

The University of Portsmouth ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 21 May 2018 Stage 2: 5 November 2018

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

	Early years ITT (EYTS)	Primary QTS	Secondary QTS	ITE in FE
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2	1	2	1
The outcomes for trainees	2	1	2	1
The quality of training across the partnership	2	1	2	1
The quality of leadership and management across the partnership	2	1	2	1

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in early years ITT; outstanding in primary; good in secondary; and outstanding in further education.

All trainees exceed the minimum expectations of the appropriate standards, and many of them reach a high level by the end of their training. They all demonstrate high standards in their personal and professional conduct. The partnership enjoys a very high reputation among leaders of settings, schools and colleges, playing an important role in teacher recruitment, in particular in areas where recruitment has historically been challenging. However, despite many strengths, outcomes for trainees, the quality of training and the leadership and management of the partnership are not yet as strong in the early years and secondary phases as they are in primary and further education.

Key findings

- Clearly stated and strongly held values of inclusion and diversity underpin the work of this partnership. All partners share an unrelenting commitment to improving children's, pupils' and students' achievement through the recruitment, training and ongoing professional development of highly competent teachers.
- Trainees achieve at least at a good, and often an outstanding, level by the end of their course. Completion rates are consistently high or rising. Employment rates are consistently above national averages because trainees from this partnership are highly valued by headteachers and college leaders. Many trainees start and build their careers in local settings, schools and colleges, including those serving disadvantaged communities.
- The recruitment and selection of trainees are rigorous. Trainees confirm that the process is searching and challenging. The partnership is committed to attracting applicants from a broad and diverse range of backgrounds.
- Effective training enables trainees to perform to a good or outstanding level against all the teachers' standards (early years), the teachers' standards and the professional standards for teachers and trainers in further education. University tutors and school- and college-based mentors collaborate very well to deliver a coherent and well-judged ITE curriculum. They ensure that trainees have the experience, knowledge and skills they need to flourish as reflective practitioners in their chosen subject or phase.
- Trainees benefit from high-quality and complementary placements that enable them to experience different contexts and which prepare them well to teach in a diverse range of schools, settings and colleges.
- Trainees are overwhelmingly positive about the quality and timeliness of the support and training provided by their tutors and mentors. Trainees appreciate

the strong and improving support that they receive for their health and well-being, including well-judged advice on managing workload.

To improve the ITE partnership should:

- create more opportunities for the sharing of good and outstanding practice, so that the overall effectiveness of each phase is outstanding.

Information about this ITE partnership

- The University of Portsmouth works in partnership with settings, schools and colleges in five local authorities to provide teacher training in the early years, primary, secondary and further education phases. Most providers are in the Portsmouth and Hampshire area, but the partnership includes schools, settings and colleges in Surrey, Dorset, Sussex and the Isle of Wight.
- The partnership offers both undergraduate and graduate routes into teaching, including employment-based programmes leading to early years teacher status (EYTS) and the School Direct route to qualified teacher status (QTS) in primary. Trainees can follow a one-year postgraduate certificate in education course with QTS or a School Direct route for the secondary phase, while pre- and in-service pathways into teaching are available in further education and training.
- The University of Portsmouth also provides academic accreditation for two local school-centred initial teacher training (SCITT) providers and works closely with a number of teaching school alliances in the South East.
- Each phase of training has its own steering group or management board, made up of representatives from the university, partner settings, schools and colleges. These forums also include student representatives from each training route.

The early years ITT phase

Information about the early years ITT partnership

- The University of Portsmouth works in partnership with about 30 schools and early years settings in Portsmouth and neighbouring local authorities to deliver early years initial teacher training (ITT).
- The partnership offers the graduate employment-based route to early years teacher status (EYTS) and an undergraduate route to a Bachelor of Arts degree in childhood studies with EYTS. The first cohort of trainees started in September 2014.
- At stage 1 of this inspection, there were nine trainees, one of whom was an undergraduate.

Information about the early years ITT inspection

- There was one inspector at both stages of the inspection. She visited four settings at stage 1, observing five trainees' teaching and meeting their mentors and setting leaders. The inspector observed mentors feeding back to the trainees. She undertook detailed discussions with the trainees and scrutinised their portfolios of evidence.
- The inspector met partners, including two steering group members, and had telephone discussions with the mentors of the undergraduate trainee.
- At stage 2, the inspector visited two settings to meet with three former trainees and setting leaders and observe the former trainees teaching. Two of these former trainees were also visited at stage 1. The inspector had a telephone discussion with a further former trainee.
- The inspector held discussions with the programme leader during both stages of the inspection and considered a wide range of evidence. This included: partnership agreements; the programme handbook and guidance; recruitment and selection information; mentor training notes; evidence of compliance with statutory safeguarding and early years ITT requirements; tracking and assessment information; records of steering group meetings and external examiner reports. The inspector also reviewed the partnership's self-evaluation, improvement plans and information provided on the university's website.
- The inspector took account of four trainees' responses to Ofsted's online questionnaire.

Inspection team

Sheena MacDonald OI, lead inspector

Overall effectiveness

Grade: 2

Key strengths of the early years ITT partnership

- Recruitment and selection procedures are strong and, as a result, over several years, almost all trainees have completed the programme and achieved well against all the teachers' standards (early years).
- Trainees are committed professionals who are passionate about providing high-quality early years provision. They spark children's love of learning within a safe, reassuring environment.
- Trainees promote children's language, communication and early mathematics skills well and demonstrate a good understanding of children's personal, social and emotional development.
- The programme is well planned, and all the elements combine effectively so that trainees develop a good understanding of theory and are able to apply the theory in their practice.

- Trainees benefit from a valuable range of placement experiences. These enhance their ability to teach across the age range, deepen their understanding of the continuum of child development and learning, and build their confidence.
- The course leader provides high levels of personalised learning to meet trainees' and mentors' needs and build on their strengths and interests.
- The course leader's knowledge, skills, clarity of purpose, vision and close attention to detail are driving improvement. She ensures that all aspects are monitored, assessments are accurate and quality is rigorously assured.

