

University of East Anglia

Initial Teacher Education inspection report

Provider address

University of East Anglia
Norwich
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Inspection dates
Lead inspector

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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 East Anglia is a well-established provider of initial teacher education offering programmes leading to qualified teacher status (QTS) in the primary and secondary age ranges, and training for teachers in further education. Teacher training for the primary and secondary phase is provided within the School of Education and Lifelong Learning at the university. Further education teacher training is offered through the university's partner college, City College Norwich.

A commentary on the provision

4. The outcomes for trainees on the primary and secondary routes are high with more than 50% of trainees judged to be outstanding by the end of the course. Attainment for trainees on the further education route is satisfactory and improving. Many other aspects of this provision have improved since the

previous inspection. Where there are particularly strong outcomes in the primary and secondary phase, these can be attributed to:

- the strong leadership guidance and support from the university across all partner schools
 - the partnership culture based on mutual trust and a shared vision that is firmly rooted in teaching and learning
 - the ethos of continuous improvement based on a detailed analysis of all available data
 - the rigour applied to the recruitment and selection of trainees who have the potential to become good teachers and the ability to meet the challenges they face
5. The following are particular features of the provider and its initial teacher training programmes.
- the university enjoys a good reputation; recruitment to initial teacher training is strong. A significant proportion of trainees are retained in teaching posts in the Norfolk and Suffolk area
 - the detailed attention to the well-being of all trainees ensures they receive high levels of personal and academic support. This contributes to high retention rates on primary and secondary courses and improving outcomes across all phases.
6. The strong features in primary and secondary provision that could be applied to the further education phase include:
- the rigorous recruitment and selection practices, with a strong emphasis on widening the participation of trainees from under-represented groups
 - the high quality and coherent training programmes, high expectations and stimulating learning experiences that ensure the vast majority of trainees become excellent reflective learners and this helps them to fulfil their potential
 - the focus on school-based research and the teacher as a researcher
 - the extensive promotion of equality of opportunity across the curriculum that is applied confidently by trainees to their own teaching.
7. The following recommendation should be considered to improve the quality of the outcomes for trainees across all three phases:
- the use of more structured and formal sharing of good practice across all three phases to promote further improvements in outcomes for trainees.

Provision in the primary phase

Context

8. The University of East Anglia works in partnership with approximately 160 schools to provide primary courses in initial teacher education. Around 80% of these schools are located in Norfolk and almost all the others are in Suffolk. The training consists of a one year post-graduate certificate in education (PGCE) which leads to the award of qualified teacher status (QTS) in the age bands 3–9 and 5–11. Specialist routes are offered in the Early Years Foundation Stage and primary modern foreign languages. Trainees specialising in modern foreign languages have a four week overseas placement. At the time of the inspection there were 168 trainees.

Key strengths

9. The key strengths are:
 - the sustained trend of excellent achievement and the outstanding attainment of trainees
 - the successful recruitment of high quality trainees who demonstrate the potential to be outstanding teachers
 - the excellent communication at all levels and the very strong support for trainees' individual professional and personal needs
 - the high quality and inspirational training across the partnership which focuses on learning at all levels
 - a shared commitment by trainers to the development of the teacher as a reflective practitioner
 - the very effective use of resources to meet the trainees' individual needs
 - leaders' commitment to continuous improvement through a rigorous analysis of outcomes resulting in excellent self-evaluation and improvement planning.

Recommendations

10. In order to increase further trainees' progress the provider and the partnership should:
 - improve the pace of the implementation of plans to redesign the programme to incorporate the requirements of the new primary curriculum

Overall effectiveness

Grade: 1

11. The overall effectiveness of the provider in securing high quality outcomes for trainees is excellent. Overall attainment at the end of the course is outstanding. Well-qualified trainees make good or better progress to achieve the standards for QTS. Strong leadership and excellent teamwork have resulted in the trend of high achievement that has been sustained in recent years. Trainees are thoroughly professional in their approach to the course and demonstrate a very clear commitment to the training programme. They have outstanding skills as

reflective learners and an impressive use of self-evaluation that successfully improves their performance in all aspects of teaching. The professional development action plan (PDAP) is a key document in ensuring that they make good progress and achieve excellent outcomes in relation to their personal starting point.

