

# University of Cambridge ITE Partnership

Initial teacher education inspection report

Inspection dates

Stage 1: 14 May 2018

Stage 2: 1 October 2018

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This inspection was carried out by four of Her Majesty’s Inspectors (HMI) and one Ofsted Inspector (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

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

## Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in the primary phase and outstanding in the secondary phase.

### Key findings

- Members of the partnership share the very highest aspirations for trainees. School leaders and mentors, trainees, newly qualified teachers (NQTs) and the central partnership team display an unwavering commitment to securing the well-being and academic progress of pupils.
- Programme leaders have made excellent use of the expertise and skills available across the partnership and within the university. In doing so, leaders have ensured that trainees benefit from highly impressive social, academic and pastoral support.
- The quality of trainees' and NQTs' teaching is consistently high.

### To improve the ITE partnership should:

- build upon the partnership's existing work across programmes to share its excellent practice further beyond the partnership in the locality and more widely.

## Information about this ITE partnership

- The University of Cambridge, through its Faculty of Education, is a long-standing provider of ITE. It offers primary and secondary programmes at post-graduate certificate of education (PGCE) level.
- Programme leaders and staff are based in the Donald McIntyre Building in Cambridge. A significant proportion of the central training takes place within this facility. This building also houses the faculty's extensive Everton Library.
- The university offers the opportunity for PGCE trainees to begin and continue further academic studies.
- The university works with approximately 185 schools across the primary and secondary phases in the East of England and in North London.

## The primary phase

### Information about the primary partnership

- The university works in partnership with approximately 150 schools to provide courses to teach early primary (covering ages three to seven) and general primary (covering ages five to 11) ITE, leading to the award of qualified teacher status (QTS). There are currently 80 trainees on the course.
- On successful completion of the course, trainees are awarded a PGCE, which includes accreditation at Masters level.

### Information about the primary ITE inspection

- The inspection was conducted by one HMI and one OI at both stage 1 and stage 2.
- During stage 1 of the inspection, inspectors visited six schools and observed the teaching of eight trainees in total. During stage 2, inspectors visited five schools and observed the teaching of six NQTs who had completed their training in summer 2018.
- Inspectors held discussions with trainees, NQTs, school leaders, mentors and induction tutors, members of the partnership standing committee, programme leaders and staff, the head of the faculty of education, the director of teaching and learning, and librarians.
- During both stages of the inspection, inspectors considered a wide range of documentary evidence provided by the partnership. The evidence included work in pupils' books and trainees' files, information relating to trainees' attainment, the moderation of trainees' work and leaders' own self-evaluation. An inspector also attended a mentor training conference during stage 2.
- Inspectors considered evidence of compliance with ITT criteria and statutory requirements, including those for safeguarding children.
- Inspectors considered 66 responses from trainees and NQTs to Ofsted's online questionnaire.

### Inspection team

Cindy Impey HMI, primary phase lead inspector

Andy Maher OI, assistant lead inspector

## Overall effectiveness

**Grade: 1**

### Key strengths of the primary partnership

- High expectations for excellence on the part of all involved in the partnership are ensuring consistently outstanding outcomes.
- A deeply held commitment to working in partnership means that all stakeholders make a significant contribution to trainees' excellent academic and pastoral development.
- Rigorous recruitment processes ensure that trainees are of a high calibre, resilient, enthusiastic and committed fully to the programme.
- Partnership staff are expertly qualified and highly motivated. Excellent mentoring ensures that trainees are prepared extremely well to begin their teaching careers.
- Schools work very well within the partnership to provide high-quality placements. These placements support trainees to make rapid gains in their teaching skills.
- The very well-designed training programme provides trainees with rich opportunities to work across a variety of cultural and economic contexts. Trainees become experienced and very skilled at improving and adapting their practice to meet the needs of all pupils.
- The partnership is committed to educational research and pedagogical training, which permeate trainees' programmes. Trainees become well informed and critically reflective teachers.
- Leaders' strong commitment to the programme ensures that it is highly personalised and responsive to trainees' needs. Leaders seek feedback on improvement from all involved and take decisive action quickly to ensure that trainees are thoroughly supported at every stage.

