

University of Northampton

Initial Teacher Education inspection report

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Lead inspector	Philip Mann HMI

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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. The University of Northampton offers four routes to Qualified Teacher Status in the primary phase. Two are three-year undergraduate programmes, one primary and one early years. Two courses are at postgraduate level for primary and early years respectively. Postgraduate students are eligible for sixty Master's level credits.
4. The university also works with four partner colleges in its locality to provide initial teacher education part-time through in-service modes of study. Two colleges are long-established partners with the university in post compulsory teacher training and two have joined the partnership within the past three years. All provide opportunities for undergraduate trainees to gain a Certificate in Teaching and Learning in the Lifelong Learning Sector and for graduate trainees to gain a Professional Graduate Certificate in Teaching and Learning in the Lifelong Learning Sector. All teaching is based at the colleges, there is no

provision based at the University. Trainees are all in-service, mainly staff of the partner colleges.

A commentary on the provision

5. The following are particular features of the provider and its initial teacher training programmes.
 - all trainees in both phases are prepared well to teach in a diverse society. Training in both phases provides trainees with good insight into the needs of learners whose first language is not English and the strategies that can be used to support their learning
 - trainees demonstrate high levels of competence in using information and communication technology to support their teaching and engagement of learners
 - the implementation and use of procedures and paperwork across both partnerships ensures good levels of consistency in the quality of training
 - trainees in both phases achieve well to attain good outcomes by the end of their respective programmes.
6. There are particularly strong features in some programmes that could be applied to other programmes or aspects of the provision:
 - the ability of course and subject leaders to anticipate and innovate change in the primary partnership
 - the quality of training for mentors in the primary phase.
7. The following recommendations should be considered to improve the quality of the outcomes for trainees:
 - improving the use of trainee data to support self-evaluation in both phases
 - improving the overall quality of strategic planning across both partnerships.

Provision in the primary phase

Context

8. The University of Northampton works in partnership with around 250 schools in nine local authorities and over a wide geographical area. It provides initial teacher education (ITE) in the 3-7 and 5–11 age ranges for a Bachelor of Arts Honours (BA) courses and 3–7 and 5–11 age range for post graduate trainees. Postgraduate students are eligible for sixty Master's level credits. The M level component of the PGCE programme was introduced for the first time in 2007/08. At the time of the inspection there were 364 trainees following the three year BA courses and 99 following the post graduate programmes.

Key strengths

9. The key strengths are:
- excellent procedures to ensure that trainees from a diversity of backgrounds are selected on the basis of their potential to teach
 - the good preparation of trainees to teach in a diverse society
 - high quality training that inspires trainees to be successful teachers
 - high expectations that are consistently shared across the partnership to ensure all trainees succeed
 - the excellent clarity and cohesion of purpose between centre- and school-based training
 - the outstanding quality of resources
 - extremely innovative course leaders who adapt programmes to fully reflect national and local initiatives.

Recommendations

10. In order to improve the quality of improvement planning the provider should:
- analyse trainee data with more precision to inform self-evaluation and identify areas for further improvement of the courses and trainee attainment
 - ensure that the impact of action plans can be measured effectively against improved outcomes for trainee