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

The partnership should:

- strengthen the focus of assessment and moderation on the impact of trainees' teaching on children's learning and development over time
- improve strategic improvement-planning so that there is a clear line of sight between the analysis of trainees' achievements against the early years teaching standards and the actions to be taken to achieve clear, measurable outcomes
- build on the partnerships with former trainees, settings and steering group members in order to enrich the quality of provision in the early years sector locally.

Inspection judgements

1. The overall effectiveness of the early years ITT partnership is good. Outcomes, training and leadership and management are all good.
2. The partnership is fully compliant with the requirements of early years teacher training and meets all relevant safeguarding requirements. The recruitment and selection procedures are rigorous and comprehensive, so that trainees are selected who have the attitudes, skills and experience to gain the most from this demanding programme and become good early years teachers.
3. Mentors and setting leaders praise the professionalism of the trainees. Almost all trainees complete the course and achieve well. All exceed the early years teaching standards at a good level. The proportion who achieved exceptionally well rose to just over half last year. Employment rates are also very high, with many former trainees taking on greater responsibilities in their settings.
4. Trainees and former trainees are confident, quite rightly, that they have developed effective teaching skills based on a good understanding of how young children develop and learn. Former trainees continue to develop their knowledge and skills and make an increasingly strong contribution to the early years education in their settings.

5. Trainees have a good understanding of early language and communication. They find the school placements particularly helpful in consolidating their knowledge and confidence in teaching early reading strategies, including systematic synthetic phonics. Most understand the importance of providing early language activities, for example using rhyme to develop children's auditory discrimination. They have explored techniques to support children who speak English as an additional language. Some are less confident or knowledgeable about how to develop language skills with the very youngest children.
6. The centre-based training in mathematics helps to build the skills and knowledge of the trainees effectively so that they are increasingly able to introduce mathematics into everyday provision. During the visits, there were good examples of trainees helping children to count, name the days of the week and compare the size and shapes of different objects. Some of the most able trainees extended the children's learning by introducing concepts such as 'more than' or 'less than' when appropriate.
7. Trainees inject a sense of fun and enjoyment into children's learning. Many of the sessions seen during the visits were characterised by laughter and enthusiastic participation. Trainees understand the importance of helping children to feel secure, relaxed and confident to enjoy learning. They develop strong relationships with children, and with other adults, and they manage behaviour sensitively and effectively. They demonstrate a good understanding of strategies to support children with special educational needs and/or disabilities (SEND).
8. Trainees have a good understanding of the importance of working with other agencies and parents. Some trainees' opportunities to develop these skills have been rather limited. Nonetheless, all are clear about how they influence the provision and promote valuable wider relationships with parents and families. They are well aware of issues around safeguarding, equal opportunities and gender stereotyping.
9. All trainees understand the importance of planning activities to promote learning and can assess the impact of their teaching on a child-by-child, day-by-day basis. However, not all use, or understand the use of, assessment to focus on the impact of their teaching on individual children's, or groups of children's, learning over time.
10. The observation of individual teaching episodes forms a very important part of the assessment process to track trainees' progress. However, the focus tended to be very much on what trainees were doing, and what children were learning, in that one session, rather than on the impact on children's learning over time. This was raised as an emerging area for improvement at stage 1 of the inspection. The course leader has thoroughly reviewed, and revised, training

and all recording formats for trainees and mentors so that this year there is a greater emphasis on the impact of teaching on children's learning over time.

11. The course handbooks and supporting information, including a detailed year planner, are clear, detailed and helpful. Nevertheless, at stage 1 of the inspection the university's information about the course on its website was not as clear as it could have been. This was addressed immediately, so that now expectations about placement requirements are spelled out right from the outset.
12. Trainees complete a range of valuable activities, such as complementary placements, several valuable assignments and an action research project. All these elements combine well and build well-integrated and incremental theoretical and practical knowledge. Assignments enhance the trainees' understanding of theories relating to child development and learning and what those theories mean in their own practice. The action research projects involve in-depth studies of topics such as the impact of gender, the use of sensory approaches with children who have autism spectrum disorder, and effective strategies when working with children who speak English as an additional language.
13. Trainees and former trainees and mentors are positive about the centre-based training. Trainees are particularly positive about the use of guest speakers, and they praise the impact of the early mathematics training. Trainees and former trainees all stress the importance of, and positive impact gained from, having regular opportunities to share expertise and experiences with their peers.
14. Trainees benefit from a range of placements in different contexts and settings. Without exception, they say that placements are the most important and influential element of the course. As well as working across the age range, they experience a range of types of settings and schools in different geographical and socio-economic contexts. They believe that these experiences deepen their knowledge and skills and build their confidence.
15. Most mentors are new to mentoring, and therefore the high-quality information, mandatory training, ongoing support, guidance and clarity of expectations on mentors provided by the course leader are extremely important. Mentors support the trainees effectively in the different placements to ensure consistency. The course leader models effective mentoring at several key points during the year. The leader and the mentors observe trainees and have detailed follow-up meetings to assess progress and identify next steps. The targets arising from these joint observations are developmental, linked to the early years teaching standards, and usually focused on impact on learning. Mentors provide good support and helpful feedback, but sometimes targets in the notes of regular mentor meetings with the trainees are more of a 'to do' list rather than developmental.

16. The course leader is knowledgeable, influential and evaluative. She has a tight grip on this provision and works intensively with mentors and trainees to provide highly thought of, personalised support. She adapts provision throughout the year to support trainees' and mentors' individual needs and to build on their strengths and experience. Both groups are full of praise for the speedy and valuable responses provided whenever they have a query or want some advice.
17. Rigorous moderation systems are used to ensure compliance across all the relevant criteria, the quality of provision and the accuracy of assessment. The course leader makes good use of feedback from trainees, mentors and steering group members to evaluate the effectiveness of the provision. Analysis of trainees' achievements against the early years teaching standards is used to adapt and improve provision throughout the year. Trainees make good progress and benefit from this approach. However, there is not a clear plan of action to address specific weaknesses in achievement over time. Targets in the quality improvement plan tend to be actions completed rather than focused on measurable improvements in outcomes.
18. Despite being very positive about the opportunities to share experiences with others during the course, none of the former trainees encountered during this inspection have continued their links with the university. The university has, however, provided a well-attended session mainly involving childminders. The feedback was very positive, so the session clearly addressed a need in the sector.
19. The course leader is supported by a steering group, which includes a valuable range of expertise from local authorities, settings, former trainees, mentors and schools. Members understand their role in monitoring and improving provision on the course. Some also contribute to centre-based training in various aspects, such as safeguarding. Membership of the steering group helps individual members to develop their own networking systems across the early years sector.

