exude a strong and purposeful presence in the classroom. They model spoken language well and help pupils to identify and correct errors in their speech. Trainees' and NQTs' strong subject knowledge enables pupils to extend their vocabulary well.
5. Trainees and NQTs are very well equipped with the skills that they need to teach across the primary curriculum. In particular, NQTs report that training for phonics, literacy, mathematics and physical education is highly effective. They appreciate the focus that the university gives to teaching reading, writing and mathematics, which helps them to build strong curriculum knowledge. Coupled with the different experiences they gain in their placement schools, NQTs report that they feel well prepared to teach. This is confirmed in the online inspection survey, which indicates that primary trainees are positive about the skills they have learned to promote pupils' literacy and mathematical skills and use of phonics.

6. Trainees and NQTs told inspectors that they were very appreciative of the training that they had received to teach physical education. They highlighted the expertise of the trainer and the opportunity to participate fully in a range of practical activities.
7. Trainees and NQTs use resources well, especially information technology, to capture pupils' enthusiasm for learning and to extend pupils' learning. Trainees and NQTs check how well pupils learn during lessons and make sure that any misconceptions are tackled very swiftly. They ask pertinent questions and give pupils helpful feedback on their work. They use assessment information confidently to plan their teaching to meet the needs of pupils with different abilities and starting points.
8. NQTs who followed the School Direct specialist foundation stage and key stage 1 route report that it prepares them very well to teach children aged three to seven. As one NQT explained, it is 'amazing training which I got so much from'. This is reflected in the NQTs' confidence and ability to teach exciting lessons which fully engage young children. NQTs plan sessions that are extremely well matched to their pupils' needs and interest levels.
9. Trainees develop confidence and skill in managing pupils' behaviour. Trainers and mentors support trainees in understanding and using effective strategies. Trainees and NQTs use a wide range of approaches and ensure that lessons run smoothly so that pupils make strong progress. For example, they identify any off-task pupil behaviour quickly and deal with it before it escalates. Trainees' and NQTs' classrooms are calm and purposeful environments which support pupils' progress very well.
10. Assessment of trainees against the teachers' standards is rigorous, thorough and accurate. Feedback is not only based on lesson observations but also on examples of work which demonstrate the impact that trainees have upon pupils' progress over time. Trainees are given excellent guidance to develop their teaching skills through the clear and effective development targets they are set.
11. Trainees report that they have experience in schools with challenging socio-economic circumstances, such as coastal and inner-city deprivation, rural isolation and those identified by Ofsted as requiring improvement. This means that, as NQTs, they have a good understanding of the challenges facing schools locally, regionally and nationally and are very well prepared to teach in these communities. NQTs adapt well to the individual requirements and expectations of the schools in which they are employed.
12. Headteachers and NQTs in employing schools report that NQTs from both the PGCE and School Direct routes are extremely well prepared for their teaching posts. They are confident, skilled at creating high-quality learning environments and demonstrate a secure knowledge of how to adapt teaching to meet the

varying needs of learners, including the most able and those who have special educational needs (SEN) and/or disabilities. For example, during stage 2 of the inspection, teaching in one instance was crafted so that very able pupils were stretched and appropriately challenged when asked to use and apply their mathematics skills to the design of a Roman temple. This enabled pupils' learning to be extended through effective links across the wider curriculum.

13. At stage 1 of the inspection, the partnership was asked to develop a consistent approach to the auditing of safeguarding training to ensure that all stakeholders, including trainees, mentors and tutors, were clear about their role in keeping children safe. Leaders swiftly responded to this by increasing the range of child protection documents available on their website and creating additional prompts to induction checklists for schools. Stage 2 found that both trainees and NQTs have a secure knowledge of how to keep children safe. They understand their responsibilities well and know what actions to take if they have any concerns about pupils. Trainees and NQTs are aware of what constitutes bullying and know what to do if they have a concern. They are well trained to be alert to safeguarding issues.
14. Training is of high quality, research driven and underpinned by strong academic and pastoral support. This provides high-quality intellectual development with a strong emphasis on academic rigour supported exceptionally well by the university. Leaders make full use of the expertise across the partnership and ensure that trainees benefit from working with high-quality teachers. Influential educational experts also contribute to the training programme, introducing trainees to research and research-based strategies.
15. Training also makes a point of promoting the well-being of trainees, including through sessions on working efficiently and purposefully. They use the findings from the university's own academic research effectively. NQTs find the university resources, and professional development modules available to them, very helpful and reassuring in their first year of teaching. Both trainees and NQTs readily take on responsibilities for organising clubs. Many NQTs are already eager to take on leadership roles.
16. NQTs are supported very well through the transition from trainee to teacher. The transition documentation is of high quality, providing detailed information about trainees' priorities for further development. NQT mentors all agreed that the information they receive from the partnership is accurate and very helpful.
17. At stage 1, the partnership was asked to ensure that the work of mentors and tutors was monitored rigorously to secure consistency of provision and training. In response to this, leaders have made agenda items for the development and consultation meetings much more explicit. This is enabling tutors and mentors to be clearer about the training they are receiving. Additional guidance on providing feedback to trainees has enhanced the consistency of approach to

