

Anglia Ruskin University

Initial Teacher Education inspection report

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Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by a team of specialist inspectors in accordance with the Framework for the Inspection of Initial Teacher Education (2008-11).
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

Key to inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Explanation of terms used in this report

Attainment is defined as the standard reached by a trainee at the end of their training.

Progress is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

Achievement is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

The provider

3. Anglia Ruskin University has been a provider of initial teacher education since 1963. Teacher training is located in the Faculty of Education, which is one of the five faculties in the university. The Faculty offers primary and secondary teacher education courses as well as teacher education courses for those working in the post compulsory sector. While primary and secondary provision involves pre-service courses, provision in the post compulsory sector is in-service, involving trainees who are staff working for the partner colleges that deliver the courses. Further details on the provision in each phase are given in the relevant section of this report.

A commentary on the provision

4. The following are common strengths of the provision across all phases:
 - the recruitment of good trainees
 - the spirit of collaboration in the partnership and the goodwill demonstrated by partnership schools and colleges

- the facilities and information and communication technology (ICT) resources available within the university
 - the understanding by new senior leadership of the strengths and weaknesses across phases and the increased urgency they have introduced in order to bring about improvement.
5. The following areas require further development to improve the quality of the outcomes for trainees across all phases:
- strengthening and clarifying roles and introducing more rigorous procedures in relation to quality assurance at operational level
 - ensuring that the quality of school and college-based support is of a consistently high standard
 - ensuring that adequate human resources are available to bring about the necessary improvements that have been identified by the partnership and through the inspection process.
6. The following areas, relating specifically to the primary and secondary provision, require further development to improve the quality of the outcomes for trainees and to ensure that primary provision is at least satisfactory:
- the interrelationship between, and the monitoring of, trainee audits, trainees' professional development portfolios and trainees' progress
 - monitoring trainees' progress against the standards so that tutors can intervene promptly to ensure that all trainees are challenged to reach their potential
 - sharpening improvement planning.

Provision in the primary phase

Context

7. Anglia Ruskin University offers initial teacher training provision in the primary phase at undergraduate and postgraduate level. There are 185 trainees following the three-year BA (Hons) Primary Education General programme; 56 trainees on the BA (Hons) Primary Education with Modern Foreign Languages programme and 80 trainees on the BA (Hons) Early Primary Education programme. At postgraduate level, there are 51 trainees following the one-year General PGCE programme, 6 trainees specialising in modern foreign languages and 8 Early Primary trainees. There are approximately 470 schools in the partnership of which 205 currently take trainees.

Key strengths

8. The key strengths are:
 - the recruitment of high calibre trainees with the potential to be good teachers
 - the senior leadership's awareness of areas which require significant improvement in order to ensure that all trainees fulfil their potential
 - the organisation and planning of overseas placements for modern foreign language trainees, which has had a positive impact on developing their skills of reflection.

Required actions

9. In order to meet all the Secretary of State's Requirements for initial teacher training, the partnership must ensure that:
 - all current third year undergraduates and current postgraduate trainees have the opportunity to become more proficient in teaching phonics and early literacy skills before the end of their training
 - all trainers know the trainees well, investigate their areas of dissatisfaction and take action in order to raise morale and boost trainees' confidence in the quality of their training
 - trainees' progress is tracked systematically and the outcomes are used to tailor the training to meet individual needs
 - subject knowledge is rigorously audited, monitored and developed so that trainees are confident in planning lessons which challenge pupils
 - trainees are placed in schools where they receive good personal and professional support from well trained mentors in order to enable them to make maximum progress
 - there are clear lines of accountability for monitoring the quality of training in order to ensure that all trainees receive their entitlement to a high quality training programme
 - there are strong links between action planning, staff development and monitoring in order to ensure that the improvement planning process leads to better outcomes for trainees.

