

# University of Bristol ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 30 April 2018    Stage 2: 12 November 2018

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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 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

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

## **Information about this secondary partnership**

- The University of Bristol works in partnership with schools in and around Bristol to provide the postgraduate certificate in education (PGCE) qualification. Trainees are provided with the opportunity to complete units of study that contribute towards a Master's degree in education.
- The partnership offers two routes for training: university-based study and a school-based programme known as 'School Direct'. In 2017/18, the university set a target of 225 places and, at the time of the inspection, there were 191 trainees. 16 of these trainees followed the School Direct route.
- The following subject specialisms were offered during 2017/18 for secondary trainees: English, geography, history, mathematics, modern foreign languages, music, religious education, physics, chemistry and biology.
- The partnership currently comprises 55 secondary schools and two sixth-form colleges. It covers eight local authorities in England and two in Wales.

## **Information about the secondary ITE inspection**

- Over the two stages of the inspection, inspectors observed teaching by 15 trainees and 21 newly qualified teachers (NQTs), some of whom were observed both as a trainee and as an NQT.
- One inspector spoke with three NQTs employed in schools in Derbyshire and London. They also spoke with the induction tutors in the schools.
- Inspectors met with school leaders, mentors, trainers, trainees and NQTs.
- Inspectors held meetings with members of the partnership's leadership team and the management committee.
- Inspectors also spoke to former trainees who are now in a range of positions in schools, some of whom have leadership responsibilities.
- Inspectors reviewed the partnership's self-evaluation documentation and improvement plans. They scrutinised evidence relating to training and the assessment of trainees, together with a wide range of partnership documentation.
- Checks on compliance with the initial teacher training criteria for qualified teacher status and the statutory safeguarding requirements were made.
- One inspector observed interviews of potential trainees and training of a group of mentors.
- Inspectors also considered the actions taken by leaders between the two stages of the inspection.

## **Inspection team**

Iain Freeland HMI, assistant lead inspector (stage 1); lead inspector (stage 2)

Lorna Brackstone HMI, lead inspector (stage 1)

Mark Thompson OI, team inspector (stage 1); assistant lead inspector (stage 2)

Ann Cox OI, team inspector (stage 2)

Non Davies OI, team inspector (stage 2)

## **Overall effectiveness**

**Grade: 1**

### **Key strengths of the secondary partnership**

- The partnership offers research-led training that leads to trainees' deep pedagogical understanding. This builds on the strong academic calibre of trainees and their professionalism, and develops highly effective teachers.
- The partnership makes a major contribution towards ensuring that highly qualified teachers take up employment in the local area, particularly in those subjects that are experiencing staffing shortages.
- A large and increasing proportion of trainees complete the course to a very high standard and swiftly secure employment.
- Well-trained, highly committed school-based mentors ensure that trainees are well supported through their training year, assess progress accurately and challenge trainees to be the best.
- Trainees are given pastoral support that ensures almost all of them complete the course and continue to employment.
- Trainees benefit from ongoing support from the partnership, which contributes to sustaining their employment in education and encourages many to take leadership positions in schools locally.
- The partnership is committed to improving the quality of education and removing barriers to further and higher education in the local area.

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

#### **The partnership should:**

- ensure that leaders use information about the progress trainees make to improve the quality of training further
- seek to increase the number of school placements available so that the partnership can accommodate even more trainees

- refine the role of the partnership committee so that it takes a more strategic role in enhancing the partnership's work further.