12. Recruitment and selection procedures are rigorous and successfully identify trainees, including those with less traditional backgrounds, with the potential to be excellent teachers. The proportion of men on the primary course is higher than average as a result of very effective marketing and recruitment strategies. The provider is successful in attracting trainees from minority ethnic communities and those with a disability. Pre-course tasks are well designed to assess the candidate's communication and critical thinking skills. Past and present trainees speak highly of the support and guidance they receive from the time they are offered a place, through to their completion of the course.
13. Retention rates are very good because of the high quality training and the excellent support that is focused sharply on meeting trainees' individual needs and successfully promoting their well-being. Trainees speak enthusiastically of how course tutors 'go the extra mile' in addressing their well-being and improvement. Regular reviews and updating of detailed initial needs analysis ensures that the vast majority of trainees fulfil their potential. Many of them secure jobs in local schools. Headteachers speak highly of the quality of newly qualified teachers from the course which meets local employment needs very well.
14. Trainees demonstrate a high level of professionalism in their teaching. They are very confident practitioners who evaluate their teaching regularly through self-reflection, discussion and observations on their own performance. Their lesson planning is good with a clear focus on the pupils' learning. Trainees are adept in using a range of strategies to assess pupils' progress; for example peer and self-assessment during lessons. Consequently, they plan well for progression and build effectively on previous learning. They engage their pupils very well in lessons and, in doing so, make many links with real life situations. The very positive relationships they build with pupils support their ability to manage class behaviour effectively. They are confident in the use of resources such as interactive whiteboards to illustrate key points and to engage and support pupils in their learning. The excellent role models demonstrated by university tutors are applied very well by trainees in their own lessons.
15. The trainees' excellent achievement is a direct result of very high quality and coherent training across the partnership. High priority is given to the enhancement of their subject knowledge from the outset. They develop very good skills as a result of inspirational centre-based training and put these into practice in well considered school-based experiences. The specialist input at the university fully complements the high-quality training they receive in schools. Well-established and effective procedures ensure rigorous monitoring of trainees' progress during each school experience. The placements provide a good range of contrasting settings for trainees and carefully structured pathways to improve their teaching. Schools are good venues for training. They

are very carefully selected and monitored to provide trainees with good quality teaching experiences across the age range for which they are being trained. Paired placements provide good opportunities for trainees to share good practice and undertake peer-evaluation of the impact of teaching strategies on pupils' learning. Partnership schools offer a wide range of additional opportunities; for example in the planning and management of out of school activities and establishing links with parents.

16. The professional studies course is carefully planned, well-timed and complements the subject training very well; for example in ensuring that trainees have a range of skills to support their teaching of pupils whose first language is not English. Training for the specialist routes in the Early Years Foundation Stage and primary modern foreign languages are characterised by well-structured curriculum content, well-focused tasks and high levels of challenge. The modern foreign languages overseas placement is successful in preparing those trainees very effectively for their teaching. Trainees are developing their understanding of creative cross-curricular planning and demonstrate a satisfactory awareness of the implications of the proposals for a revised National Curriculum.
17. Assignments and tasks are very closely linked to classroom practice, marked thoroughly and support fully the trainees' rapid improvement. Both school-based and supervising tutors from the university provide trainees with relevant, accurate and helpful feedback on their teaching. Roles and responsibilities of mentors and class teachers are well understood because the supporting documentation is very well structured and there are excellent links with the supervising tutors. A key strength of the provision is the outstanding communication across the partnership. The university tutors know the trainees very well and provide high levels of support and challenge. Their role is pivotal in monitoring trainees' progress and supporting the work of school-based mentors; for example by completing joint observations and providing an excellent model of feedback. Where trainees are at risk of underperforming, they are identified quickly and receive very good targeted support to help them to improve. The course leaders and personal development tutors know every trainee well and draw upon this knowledge to personalise the training. Trainees have full access to a comprehensive range of resources to support them in their development. These include very good library facilities and access to an extensive collection of subject materials. The virtual learning environment makes a significant contribution to the effectiveness of the training. Trainees access a wide range of resources and publications and increasingly use it to share lesson plans and resources and to reflect on the impact of their teaching on the pupils' learning.
18. The promotion of equality of opportunity and valuing of diversity is exemplary. The high quality training results in outstanding attainment and high completion rates for all groups of trainees. Inclusion is very strong and the support for trainees' individual needs is a key strength of the course. Support for trainees with additional needs is very well planned and highly responsive to changing circumstances. The positive relationships fostered by the partnership result in good rates of completion. The experience and progress of all groups is