Overall effectiveness

Grade: 4

10. Inspectors judge that the provider is not meeting all of the Secretary of State's Requirements for initial teacher training, namely R2.2, R2.4 and R2.5 that require providers to ensure that "provision is of at least satisfactory quality," that "their training provision takes account of trainee teachers' individual training needs," and that "their training provision ensures equality of access to training for all trainee teachers."
11. The partnership recruits well qualified trainees with the potential to become good teachers but it cannot guarantee that trainees achieve their full potential because of shortcomings in training and assessment. Trainees succeed because they are self motivated and keen to further their professional development. They meet the qualified teacher standards by the end of their training. Attainment is therefore satisfactory. However, inspectors are unable to confirm the partnership's self assessment that attainment is good. Although the partnership's trend data supports their assertion that attainment is good, the partnership does not have robust enough mechanisms for tracking trainees' progress towards the standards in order to ensure that assessment is accurate. A tracking spreadsheet has recently been introduced but is not yet a sufficiently refined analysis tool.
12. Eight trainees were observed teaching. They established good relationships with pupils and deployed teaching assistants effectively to support groups and individuals. The trainees were keen, enthusiastic and gave plenty of positive reinforcement to pupils. They were confident using interactive whiteboards to support teaching and learning. However, their subject knowledge for teaching is not always secure. The majority of trainees interviewed during the inspection lacked confidence in teaching early literacy and phonics. A contributory factor is the poor auditing of subject knowledge at the start of the training and the lack of a systematic approach to monitoring trainees' subject knowledge and development during the training. Although trainees are required to audit their knowledge of early reading prior to joining the course, these audits are not routinely followed up.
13. Trainees and former trainees express very high levels of dissatisfaction and frustration with elements of the training programme and inspectors judge that many of their concerns are justified. There are significant issues with school placements, the quality assurance of the training, communication, equal opportunities and the monitoring of trainees' progress, which are affecting the morale of trainees and their satisfaction with the training. For example, in one group interview, three out of five trainees expressed considerable unhappiness with school placements and were aware that other trainees had similar unhappy experiences in the same schools in the past.
14. Issues with school placements were repeatedly brought to inspectors' attention. They included trainees unable to start their school experience on time because they had no school to go to, trainees having to find their own placement schools, and trainees being used as supply teachers rather than in a

supernumerary capacity. These issues cause trainees much anxiety and restrict their progress. They often have a knock-on effect on the timing of their assignments and tasks. In contrast, the organisation of overseas placements for modern foreign language trainees is good. Trainees benefit from these experiences. Some maintain detailed reflective diaries which demonstrate their ability to weigh up the relative merits of two education systems and their impact on learners. There has been an investment in staffing for the modern foreign languages courses and this is having a positive impact on boosting trainees' confidence.

15. Where trainees are placed in good schools with good mentoring, their progress is accelerated. Most trainees feel personally well supported in their schools although the professional support is variable. There is plenty of goodwill in schools but not all mentors have a clear understanding of their roles; for example, in relation to supporting trainees' subject knowledge development. A contributory factor is mentors' non-attendance at mentor training. Mentors and trainees comment on weaknesses in mentor training which discourage mentors from attending. The PGCE placement booklet specifically lists mentors' entitlement to differentiated mentor training and subject specific training but this is not routinely offered.
16. The monitoring of trainees' progress is a key area for development. Trainees are required to maintain a professional development portfolio but neither mentors nor university tutors monitor these systematically. Opportunities are lost, therefore, to tailor training fully to meet trainees' individual needs. For example, some trainees lack confidence in teaching pupils who speak English as an additional language, and also pupils with special educational needs, but this is not always picked up in order to arrange suitable experiences. Trainees admit that they need more guidance on how to maintain their portfolios and organise their files. They are keen to learn and want clear guidance on how to develop further their professional knowledge and practice.
17. Undergraduate trainees receive more focused feedback on their teaching than postgraduate trainees due to the length of their training. Those on the BA training programme are observed teaching a good range of lessons. However, target-setting is variable across all programmes. Not all targets are routinely and rigorously followed up in mentor training sessions. The current postgraduate course structure means that postgraduate trainees receive very little feedback in the spring term because they do little teaching. The intermittent school days provide useful experience in collecting evidence for tasks but trainees express concerns and anxieties about the lack of sustained teaching between the end of their first block placement in December and the start of their second towards the end of May. The partnership's own data indicates that trainees on the PGCE course do less well than trainees on the undergraduate course and the withdrawal rate on the PGCE course has risen from 3.4% in 2006/07 to 11.3% in 2008/09.
18. There are issues with communication. Trainees cite turning up at lectures which have been cancelled and the overuse of projected slides in lectures in some modules. There are inconsistencies in the support trainees receive before

they start their assignments. As a result, the trainees feel they do not know what they need to do to get a high mark. The biggest concern is that trainees feel that few university tutors know them by name. The introduction of the personal tutor system is beginning to address this issue.