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

#### The partnership should:

- continue to explore opportunities to involve more schools from a greater range of diverse cultural and economic contexts.

### Inspection judgements

1. A strong commitment to the very highest of standards is shared by all those involved in the partnership. Leaders' high expectations are evident from when the recruitment process begins. Consequently, trainees demonstrate the same high levels of commitment to excellence.
2. Strong partnership working is pivotal to the success of the programme. Schools hold the partnership in high regard and value the extremely productive working

relationships they enjoy with programme leaders. Trainees experience consistently excellent support from all quarters of the partnership. Headteachers are very appreciative of the contribution trainees make to their schools. The comment by one headteacher that, 'We value the rich and new experiences that trainees bring to the school and their readiness to teach in sometimes demanding classes,' was typical of sentiments expressed throughout the inspection.

3. Partner schools value greatly the quality of communication and dialogue across the partnership. Headteachers praised leaders' efforts to understand each individual school's unique characteristics. Programme leaders get to know each school's areas of expertise and what it does best. Trainees gain a huge amount by visiting or being placed in the schools that meet their needs and interests.
4. Leaders are thorough and rigorous in the recruitment of trainees. From the outset, trainees have a clear understanding of what it takes to become a highly effective teacher. The impact of this careful selection is demonstrated in consistently high completion and employment rates. Trainees develop into well-rounded, resilient teachers of a high calibre. Trainees confirmed that the recruitment process was rigorous but prepared them well for the year ahead. Trainees told inspectors that the assignments they needed to complete by the start of the programme were extremely beneficial and set a precedent for the high standard expected.
5. A passion for learning is deeply embedded within the partnership's culture. The training programme is underpinned by a shared commitment to educational research. Trainees learn from lecturers and visiting speakers who are experts in their field. Partner schools empower teachers to use research as an integral element of their teaching and learning. Centre-based training ensures that trainees develop a comprehensive understanding of how primary-aged pupils learn. Trainees become confident and effective in applying what they have learned. The NQTs proudly explained how their own research had influenced their teaching and had impacted positively on pupils' participation and improved outcomes.
6. Trainees demonstrate excellent practice in meeting the teachers' standards, including part 2, personal and professional conduct. No trainees are evaluated as less than good, and a large proportion are evaluated as outstanding by the end of the course. There are no significant variations in the outcomes achieved by different groups of trainees.
7. Trainees and NQTs value all that the university has to offer. Firmly at the heart of the faculty, the Everton Library provides access to a wide range of literature and teaching resources. Knowledgeable librarians provide trainees with precise guidance and support. Trainees explained how the university's online facilities

provide an abundance of relevant information. Consequently, trainees are very well supported in their academic research as well as in their teaching practice.

8. The quality of training is outstanding and held in high esteem by trainees. Leaders have skilfully planned the training programme so that it integrates practical experiences with academic learning. Trainees gain a detailed understanding of the primary curriculum content. Trainees receive excellent training in the pedagogy of early reading and phonics. This enables trainees to make excellent progress, as their teaching and learning are reviewed on a day-to-day basis.
9. The confidence and skill with which trainees teach mathematics are testament to the high-quality training they receive. During inspection, NQTs demonstrated a very secure understanding of the teaching and learning of mathematics. They confidently used appropriate mathematics vocabulary and a range of strategies to encourage pupils to learn new mathematical concepts. The NQTs were adept at using questioning to check pupils' understanding and then to adapt their teaching accordingly. Trainees and NQTs spoke confidently about the teaching strategies they use to support pupils to think more deeply so that they can apply their skills to tackling a range of complex problem-solving tasks.
10. Through high-quality training in early years teaching, trainees develop an excellent understanding of how children learn best and how to support their development in all areas of learning. During inspection, NQTs established clear and purposeful routines with children who had just started school. As a result, children engaged in their learning with eagerness and interest. Inspectors saw NQTs work well alongside adults to ensure that young children make good progress. NQTs demonstrate well-founded confidence and highly developed skills.
11. Trainees spoke highly of the behaviour management strategies they learn through a combination of the training and their critical reflection on their experiences in schools. They become increasingly accomplished at promoting positive behaviour in lessons as well as supporting those pupils who need extra support. Where pupils exhibit challenging behaviour, trainees and NQTs adapt techniques effectively to promote good behaviour.
12. Trainees demonstrate a good grasp of teaching grammar, spelling and punctuation. They plan well-structured lessons that securely build on pupils' skills so that they can apply them confidently in their writing. Trainees and NQTs set high expectations of handwriting and presentation from pupils, as seen in pupils' workbooks during inspection. First-rate mentoring in schools routinely provides trainees with opportunities to build on their training. Additionally, course leaders ensure that trainees' knowledge is deepened through carefully considered placement activities so that they become skilled in all subject areas and particularly in English and mathematics.