rigorously monitored by course leaders to support future planning. There is good coverage of equality and diversity on the professional studies programme including a range of workshops on topics such as cultural identity, gender and support for vulnerable pupils.

The capacity for further improvement Grade: 1 and/or sustaining high quality

19. The course leaders have an excellent grasp of the strengths and areas for development of the programme, based on a thorough analysis of all aspects of the training. They work tirelessly to evaluate the impact of the provision on the outcomes for the trainees. Very good use of internal and external scrutiny leads to a sharp and accurate view, thereby ensuring that the required actions to make further improvements are taken. This has resulted in consistently high quality outcomes for trainees over the past three years and demonstrates outstanding capacity for further improvement.
20. At all levels, members of the partnership demonstrate clear vision, a commitment to improvement and strong focused leadership. School mentors have a thorough understanding of their roles in supporting trainees, evaluating their performance and ensuring the quality of their experience in the school. Without exception they fulfil this role very professionally. The course programme is systematically evaluated to ensure the content fully meets the needs of trainees. Self-evaluation is accurately based on a very detailed analysis of trainees' performance and progress over time. There is no sense of complacency and continuous improvement is at the heart of all planning.
21. All stakeholders in the partnership are regularly invited to express their opinions about the training and this is used efficiently to inform actions for improving outcomes for trainees. Schools are evaluated rigorously. There are robust systems for selection and de-selection and to ensure the quality of training is maintained. School-based trainers are accurate in their assessment of trainees' teaching. The course leaders know partnership schools well and therefore know where particular strengths can be found. This information is used wisely to plan a good range of experiences for each individual trainee. Remedial action, such as intervention, additional support, or extra training is swiftly put in place when there is any area of concern.
22. Leadership at all levels is dynamic and firmly rooted in excellent subject knowledge and a thorough understanding of educational theory and best practice. Leaders have demonstrated that they have the capacity to drive change and sustain high quality training and outcomes. Tutors share the leadership of course management and are innovative in recognising the need to improve training in response to trainees' evaluation. An example of this approach is the recent requirement for all primary modern foreign language trainees to complete a peer observation on their return from the overseas placement to ensure that they are better prepared for their next teaching practice. Changes to the teaching of early reading and phonics have been successful in improving trainees' skills, expertise and confidence in early

literacy teaching. Leaders have begun to prepare for the proposed changes to the curriculum following the Rose review. However, planning is in the early stages and there is insufficient detail of how the necessary changes will be implemented and the course modified for the next cohort of trainees.

23. The provider's improvement planning is linked very effectively to the outcomes of the monitoring and evaluation of its provision and clearly demonstrates excellent ambition for continuous improvement. The detailed analysis of data is very effective in identifying trends to support planning. The course leaders and subject tutors have a wealth of performance data that has been collected over the current and previous years and is benchmarked against other similar providers.
24. The responsibility for programme improvement is delegated to subject leaders; there is a strong sense of teamwork across the primary provision. Subject tutors rigorously evaluate the impact of changes on trainees' progress over time. For example; the link between course content and the opportunity to observe good science teaching in school was improved as a result of trainees' evaluation. There is clear evidence of the impact of improvement planning on the consistently excellent trainee outcomes. Since the time of the last inspection the provider has improved many aspects of the course and has continued to strengthen the partnership with schools. There is a proven track record of continuous improvement; Early Years Foundation Stage trainees' achievement has risen as a result of changes to the programme. The partnership has demonstrated that the strong leadership, robust recruitment, high quality training and rigorous quality assurance procedures have led to the outstanding outcomes for trainees being sustained and in some cases improved over time.