19. Despite the inadequacies in overall effectiveness, applications are buoyant and employment rates are above the sector average. Although the recruitment of trainees from minority ethnic groups is below the sector average, the proportion awarded qualified teacher status is above the sector norm. There are strengths in the personal support that many trainees receive on school placement, in the special study modules that enable trainees to pursue an area of interest in depth, and in the teacher as a researcher module. Increasingly, trainees are visiting schools to observe good practice and the partnership is engaging expert practitioners to deliver aspects of the central training programme. Trainees have access to a wide range of resources in the university library and in schools. They make good use of them to support their academic studies and their practical teaching. The trainees observed teaching prepared their resources well. The establishment of a training base in Peterborough, in September 2009, is enabling those enrolled there to have good experience of teaching in schools with pupils from a diverse range of backgrounds.

The capacity for further improvement and/or sustaining high quality

Grade: 3

20. Although there is weak leadership at middle management level and in relation to quality assurance, the senior leadership is well aware of the issues and measures are being introduced to secure improvement.
21. The self-evaluation document is well written and provides an honest appraisal of strengths and areas for development although the significance of some of the issues, notably the considerable dissatisfaction raised by trainees, has been underestimated.
22. The university has already advertised for a Partnership Director and recognises that this is a key appointment. Leaders identify the need to gain greater consistency in the quality of school-based training through ensuring that more rigorous systems are introduced to monitor the relative strengths and weaknesses of partnership schools. With the appointment of a data analyst, a satisfactory start has been made in collecting and analysing data. There is now more robust data on recruitment and selection which is helping leaders to monitor trends over time, the recruitment and retention of different groups, and success rates.
23. Trainees and mentors are invited to evaluate modules and placements, and to review their training at intervals. However, there is scope for a much sharper analysis of the outcomes, and a need to ensure that the areas where trainees express most dissatisfaction are included in an ongoing review of provision.

While joint observations are helpful in promoting consistency of assessment in lessons, the lack of robust systems for monitoring trainees' ongoing progress and development is holding some trainees back. For example, trainees express concerns about a lack of support with planning. As their professional development portfolios are not monitored regularly, it is difficult for tutors to pick up this issue.

24. There have been improvements to the early years course as a result of trainees' evaluations. For example, mathematics training for the early years has been strengthened. There have also been improvements in trainees' breadth of teaching experience since the last inspection although not all early years trainees have a placement which enables them to teach three year olds. The late allocation of placements was a point for action in the last inspection report but this still remains an issue for some trainees.
25. A considerable amount of work has been done on developing a new partnership model in response to weaknesses identified in quality assuring placements and in mentor training. This is a positive initiative. Another positive development is the establishment of subject teams. Staff are beginning to be more involved in the self evaluation and improvement planning process. They are drawing up action plans but the setting of priorities and the identification of well focused objectives, which are rooted firmly in improving outcomes for trainees, is not sufficiently refined. The monitoring of policies on equality and inclusion is not yet rigorous enough to ensure that all trainees have access to a high quality training programme which enables them to fulfil their potential.
26. In the past, the partnership has been slow to respond to national initiatives. For example, the recommendations of the Rose Review into early reading were not incorporated soon enough into the training. With the help of the Training and Development Agency, an action plan has been drawn up to address the issues. The university is now providing more input on phonics. However, third year undergraduate trainees and postgraduate trainees are not confident teaching phonics and this is an urgent area for further development before they finish their training.
27. Improvement planning is getting better. The primary development plan incorporates a large number of actions which are pertinent and based upon the outcomes of self-assessment. However, there is scope for staging the actions, including more detail on the impact on trainees' outcomes and identifying who will monitor the effectiveness of the plan. As yet, staff development is not integral enough to the improvement planning process and this is an area for development.
28. Although inspectors identified areas for development in relation to self-evaluation, responding to change and improvement planning, there is good evidence of the senior leadership's commitment to ensuring that weaknesses are addressed. The partnership's response to external evaluation has traditionally been stronger than its response to internal evaluation. However, there are clear signs that the partnership is now evaluating practice more rigorously and taking action to implement improvements.

Provision in the secondary phase

Context

29. Anglia Ruskin University works in partnership with around 200 secondary schools to offer initial teacher education leading to the award of qualified teacher status (QTS). Trainees are able to gain the award of a postgraduate certificate in education (PGCE), which includes academic credits at Masters level. The provider offers training in the 11-16 age range in science, mathematics, ICT, English, modern foreign languages, history with citizenship, and art and design. 116 trainees were recruited to start in September 2009.