13. Trainees develop strong subject knowledge and skills across the full curriculum. Where they feel they are less confident, placements or visits are organised to fill any gaps in knowledge and understanding. Trainees learn physical education (PE) skills by working practically with expert practitioners in school and on the course. NQTs said that this had helped them become more confident in teaching aspects of PE such as dance and gymnastics.
14. Trainees value the personalised nature of the course. Programme leaders get to know trainees well. Leaders and tutors use this knowledge skilfully to ensure that trainees' interests are catered for well. Placements or visits are arranged to fill any gaps in trainees' knowledge and understanding. Trainees spoke about other rich experiences provided, such as the chance to observe lecturers in the National Gallery and Fitzwilliam Museum. Trainees explained how this had provided them with an insight into how teachers can incorporate art and historical artefacts into a range of teaching and learning activities.
15. Trainees are extremely proactive. They identify with course leaders and mentors the areas they would like to pursue to become skilled teachers. The impact of this is evident for trainees who wish to gain a deeper understanding of how to teach pupils who have special educational needs (SEN) and/or disabilities. These trainees have opportunities to visit schools that support them well in developing this aspect of their knowledge and understanding.
16. Mentoring is of the highest standard. Mentors have highly developed skills in coaching and mentoring. High-quality training and network events ensure that mentors are supported well and share excellent practice. They are provided with comprehensive documentation to prepare and support them in their mentor role. As a result, mentors continually develop their knowledge and practice through the programme and typically progress on to leadership roles. Headteachers explained how mentors bring new approaches from their learning that have led to school improvement.
17. Trainees develop a thorough appreciation of the barriers that can prevent pupils from making good progress. Trainees and NQTs demonstrate an in-depth understanding of the needs of pupils who are less able, disadvantaged or who have SEN and/or disabilities. Inspectors saw trainees and NQTs using effective strategies and techniques to ensure that pupils of all abilities are well supported to make good progress over time.
18. Trainees highly value their tutors' skilled pastoral care. Course leaders are vigilant in checking on trainees' well-being and develop excellent relationships with trainees. There is a strong mutual trust between leaders and trainees so that when trainees find themselves in difficult circumstances, well-judged support is put in place. High completion rates are maintained, and very high proportions of trainees successfully gain employment by the end of their training.