Overall effectiveness

Grade: 1

11. The overall effectiveness of the provider in securing high quality outcomes is outstanding.

12. Recruitment and selection procedures are very rigorous. Extremely effective interview structures fully identify and select trainees, from a range of academic backgrounds, who primarily demonstrate the potential to teach. The carefully targeted recruitment of males into primary and trainees from minority ethnic groups within the region has resulted in higher numbers of these trainees being selected for all courses to meet national targets this year. The retention of these trainees is excellent due to effective support systems and tutoring of high quality. Induction tutorials identify individual needs and areas of support very effectively. Initial audits provide clear information about all trainees' needs and are followed up effectively throughout the course. Personal tutors provide excellent support with the role of the learning mentor being pivotal in dealing with a range of specific problems and learning needs. Highly effective support systems are in place to ensure that any issues the trainees have with personal problems or learning issues are promptly dealt with. As a result, the retention of trainees on all of the courses is very good.
13. The attainment and achievement of trainees are good as a result of some outstanding provision. Many make at least good progress from generally average starting points when they begin their respective course to achieve the Standards for Qualified Teacher Status; approximately 40% attained outstanding across all courses in 2008/09. All trainees demonstrate a strong commitment to become good teachers and this is exemplified in well-ordered files. Inspection evidence confirms that undergraduate trainees possess an ability to develop very positive relationships with pupils in their final placement schools. Their knowledge of a good range of behaviour management strategies facilitates successful lessons where pupils are engaged in learning. Planning for all lessons is detailed with a clear focus on meeting the needs of individual pupils. Trainees in all courses use questions well to check pupils' understanding and challenge their thinking further. Interactive whiteboards are used with confidence to illustrate key teaching points and often to engage pupils further in consolidating learning. However, some trainees lack the skill to use sessions at the end of lessons to assess the progress of pupils.
14. Postgraduate trainees make rapid progress during the course. In pairs they demonstrate clear ability to manage successful lessons where resources are used imaginatively to support their teaching. Improvement in the early years undergraduate course is ensuring that these trainees are fully equipped to teach the curriculum for children in this age group. These trainees make good use of resources and support staff in their teaching sessions. They are quickly developing their observational and assessment skills.
15. The quality of training and assessment is excellent. High expectations are set for all trainees who are very well supported to reach their maximum potential. High levels of coherence are assured because of the excellent links established between both school- and centre-based training. National initiatives such as the Every Child Matters Agenda and the teaching of phonics are covered in depth. All trainers work together closely to ensure that trainees receive consistently high quality training and feedback. School-based work is very effective and

very well supported by centre-based training and well-chosen assignments. This includes the modelling of best practice by practitioners in schools and tutors in taught sessions. Trainees are very enthusiastic and speak highly of all aspects of the course. In particular trainees state that the quality of support they receive from personal tutors is excellent. Trainees talk about lecturers being passionate about their subject and teaching. Trainers demonstrate innovation and considerable insight into current changes to the primary curriculum by making explicit links between subjects. For example the physical education (PE) training session observed during the inspection emphasised very strong cross-curricular links, using an orienteering exercise to stimulate a literacy lesson based on the letters collected in the outdoor activity. Such activities inspire trainees to become good teachers.

16. Assessment and feedback are rigorous, open and honest, building on trust between trainees and mentors. Targets are reviewed regularly and assessment systems of high quality are applied accurately and consistently across the partnership. Trainees are challenged by the targets set for them in weekly reviews. Regular visits to schools by visiting tutors ensure that assessments are accurate and consistently applied across the partnership. Assignments are marked well and closely linked to the Standards. Trainees find written comments useful because they clearly indicate what they need to do to make further progress.
17. The quality of resources available to support trainees in their development is excellent. Staff resources are deployed extremely well to balance continuity in personal tutoring and consistency through cross moderation, and linkage between subject and professional tutoring. All trainees have access to a wide range of recent and relevant equipment and texts. The library has been developed as an excellent resource, not only providing texts but many sets of books, story bags, theme packs and even costume packs to support primary school trainees. Trainees have access to a good range of information and communication technology equipment such as digital visualisers. The university's own virtual learning environment (VLE) enables trainees to easily gain access to all course data and facilitates communication with the provider and other trainees. Training rooms are very well equipped. For instance the PE room contains all that is expected in schools. Such training environments provide trainees with excellent opportunities to gain insight and confidence in using equipment and apparatus for PE.
18. The partnership is very well managed with all stakeholders feeling valued and involved. This and the excellent level of communication enable the provider to finely tune responses to schools' needs in training. Schools are increasingly being encouraged to use the VLE for all issues to do with the partnership. High quality, well-thought-through procedures ensure consistency across the partnership for all courses. Roles and responsibilities are clearly identified within the partnership handbook, helping to ensure consistency of approach for all trainees. Regular visits by university tutors to schools provide excellent levels of support and ensure consistency between school- and centre-based

training. Moderation tutors play a vital role in establishing this high level of consistency, intervening as and when necessary to ensure that training is of the highest quality. Furthermore, centrally held moderation meetings for school mentors ensure that consistent judgements are made about trainees' achievements.