Key strengths

30. The key strengths are:
- the recruitment of trainees committed to their subject and to teaching
 - the pastoral support for trainees provided by university and school-based staff, including the taking of effective action when concerns are raised
 - the passion for their subjects demonstrated by subject leaders which is replicated by trainees as they share their subject knowledge enthusiastically with pupils in the classroom
 - the spirit of collaboration developing across the partnership and the goodwill demonstrated by partnership schools.

Required Actions

31. In order to accelerate trainees' progress against the standards and raise their attainment, the partnership should:
- improve the system for monitoring trainees' progress in meeting the standards and the processes in place to identify underachievement and ensure the provision of timely support
 - identify sharper and more developmental targets for trainees.
32. In order to increase the consistency and effectiveness of high quality provision, the partnership should:
- raise the quality, and improve the impact, of mentor training
 - strengthen and clarify quality assurance roles and procedures so that provision within and across subjects at the university and in partnership schools are consistently high
 - sharpen improvement planning at both phase and subject levels.

Recommendations

33. In order to improve trainees' progress and attainment, the partnership should:
- ensure adequate resources are available to support the necessary improvements that have been identified by the partnership and through the inspection process
 - improve the interrelationship between trainee audits, the personal development portfolios and the tracking of trainees' progress

- consider the use of ICT to improve the monitoring of trainees' progress against the standards and to encourage more collaborative learning within the partnership.

Overall effectiveness

Grade: 3

34. Trainees with the potential to become good teachers are selected for the course. They are supported particularly well pastorally, in general gain experience in suitable schools, receive satisfactory training and as a result meet the standards at a good level on completion of their course. Inspection evidence broadly confirms the accuracy of the provider's assessment of trainees. Trend data over recent years indicates that overall, trainees' attainment against the standards is good. In relation to their starting points, the proportion of trainees judged to be outstanding is satisfactory but could be higher. Ambitious plans to improve provision and to raise trainees' attainment further are in place.
35. Ten trainees were observed teaching during the inspection. Evidence, including that from lesson observations, indicates that trainees are positive about their training and enthusiastic about, and committed to, teaching. Trainees are confident communicators who share their subject knowledge enthusiastically and are able to establish good relationships with pupils in the classroom and with other colleagues in their placement schools. Trainees manage resources well. They have high expectations in relation to classroom behaviour and pupils' completion of tasks. They define lesson objectives clearly and plan sequences of learning activities logically. Overall, trainees are competent practitioners in the classroom and in relation to behaviour management, both of which are national priorities. In relation to the standards, trainees' professional skills are stronger than their professional attributes and professional knowledge and understanding. The quality of trainees' self-reflection is inconsistent; trainees tend to overemphasise what they will do during a lesson rather than what pupils will learn. Their lessons lack an appropriate focus on differentiation and there are inconsistencies in the quality of their use of assessment during lessons.
36. The provider meets its admissions targets overall. Equality of opportunity in relation to recruitment and selection is promoted effectively. Trainees are recruited from a wide range of socio-economic backgrounds, which is in accordance with the university's commitment to widening participation. Sustained efforts to increase under-represented groups of trainees are modestly effective and recruitment in relation to ethnicity, gender and disability is around the sector average. The employment of trainees is above the sector average with most gaining employment in local schools. Several past trainees interviewed during the inspection have progressed swiftly to posts of responsibility.

37. The quality of selection procedures across subjects varies. The best features include the use of individual and group interview activities, the involvement of subject mentors in interviewing, clear pre-course targets supported by precise tasks and the use of sound subject audits to identify strengths and weaknesses, such as in history and art. Another best practice feature is the use of subject enhancement courses, as in modern foreign languages and mathematics. The effective induction, too, of modern foreign language trainees, who were educated abroad, enables them to approach school placements confidently.
38. The content and structure of the course contributes to trainees' successful completion. The coherence between different elements of training and assessment is effective. The pastoral support for trainees is good and effective action is taken when concerns are raised. Trainees are generally positive about centre and school-based sessions in subject and professional studies, but appreciate those sessions that make explicit links. Science trainees consider that subject and professional studies are interrelated well. A 'behaviour for learning' session led by one of the partnership schools is also popular due to its relevance. Trainees also value university based sessions that model the expectations made of their teaching in schools. Several subjects have successfully created model classroom environments at the university. For example, in art and design, a ceramics studio helps prepare trainees to arrest the decline in three-dimensional studies in schools, a matter of national concern. While all secondary courses are focused on the 11-16 age range, all trainees gain some experience in a post 16 setting and provision includes sessions on 14-19 developments that make good use of the experience of local schools and colleges. In addition, a small number of trainees are able to access enhanced 14-19 experience in the creative and media diploma. However, not all trainees were convinced that course documentation, or the use of ICT in lectures, modelled best practice.
39. University subject leaders generally develop very effective working relationships with trainees and gain a secure understanding of their strengths and weaknesses. Trainees mirror subject leaders' passion for their subjects. They also value the informality and accessibility of subject leaders as they build professional relationships with mentors and professional tutors in schools.
40. The quality of subject audits and extent to which these inform the professional development portfolio (PDP) is variable. As trainees progress from the first placement to the second, the lack of integration is exposed between the PDP, assessments and evidence of progress towards the standards. The monitoring of trainees' progress towards the standards is an area for improvement. A tracking spreadsheet has recently been introduced but this is not yet a sufficiently rigorous tool of analysis and does not, without further refinement, have the capacity to monitor progress in a systematic and timely fashion. The current lack of systematic and timely monitoring prevents tutors intervening promptly to ensure all trainees are challenged to reach their potential. This is compounded by the fact that university staff are given little time to intervene, for example, when a promising trainee has reached a plateau. Targets are not always sufficiently focused on the standards. The quality of information about a