## Inspection judgements

1. The overall effectiveness of the ITE partnership is outstanding. All members of the partnership share the same clear vision to develop trainees' knowledge and understanding of teaching. As a result, trainees are exceptionally well prepared when they take up their first teaching post.
2. The quality of training is outstanding and support for trainees is of a high quality. The clear and consistent ethos of the partnership underpins this work and results in highly professional and reflective trainees, who accurately evaluate strengths and any weaknesses in their teaching. Trainees and NQTs use their analysis to improve and continually refine their teaching. They set high expectations of pupils and demonstrate the positive attitudes and values that they expect from their pupils.
3. Trainees who join the course have a secure academic understanding of the subject they wish to teach, or of a closely related subject. Subject-specialist training is often led by university experts in their subject and complements sessions led by practitioners from partnership schools very well. Tutors model expert subject and pedagogical knowledge so that trainees' knowledge, skills and understanding bring theory and practice together to great effect. As a result of this rigour, trainees develop expertise in pupil learning in their subject area. Their impressive depth of understanding of teaching means that many confidently and competently teach other subjects early in their career.
4. Trainees are prepared to teach and assess pupils' achievement using new curricula and a range of assessment techniques well. The strong emphasis on equipping trainees with a wide range of behaviour management strategies enables them to manage classes with consistency and fairness.
5. In all subjects, trainees displayed a range of well-developed skills. In English, planning for learning over time is a particular strength. Trainees and NQTs confidently modify their planning in the light of pupils' progress. In mathematics, trainees have a broad repertoire of strategies to refocus lessons to meet the needs of pupils. In music, the university's music technology resources are used effectively to ensure that trainees are fully up to date and often innovative in their teaching. In religious education, trainees and NQTs use questioning skilfully to challenge preconceptions to stimulate pupils' reflection and debate.
6. Training is highly responsive to the needs of the trainees. The individualised support they receive enables them to gain the confidence they need to make the most of their training. Trainees particularly value the pastoral care they receive.

7. Trainees are well prepared to understand, recognise and react to the full range of safeguarding concerns that pupils may face. University-based training, including lectures from a designated safeguarding leader in a partnership school, and specific training in placement schools result in trainees having a deep understanding of safeguarding. Trainees and NQTs demonstrate a strong understanding of particular risks in the communities where they teach.
8. Placements are of a consistently high quality. Decisions to place trainees in schools are thought through with care and are planned well to ensure that trainees experience contrasting schools. This includes time spent in maintained, independent and special schools within urban and rural settings. Consequently, trainees are confident in their use of a wide range of strategies and skills to meet the differing needs of the pupils they teach. Trainees appreciate the contrasting nature of their placement schools and the opportunity to refine their teaching skills. As a direct result of this carefully considered programme, their analysis of pupils' learning becomes progressively more sharply focused so that they become increasingly adept at adjusting their teaching to meet pupils' needs in a range of schools.
9. When discussing their teaching, trainees exhibit a distinctive set of characteristics. They use their strong subject knowledge and subject-specific pedagogy to reflect critically on the progress pupils make. Trainees are open to new ideas, are keen to learn more and contribute to high-quality debate and dialogue about learning, pedagogy and practice.
10. Judgements made about trainees' progress towards the teachers' standards are rigorous and precise. The information gathered over time is used to determine the final overall grade with care and precision. Final grades are subject to moderation and are the outcome of a continuous process of assessment throughout the training year. The well-constructed assessment process ensures that university- and school-based tutors provide trainees with detailed feedback and set challenging short- and long-term targets. Dips in performance are quickly identified and effective use of individual support plans ensures that trainees quickly overcome any barriers and make strong progress.
11. Tutors involved in determining judgements attend relevant subject-specific training to ensure the consistency and accuracy of grades awarded. External examiners are used to validate the accuracy of grading in each subject. As a result of the collective approach, judgements are accurate, with only very isolated cases of any discrepancy noted.
12. The University of Bristol is a research-led institution. Research, such as in neuroscience and cognitive psychology, is an integral part of the training programme. Subject-based teaching and pedagogy is informed by internationally recognised research and used exceptionally well by trainees to develop their teaching.