19. The comprehensive monitoring of equality and diversity ensures that the vast majority of trainees make good or better progress to achieve their full potential. There have been very few incidents of harassment or discrimination and when it has occurred it has been very effectively dealt with. Trainees are well prepared to teach in a diverse society because the development of trainees' awareness of teaching pupils whose first language is not English has been very effective. Minority ethnic trainees and those with a disability feel very well supported because of the careful tracking of their needs and individualised support from the tutors and the learning mentor.

The capacity for further improvement and/or sustaining high quality

Grade: 2

20. Capacity for further improvement is good overall. There is clear evidence of positive impact on the achievement of trainees in most courses. Course leaders manage the training programmes very effectively to ensure trainees attain good outcomes. There is a very strong sense of teamwork amongst subject leaders who demonstrate a depth of knowledge about best primary practice. All share a clear vision to prepare trainees with the skills and expertise to become good teachers.
21. Course leadership has been particularly effective in the enhancement of training provision. Innovative strategies have been developed to solve problems and support the achievement of trainees. These include the increased use of a learning mentor, investment in a wide range of ICT equipment for use by trainees in schools, and changes to the course programmes to fully reflect the forthcoming changes to the primary curriculum regarding cross-curricular and creative links. There is excellent communication with schools about changes to expectations about trainees who are provided with a wide range of information to keep themselves up to date.
22. The ability of management at all levels to evaluate performance in order to improve trainee outcomes is good. Self-evaluation is accurate based on good use of much information gathered through a variety of effective monitoring procedures. A wide range of data is used to monitor the quality of provision and this is fully reviewed by the partnership steering group. External examiner reports are very thorough and provide high quality feedback on the strengths of provision and areas for further development. Annual reviews are detailed and support subject action planning. A good range of data from key stakeholders is utilised to support self-evaluation and review. Feedback from

both schools and trainees is taken fully into account and modifications made to the provision accordingly. For example, mentor training at the grade 2/1 boundary level has led to greater accuracy of assessment and the unpopular science audit being revised. These modifications are valued by trainees.

23. Data related to trainees' achievements are regularly gathered and used to monitor the progress of trainees and ensure school placements match their individual needs. These data are used to identify any differences in achievement between subjects and support course improvement; such as modifications to the English and early years courses. However, the depth of data analysis lacks sufficient precision to drive forward further improvements and ensure all trainees reach the highest standards possible. For instance, data is yet to be used to fully identify trends and patterns related to the achievement of trainees across all courses, to monitor trainee performance, trigger intervention and fully inform strategic planning.
24. The impact of planning for further improvement is good overall. The long term plan for 2008/10 has initiated changes in training provision that are reflected in improving outcomes for trainees. For instance, there has been some clear success in the preparation of trainees for teaching in a diverse society, working with pupils who speak English as an additional language and the development of the early years course programmes. Subject and course action planning is variable in quality. Targets for improvement have been carefully identified with clear lines of responsibility. However, there is no common framework for the construction of subject action plans and these do not fully reflect areas of improvement identified in the long term plan. Furthermore, success criteria are too broad and consequently this restricts the ability of the provider to effectively assess the impact of planned actions on trainee outcomes. Finally, there is no overall strategic plan for improvement from 2010 onwards.