mentoring across the partnership. As a consequence, the quality of mentoring is now much stronger.

18. The partnership demonstrates a passion for excellence and leaders provide very strong strategic direction. They are highly skilled at responding to the changing landscape in teacher training. As a result, development planning is innovative and ambitious, yet firmly rooted in both local and national needs. For example, having recently become a regional hub for the Chartered College of Teaching, the university is actively engaged in providing a range of professional development opportunities to support teachers in furthering their career.
19. Leaders' continual pursuit for excellence is also demonstrated by their involvement in the research projects that they have set up to tackle the challenges in retaining teachers. They are playing a significant role in the recruitment drive for teachers. Taster courses and extension modules for other undergraduate routes at the university are made available to those students who may be considering a career in the teaching profession.
20. The range of specific pathways offered on the university-based PGCE route supports subject role responsibilities. Some trainees are eager to pursue leadership roles in their training. Senior leaders know that the next stage of the development of the programme is to provide more opportunities for trainees to fulfil their leadership ambitions.
21. The way in which quality assurance is woven through all areas of training and programme design is a very strong feature of the partnership. Leaders are extremely reflective and proactive in seeking feedback. They use feedback very effectively to identify swiftly where improvements can be made, consulting all stakeholder groups before making changes. Leaders plan strategically and identify the right priorities for improvement, which they share with stakeholders. The programmes are continuously tweaked to meet the changing national priorities, as evidenced, for example, in the recent focus on teacher workload.
22. The partnership complies fully with the initial teacher training (ITT) criteria and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding. The partnership ensures that the additional ITT criteria, which apply to School Direct (salaried) trainees, are also met.

Annex: Partnership schools

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

Barton Hill Academy, Torquay, Torbay

Broadclyst Primary, Exeter

Clyst Heath Primary, Exeter

Cranbrook Learning Campus

Elmlea Junior School, Bristol

Exwick Heights Primary, Exeter

Huish Primary School, Somerset

Holway Primary School, Taunton, Somerset

Landscore Primary School, Crediton, Devon

Okehampton Primary, Devon

Preston Primary School, Yeovil, Somerset

St Andrew's CEVC Primary School, Burnham-on-Sea, Somerset

St Martin's Primary, Cranbrook, Exeter

St Michael's CE (Kingsteignton), Devon

St Michael's CE Academy, Exeter

St Ursula's E-ACT Academy, Bristol

The Castle School, Tiverton, Somerset

Willowbrook Primary School, Exeter

The secondary phase

Information about the secondary partnership

- The secondary partnership of the University of Exeter comprises approximately 100 schools and colleges across eight local authorities in the South West of England. Partnership schools are a mix of local authority maintained, academy, trust, grammar and special schools. It includes 17 teaching school alliances, 11 of which have School Direct allocations.
- Trainees wishing to gain QTS undertake a one-year, full-time Postgraduate Certificate in Education (PGCE). At the time of stage 2 of the inspection, there were 246 trainees enrolled for this qualification. Fifty-two trainees follow the School Direct training route.
- The University of Exeter offers specialist routes in biology, chemistry, physics, English, mathematics, French, German, Spanish, physical education, history and religious education. School Direct courses are also available in design and technology, drama, geography, history and music. Over half of all trainees are undertaking their training in subjects where there is a national shortage of teachers. Some are in receipt of government bursaries.