Annex: Partnership settings

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

Ark Alpha Day Nursery, Portsmouth

Droxford Montessori Nursery, Droxford

Mulberry Corner Nursery, Chandlers Ford

Steady Steps Nursery, Gosport

Tops Day Nursery, Cosham

The primary phase

Information about the primary partnership

- The University of Portsmouth began offering a School Direct route to QTS with Portsmouth Teaching School Alliance (PTSA) in September 2017. This was the partnership's first inspection.
- Initially, the partnership took on an existing programme for training teachers on the Isle of Wight. In 2018/19 it has expanded to offer a School Direct route to those wanting to train as a primary teacher in Portsmouth.
- In 2017/18 the partnership consisted of the university, PTSA and 12 schools on the Isle of Wight offering placements. In 2018/19, 18 schools across the Isle of Wight and Portsmouth are offering placements.
- Training is delivered through a service-level agreement by the PTSA. The lead school within the alliance is the Mary Rose Academy, a special school for pupils aged two to 19 years. It is also the lead school for the Solent Maths Hub and a specialist sports college. Trainees successfully completing the course are awarded QTS and a level 6 professional graduate certificate in education by the university.
- At stage 1 of the inspection, there were nine trainees: eight School Direct and one School Direct (salaried). Eight trainees began their training on the Isle of Wight in September 2018 and a further nine in Portsmouth schools.

Information about the primary ITE inspection

- Inspectors visited five schools, observing three trainees and four newly qualified teachers (NQTs) over the two stages of the inspection. At stage 1, mentors, and in one case the tutor as well, observed trainees teach with the inspector and led the feedback to trainees. Two trainees were observed at both stages of the inspection.
- During stage 1 school visits, the inspector looked at evidence in trainees' files to inform the evaluation of how well they were meeting the teachers' standards and spoke with mentors, trainees and one headteacher. At stage 2 the inspector spoke with NQTs, headteachers and NQT mentors.
- Inspectors held a range of meetings at both stages to gather evidence. These included discussions with the director of ITT for PTSA, the Isle of Wight-based tutors, university leaders and members of Portsmouth Education Partnership.
- Across both stages of the inspection, inspectors reviewed documentation and records, including information about trainees' achievements, the partnership's evaluation of its work and improvement plans. They checked that the partnership was compliant with the criteria for ITE and statutory requirements, including

safeguarding. Inspectors also considered three responses to Ofsted's trainee online questionnaire, which trainees completed in summer 2018.

Inspection team

Ann Henderson HMI, overall lead inspector and phase lead inspector (stage 1)

Alison Bradley HMI, lead inspector (stage 2)

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- The partnership has already established an excellent local reputation because it is successfully accomplishing its mission to provide high-quality teachers for the local area. The director of ITT from the teaching school alliance provides strong leadership.
- The care taken in recruiting trainees who are both well suited to a career in teaching and resilient is repaid many times over. Very nearly all complete the course and all are highly employable.
- Trainees and NQTs are highly professional, committed to their chosen career and extremely grateful that they could access such high-quality training on the island.
- Trainees speak very highly of the island-based tutors. They are appreciative of tutors' experience and expertise, their willingness to go above and beyond in their support and the way they use their insight into trainees and schools to tailor placements.
- Training is enhanced by the wide range of expertise that can be accessed through the teaching school alliance. Notably, this manifests itself in strong subject knowledge and rightly placed confidence to teach across the primary curriculum.
- Well-trained, highly skilled mentors promote effective professional dialogue and form well-judged targets to support trainees' development through training and into their NQT year.
- A relentless focus on pupils' progress throughout training means trainees and NQTs think about pupils' learning first and their own performance second.
- Complementary and rigorous layers of quality assurance ensure consistency in the quality of training and outcomes for trainees.

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

The partnership should:

- embed strategic leadership arrangements so that all partners are fully engaged and have the opportunity to influence future plans
- refine evaluation and action planning in order to tighten accountability.

Inspection judgements

20. An unwavering moral commitment underpins all aspects of the primary partnership's work. Leaders, tutors and partner headteachers are acutely aware that issues affecting national teacher recruitment are magnified by the water that separates the Isle of Wight from the mainland. They are determined to tackle this and provide high-quality teachers for a local area with its own particular challenges. Quite simply, the partnership is proving extremely successful in its mission.
21. The teaching school alliance and the university were diligent in their decision-making when setting up the partnership, despite a short lead-in time. Leaders were meticulous in assuring themselves of the quality of the existing provision and, drawing on their own expertise, identifying where they could improve it further. The result is a programme which is fully compliant with the criteria for ITE and statutory requirements and that prepares trainees very well for their first teaching posts. By the end of the course, all trainees meet the teachers' standards at a good and often high level.
22. Even within this overall strong picture of NQTs' teaching there are several notable features. They are skilled at establishing classroom routines and nurturing positive relationships with pupils. NQTs use behaviour management strategies which reinforce good behaviour well. Their subject knowledge is secure across the curriculum. They structure lessons well to build on what pupils already know and use other adults in their classroom to good effect. Above all, NQTs are constantly mindful of how well pupils are learning.
23. All trainees have been successful in gaining teaching posts on the Isle of Wight, mostly at their first interview. Employing headteachers are very complimentary about how they stand out at interview compared with others and are extremely pleased with the calibre of new teachers they receive. Indeed, as one headteacher commented, 'sometimes it is easy to forget they are an NQT'.
24. Recruitment and selection processes are carefully thought out to thoroughly test both candidates' potential and resilience for a career in teaching. Training does what it can to address workload issues, for example reducing the detail of planning over time. As a consequence, on the rare occasion a trainee defers for

a while, it is not because they are not cut out for teaching or the demands of the course.