Provision in the secondary phase

Context

25. The University of East Anglia offers a one-year full-time post-graduate certificate in education (PGCE) which incorporates master's level credits and leads to the award of qualified teacher status (QTS). Training is provided in eight secondary subjects: English; geography; history; mathematics; modern foreign languages; physical education; religious education and science. The university has 183 places for trainees aspiring to teach across the 11-18 age range. The majority of partnership schools are located in the Norfolk and Suffolk local authority areas.

Key strengths

26. The key strengths are:

- trainees' good and often outstanding progress characterised by their well-developed skills in reflecting on their own students' learning
- the coherent programme of professional development, curriculum studies and school-based experiences that combine very well to prepare trainees to teach in a diverse society
- the rigorous recruitment and selection procedures that lead to high retention and completion rates and trainees' very good progression into teaching posts
- the well-articulated principles of equality and diversity that are extensively promoted and permeate all aspects of the training
- the high level of personalisation in the training and the very close monitoring of trainees' progress
- the management strategies, embedded in a distinctive, shared and collaborative approach, that lead to the relentless commitment to sustaining and improving high quality training
- the robust self-evaluation and planning for improvement based on a detailed analysis of all available data and focused on securing the best outcomes for trainees.

Recommendations

27. In order to improve the proportion of trainees whose attainment is judged as outstanding and secure better progress for the small minority judged to be satisfactory at the end of the training, the provider should:

- continue to develop mentor practice to ensure that all trainees' school-based experiences match those of the very best
- improve school-based trainers' understanding of the opportunities to 'fast-track' the most confident and competent trainees into early teaching experiences during their first placement.

Overall effectiveness

Grade: 1

28. Trainees' attainment by the end of the programme is outstanding. This is because the different elements of the training combine very well to provide a highly coherent package that caters efficiently and extremely effectively for trainees' individual needs. As a result, they make good and often outstanding progress and this is characterised by a consistent trend of outstanding outcomes over the last three years. The high standard of provision at the university is mirrored in the very good practice modelled by tutors and the stimulating learning experiences they provide in professional development and curriculum sessions. The taught elements of the course are enhanced by the high levels of personalisation, focused attention to the development of trainees' subject knowledge and well-considered school-based experiences that are carefully planned to meet trainees' individual learning needs. Trainees are skilled in reflecting on how their teaching impacts on their own students' learning and this makes a significant contribution to the progress they make. The partnership as a whole benefits from the university's investment in a bespoke marketing, recruitment and selection team. This has a significant impact on the calibre of trainees recruited to the course and on overall outcomes. As a consequence, rigorous selection procedures secure the recruitment of trainees with the potential to succeed. This is summed up in the words of one trainee who said, 'interviews work, everyone on the course shows they want, and deserve, to be here'. The progression rate to employment is above the sector average with around three-quarters of trainees taking up teaching posts in the Norfolk and Suffolk area. Outstanding systems for recruitment and selection combine with outstanding training and assessment to secure early promotion into positions of responsibility in partnership schools for many of the provision's newly qualified teachers.
29. Trainees are highly committed to their teaching. In line with the high standards set by their tutors, they have high expectations of themselves. The excellent personal and professional support they receive and the rapid response to address their individual needs is central to the confidence they express in the training and in the frequently outstanding progress they make. The development of trainees' ability to evaluate their lessons perceptively, in terms of how well their own students' learn, is a key strength of the provision. This is underpinned by the strong focus on subject knowledge, associated pedagogy and trainees' informed understanding of the relationship between their own subject specialism and other aspects of the curriculum. Trainees are adept at establishing good working relationships in the classroom that promote and enhance learning. They are not afraid to test out new ideas in their lessons and learn from the experience. They are very clear in their articulation of what they need to do next to improve.
30. Trainees have excellent information and communication technology skills and use these very well to enhance learning and to improve their students' motivation to learn. They apply learning theory very effectively to their practice and plan carefully to match their teaching to individual students' learning

needs. In one observed lesson, the skilful adaptation of materials to facilitate the engagement of students with special educational needs and English as an additional language was exemplary. A minority of trainees are still working to develop their questioning techniques and improve their skills in providing sufficient challenge for the most able students in mixed ability groups.