Information about the secondary ITE inspection

- The secondary inspection was conducted by the same lead inspector and assistant lead inspector during stages 1 and 2 of the inspection.
- Inspectors observed the teaching of 32 trainees in 14 schools during stage 1 of the inspection and the teaching of 31 NQTs in 14 schools during stage 2 of the inspection. Teaching in nine different subjects was observed. Inspectors also met or held telephone calls with a further 49 trainees, 39 NQTs and four recently qualified teachers who had completed their training at Exeter during the last few years. Inspectors interviewed PSTs, UVTs, school mentors, headteachers, class teachers, NQT mentors and leaders and managers from the university. Inspectors observed PSTs delivering training feedback following jointly observed lessons of trainees.
- Inspectors looked at work in pupils' books, trainees' files, course handbooks and data on trainees' progress, attainment, completion and employment rates. Inspectors also took account of evidence of the partnership's self-evaluation and observed some taught sessions for current trainees in 2017/18. Inspectors checked that the necessary statutory requirements for safeguarding and initial teacher training (ITT) were met.

- Inspectors took account of 52 responses to NQT surveys from 2015/16 and 68 responses to Ofsted's online questionnaire. Inspectors also reviewed the partnership's own trainee evaluations of the programmes and courses.

Inspection team

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Steve Smith HMI, team inspector (stage 1)

Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- Trainees' high academic calibre and exemplary professional attitudes make for a powerful combination that is met with universal praise by schools. Such exceptional qualities typify the University of Exeter's trainees and former trainees.
- Trainees use their exceptionally high levels of subject and pedagogical knowledge to captivate and sustain pupils' interest.
- Training programmes are personalised to meet trainees' individual learning needs.
- Trainees demonstrate highly proficient skills of critical reflection in their consistent assessment of the impact of their teaching on pupils' learning.
- With its high rates of successful completion and employment, especially in shortage subjects, the programme is meeting national and regional needs exceptionally well.
- A high proportion of trainees meet the university's uppermost grade. The vast majority of trainees substantially exceed the minimum expectations as set out in the teachers' standards.
- The strong academic and theoretical framework for training prepares trainees very well to work in schools and helps trainees to progress rapidly.
- The expert subject knowledge of university-based tutors models the application of theory into practice.
- A very wide range of data and feedback is used exceptionally well by leaders to sustain high-quality outcomes, training and leadership and management.

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

The partnership should:

- systematically share the very best practice across all subjects so that any minor variations in quality are eliminated.

Inspection judgements

23. Leadership and management are outstanding. Leaders articulate a clear and strong vision for initial teacher education in their pursuit of excellence. The findings from continual monitoring and evaluation within the ITE department are precisely used, alongside the wider university quality assurance procedures. The information gathered helps to pinpoint swift and effective action for further improvement. As a result, trainees' outstanding performance over time has been maintained, with no significant difference in attainment between different groups, subjects or training routes. All trainees teach well, many exceptionally so.
24. The close alignment between the university and partner schools' vision for ITE ensures that everyone understands the part they play in providing high-quality teachers exceptionally well. All training routes operate seamlessly to ensure that any trainee can reach the highest level of performance. Notably, the priority given to using the agreed documentation ensures that trainees' progress and performance is meticulously tracked. PSTs, UVTs and mentors are skilled at identifying how well trainees are developing as teachers because they focus attentively on the impact trainees' teaching has on pupils' learning.
25. A very wide range of information, including NQT surveys, exit surveys, case studies and feedback from schools is used extremely effectively by leaders to examine the success of training on trainees' progress and attainment. Information triangulated between school mentors, PSTs and UVTs contributes well to this knowledge base. Detailed subject knowledge audits are used as working documents to check carefully how well trainees are developing in their specialist area. The collective information gathered informs the design of activities that trainees need to reach their full potential. Activities also ensure that their teaching has the maximum impact on pupils' learning, including for those pupils who may have SEN and/or disabilities.
26. The partnership's dynamic recruitment and selection process is effective in identifying the right calibre of trainee to meet the challenging academic demands of the Exeter model. The requirement to deliver presentations to peers and staff, followed by critical review and feedback, sets the expectation and tone for potential trainees from the outset. The deep involvement of school staff in this process ensures that trainees selected will be successful in schools. The recruitment process also meets all safeguarding requirements. The

university admissions team is expert at thoroughly conducting checks on trainees' information to assure itself that those wishing to work with children are fit to do so.