19. Leaders make effective use of the partnership's arrangements for checking trainees' progress across the teachers' standards. Programme tutors and school mentors quickly identify and swiftly address any areas for development. Robust quality assurance ensures that they draw on a wide range of evidence to ensure that their judgements are accurate.
20. The rich and diverse school placements provided by the partnership enable trainees to experience teaching in a range of different contexts. This includes schools that have been judged less than good by Ofsted. Leaders have implemented plans to spread the partnership even more widely across the country to include even greater variety. The school placements give trainees a wealth of experience and a deep understanding of how pupils' circumstances can impact on their learning and life chances. Trainees, therefore, become experienced and extremely skilful at adapting their teaching and learning practice to meet the needs of all pupils.
21. Trainees and NQTs benefit from the impressive breadth of strategies that the partnership has put in place to support them to meet pupils' needs. Tutors and mentors are on hand to support them in adapting their teaching when they are working in different contexts. During inspection, NQTs demonstrated that they successfully meet the needs of the most able pupils, pupils who have SEN and/or disabilities and those who speak English as an additional language.
22. Expert guidance ensures that trainees make considered choices about their first teaching post. The breadth of knowledge and understanding trainees gain from the course is underpinned by a strong sense of wanting to make a difference to pupils' lives. The NQTs told inspectors that they chose a school that 'they believed in'. One quarter of NQTs begin their career in schools in challenging circumstances and/or with pupils who have a wide range of needs.
23. The primary programme is led well by the course director, who is proactive, passionate and fully committed to the needs of the trainees. The team is equally committed and supports her most ably to ensure that the programme provides the highest-quality training and support. Continually evaluating and looking to improve, the team actively seeks feedback from all involved. As the partnership continues to grow, the team members are expertly adapting and re-designing the programme to suit the current educational landscape.
24. Trainees and NQTs understand the importance of their role in safeguarding children. Thorough training gives trainees the information and skills they need to ensure that all pupils are safe in their care. Partnership schools are diligent in ensuring that trainees and NQTs complete induction training. In addition, trainees have a heightened awareness of how to keep themselves safe, not only in school but when using social media.



25. Leaders have worked diligently towards the suggested development areas given at the end of stage 1 of this inspection. They have already begun to broaden the range of schools that serve a variety of contexts and increased the number of schools within the partnership. They have firmly established strong relationships with a range of educational organisations to develop the partnership further across the country.

### **Annex: Partnership schools**

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

Almond Hill Junior School, Stevenage

Barrington Church of England Voluntary Controlled Primary School, Barrington

Caldecote Primary School, Caldecote

Cottenham Primary School, Cottenham

Monkfield Park Primary School, Cambourne

Pendragon Community Primary School, Papworth Everard

Pooles Park Primary School, London

St Andrew's Church of England Primary School, Soham

The Grove Primary School, Cambridge

University of Cambridge Primary School, Cambridge

Woolenwick Infant and Nursery School, Stevenage

## The secondary phase

### Information about the secondary partnership

- The University of Cambridge works in partnership with 33 schools to provide secondary ITE leading to the award of QTS. There are currently 206 trainees on the course.
- The partnership offers courses in the following subjects: design and technology; art and design; English; geography; history; Latin with classics; mathematics; modern foreign languages; music; religious studies; science with biology, chemistry or physics.
- On successful completion of the course, trainees are awarded a PGCE, which includes accreditation at Masters degree level.

### Information about the secondary ITE inspection

- During stage 1 of the inspection, inspectors observed the teaching of 11 trainees in eight schools. At stage 2, inspectors observed the teaching of nine NQTs in six schools.
- Inspectors held discussions with trainees and NQTs, members of the partnership standing committee, programme leaders, the head of the faculty of education, the director of teaching and learning, subject lecturers, mentors, trainers, librarians, headteachers and other school staff on both stages of the inspection.
- Inspectors considered a wide range of documentary evidence, including programme handbooks, trainees' files, the partnership's self-evaluation documentation and improvement plans, training programmes and information relating to trainees' attainment, completion rates, employment rates and well-being.
- Inspectors considered evidence of compliance with ITT criteria and statutory requirements, including those for safeguarding children.
- Inspectors observed training taking place in the Donald McIntyre Building at stage 2 of the inspection.
- Inspectors took account of 113 responses to the most recent trainee and NQT surveys.