trainee's progress that is passed from placement A to B is variable and hand-over targets are not always helpful in tailoring subsequent training.

41. Subject leaders generally know the partnership schools well and ensure all trainees benefit from at least one strong school experience. However, quality assurance procedures are not sufficiently strong to ensure that provision in all partnership schools is consistently high. Improvements are being made; for example, procedures have identified variability within subject provision in the university, and prompt and appropriate action has been taken.
42. All trainees have appropriate placements and mentoring support although the quality of this is variable. Systems are in place to support the professional development of all trainers. However, currently, the quality and impact of mentor training are too variable to promote consistently high quality provision across the partnership. The partnership has ambitious plans in place to address this issue and is currently piloting a new partnership model that involves local partnership hubs. Within the university, appropriate processes are in place for inducting and supporting new subject leaders.
43. The requirements of all relevant legislation are met in relation to the promotion of equality and diversity. Trainees are positive about their training, the support they receive and how incidents are dealt with. Training equips trainees to teach across the relevant age and ability range for which they are being prepared. While the preparation of trainees to teach in a culturally diverse society is supported theoretically, there are weaknesses in the extent to which some trainees are equipped to teach learners who speak English as an additional language. There are missed opportunities to analyse and share different aspects of cultural diversity in partnership schools. For example, in an art and design lesson observed, a student newly arrived from Eastern Europe with little spoken English responded to a trainee by expressing, through imagery, her powerful cultural influences.

The capacity for further improvement and/or sustaining high quality

Grade: 3

44. Overall, the quality of self-evaluation is satisfactory because the impact on improvement is at an early stage. The self-evaluation document is accurate and draws on a range of information, including trainees' views, external examiners' reports and the findings of an independently commissioned evaluation. The appointment of a data analyst is contributing to a more systematic monitoring of trends in trainees' outcomes and improved data analysis and decision making.
45. The new secondary programme leader has introduced a range of procedures aimed at improving quality assurance and promoting high quality outcomes. Significantly, the improvement strategy has promoted improved partnership working. For example, the protocol for interviews now involves school-based staff and visits to new schools now precede placements. Module evaluations

have contributed to the refinement of the partnership's new 'Curriculum 2010' initiative involving close collaboration between the university and schools.

46. The plans for 'Curriculum 2010' and the new partnership model aim to address a number of outstanding issues, including the quality assurance of partnership provision, the quality of mentoring and mentor training. These new developments have involved extensive consultation with partnership schools and a spirit of collaboration is developing across the partnership with much goodwill demonstrated by partner schools.
47. The range of initiatives already introduced is indicative of senior leaders' resolve to address weaknesses urgently. The new staffing structure, including some new personnel, is considered a secure basis for sustainable improvement, a view largely supported by trainees' feedback. Subject leaders use well their recent school experience to ensure that changes are relevant to local needs. Where progress remains slow, strategies to share strengths across subjects are beginning to take effect. Additional impetus is provided by effective links with national organisations, for example modern foreign languages and history associations. However, not all links between national initiatives and local opportunities are fully developed. For example, the involvement of specialist schools in the subjects offered by the partnership is not fully exploited. Nevertheless, a good example of enhancement is evident through the involvement of a specialist arts and media college, providing trainees with an insight into the relevant 14-19 diploma.
48. Progress made in addressing the issues identified at the last inspection, while slow to start, is now fuelled by visionary, outward-looking plans for the future and supported by committed senior leadership. However, the improvement plan includes too many actions with no clear prioritisation. Actions are not always sufficiently explicit and time scales are fluid with many developments that begin in September 2010. Success criteria are not always explicit and do not focus sufficiently on improving progress and outcomes for trainees. Nor do they include sufficient detail about the resource requirements needed to support improvements. Subject development plans contain similar weaknesses, with, for example, inadequate resources to enable subject leaders to fulfil an enhanced quality assurance role. Despite this, promising planning includes examples of where subjects attach importance to innovation alongside operational improvement; for example, the foreign exchange developed to allow modern foreign language trainees to teach their subject in a different language and the initiative to encourage short additional placements in non-school settings.
49. New leadership is now taking a more urgent approach to improvement and the need to prepare for and respond to change at local and national levels. It has the capacity to respond appropriately and solutions are being found to what appear to be longstanding problems and weaknesses in provision.