Initial teacher education for the further education system

Context

25. The University of Northampton works in partnership with four partner colleges in its locality. Two colleges are long-established partners with the University in post-compulsory teacher training and two have joined the partnership within the past three years. One long-established partner will be leaving the partnership when the current year two trainees graduate. All teaching is based at the colleges; there is no provision based at the university. Trainees are all in-service, mainly staff of the partner colleges. There is a mix of trainees achieving endorsed and non-endorsed awards.
26. Diploma in Teaching in the Lifelong Learning Sector (DTLLS) based courses are offered at level 5 for non-graduates and at level 6 for graduates. Trainees complete a common first year. In year 2 both courses are delivered together with differentiation being achieved via the personal tutorial system and assessment outcomes. Approximately 280 trainees are following the two courses, 155 trainees are studying on the first year; on the second year 70 are studying at level 5 and 55 at level 6. The qualifications meet the statutory requirements and are endorsed by Standards Verification UK.

Key strengths

27. The key strengths are:
 - trainees who are highly competent in the classroom, relating their industrial, vocational or professional background well to students' learning
 - trainees who engage in reflective, self critical approaches demonstrating their passion to improve
 - generic and subject specific mentors who provide effective and challenging support to trainees
 - the constructive feedback from tutors on assignments and lesson observations which help trainees progress
 - trainers in partner colleges who are preparing trainees well to teach in a diverse society
 - ICT facilities and resources within colleges which are used to good effect by trainees in teaching and learning strategies
 - inclusion in the curriculum of action research projects which involve trainees in college quality improvement and sharing of good practice to colleagues.

Required actions

28. In order to improve the effectiveness of planning and action for improvement, the partnership must:
- agree a strategic plan which recognises the strengths of partners and which drives improvement through the sharing of best practice
 - ensure all action plans clearly state the expected outcomes for trainees and how these will be monitored and evaluated.
29. In order to improve the effectiveness of evaluation of performance the provider must:
- develop data systems which enable the partnership to monitor outcomes of both individuals and groups of trainees
 - monitor and evaluate the quality of provision across the partnership
 - engage with the quality assurance systems within partner colleges at a senior level.

Recommendations

30. In order to anticipate change and prepare for and respond to local initiatives the partnership should:
- undertake development based on national or regional initiatives
 - share the outcomes of such developments across the partnership to enhance the trainee experience
 - expand and support the professional development of teacher educators.
31. In order to increase the recruitment of trainees from under-represented groups the provider should:
- work with partner colleges to develop a longer-term strategy across the partnership.
32. In order to increase trainees' use of university resources the provider should:
- investigate compatibility and purpose of provider and partner colleges' VLEs within the training programme
 - include a university visit in trainees' induction programmes.
33. In order to improve training and assessment further the partnership should:
- ensure that all trainers are providing feedback on the identification and development of the minimum core in trainees' assignments.

Overall effectiveness

Grade: 2

34. The overall effectiveness of the partnership in securing high quality outcomes for trainees is good. Trainees' attainment is good. Teacher trainers across the partnership are accurate in their assessment and trainees' success rates are

high. Trainees make good progress and attain well because of effective and challenging support received from generic and subject-specific mentors and constructive feedback from tutors on assignments and lesson observations. Trainees are highly competent. They possess excellent and up-to-date industrial, vocational or professional knowledge and use this well in their planning and teaching. Trainees use the good ICT resources within their colleges well to motivate students and help them learn. Trainees are reflective and self-critical, displaying a passion to improve their own teaching. They are engaged in action research projects which improve the quality of learners' experiences in their colleges.

35. Trainees make good progress, some overcoming personal difficulties and low literacy skills through good support from mentors and tutors. They have developed their academic writing and referencing skills well, persisting until they improve. Trainees are willing to experiment in their teaching and keen to teach to a wide range of learners. They effectively adopt inclusive approaches to support lower ability learners to ensure barriers to learning are overcome. Trainees are caring, supportive and empathetic to the needs of their learners and plan for these appropriately in lessons. However some trainees do not use questioning skills effectively to assess students' learning or to differentiate according to learners' needs. This is recognised in trainees' action plans. Trainees welcome constructive feedback from mentors and tutors and use models of good practice from trainers and peers to help them improve. Trainees engage learners well through appropriate learning strategies and are skilled at using a variety of teaching methods. They are confident in the application of ICT. One trainee, new to teaching, has taken the lead on the promotion of ICT in his curriculum area. Although trainees are very willing to improve their own literacy and numeracy skills they do not all plan for the development of these skills in their learners.
36. Trainees' skills and knowledge and standards of professional practice are good. They are aware of many of the key issues facing teachers, trainers and trainees in the further education sector. They are very well aware of Every Child Matters and safeguarding issues, re-enforced by their employing organisations.
37. Recruitment and selection arrangements are good. All trainees are appropriately interviewed and selected on the basis of their qualification and relevant industrial, vocational or professional experience and job role. Opportunities for the accreditation of prior learning are good. The individual needs of trainees are identified early through detailed initial assessment of literacy and numeracy skills. Support is provided in a timely and appropriate manner by partner colleges.
38. In one partner college, new employees who are not teacher trained are employed from July and have a long induction, including PTLLS programme, before starting teaching. They value this support greatly. Effective early identification and assessment of individual needs lead to appropriate action