### Inspection team

John Lucas HMI, lead inspector and secondary phase lead inspector

Adrian Lyons HMI, assistant lead inspector

Susan Aykin HMI, team inspector

## Overall effectiveness

**Grade: 1**

### Key strengths of the secondary partnership

- There is very effective partnership working, which is underpinned by mutual respect and an unwavering commitment to improving all groups of pupils' well-being and academic achievement.
- Passionate, expert leaders and staff at all levels are successfully sustaining and improving the outstanding quality of provision.
- An exacting recruitment process ensures that trainees are of a high calibre, well motivated, and meet the needs of schools locally and nationally. Effective and wide-ranging pastoral support ensures that trainees have equality of opportunity and very high proportions successfully complete the programme.
- There is a shared commitment to developing teachers who are highly skilled at integrating educational research, a profound understanding of how pupils learn, and classroom practice. Trainees develop a deep understanding of a breadth of pedagogical approaches and implement these exceptionally well.
- There is a skilfully planned and extremely cohesive training programme delivered by experts in the field of education, associated studies and subject pedagogy.
- Very high-quality complementary school placements enable trainees to put into practice the knowledge and skills developed through the excellent training in a timely way.
- Mentoring is consistently of the highest standard. Mentors are enthusiastic beneficiaries and disseminators of the research and training the partnership provides.
- Outcomes are outstanding. In relation to what could be reasonably expected of trainees, the quality of teaching is often outstanding and never less than good.

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

#### The partnership should

- explore further strategies to share the excellent practice that already exists even more widely beyond the partnership.

### Inspection judgements

26. The outstanding quality of provision is underpinned by seamless collaborative working. There is an unwavering commitment on the part of organisations and individuals working within the partnership. Trainees and NQTs hold the partnership and its staff in very high esteem. One NQT's opinion of the partnership, that 'I cannot sing its praises highly enough,' was typical of the views trainees and NQTs shared with inspectors. Through their impeccable

professional demeanour and excellent teaching practice, trainees and NQTs reflect the highest standards modelled by partnership leaders and staff.

27. Very high proportions of trainees secure employment by the end of the course. Schools have the highest opinion of the work of the partnership and the teachers it produces. School leaders explained the extent to which their schools benefit from the 'breadth of skill and knowledge Cambridge trainees bring to our schools'. One headteacher also explained, 'I cannot tell you how much we rely on the calibre of all the trainees from Cambridge.'
28. Staff from schools within the partnership told inspectors that, 'It is a privilege to work alongside the partnership,' and 'We enjoy working [within] the partnership because it is a true partnership.' These comments reflect the sentiments expressed by school-based professionals. Schools are valued partners and extremely effective contributors to the training programme. Well-established, very efficient administrative and organisational structures, combined with excellent communication, ensure that trainees receive a coherent, high-quality programme of training and support.
29. The comprehensive recruitment procedures ensure that highly capable, resilient trainees join the programme. School and partnership leaders work collaboratively so that local and national priorities are understood and considered when recruiting trainees. Trainees and NQTs explained how the recruitment process 'put us through our paces' and gave them 'a rigorous but fair shot' at demonstrating their subject knowledge and potential to teach well. The success of the recruitment processes is evident in trainees' impressive levels of enthusiasm, dedication and self-analytical approach. Very high proportions of trainees successfully complete the programme and many NQTs move into leadership positions early on in their career.
30. Programme and subject leaders swiftly gain a detailed understanding of each trainee's knowledge and aptitudes. Each trainee receives the balance of training that is most appropriately suited to their starting points. The view expressed that the training was 'tailored to me from beginning to end' is fully supported by inspection evidence. Leaders work closely with schools to ensure that trainees undertake the highest-quality complementary school placements. Highly efficient transition enables trainees and schools to gain an understanding of each other quickly and well. As a result, schools play their full role in helping trainees make exceptional progress towards meeting and exceeding each of the teachers' standards.
31. Trainees develop an excellent understanding of the rewards and challenges of teaching in schools with widely differing contexts. Consequently, trainees are well prepared to teach pupils of differing abilities and from a range of social, economic and cultural backgrounds. Outreach projects undertaken by trainees in the classics and design and technology are fine examples of how they gain

an impressive breadth of experience. The partnership includes schools with a range of Ofsted judgements, including those judged to be less than good. As a result, trainees can make informed choices about where to begin their career. The impact of this is seen in the ease with which many NQTs adapt to their first teaching post.