25. The partnership sets out its high expectations of trainees' behaviour from the word go, through the commitment charter trainees sign up to. So it is little wonder that schools find that trainees demonstrate good levels of personal and professional conduct from an early stage. By the time they are NQTs, they are already a credit to the profession. They settle well into staff teams, are confident working with parents and willingly make a positive contribution to wider school activities.
26. Trainees' performance against Part 2 of the teachers' standards is kept firmly and formally on the radar as part of the professional interview at the end of each phase of training. Meeting Part 2 at a high standard by the end of training is non-negotiable. NQTs have a strong sense of moral purpose and a secure understanding of the signs to be alert to and how to respond to safeguarding concerns.
27. Trainees benefit enormously from the well-deserved excellent reputation and local insight of the Isle of Wight-based tutors. Aside from the centre-based training they deliver, the tutors' in-depth knowledge of the trainees is invaluable. They take great care to broker bespoke school placements which, for example, complement previous experience or nurture an interest they have spotted. This is on top of providing contrast in the type of school, for example rural or urban schools, and including some that require improvement.
28. Tutors give very generously of their time, including encouraging those in whom they have spotted the potential to persevere with getting on the course. Should a trainee falter for some reason, support is swift and successful in quickly getting them back on track.
29. Trainees and NQTs are overwhelmingly positive about the training they receive. The coherence of the training programme is very well thought out, with the teachers' standards and the impact of trainees' teaching on pupils' learning at its heart. Pre-course tasks and training days get trainees into the right mindset and ensure they are familiar with their main placement in order to hit the ground running. School placements layer the development of trainees' teaching skills from learning the craft of the classroom, through developing as a professional and on to becoming a critical professional.
30. Mentors are well trained to take trainees on this journey. They provide accurate feedback and ask probing questions to help trainees reflect on and consider how they can develop their practice. Although not always explicitly recorded as prompted on the partnership's weekly review template, it is clear that this professional dialogue has an ongoing focus on pupils' progress. Unsurprisingly then, it is second nature for NQTs to critique their teaching with a focus on

pupils' learning and to be striving to continue to improve their own practice and broaden their experience.

31. Centre-based training and tasks, including input from partnership schools, complement school placements well, so that NQTs are well prepared to teach across the primary curriculum and meet the needs of different groups of pupils. Their subject knowledge in the core subjects is strong, for example with a thorough grounding in phonics evident in very precise teaching of early reading and writing skills.
32. Termly audits in English, mathematics and science keep a careful check on the development of trainees' subject knowledge. Outside of taught sessions, in their marking of written tasks, tutors are fastidious in picking up on and insisting trainees address any errors in written English and grammar to avert inaccuracies in their teaching.
33. Training is undoubtedly enhanced by the programme being under the wing of the PTSA, giving trainees access to a wide range of expertise. The impact of this can be seen in particular in the way NQTs' strong mathematics subject knowledge and pedagogy shine through, how they are well-informed about meeting the needs of pupils with SEND and their confidence in teaching physical education (PE). Their understanding of the content and importance of foundation subjects is enhanced by research tasks which all benefit from by presenting their findings to the group.
34. The island-based tutors also benefit from now being employed by the teaching school alliance. There is a clear intent that they make the most of training and development opportunities on offer through PTSA, to keep themselves up-to-date and maintain a perspective beyond the island. Similarly, leaders are clear that, while they set out to meet a local need, NQTs must be capable of teaching in other contexts. Although most, if not all, NQTs have no immediate plans to leave the island, they are right to feel confident that their training has given them sufficient grounding to teach elsewhere.
35. For example, during their training NQTs visited a culturally diverse school on the mainland and had input on teaching pupils who speak English as an additional language (EAL). They are applying what they learned to the small numbers of EAL pupils in their classes now. Nevertheless, leaders responded to the recommendation made at stage 1 of the inspection and have put plans in place for current trainees to actually experience teaching in culturally diverse schools.
36. Trainees' progress is carefully monitored, ensuring that any gaps are plugged or support that is needed is provided so that, by the end of their training, they are more than ready to take on their first class. Mentors are skilled at setting short-term targets that support trainees' development from week to week. Formal

targets set at the end of each school placement, complemented by mentor handover, ensure there is no loss of momentum at transition points. The same is true of the targets that trainees set with their mentors and tutors at the end of their training, which provide a well-judged basis for their ongoing professional development as NQTs.

37. The different layers of quality assurance are effective in ensuring accuracy and consistency in assessments of trainees, without being too onerous. Tutors quality assure and moderate the work of mentors first hand and, in turn, their work is appraised by the director of ITT for the PTSA. The link university tutor provides an additional objective view through sampling observations and assessments of trainees. A new electronic tracking system introduced this academic year is enabling tutors to monitor weekly reviews remotely and track trainees' progress. There are plans for the university's partnership manager to quality assure placement arrangements, but these have not yet started.
38. On an ongoing, practical basis, the director and tutors have a very good understanding of what is working well and what could be even better. The nature of the way they work is that they are constantly reflecting on the programme. They take feedback from training, mentors and headteachers very seriously and make adjustments as they go along, always with a view to securing the best outcomes for trainees. What the director and tutors refer to as their 'just get on and do it' approach has undoubtedly been successful, looking at what was achieved in 2017/18.
39. The director of ITT at PTSA and her counterpart in the university have taken a similar approach to capitalising on the success of the first year of operation. As such, they were able to expand the partnership to include the opportunity to train in Portsmouth from September 2018 and, in doing so, double the number of trainees across the two hubs.
40. There is no question that leaders at all levels, including headteachers, are steadfastly ambitious for the partnership and committed to addressing the local need to recruit and retain high-quality teachers. There is very good capacity for further improvement. The director of ITT for the PTSA, in her role which spans other phases, routes and partnerships, has an excellent understanding of local and national priorities in education and in particular in teacher training.
41. However, the strategic leadership of the partnership is still at an early stage. The newly formed strategic programme board has yet to formally engage school partners. On the face of it, the formal self-evaluation and improvement plan suggests that analysis is not quite as detailed, or forward planning as precise, as they need to be to improve provision further. While actions taken belie this, the lack of a clear line of sight and clarity about intended impact may hinder the board and university in holding leaders to account.