plans and targets, focusing trainees on action planning and targets from the outset.

39. Most trainees, including those from under-represented groups, make good progress. However, there is limited evidence of monitoring the success of trainees from identified groups to evaluate effectiveness of selection procedures. The monitoring which does take place is by the partner colleges and is not evaluated by the provider. Although local strategies for the recruitment of under-represented groups exist within some colleges, the partnership has not yet developed an overarching recruitment strategy.
40. Training and assessment are good. Teacher trainers provide good role models to trainees and equip them well to teach in a diverse society. Effective and challenging support is provided by tutors and by generic and subject-specific mentors, many of whom are subject learning coaches and or advanced practitioners. Mentors value their role and the resulting personal and professional development. However, in one partner college a very small minority of second year trainees are not receiving mentor support currently and in another a small minority of mentors have not yet been trained. Feedback from tutors on the quality of lessons is detailed and developmental, setting a clear agenda for improvement. Feedback on written work is very detailed although trainers are not giving feedback on identification and development of the minimum core in trainees' assignments. Assessment across the partnership is secure with rigorous moderation processes established for written work. Individual trainee development targets are set and monitored thoroughly. The follow up system in observations ensures that any tutor or mentor can check progress. The system of target-setting facilitates communication between tutors and mentors. This level of communication is good and trainees receive clear messages on their priorities for improvement. Professional development planning requires trainees to be self-critical and set improvement targets. Trainees understand the importance of this reflection and do it well. Action research projects, built into the curriculum, enable trainees to relate to quality improvement in their own place of employment. For example, one partner college plans to highlight projects in cross-college continuous professional development for trainees to share their good practice.
41. Good resources are used by teacher trainers and trainees effectively to promote learning. Specialist staff are used well within partner colleges to enhance the curriculum. ICT facilities and resources such as interactive whiteboards, voting systems and Flip videos are used by trainees to especially good effect in teaching and learning strategies. In one partner college, trainees use the college VLE effectively to share presentations, upload assignments and communicate with each other and tutors, however little use is made of the university VLE or other electronic resources across the partnership. Trainees would welcome a formal visit to the university to be introduced to the quality and quantity of resources available to them. Funds are allocated openly and transparently across the partnership. Although teacher trainers are fully involved in development and quality assurance meetings at the university their

personal development needs are not identified or supported sufficiently. The majority of mentors are given some time allocation to support their role.

42. The overall quality of provision across the partnership is good. Following the appointment of a dedicated course director at the university two years ago significant progress has been made in standardising policies, procedures and approach across the partnership. However, there is some variation in the quality of trainees' experience of mentoring across centres and the provider's systems are not developed sufficiently to evaluate these differences. In two partner colleges visited during the inspection, initial teacher education is at the heart of professional development of all teachers and its role in driving improvement is recognised. The partner colleges invest heavily in related continuing professional development and add value to trainees' experience.
43. The promotion of equality and diversity in teaching and learning is good. The training prepares trainees to foster values of respect for other's views and backgrounds and they implement this ethos very well in their lessons. Lesson plans, resources and mentor support combine to encourage trainees to incorporate equality and diversity and Every Child Matters themes into their lessons. Trainees feel safe and well supported. They are happy to declare their own learning needs and to receive support. The partnership's strategy to recruit trainees from underdeveloped groups and its analysis of attainment by different groups is underdeveloped.