Initial teacher education for the further education system

Context

50. Anglia Ruskin University works in partnership with five colleges of further education and one sixth form college to provide initial teacher education for teachers and trainers in the further education system. Courses lead to the university's two year part-time Diploma in Teaching in the Lifelong Learning Sector (DTLLS). In addition, the university offers two year part-time subject specialist DTLLS courses in literacy, numeracy and English for speakers of other languages (ESOL). The qualifications meet the statutory requirements and are endorsed by Standards Verification UK. Currently 249 trainees are on the DTLLS course at the colleges and 28 on the subject specialist DTLLS courses at the university.

Key strengths

51. The key strengths are:
- the quality of the academic and personal support for trainees, which is supporting their progress very well
 - the modelling of good practice by tutors at the university and the quality of feedback to trainees on the university specialist DTLLS programme
 - the strong links between the university and the partner colleges, which support programme development and course improvement very well
 - the highly effective support the DTLLS pathway leader and senior university managers provide to partner colleges, in order to secure improvements in outcomes for trainees.

Required actions

52. In order to improve trainees' progress and attainment the provider must:
- fully implement processes to measure trainees' attainment.
53. In order to improve trainees' progress and attainment, the partnership must:
- improve the quality and consistency of subject specific support and mentoring across the partnership
 - ensure the effective moderation of lesson observations by tutors and mentors.
54. In order to strengthen management's assessment of performance and the impact of action planning the partnership must:
- improve the rigour of monitoring at operational level on the generic DTLLS programme, including the allocation of sufficient human resources, in order to ensure greater consistency in the quality of training across the partnership.

Recommendations

55. In order to improve trainees' progress and attainment, the partnership should:
- improve the availability of additional learning support across the partnership, for all trainees who have identified support needs.
56. In order to improve the quality of training, the partnership should:
- fully implement strategies to ensure the recruitment and selection of under-represented groups on the generic DTLLS programmes, at colleges where this is low.

Overall effectiveness

Grade: 3

57. In 2008/09 the partnership trialled processes for measuring trainees' attainment, which it is introducing across the whole partnership in 2009/10 with varying degrees of success. The university and colleges have yet to fully implement robust processes for measuring attainment effectively; however, standards attained by trainees are at least satisfactory. The retention of trainees on the literacy, numeracy and ESOL specialist DTLLS courses is good. It is satisfactory overall on the partnership DTLLS course, but with significant variation across the partner colleges. In 2007/09, the proportion of trainees who successfully completed the generic DTLLS course was satisfactory overall, but across the colleges this ranges from 58% to 75%.
58. Trainees on the current literacy, numeracy and ESOL specialist DTLLS courses are making good progress, as are a large majority of trainees on the partnership DTLLS course, as a consequence of the high quality academic and personal support they receive from their trainers. Trainees' progress is also enhanced by the highly effective development of skills in reflection. A small minority of trainees are making only satisfactory progress, because the quality of their subject specific support in the workplace is not of a sufficiently high quality to help them to improve.
59. Trainees who achieve particularly well have excellent relationships with learners, give them plenty of encouragement and get them actively involved in lessons. Lessons are well-structured, with good use of objective setting, signposting of key learning points and reviews of learners' progress. Trainees use question and answer very effectively to promote learning and learner engagement. They act on opportunities to expand on learning points and to promote additional learning and the practice of literacy and numeracy skills. Where appropriate, they also make very good use of their vocational and industrial experience and ICT very effectively to promote teaching and learning. Trainees on the subject specialist literacy, numeracy and ESOL courses meet the individual needs of their learners particularly well and make very effective links between class content and real life and work situations.
60. Although lessons by trainees who achieve less well are generally satisfactory, they lack sparkle, do not motivate or engage learners sufficiently and do not meet learners' individual needs sufficiently, which impacts on learners' overall progress. Trainees' use of resources can be fairly pedestrian, with often an

over-reliance on paper-based resources, particularly worksheets and handouts. A small minority of trainees demonstrate literacy needs themselves; with spelling mistakes in their work with learners, for example on the whiteboard, and also in their assignments.