Annex: Partnership schools

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

Brading Church of England Primary, Brading

Carisbrooke Church of England Primary School, Newport

Medina House School, Newport

Oakfield Church of England Aided Primary School, Ryde

Queensgate Foundation Primary, Ryde

The secondary phase

Information about the secondary partnership

- The University of Portsmouth works in partnership with over 90 schools in five local authorities to provide secondary teacher training.
- The secondary partnership offers two routes to QTS. Graduates can follow a one-year, full-time postgraduate certificate in education or the School Direct (fee-paying) or School Direct (salaried) routes. All trainees are trained to teach pupils aged from 11 to 16 years in their subject.
- At stage 1, there were 99 secondary trainees across both routes. Of these, 24 were following the School Direct (fee-paying) or School Direct (salaried) routes.

Information about the secondary ITE inspection

- There were three inspectors on the team for both stage 1 and stage 2 of the inspection.
- During stage 1 of the inspection, inspectors observed 12 trainees teaching in eight different partnership schools. This included trainees following both PGCE and School Direct routes.
- At stage 1, inspectors met with the trainees who had been observed to discuss their progress and review their teaching files. While in schools, inspectors also held discussions with other trainees, school-based mentors, ITE coordinators and senior leaders.
- During stage 2 of the inspection, inspectors observed 10 NQTs teaching in six schools. One of these NQTs had also been observed at stage 1.
- While in schools, inspectors met the NQTs whose teaching had been observed and also held discussions with other NQTs, induction tutors and senior leaders.

- During both stages, meetings were held at the university with course leaders and senior staff responsible for aspects of ITE provision.
- Inspectors took account of 58 responses to Ofsted's online questionnaire for trainees.
- At both stages, inspectors considered a range of published evidence as well as additional information provided by the partnership to inform their judgements on outcomes, the quality of training and the leadership and management of the partnership.
- Inspectors checked that statutory requirements for safeguarding and ITE were met.

Inspection team

Gary Holden HMI, overall lead inspector (stage 2); phase lead inspector (stages 1 and 2)

Christopher Lee OI, assistant lead inspector

Suzanne Bzikot OI, team inspector

Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- The partnership is underpinned by a strong and sincerely held vision for teaching and professional development in the local area and beyond. All partners share a commitment to ensuring the best-possible outcomes for pupils.
- The well-designed curriculum for ITE enables all trainees and NQTs who complete their courses to become competent, reflective teachers. They achieve well against all the teachers' standards and make a strong contribution to pupils' progress over time.
- Trainees and NQTs are highly appreciative of the training they receive, both in their placement schools and in the university. Partners, many of whom are alumni of the course, willingly share their knowledge, skills and experience to provide high-quality training and mentoring that lead to strong and improving outcomes for trainees.
- Employment rates for all trainees are consistently high. Headteachers recognise the important role the partnership plays in supporting recruitment into teaching, including in shortage subjects.
- Leaders and managers monitor trainees' progress carefully. Satisfaction rates among trainees are very high. If trainees experience difficulties, mentors and tutors are quick to respond and provide effective support. Trainees and NQTs value the concern for their well-being shown by those responsible for their progress.

- Mentoring is consistently strong because mentors benefit from comprehensive training that is regularly updated. Roles and responsibilities across the partnership are understood by all partners and carried out diligently. Mentors and tutors frequently go the extra mile to support trainees through the course.
- Leaders and managers ensure that placements are appropriate and of very good quality. Almost all trainees and NQTs confirm that their placements provided them with valuable complementary experiences.
- All members of the partnership share a commitment to equal opportunities, inclusion and diversity. Consequently, trainees develop very strong personal and professional values.
- A large number of former trainees continue to work in local schools, including in leadership positions. Many contribute to the partnership, either as mentors, visiting speakers or as members of strategic groups.

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

The partnership should:

- ensure that completion rates in all subjects consistently exceed sector averages
- ensure that the proportion of trainees who achieve the highest grades is consistently high, both over time and between subjects.

Inspection judgements

42. The overall effectiveness of the secondary partnership is good. High-quality training has led to good and improving outcomes for trainees over time. Trainees are overwhelmingly positive about all aspects of their course and say that it has prepared them well for a career in teaching. The partnership is compliant with all the ITT criteria and meets all safeguarding and other statutory requirements. In particular, leaders and managers make sure that trainees understand their responsibilities under the 'Prevent' duty and that they are alert to any signs of child sexual exploitation.
43. The partnership actively promotes equal opportunities, diversity and widening participation. All members of the partnership share a passionately held vision for education in the area. They are committed to attracting teachers from as broad a range of backgrounds and circumstances as possible. The partnership works with a wide range of schools, including those serving disadvantaged communities, schools that are judged to require improvement, and those that are rated good or outstanding. Consequently, trainees are successfully prepared to teach in a range of contexts.
44. The partnership is highly regarded in the area. Headteachers say that they have confidence in employing NQTs from this partnership because they know that,

during their training year, trainees develop strongly held professional values and meet all the teachers' standards securely. As a result, employment rates are consistently high. In several subjects, all of those who completed their course in 2018 secured teaching posts in schools, many of which are partnership schools.