13. Masters-level units of study are inter-woven through the course. These have been designed skilfully to support trainees in contextualising and extending ideas developed through the taught course in their own practice. They are highly effective. A very high proportion of trainees successfully complete the units of study and many NQTs intend to complete the additional requirements to attain the full Master's degree.
14. The partnership provides further lectures and seminars to continue the professional development of its alumni through their teaching careers. NQTs, and teachers who completed their training some years ago, value this support. For example, in history, separate groups meet to discuss and debate different ways to teach particular aspects of the curriculum. The high-quality training and ongoing support encourage teachers to continue to develop their practice and remain in the profession beyond the early stages of their careers.
15. Outcomes for trainees across the partnership are outstanding. All trainees who complete the training year exceed the minimum level of practice as defined by the teachers' standards. They demonstrate consistently high standards of personal and professional conduct.
16. Completion rates have remained consistently high since the previous inspection, exceeding the national average. Leaders show a deep understanding of trainees, particularly of those who experience personal difficulties, during the training year. Additional support and the effective use of a short extension of time or a break in study results in the vast majority of trainees achieving QTS. The number of trainees who withdraw from the course has fallen year on year.
17. Employment rates are above national norms. Over three quarters of trainees find employment in the south-west region and approximately half remain within a short commute of Bristol. Headteachers comment on the strong professional characteristics, subject knowledge and understanding of pedagogy that a Bristol trainee shows when they interview them. Many headteachers see the partnership as their first 'port of call' when seeking to employ a NQT.
18. The partnership recognises that male trainees do not always reach the same high standards as their female counterparts. Action is taken to support some male trainees, particularly in their personal organisation. As a result of the partnership's work, male trainees make strong progress.
19. Trainees and NQTs have a secure understanding of the special educational needs and/or disabilities many of their pupils have and plan learning accordingly. Trainees and NQTs plan learning well to ensure that those pupils who have not achieved highly in the past catch up. Trainees and NQTs make good use of subject-specific vocabulary in their teaching and plan learning so that pupils build up their knowledge and understanding of subjects in a well-

structured, sequential manner. This means that most pupils make strong progress.

20. Most trainees and NQTs use their well-developed interpersonal skills well and quickly establish effective relationships with pupils in their classes. NQTs have well-developed strategies to meet the needs of different ability groups, including those who present more challenging behaviours.
21. Trainees and NQTs contribute to the wider life of the school, becoming engaged with extra-curricular activities and, in some cases, leading clubs and discussion groups.
22. The secure foundation of pedagogical understanding and breadth in subject training informs trainees well and prepares them securely to teach across the age range and scope of their own subject and related subjects, such as law and drama.
23. Trainees are highly complimentary about the quality of the subject training they receive. Science trainees appreciate the involvement of professional bodies, such as the Institute of Physics and the Royal Society of Chemistry, where they deepen their understanding of particular aspects of science. Consequently, the trainees' and NQTs' enthusiasm and confidence in the subjects they teach motivate and inspire pupils to learn and make progress.
24. Trainees have a secure understanding of their professional duties, including a wide range of issues which involve the principles of child protection. These include safeguarding, child abuse and sexual exploitation, the prevention of radicalisation, issues around female genital mutilation, and e-safety. They are clear about their statutory responsibilities as trainees and as NQTs. This promotes the well-being of the pupils that they teach.
25. The partnership offers two different routes to achieving QTS. There is no discernible difference in the outcomes a trainee achieves between these routes.
26. Although trainees make good progress during the training year, there is some minor variation, depending on the subject they follow, in the rates of progress trainees make. In a few subjects it is not as strong as in most.
27. The leadership and management of the partnership are outstanding. Leaders' ongoing communication with placement schools and the use of tightly defined quality assurance procedures ensure that training and assessment are strong. The partnership regularly trains, re-trains and updates school-based mentors to ensure they are effective in their work. Using the mentor standards has ensured there is commonality in the high quality of mentoring across subjects and schools.