61. Recruitment and selection procedures are clear and well established, although not all the partner colleges always apply them in practice. This has had a negative impact on the retention of trainees on those courses. Overall, the large majority of trainees are well suited to, and understand, the demands of the courses. Tutors provide helpful information and advice to any applicants they judge are not yet ready for training. The specialist DTLLS course is very effective at widening the participation of trainees from the voluntary and community sector. Across the partnership, the black and minority ethnic representation on courses generally matches that of the surrounding areas; however, it is too low at several of the partner colleges where it remains an area for further development. Trainees' individual support needs are identified at an early stage in the process and the provision of appropriate additional learning support meets the needs of the majority. However, it is not consistently available to trainees at all colleges across the partnership.
62. Trainees on the DTLLS courses speak very highly of the modelling of good practice by tutors at the university and at a large majority of the partner colleges. Tutors demonstrate their passion for the job and their enthusiasm, as well as their wide-ranging experience and professional knowledge and understanding. Trainees find their approach motivating and they replicate it to good effect when working with learners in their own classes. The majority of trainees develop very useful reflective skills. Trainees reflect on what they are learning from the more theoretical elements of the courses and from tutors, peers and their assignments. They draw very well upon this reflective practice to plan and deliver lessons and to further their own professional development.
63. The effectiveness of procedures to monitor trainees' progress is satisfactory overall, with some good use of target setting in professional development plans. However, mentors are not always sufficiently aware of trainees' targets. Overall arrangements to support trainees in the work-place and to secure improvements in teaching their subject specialism are satisfactory, but remain inconsistent across the partnership.
64. A majority of mentors provide very effective individual support for trainees, including good communication, regular contact and detailed and helpful suggestions on how to improve subject teaching and the organisation and management of their classes. However, not all trainees across the partnership benefit from support of a sufficiently high standard.
65. The university has clear and generally effective arrangements in place for the marking and moderation of assessed work. The quality of feedback to trainees on the university specialist literacy, numeracy and ESOL DTLLS courses, and at several of the DTLLS courses at the partner colleges, is exemplary. Feedback from observations of trainees' teaching and from assignment work is detailed, constructive and provides very helpful information to trainees on how to secure

improvements in their teaching, academic writing and overall professional practice. However, feedback of this high standard is not sufficiently consistent across all the partnership. When several colleges experienced difficulties in the assessment of trainees' work, the DTLLS pathway leader stepped in to secure effective arrangements to ensure that trainees were not unduly affected. A key area for development, which external examiners as well as inspectors have highlighted, is the need for the university and colleges to ensure the effective moderation of observations by tutors and mentors.

66. Trainees generally have access to a good range of resources at the university and colleges, which are supporting them well in their professional development. Trainers are experienced and appropriately qualified. Although the university is continuing to develop its use of web-based resources and a virtual learning environment, current trainees on courses in colleges across the partnership do not have access to these university on-line resources. Trainees do access virtual learning environments in the individual colleges and many speak highly of the benefits this offers them. However, across the partnership as a whole, the use and impact of virtual learning is yet to be fully realised.
67. The university is fully aware that the quality of training is not consistently good enough across the partnership in order to ensure high quality outcomes for all trainees; a minority of trainees receive only satisfactory training. Managers at the university and in the partner colleges are increasing the pace of change in 2010 and taking effective actions when significant issues and concerns are raised and to improve the quality of training.
68. The partnership values and respects diversity and the promoting of equality and diversity is thoroughly embedded in all aspects of the DTLLS courses. In particular, trainees on the specialist literacy, numeracy and ESOL DTLLS courses and on several of the college DTLLS courses are prepared fully for teaching in a culturally diverse society. They develop a very good understanding of equality and diversity in relation to their own developing professional practice and are able to promote equality and diversity very well in their own teaching and learning contexts. Other trainees across the partnership develop at least a satisfactory understanding of equality and diversity. Support for trainees with a declared disability, for example, dyslexia, is satisfactory overall, although additional learning support is not always promptly available for all trainees with identified needs. Trainees feel able to raise any concerns with university and college tutors, as they have confidence that they will be dealt with in a supportive and professional way.