32. Leaders skilfully draw upon the considerable expertise and resources available across the university and partnership to create a training programme that is of the highest quality and coherence. Trainers, subject tutors and associate teachers are highly skilled in their craft and provide outstanding training that is deeply rooted in a combination of research and practice. This enables trainees, no matter what their starting point, to acquire the necessary pedagogical skills and knowledge of how pupils of all abilities learn quickly and well. Importantly, leaders make sure trainees have timely opportunities to put strategies learned into practice. Mentors offer trainees precise feedback on the success of their practice.
33. The partnership enjoys an enviable reputation. Trainees and NQTs told inspectors that they were attracted to training with the partnership because they were impressed by the focus on scholarship, research and the balance of centre and school-based training. Research is at the heart of the programme and the partnership is exceptionally successful in developing trainees who are 'first and foremost teachers who engage in research'. Trainees also take part in projects with other university departments, leaders in educational research, museums and subject-development programmes. Trainees' subject and pedagogical knowledge is enriched by the wealth of opportunities afforded to them.
34. Trainees are encouraged to be inquisitive, independent and self-analytical. Trainees and NQTs display these qualities in abundance. Inspectors noted the ease with which trainees and NQTs routinely and successfully draw upon educational research to inform their classroom practice. School leaders and mentors explained the extent to which their schools benefit from the 'breadth of skill and knowledge Cambridge trainees bring to our schools'.
35. Mentoring is consistently of a very high standard. Trainees and NQTs told of their appreciation for their mentors' professionalism, knowledge and care. Mentors are eager recipients of the partnership's excellent general and subject-specific training for the role. Consequently, they gain a clear understanding of the partnership's philosophy and provide trainees with exceptional support. Mentors are accurate in their assessment of how well trainees teach. School leaders explained how mentors, because of their work within the partnership, become 'overtly more reflective practitioners themselves'.
36. Trainees and NQTs develop excellent subject knowledge. They do so through the work of subject lecturers, school-based mentors and trainees' willingness to

research the subjects they teach. Trainees also gain a thorough understanding of curricula and their design. They use this information very well to construct interesting sequences of learning, often rich with opportunities for pupils to develop their literacy or mathematical skills. Evidence from work in pupils' books and lesson observations confirms that trainees and NQTs implement these sequences very well for pupils of all abilities.

37. Inspectors saw pupils in lessons responding with enthusiasm because what they were learning interested and challenged them. A typical comment from pupils was that the science teacher (an NQT) 'provides us with every detail we need and checks that we understand it'. School leaders provided examples of how schools benefit from trainees' and NQTs' 'superb subject knowledge', such as in religious studies and art, to shape the curriculum in their respective departments and across the school.
38. Trainees make excellent use of the high-quality behaviour management training. Trainees are quick to establish positive and industrious working relationships with pupils in their classes. Trainees and NQTs rightly understand the importance of recognising and responding positively to pupils' good behaviour and do so extremely well. Inspectors saw NQTs display calm authority in their skilful use of school behaviour systems and strategies they have learned.
39. Trainees develop a comprehensive understanding of the barriers to learning that pupils may face, especially pupils who are disadvantaged, those who have SEN and/or disabilities and pupils who speak English as an additional language. Inspection evidence confirms school leaders' views that trainees and NQTs employ very effective strategies to accelerate the progress of pupils who need additional support.
40. Leaders and staff are rightly proud of the academic rigour that is a hallmark of the programme. The partnership takes every step necessary to ensure that trainees are supported well as they complete their research-based assignments. The team of highly professional, dedicated librarians, for example, works closely with subject lecturers to ensure that trainees have access to relevant and up-to-date literature. The partnership's Journal of Trainee Teacher Education Research (JOTTER) showcases trainees' high-quality educational research. Many former trainees have become contributors to the research and training to which the current trainees have access.
41. Leaders have made sure the breadth and quality of pastoral support available to trainees is exceptional. Trainees belong to a college and have access to the university's wealth of social opportunities and pastoral care services. Leaders have invested greatly in promoting trainees' physical and mental well-being. Leaders go to considerable lengths to provide partnership staff with relevant training so that they are well placed to spot when a trainee needs additional

support. Trainees spoke of their appreciation of the 'personal touch and high quality of care displayed by our tutors'. As a result, trainees are afforded equality of opportunity. Several trainees informed inspectors that without this excellent support they would not have successfully completed the course.