45. As a result of a focus on trainees' well-being last year, completion rates improved and are now broadly in line with the sector average. In some subjects, for example modern languages, the proportion of trainees who successfully completed their course was higher than the sector average. However, there is an inconsistent pattern of retention over time within subjects. For the most part, trainees who leave before the end of their course do so for health or personal reasons that were not present or declared at the time of their interview. Following an external review, leaders and managers have put in place credible plans to ensure that completion rates continue to rise. These plans include sharpening the analysis of reasons given for withdrawing and ensuring that information about trainees who may be in difficulty is shared in a consistent format and as early as possible.
46. All secondary trainees awarded QTS exceed the minimum standard required. Attainment rates are rising over time and well over half of trainees achieved at a high level by the end of the course in 2017/18. Although there are no significant differences in the proportion achieving the highest grades between groups of trainees, there is some variation between subjects over time. A very small and shrinking number of trainees do not develop their practice over the training year to the point where the impact of their teaching on pupils' learning and progress is consistently strong.
47. Trainees make progress across the different teachers' standards that is at least good because the school- and university-based elements of the course are built around the Department for Education's core content framework and are delivered consistently well. For example, trainees and NQTs manage behaviour confidently. Both school- and university-based training promote a consistent approach to behaviour management. Consequently, trainees and NQTs successfully build relationships with their pupils, establish effective routines and respond appropriately to off-task behaviour.
48. Leaders and managers make sure that trainees develop strong subject knowledge. Audits at the interview stage, pre-course tasks and ongoing support from university tutors and school-based staff combine to give trainees clear guidance on improving their subject knowledge. Trainees are particularly complimentary about the expert advice that subject tutors provide. Consequently, NQTs and trainees plan coherent sequences of lessons and schemes of work that systematically build pupils' knowledge, skills and understanding. NQTs and trainees become skilled in giving clear explanations and asking probing questions that help pupils to make sustained progress in

their learning. In addition, NQTs' and trainees' secure subject knowledge enables them to assess accurately the progress pupils make and ensure that pupils know what to do to improve their work.

49. NQTs and trainees have a well-developed understanding of the needs of different groups of pupils because of the relevant and focused training they receive. For example, trainees benefit from input by a former trainee who is now a special educational needs coordinator in an outstanding school. In addition, where a trainee may be placed in a school with fewer pupils who speak English as an additional language, leaders and managers ensure that the trainee gets the chance to experience an appropriate setting. While NQTs and trainees generally meet the needs of disadvantaged pupils and those with SEND well, many are still developing their practice in challenging the most able pupils.
50. The course provides trainees in all subjects with a solid grounding in strategies to develop pupils' literacy and mathematical skills. A higher proportion of trainees from this partnership than seen nationally are confident in their ability to support pupils' numeracy and literacy. Inspection evidence confirms that NQTs and trainees are skilled in teaching subject-specific vocabulary or bringing everyday mathematics into their subject teaching.
51. A particular strength of the course is the focus on trainees' personal and professional conduct and on their involvement in the wider life of the school. NQTs and trainees take their role as educators seriously. They understand their safeguarding responsibilities and carry them out assiduously. In their teaching, they are careful to promote equality of opportunity and to tackle discrimination. NQTs and trainees immerse themselves in their school communities, acting as form tutors, running clubs and organising visits. The input in their training course on pupils' spiritual, moral, social and cultural development stands NQTs and trainees in good stead. For example, in an art lesson, an NQT led a short discussion on bereavement with great sensitivity.
52. The academic assignments set ensure that trainees have a theoretical grounding in key aspects of teaching and learning and at the same time engage with and carry out research. Many trainees value the opportunity to engage in action research in their placement schools. Not only do they get the chance to deepen their understanding of an aspect of learning, but they also have the opportunity to make well-received presentations on their findings to colleagues in school. This prepares trainees well for their ongoing professional development in future years and underlines the partnership's commitment to their trainees' whole career.
53. NQTs and trainees value the guidance they receive on managing workload and looking after their own well-being. If it becomes apparent that a trainee is struggling, either with workload, health or personal circumstances, support is swiftly put in place. Although overall completion rates are broadly average,

several NQTs said that they would not have got through their course had it not been for the timely moral and practical support provided by their mentor or university tutor. Leaders and managers will occasionally agree to a suspension of studies to prevent a trainee having to withdraw from the course. Typically, around two thirds of those who suspend return to complete their course.

54. Almost all NQTs and trainees are positive about the quality of mentoring. Mentors themselves display passion for their role and support for the partnership's values. As a result of the good-quality training they receive, some of which is now online, mentors guide trainees through their placements skilfully. The partnership makes effective use of the mentor standards to clarify the mentor role and to inform training. Inspection evidence found that the quality of mentoring is consistently strong across the partnership. Course documentation is clear, and mentors comply fully with all quality assurance processes. Communication between mentors and university-based staff is frequent and effective. For example, joint lesson observations, work scrutiny exercises and feedback sessions help to build consistency in the assessment of trainees' progress. Such activities also help to ensure that mentors consider a wide range of indicators, including the impact of the trainees' teaching on pupils' progress, when assessing trainees' progress.
55. Trainees' progress is tracked carefully. Regular assessment points and ongoing monitoring mean that mentors and tutors have an accurate picture of how trainees are doing. They are well placed to intervene promptly if a trainee's performance dips below what is expected. When additional support is required, it is usually timely and effective. Consequently, of those trainees who complete the course, all bar a small and diminishing number achieve a good or outstanding standard. There are well-established quality assurance processes in place, including twice-yearly visits to each partnership school to check that agreed policies and practices are being followed.
56. Leaders and managers invest considerable care in ensuring that trainees are matched well to placements and that placements enable trainees to experience teaching in different environments. Trainees confirm that the placements are of high quality and that, with very few exceptions, the quality of mentoring is consistent in both placements, and that they offer a range of experiences. Consequently, trainees are prepared well to teach in any context. A small number of School Direct trainees had much shorter second placements than their peers, which they felt did not give them as broad an experience as they would have liked.
57. Arrangements for the transition from the training year to NQT status are well handled. Trainees discuss their progress and agree their targets with tutors at the end of the course, drawing on a wide range of evidence collected during the year. Receiving schools say that the NQTs' targets and supporting information are succinct, relevant and accurate and that they form a strong

basis on which to plan induction programmes. Course tutors remain in regular contact with their former trainees, who welcome this ongoing support.