28. Leaders are accurate in their evaluation of the strengths and weaknesses of the training the partnership provides. Where weaknesses are identified, leaders take a measured approach to addressing these. For example, through redesigning an assignment on trainees' knowledge and understanding of the key stage 2 curriculum, trainees now demonstrate a greater appreciation of the standards expected of pupils in Year 6. In their teaching, trainees use this knowledge to plan learning that builds on pupils' understanding and so maintain progress.
29. The university has exacting standards which applicants must meet if they are to be offered a place on the PGCE course. Trainees have strong academic aptitude and the majority make outstanding progress. Approximately six in 10 trainees reach the highest standard by the end of the course. Trainees' attainment overall is outstanding and has been sustained at this high level over many years.
30. The partnership provides the local education community with stability. Headteachers and employers are keen to employ NQTs from the partnership due to the excellent subject knowledge, as well as understanding of pedagogy and professionalism, that trainees demonstrate.
31. The proportion of former trainees who remain in teaching after many years is high and the range of subjects they teach helps to meet the local demand. However, with nationwide teacher shortages in the subjects the partnership offers, there is a need to train more. In many subjects, the partnership is limited by the number of school placements that are available. The partnership recognises the need to increase the number of schools it works with if it is to contribute fully to meeting the regional demand for teachers in subjects such as mathematics, modern foreign languages and geography.
32. Many former trainees take on leadership roles in their schools, often early in their career. Throughout the partnership, many former trainees are now in positions of subject leadership and senior leadership.
33. The partnership has a robust selection process. Current trainees detail the many, various and exacting assessments they must pass before being accepted on to the course. Potential trainees are in no doubt about the expectations of the partnership or the demands of the training year. Many applicants complete subject-knowledge enhancement programmes before their training begins. This helps them to refresh and consolidate their knowledge and understanding of key concepts in their subject area. For example, in religious education, potential trainees refresh and deepen their understanding of world faiths they are not so familiar with.
34. Senior leaders in schools and university staff bring a wealth of experience to the partnership committee. School members provide a useful sounding board



for course leaders and provide insightful feedback from schools. Their work has led to identifying ways to attract more undergraduates to train to teach, and refining paperwork to reduce trainees' workload. However, the committee's work does not sharply focus on improving the quality of training, which would enhance the partnership's work further.

35. The partnership builds on the research base of the university to contribute to the wider educational community. Academic staff are swift to offer practical support when schools find themselves in trouble, including teaching on A-level programmes and also in supporting governing bodies. The partnership has carried out research with another ITE provider to explore inequalities and the impact they have on how far young people in south Bristol continue to further and higher education. It is taking active steps to help young people overcome the barriers they may face.
36. The partnership is compliant with the ITT criteria and meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity and eliminating discrimination.

## **Annex: Partnership schools**

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

### **Stage 1**

Bristol Cathedral School, City of Bristol  
Bristol Grammar School, City of Bristol  
Broadlands Academy, Bath and North East Somerset  
The Castle School, South Gloucestershire  
Fairfield High School, City of Bristol  
Gordano School, North Somerset  
Redland Green School, City of Bristol  
St Mary Redcliffe and Temple School, City of Bristol

### **Stage 2**

Ashton Park School, City of Bristol  
Bristol Free School, City of Bristol  
Broadlands Academy, Bath and North East Somerset  
Cotham School, City of Bristol  
Fairfield High School, City of Bristol  
Hayesfield Girls' School, Bath and North East Somerset  
Malmesbury School, Wiltshire

Mangotsfield School, South Gloucestershire  
Oasis Academy John Williams, City of Bristol  
Oldfield School, Bath and North East Somerset  
Orchard School, City of Bristol  
Redmaids' High School, City of Bristol  
St Bede's Catholic College, City of Bristol

## ITE partnership details

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	Stage 2 12 November 2018
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Phases provided	Secondary
Date of previous inspection	February 2011
Previous inspection report	<a href="https://reports.ofsted.gov.uk/provider/41/70006">https://reports.ofsted.gov.uk/provider/41/70006</a>
Provider address	School of Education Room 2.03a Helen Wodehouse Building 35 Berkeley Square Bristol BS8 1JA



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