42. The partnership is very well organised, and leaders utilise its systems to gain a detailed understanding of trainees' well-being and progress. Mentors carry out regular assessments of the quality of trainees' teaching and provide them with precise targets for improvement. Trainees frequently analyse their own performance and record these reflections online. Evidence from these targets and reflections confirms that trainees are self-analytical and make progress towards the teachers' standards. Other inspection evidence confirms leaders' accurate assessment that trainees demonstrate excellence in each of the standards for teaching. There are no significant variations in attainment for different groups of trainees or between subjects.
43. Leaders equip trainees with relevant knowledge and skills to help them manage their workload and well-being while in their first year of teaching. Leaders offer support to NQTs and former trainees and ensure that, as one NQT explained, there are plentiful opportunities to be 'very much part of an ongoing community'. The partnership runs an annual NQT conference and a range of online communities. Many NQTs and former trainees contribute to the programme as mentors, teaching associates or through one-off lectures or training events.
44. Passionate programme and faculty leaders have been very successful in sustaining and improving the quality of provision. They model the self-analysis they expect of trainees. Leaders constantly seek to refine and update the programme. They routinely seek feedback from trainees, mentors, school leaders and partnership leaders and take heed of the findings of an annual external scrutiny of the partnership's work. Leaders take swift, effective action where any aspect of provision is at risk of falling below the highest standards expected. Leaders wasted no time, for example, in making effective amendments when trainee satisfaction with one aspect of the central training slipped.
45. Programme leaders have responded well to the areas identified for further development at the end of stage 1 of this inspection. In response to recent changes to recruitment requirements, the partnership extended its recruitment timescales. In doing so it successfully increased the number of high-quality trainees accepted onto the programme. In keeping with their thorough, analytical approach, leaders have reviewed and improved mechanisms for sharing good practice within the partnership. They recognise that they could extend the sharing of good practice even further beyond the boundaries of the partnership. They have also ensured that the training programme has an even

clearer focus on how trainees provide for pupils who have lower prior attainment.

46. Leaders ensure that trainees have an acute awareness of their responsibilities to keep pupils safe. Trainees and NQTs know how to recognise the signs that pupils may be vulnerable, being bullied or at risk of abuse. Trainees and NQTs also know to whom such concerns should be reported and the processes for doing so.
47. The partnership places great emphasis on the promotion of equality, diversity and the elimination of discrimination, and is fully compliant with the criteria for ITT.

### **Annex: Partnership schools**

The following schools were visited at stages 1 and/or 2 to observe trainees' and NQTs' teaching:

Cottenham Village College, Cottenham

King Edward VI School, Bury St Edmunds

Impington Village College, Impington

Longsands Academy, St Neots

Netherhall School and Sixth Form Centre, Cambridge

Parkside Federation Academy, Cambridge

Saffron Walden County High School, Saffron Walden

Sawston Village College, Sawston

Sybil Andrew's Academy, Bury St Edmunds

St Bedes Inter-Church School, Cambridge

Thurston Community College, Thurston



## ITE partnership details

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Stage 2	1–3 October 2018
Lead inspector	John Lucas HMI
Type of ITE partnership	Higher education institute
Phases provided	Primary and secondary
Date of previous inspection	31 January–4 February 2011
Previous inspection report	<a href="https://reports.ofsted.gov.uk/provider/41/70133">https://reports.ofsted.gov.uk/provider/41/70133</a>
Provider address	Faculty of Education 184 Hills Road Cambridge Cambridgeshire CB2 8PQ



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