The capacity for further improvement and/or sustaining high quality

Grade: 3

69. The self-evaluation document is detailed and comprehensive and clearly demonstrates that the university and the partnership are sufficiently aware of strengths and areas for improvement. It covers all key aspects of the provision and the partnership and takes into account a wide range of evidence, including

a significant emphasis on the importance of feedback from trainees, from the partner colleges and from external examiners. All colleges were invited to contribute to the self-evaluation report, but in practice not all colleges made significant contributions. Managers include an analysis of data about trainees' progress and achievements; however this data is not sufficiently accurate, as the analysis does not cover data over the full two-year partnership DTLLS course from 2007/09, but treats each year as if it was a separate course. Consequently, judgements, in the partnership's self-evaluation document in relation to retention and success for trainees, are not always made on the basis of accurate data. In most partner colleges, self-assessment is very effective, accurate and strongly linked to quality improvement.

70. This is a partnership which is still developing, with one new college of further education and one sixth form college joining the partnership in September 2009. Links between the university and the partner colleges are strong, which supports programme development and course improvement very well. The DTLLS pathway leader and other university managers provide partner colleges with highly effective support in order to secure improvements in outcomes for trainees. University managers have a good understanding of the key areas for development, provide strong leadership for the partnership and set high standards which the partner colleges work to adhere to.
71. The university encourages the shared development of the DTLLS courses and holds regular partnership management meetings at each college in turn. Several of the partner colleges are very proactive in successfully leading on key developments. For example, one college is developing good practice in implementing the summative profile, which forms the basis for judging trainee attainment in 2009/10, and is sharing this good practice with the other colleges to support them in implementing this significant development. The university itself is piloting innovative approaches to assessment, which challenge trainees to work in more creative, visual, auditory and kinaesthetic ways and to develop a broader understanding of approaches to assessment. These curriculum developments directly impact on outcomes for trainees and contribute to improvements in the overall quality of the training; developments which are greatly enhanced by improvements in the sharing of good practice across the partnership since the previous inspection in 2008.
72. The university and the partnership generally anticipate change and prepare for and respond to national and local initiatives well. University managers are actively involved in local and regional networks and play an active role in staff and curriculum development across the Essex region, particularly in literacy, numeracy and ESOL; work which contributes to improvements in the university and partnership DTLLS programmes. In several of the colleges, significant changes and restructuring in 2009/10 initially disrupted the teacher education programmes; however appropriate management and staffing arrangements are now in place.
73. The university and colleges have well-established overarching systems for quality assurance, which include annual programme reviews, annual reviews of all modules and course handbooks and good use of feedback from external

examiners and from trainees. The detailed DTLLS pathway action plan clearly identifies key actions necessary to secure improvements, which pathway managers regularly evaluate and update. Since the previous inspection in 2008, many weaknesses have been resolved. However, the inconsistent arrangements for subject specific support and mentoring for trainees, and the underdeveloped quality monitoring of observations and workplace support for trainees, remain areas for development. The university recognises that the partnership needs to improve the rigour of monitoring at operational level, in order to ensure greater consistency in the quality of training across the partnership, which requires sufficient human resources to implement effectively. All partners are not sufficiently clear about their role in securing improvements in outcomes for trainees

Annex: Partnership College

74. The partnership includes the following colleges:

- Chelmsford College
- Epping Forest College
- Peterborough Regional College
- South East Essex Sixth Form College
- South Essex College
- The College of West Anglia

Summary of inspection grades¹

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Overall effectiveness

		Primary	Secondary	ITE for FE
How effective is the provision in securing high quality outcomes for trainees?		4	3	3
Trainees' attainment	How well do trainees attain?	3	2	3
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	3	3	3
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	4	3	3
	To what extent are available resources used effectively and efficiently?	3	3	3
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	4	3	3
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	4	3	3

Capacity to improve further and/or sustain high quality

		Primary	Secondary	ITE for FE
To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?		3	3	3
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		3	3	3
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		3	3	3
How effectively does the provider plan and take action for improvement?		3	3	3

¹ The criteria for making these graded judgements are in the Grade criteria for the inspection of ITE 2008-11; Ofsted November 2009; Reference no: 080128.

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