58. Recruitment and selection arrangements are rigorous. NQTs and trainees confirm that the application and interview process is challenging. In the light of the external review into completion rates, leaders propose to further strengthen the interview day and to implement additional tracking in the early weeks of the course for any trainee who may be at risk of leaving the course early. For the most part, communication is effective. The partnership is proactive in marketing its courses at local, regional and national events. Many NQTs and trainees commented on the regular contact they had with the partnership during the application process and before starting their course. However, a small number of School Direct trainees did not feel they had received sufficient information about the arrangements for subject-specific studies.
59. Partners play an important role in the continuing development of the partnership. A partnership board enables stakeholders from schools to agree targets and monitor the progress made. The annual action plan from which they work is succinct and focused on the right priorities. Where a strategic priority needs further research, helpful ad hoc working parties are set up to gather evidence and make recommendations, most recently in approaches to assessment. Partners say that they feel fully involved in the development of the course and are rightly proud of the impact the course has on teacher recruitment in the area.
60. Trainees have many opportunities to communicate their views, informally through regular contact with course tutors and mentors, and formally via student representative groups and regular questionnaires. Leaders and managers listen carefully to feedback and often make changes to aspects of the course in response to it. For example, additional support for meeting the needs of pupils with SEND was included in the university-based programme in response to trainees' feedback.
61. Leaders and managers took sensible and well-considered steps to address the two emerging areas for improvement at the end of stage 1 of the inspection. Leaders' decision to commission an external review to help them to strengthen the work they were already doing to improve retention was wholly appropriate. To provide a forum for the sharing of good practice, leaders organised a partnership conference, which was due to take place in the week following stage 2 of the inspection. Over 150 representatives from partnership schools were due to attend this event. Although these actions have not been in place for sufficient time to have had an impact on the 2017/18 cohort, the successful drive to improve completion rates and attainment last year demonstrates clearly that the partnership has very good capacity to improve.

Annex: Partnership schools

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

Admiral Lord Nelson School, Portsmouth

Bay House School and Sixth Form, Alverstoke

Bohunt School, Liphook

Cowplain Community School, Cowplain

Mayfield School, Portsmouth

Oaklands Catholic School, Waterlooville

Ryde Academy, Ryde

St Edmund's Catholic School, Portsmouth

St George's Catholic School, Portsmouth

The Petersfield School, Petersfield

The Portsmouth Academy, Portsmouth

Thomas Bennett Community School, Crawley

Initial teacher education for the further education system

Information about the FE in ITE partnership

- The University of Portsmouth works in partnership with five local further education colleges to offer a range of further education and training qualifications. University staff also work with a wide range of colleges and other providers that offer placements for students on full-time pre-service courses.
- The partnership offers full-time pre-service and part-time in-service programmes leading to a certificate in education (advanced practice), or a professional graduate or postgraduate certificate in education, all validated by the university.
- There were 105 trainees enrolled on part-time in-service courses and 16 on full-time pre-service routes at the time of stage 1 of the inspection. Twelve trainees were undertaking enrolment to the Further Forces scheme, which provides ITT for former Armed Forces personnel who have a background in science, technology or engineering. Further Forces trainees take an intensive pre-course familiarisation module, followed by a distance-learning course while they gain work experience in a further education setting.

Information about the FE in ITE inspection

- Five inspectors carried out 37 observations of trainees and former trainees in partner colleges and placements over the two stages of the inspection. Inspectors also interviewed trainees and former trainees, mentors, tutors, managers and staff responsible for ITE in partner and placement colleges, and at the university.
- Inspectors examined documentation relating to the ITE partnership, including policy documents, trainees' coursework and assessments of the standards they achieved.
- Inspectors took account of the responses from 43 trainees in 2018 to Ofsted's online questionnaire.

Inspection team

Richard Beynon HMI, lead inspector

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Patricia Collis OI, team inspector

Pauline Dixey OI, team inspector

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Overall effectiveness

Grade: 1

Key strengths of the FE partnership

- Trainees make rapid progress and develop into independent, strongly reflective and resilient teachers who are well prepared for work in the further education sector and a range of professional and vocational training settings.
- The partnership achieves outstanding employment rates, with exceptionally high levels of progression for trainees to positions of enhanced responsibility.
- Trainees benefit from very high-quality placements and outstanding academic and personal support during and after their training.
- Mentors are exceptionally well trained, provide excellent support for trainees and work very closely with course tutors, training teams and college networks.
- Leaders pursue and achieve excellence in training through coherent and challenging training routes from which all trainees benefit.
- University and college leaders engage in impressively effective collaborative working that very closely meets regional skills needs and priorities.
- Partnership leaders are highly ambitious and take rapid action to bring about sustainable and wide-ranging improvements to provision.

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

The partnership should:

- ensure that all trainees experience a setting beyond that in which they work or have a placement
- monitor the effectiveness of strategies put in place to ensure that mentors and others who carry out lesson observations focus closely on learners' progress when feeding back to trainees.

Inspection judgements

62. Trainees' attainment is very high. Almost all trainees quickly develop a very strong set of teaching skills that prepare them effectively for the challenges of working in the wider further education sector. A very high proportion of trainees over the past four years have exceeded the minimum standards for further education teachers. Most trainees demonstrate outstanding professional standards by the end of their courses. Inspectors found the assessments trainers and mentors made of the trainees' attainment to be accurate and insightful.
63. By the end of their courses, trainees are confident in and highly competent at meeting the diverse and frequently complex needs of further education students. In keeping with the university's broad social mission to widen entry to the teaching profession, partnership staff recruit trainees from a range of subject and vocational backgrounds and starting points. Staff encourage and support trainees very effectively to use their wide subject and/or vocational knowledge and experience confidently in their teaching. Because of this, trainees and former trainees can use their knowledge and experience very well to plan engaging lessons. They are careful to consider the individual needs of their learners. In classes, they are confident, approachable and encouraging teachers. As a result, learners make good progress and quickly acquire new knowledge and skills.
64. Trainees and former trainees have an excellent understanding of the craft of teaching and the nature of the further education curriculum. They understand and model the values and attributes of a professional further education teacher extremely competently. They use a good range of appropriate activities in classes and plan these according to the needs of their learners. In almost all settings, trainees and former trainees have high expectations of their learners and confidently challenge them to achieve at their very best. They help learners acquire and master new skills and teach them to order and apply new areas of knowledge. As an example of the quality of trainees' skills, one former trainee has won a Beacon Award for excellence in teaching during her second year in the profession.