31. The rigorous recruitment and selection procedures include robust systems for assessing each trainee's individual learning needs prior to the start of the training. A detailed analysis of the outcomes of well-designed pre-course tasks leads to clear actions for improvement. Tutors and mentors undertake regular reviews of the progress trainees make throughout and across all aspects of the provision. Placement schools are carefully matched to trainees' development needs. The outcomes of the first placement are evaluated and thoroughly scrutinised to inform the planning for the next; for example, to provide a contrasting setting, support the development of a particular aspect of subject knowledge, or to provide sufficient access to post-16 teaching. Handover meetings between tutors and mentors ensure that trainees get off to a flying start in their second placement.
32. The high quality resources and equipment in the university leads to trainees who are skilled in their teaching and in the efficient and effective use of technology in their lessons. An e-portal offers very good access to electronic resources and to opportunities for on-line discussion with tutor and peers. The professional development and curriculum studies programme enables issues to be debated and discussed in an open and mutually supportive environment. This builds trainees' confidence as they learn from their well-qualified and well-regarded tutors, and from each others' experience. Excellent use is made of external expertise, for example, from the local authority and partnership headteachers, to enhance the training. Generic themes, such as managing challenging behaviour, explored in the professional development strand are revisited and reinforced in subject-specific sessions. Careful attention is paid to tracking all aspects of the provision against the QTS standards. Consequently, trainees are very clear about what they need to do to improve further.
33. The consistency of the quality of training across partner schools is outstanding. The partnership is based on high expectations, mutual trust and a shared vision of high quality teaching and learning. In the words of one partner, 'it is a very equal relationship, they are as important to us as we are to them'. Roles and responsibilities are clear. Link teachers, mentors and tutors meet regularly to discuss trainees' progress, evaluate the provision and to share ideas. In the minority of instances where quality falls below the expected standard, rapid action is taken to address any shortfall in the trainees' experience and to address development needs in the partner school. For example, in a minority of instances where trainees felt that mentoring had not been as rigorous as it could have been in the first placement, second placement schools were selected for the very high quality they offered in this aspect of the training. The vast majority of trainees are effusive in their praise for the support they receive and recognise the very good contribution this makes to their overall progress.

34. Assessment is detailed and thorough. Trainees' progress is carefully monitored against the QTS standards. Well-designed assignments enable them to link theory to their teaching very effectively and provide excellent opportunities to broaden professional knowledge and school-based research skills. The quality of the associated reading impacts positively on their teaching and their focus on learning. Feedback from tutors on marked work is detailed with clear actions for improvement. The outcomes of observed teaching are carefully tracked against QTS standards by mentors and developmental targets are set for the next session. In a minority of cases targets are too general but, in the main, processes are systematic and thorough. This thorough tracking of progress and the excellent communications engendered across the partnership means that mentors and tutors know their trainees very well. Regular joint observations, between tutors and mentors ensure the accuracy of the provider's evaluation of the trainees' teaching and support the professional development of school-based teams.
35. The concept of equality of opportunity is extensively promoted as a complex and multi-faceted agenda which affects many aspects of the work of the teacher. As a consequence the principles of equality and diversity permeate all elements of the training. Because trainees are well-equipped with the relevant knowledge, skills and understanding, they model the excellent practice demonstrated at the university in their own lessons. Trainees' access to their entitlement is closely monitored with swift action taken to address concerns identified. A few schools are not yet clear about opportunities to 'fast track' the most confident and competent trainees into early teaching and this has stalled the short term progress of a minority. Overall, trainees appreciate the high level of personalisation, attention to their welfare and the effective implementation of policy which prevents discrimination.

The capacity for further improvement Grade: 1 and/or sustaining high quality

36. The leadership and management of the provision and the partnership demonstrate outstanding capacity for sustaining and improving on already high quality outcomes for trainees. The high proportion of trainees judged to be outstanding has been maintained; retention and employment rates are consistently above the national figure. Detailed and accurate processes of self-evaluation are firmly rooted in a thorough analysis of all available data and this is related well to trainees' outcomes. Management strategies, embedded in a distinctive ethos of shared responsibility and collaboration lead to a relentless commitment to ensure that all trainees achieve their potential. The expectation of all those involved in the training is high and this is reflected in the trainees' expectations of themselves. Rigorous monitoring and evaluation of all aspects of the provision ensures swift action is taken where improvement is required.
37. Leaders and managers reflect on a wealth of relevant performance data drawn from a wide range of sources which includes the views of key partners, trainees' and trainers' evaluations of school-based experiences, reviews of individual modules and training sessions, and takes account of feedback from

former trainees. Both the trainees' and partnership voice is represented very well through the systematic scrutiny of all aspects of the training. Outcomes data are analysed and acted on. Consequently, the high quality of the training is sustained and further improvements are made.