The capacity for further improvement and/or sustaining high quality

Grade: 3

44. The partnership has satisfactory capacity to sustain high quality outcomes. The provider's evaluation of performance across the partnership is satisfactory. All partners were involved in the development of the self-evaluation document (SED) through a well-understood quality reporting process. The SED is accurate in its assessment of the overall effectiveness of provision but omitted a number of key issues relating to the capacity to secure further improvements and sustain high quality outcomes.
45. Since the last inspection the university has appointed a new course director to develop the post-compulsory education partnership to a common framework. This has been achieved and all partner colleges deliver the same qualifications to the same frameworks, using standardised policies, procedures and paperwork. Partner colleges recognise that the programme is sufficiently flexible to enable them to customise the programme to their own strategic needs. University standard quality assurance systems are in place and work to support the delivery of effective training and assessment of trainees and good joint working and communication between partners. Module evaluation is used effectively across the partnership to assess the quality of teaching and learning. Trainee evaluation is used effectively to inform self-assessment and action

planning. Data on trainees' outcomes is collected and analysed well to inform partner college's self assessment processes and their contribution to the partnership SED. However, university data is not available in a sufficiently timely or detailed form to enable intervention to be targeted within the partnership. The analysis of outcomes for different groups of trainees is insufficient. The university does not monitor college practice sufficiently or evaluate the impact that any differences are making to the quality of trainees experience. University engagement with partner college managers and their quality assurance processes is underdeveloped. Although overall effectiveness is not adversely affected by these shortcomings they limit the ability of the university to facilitate more consistent practice and the sharing of resources across the partner colleges.

46. The partnership's ability to anticipate change and prepare for and respond to local and national initiatives is satisfactory. The partnership is at an early stage of development and the primary focus has been on operational matters such as standardisation and consistency. The course director is actively involved in networks and research related to the lifelong learning sector and initial teacher education and has delivered specialist sessions on 14–19 developments to enhance the curriculum. Partner college teacher trainers are not trained by the university or involved in external ITE development activity through the partnership. The first annual development day for trainees across the partnership was introduced in 2009, but it is too early for this to be impacting on the capacity to innovate across the partnership.
47. Planning for action is satisfactory across the partnership. Appropriate steps have been taken to address the issues arising at the last inspection. A substantial number of operational improvements have taken place following self assessment and action planning in 2007/08 and the appointment of a dedicated course director. Partners have worked together effectively as a team to bring about these improvements. Some, such as changes to mentoring, assessment and individual learning plans have impacted significantly on the quality of trainees' experience. The partnership uses a range of review and action planning processes and incorporates the views of trainees well but does not inform them of changes made as a result. The partnership has not yet developed a coherent FE ITE strategic plan which is judged necessary to move from the current emphasis on operational matters. Success criteria within current action plans concentrate on processes and are not focused sufficiently on trainee outcomes. There is too little evaluation of impact of actions on learners within the annual review process.
48. Leaders and managers at all levels demonstrate a clear commitment to the success of trainees and to the development of the partnership. The majority of trainees attain well and make good progress given their starting points. They speak highly of the support they receive from mentors and tutors and are passionate about improving their practice.

Annex: Partnership colleges

49. The partnership includes the following colleges:

- Moulton College
- Northampton College
- Peterborough Regional College
- South Leicestershire College

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	ITE for FE
How effective is the provision in securing high quality outcomes for trainees?		1	2
Trainees' attainment	How well do trainees attain?	2	2
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	1	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1	2
	To what extent are available resources used effectively and efficiently?	1	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	2

Capacity to improve further and/or sustain high quality

	Primary	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?	2	3
How effectively does the management at all levels assess performance in order to improve or sustain high quality?	2	3
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	1	3
How effectively does the provider plan and take action for improvement?	2	3

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

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