27. The quality of training is outstanding. At the heart of the Exeter model lies a detailed framework for dialogue about teaching. Trainees and school staff therefore become well versed in a number of influences that contribute to high-quality teaching, learning and assessment. The model serves its core purposes exceptionally well. These are to encourage critical conversations about classroom practice, to support trainees in the process of reflective evaluations and to enable trainees to apply the theories they learn to practice. The unique structure of the programme, including clearly identified stages of progression, is highly responsive to trainees' learning needs at the different points in their development.
28. Trainees immerse themselves in deep levels of subject knowledge development in the autumn term of their training. Practitioner-led sessions embed current practice and ensure that trainees receive both a 'realness' and an up-to-date view of current approaches in schools. Subject specialisms are often delivered by university experts in their field and complement the practitioner-led sessions very well. Tutors model expert subject and pedagogical knowledge, which they use exceptionally well to develop trainees' knowledge, skill and understanding. Consequently trainees become 'hooked in' and absorbed in their learning. When responding to tutors' questioning, they exhibit the characteristics typically seen of Exeter trainees: intelligence when seeking clarification or furthering knowledge and contributing to high-quality debates and dialogue about pedagogy and practice.
29. Trainees are exposed to a rich variety of experiences which are designed to provoke thought and develop their practice. Typically, trainees use their knowledge to ensure that all health and safety requirements are met during practical science sessions. In history, they develop their understanding of the effective use of questioning to check pupils' knowledge of sources or chronology or to move their learning on more quickly. Trainees' understanding of the links to language status (advanced bilingual, or new to English, for example) for those pupils for whom English is an additional language ensures that these pupils' needs can be fully met. When trainees studied how to teach Shakespeare, using the social and historical context, alliteration was explored exceptionally well to help trainees understand how he interrelates character portrayal in the word choices used.
30. In addition to the taught elements of the course, trainees study professional studies modules, for example on generic aspects of behaviour management or equality and diversity. Some units are delivered through online tutorials, while others are delivered in school-based placements. Very occasionally, some aspects of the professional studies modules do not routinely match the very

highest-quality trainees' experience elsewhere in their programme. In addition, some minor variation was seen between mathematics and other subjects, for example, in the quality of training that equips trainees to understand new approaches and therefore meet the new requirements of the national curriculum. In other subjects, trips and visits, or high-quality external speakers are evident, resulting in differences in feedback from some trainees and a few schools. There were also questions about the accuracy of some assessments of trainees' competencies and knowledge.

31. The University of Exeter is a research-led institution. Therefore, research that informs and inspires teaching is an integral part of the training programme. Subject-based teaching and pedagogy is informed by internationally recognised research and used exceptionally well by trainees to develop their practice. Masters-level assignments, designed to support trainees in contextualising and extending ideas developed through the taught course in their own practice, are highly effective. The university research project, RETAIN, effectively explores ways of supporting and retaining teachers through and beyond the first five years of teaching. The findings are used by NQTs and former trainees to help develop strategies and influence thinking about how more teachers can stay in the profession beyond the early stages of their careers.
32. Placements are of a consistently high quality. Decisions to place trainees in a school causing concern, or a school that requires improvement, are thought through very carefully. Trainees welcome the length of time that they have in each of their contrasting placement schools and the opportunity to craft their skills of teaching. As trainees become more experienced, their analysis of pupils' learning becomes more detailed, instinctive and timely, allowing them to adjust their teaching in between, and, increasingly, within lessons. Trainees therefore become highly skilled at critically reflecting on their own teaching and the impact it has on pupils' learning. This high-quality effective self-evaluation is a hallmark of Exeter trainees.
33. Judgements made about trainees' progress towards the Teachers' Standards are subject to moderation at several layers and are the outcomes of an ongoing process of assessment throughout the training year. Assessments are made at five key points during the year by university- and school-based tutors and ensure that any drop in performance is quickly identified and bespoke plans put in place. The information gathered over time is used to determine the final overall grade with care and precision. All involved in determining judgements attend relevant subject-specific training to ensure the consistency and accuracy of grades awarded. External examiners are used to validate the accuracy of awards in each subject. As a result of the collective approach, judgements are accurate, with only very isolated cases of any discrepancy cited.
34. The outcomes for trainees are outstanding. Trainees attain very well with over 70% reaching the highest grades. University of Exeter trainees and NQTs are

universally well received by employing schools. They display typical characteristics that make them highly sought after. Trainees demonstrate exceptionally high levels of professionalism in the way they present themselves, go about their work and learning, or, for example, use email protocols when in schools. Trainees and former trainees make it their business to get to know their pupils and develop very good relationships as a result. Their behaviour management is typically very good because they take a genuine personal interest in the academic and personal development of their pupils.