65. With excellent training from course tutors and very high levels of support from mentors, trainees quickly understand that vocational teachers must develop the English and mathematics skills of their learners. As a result, across a variety of settings, trainees and former trainees confidently and successfully support learners to improve their English and mathematics skills. Several former trainees now have responsibility in their colleges for developing English and mathematics teaching materials and help colleagues to recognise and meet skills needs among their learners.
66. In their planning and teaching, trainees are confident in supporting learners with learning difficulties or disabilities. Former trainees across all settings confidently teach groups with widely varying needs and abilities. In a number of cases, former trainees have begun working very successfully with learners on courses for those with multiple and complex needs, having no previous experience in this area. They work confidently and productively with these learners.
67. Trainees and former trainees develop constructive, trusting professional relationships with learners. As a result, behaviour in lessons is good. Trainees quickly develop an authority and a presence in their teaching spaces and have an impressive resilience to the challenges of teaching life. Former trainees grow rapidly into confident members of staff at their settings. They often take on additional roles and responsibilities. For example, many trainees are now course, subject or curriculum leaders. Several trainees occupy management or junior leadership roles. Employers and senior staff value highly the skills and professionalism that former trainees bring to their work.
68. Trainers make sure that trainees understand the sector well, the sorts of employment opportunities it offers, and the wide range of learners it attracts. Because of this, employment rates among former trainees are extremely high. Over the last four years, almost all trainees have moved into full-time or permanent fractional posts in education and training settings. In this way, the partnership makes a valued and valuable contribution to the supply of well-trained, skilled further education teachers for the region. The vast majority of former trainees quickly gain jobs in further education or sixth-form colleges, usually within the partnership or at placement partner colleges. Because they understand the breadth of the wider further education sector, a significant minority of former trainees are able to apply for and gain training posts for National Health Service (NHS) trusts and for voluntary or charitable sector organisations. A small number work successfully in schools.
69. The vast majority of trainees successfully complete their training within the expected timescale. Staff support a small number to postpone their studies, for example in cases of illness or where personal difficulties prevent progress. They generally return to training later and successfully achieve their qualifications.

70. Course leaders and trainers provide excellent quality training across all settings. Course tutors and trainers use the professional standards well to shape training. As a result, training is thoughtfully paced, developmental and challenging. Trainees quickly become reflective, self-critical professionals. Current and former trainees reflect very positively on the training they receive and apply the strategies they learned for many years into their careers. A great many former trainees stay in close contact with course tutors.
71. Mentors give exceptionally effective subject-specific support that is highly beneficial to trainees' development as professional teachers. Mentors are invariably highly experienced teachers or trainers, with very good vocational or professional subject knowledge. In their detailed feedback following observations of trainees' teaching, mentors are almost always constructive and suitably challenging. They use their often-extensive training or teaching experience to offer advice that is sharply focused on the practicalities of pedagogy. Trainees and former trainees value very highly the subject and personal support they receive from mentors. Partnership leaders have recently introduced measures to make sure that mentors comment in greater detail on learners' progress when feeding back comments after observations. Early indications are that feedback has become stronger as a result.
72. Mentors benefit from very high-quality face-to-face training, and they have access to a good range of online and other resources that support them well in their role. University staff provide them with excellent continuing support. Mentors collaborate well across settings and are diligent in attending training and professional development events. University staff involve mentors and other partner staff very thoroughly in decision-making about the courses. For example, staff at partner settings played a very significant part in re-designing observation materials during a sequence of events to improve mentor feedback arrangements.
73. Recruitment and selection procedures for the programmes are suitably demanding. As a result, staff direct applicants to the right course at the right level. Further Forces applicants receive very comprehensive guidance about life in the civilian teaching profession. Across all routes, staff give trainees clear and helpful guidance and advice about their next steps and about factors affecting the FE sector. Those applicants not suited to a career in teaching receive supportive and sensitive guidance about other provision.
74. On all training routes, assessment procedures are challenging, developmental and transparent. Successive stages of assessment build trainees' skills and confidence successfully. Because of well-balanced practical and theoretical assessments, trainees can make links between theory and practice during their work and placements. University staff consider very carefully the professional standards for teachers and trainers and consult partners extensively when planning any adjustment to assessment activity.

75. Trainees benefit from very high-quality placements. These give them excellent opportunities to develop the skills and attributes they need for success in their careers. University leaders are careful to work only with high-quality providers when seeking placements for trainees. Not all trainees currently experience a setting beyond that in which they work or have their placement. A small number of trainees, for example, only work or have placements in further education colleges and do not gain valuable experience of the types of work available beyond the college sector.
76. University staff are very keen to gather trainees' feedback. They respond very quickly to any concerns raised or any problems identified. In the online survey of trainees' views, the vast majority were extremely positive about every aspect of their training and support. None made negative comments about any aspect of training or support. University staff are equally effective in gathering and responding to comments from partners and external stakeholders.
77. University leaders have a strong and thoughtful vision of excellence that is consistently well demonstrated in all areas of their work. College leaders, employers and managers in other training settings value very highly the contribution university staff make to further education in the region. Impressively wide-ranging collaborative and partnership working results in the supply of skilled and resilient teachers to the local area.
78. University leaders are diligent in the attention they give to quality improvement. They identify areas for improvement accurately and constructively. Across the past three years, leaders and staff have demonstrated an impressive capacity to introduce sustainable improvement. Improvement action plans focus closely on the need to develop trainees' skills and professional attributes while maintaining their well-being and safety. Plans also take very good account of the university's mission to provide the local population with routes to employment and regional partners with a skilled and well-qualified workforce.

Annex: Partnership colleges

The partnership includes the following colleges:

Chichester College, Chichester

Eastleigh College, Eastleigh

Havant and South Downs College, Havant

Isle of Wight College, Newport

St Vincent College, Gosport

ITE partnership details

Unique reference number	70060
Inspection number	10040488
Inspection dates	21–23 May 2018
Stage 1	
Stage 2	5–7 November 2018
Lead inspector	Gary Holden, HMI
Type of ITE partnership	Higher education institution
Phases provided	Early years/primary/secondary/ITE in FE
Date of previous inspection	28 November 2011
Previous inspection report	https://reports.ofsted.gov.uk/provider/41/70060
Provider address	University of Portsmouth School of Education and Sociology St George’s Building 141 High Street Portsmouth Hampshire PO1 2HY



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