35. Trainees and former trainees value the safe and secure peer teaching sessions in the university as being instrumental in the early development of their confidence as teachers. The opportunity to trial approaches, reflect, receive feedback and adapt approaches again and again, enables trainees to refine and craft their own effective teaching strategies. Consequently, trainees become driven, motivated, resilient and self-aware. If strategies fail, or subject knowledge is weaker in one area, trainees take on their own study, such as through subject enhancement modules, to further their understanding and development. By the end of their training, trainees become independent and very self-aware. The highly effective training is a key reason why many schools report that the university is 'the provider of choice' within the region and employment rates are above the national and regional figures.
36. Completion rates, which reflect the ratio of trainees who complete their training and qualify as teachers, compared with the numbers who start the course, compare favourably to the national figures for all routes and subjects. The partnership works expertly and sensitively with all individuals to try and mitigate any situations that might lead to trainees withdrawing from the course. Any interruptions to training that may occur relate to personal concerns and are reviewed carefully by leaders. For example, in 2015/16, leaders recognised that trainees in religious education were less successful in completion and securing employment. A deep analysis of the content of degrees studied and the creation of a second subject specialism was undertaken. Revised approaches engaged more effectively with ethics, cross-curricular themes and the promotion of spiritual, moral, social and cultural education. As a result of increasingly personalised training, completion and employment rates improved dramatically.
37. Trainees develop very good strategies for managing pupils' behaviour, including their use of excellent subject knowledge in order to maintain pupils' interest in the lesson. This quality is affirmed by employing schools. Training on how to teach pupils who have SEN and/or disabilities and pupils whose first language is not English is thorough and comprehensive. It includes expert centre-based learning from specialist providers. Trainees therefore develop a wide repertoire of skills to adapt their teaching to meet the needs of these pupils very well.

38. Actions taken by leaders to address the issues raised at stage 1 of the inspection illustrate the partnership's outstanding capacity for further improvement. Points raised have been strongly acted upon and fully tackled. Actions were to tighten the focus of key groups of learners; to further reduce any variation in the consistency of high-quality mentoring and feedback; to tighten further the UVT monitoring of judgements by schools; and, to place a greater focus on the use of work scrutiny.
39. The partnership complies fully with the initial teacher training (ITT) criteria and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding. The partnership ensures that the additional ITT criteria, which apply to School Direct (salaried) trainees, are also met.

Annex: Partnership schools

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

Stage 1

School	Local authority	Region
Exmouth Community College	Devon	South West
Heathfield Community School	Somerset	South West
Holsworthy Community College	Devon	South West
Ivybridge Community College	Devon	South West
Okehampton College	Devon	South West
Paignton Community and Sports Academy	Torbay	South West
Queen Elizabeth's School, Crediton	Devon	South West
South Dartmoor Community College	Devon	South West
St James School, Exeter	Devon	South West
St Luke's Science and Sports College	Devon	South West
The Woodroffe School	Devon	South West
Torquay Academy	Torbay	South West
Torquay Boys Grammar School	Torbay	South West
Uffculme School	Devon	South West

Stage 2

Budmouth College	Dorset	South West
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Cullompton Community College	Devon	South West
Coombeshead Academy	Devon	South West
EF Academy	Torbay	South West
ISCA Academy	Devon	South West
Saltash.net Community College	Cornwall	South West
St Luke's Sports and Science College	Devon	South West
St James School, Exeter	Devon	South West
Teignmouth Community School	Devon	South West
The Bishop of Winchester Academy	Bournemouth	South West
The Castle School	Somerset	South West
The King's School Ottery	Devon	South West
Tor Bridge High School	Plymouth	South West
West Exe School	Devon	South West

ITE partnership details

Unique reference number	70024
Inspection number	10022248
Inspection dates	22–24 May 2017
Stage 1	
Stage 2	16–18 October 2017
Lead inspector	Richard Light HMI
Type of ITE partnership	Higher education
Phases provided	Primary, secondary
Date of previous inspection	February 2010
Previous inspection report	https://reports.ofsted.gov.uk/user
Provider address	University of Exeter Heavitree Road Exeter Devon EX1 2LU



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