38. Communication across the partnership is excellent and this is a significant factor in the outstanding progress many trainees make. The trainees' access to their full quota of lesson observations and a weekly meeting with their mentor is rigorously monitored during each school experience. Joint observations between university tutors and school-based mentors support quality improvement and ensure that trainees' progress is carefully tracked. Mentors value the shared experiences and the associated opportunities for their own professional development. The effectiveness of monitoring and evaluation processes is evidenced in the high level of consistency across the partnership. The outstanding features of the provision are endorsed further by the comments of external examiners. The trends over time reflect the culture of continuous improvement.
39. The collaborative management structure of the partnership maximises the contribution of leaders and managers at all levels, promotes accountability and is highly responsive to national and local educational initiatives. University trainers and trainees are good ambassadors for these initiatives, demonstrated in their knowledge of curriculum change and of the implications of national reports for secondary education. The much improved programme of professional development is a key driver in raising awareness and for anticipating future change. In these sessions, innovative approaches are successful in developing trainees' knowledge and experience of working with students with special educational needs and/or disabilities, those with English as an additional language and in managing challenging behaviour in lessons. In one session, students from challenging schools joined trainees for behaviour management seminars. Because of the high quality training they receive, trainees have an impressive understanding of their responsibilities as teachers and their role in the care and education of young people. Subject leaders are experts in their field. Many of them act as external examiners and consultants on educational issues through their links with external agencies. These attributes, coupled with the university's strong focus on educational research and a track record of successful bids for funded project work ensures the currency of the partnership agenda for change.
40. Improvement planning is directly informed by self-evaluation which is clearly targeted at gaining the best possible outcomes for trainees. Trainers are conversant with key priorities and their role in securing these is supported well by the collaborative management arrangements. The good and improving attendance rates at partnership meetings and the regular communication between link teachers, university tutors and mentors means that there is a high level of shared understanding of what the partnership is trying to achieve and of the strategies deployed to implement the vision. Development plans are based on realistic and measurable targets. Plans are drawn up for the partnership as a whole and at individual subject level. Partnership schools are fully involved in decision making processes. Developments are often stimulated

by the good practice identified in meetings and reviews. Prompt and effective action is taken to bring about further improvement.

Initial teacher education for the further education system

Context

41. The University of East Anglia, through its partnership office, validates the provision of initial teacher education for teachers and trainers in the further education system at City College Norwich. Courses lead to the Diploma in Teaching in the Lifelong Learning Sector (DTLLS). They meet the statutory requirements and are endorsed by Standards Verification UK. The college offers full-time pre-service and part-time in-service provision. Currently, 123 trainees follow these courses and 114 of them are on the in-service route. Approximately 6% of trainees are from minority ethnic backgrounds and 52% are female.

Key strengths

42. The key strengths are:
- highly effective subject specialist support which aids trainees' progress
 - the very good quality and quantity of resources which trainers and trainees use very effectively to aid learning
 - high levels of personal and academic support, which enable trainees' development and attainment
 - intervention by managers to effect improvements so that trainees benefit from better provision.

Required actions

43. In order to improve its capacity to improve, the partnership must:
- increase the rigour of the self-evaluation process so that key issues inform the action plan and lead to improvement.
44. In order to improve trainees' progress and attainment, the partnership must:
- increase the rigour of monitoring of the quality of provision at course level and extend the sharing of good practice, so that all trainees benefit from a high quality experience
 - increase the effectiveness and challenge of trainees' target setting and the coherence of their development planning, so that trainees are clear about how to improve
 - raise the profile of all aspects of equality and diversity, including cultural matters, so that all trainees are well equipped to teach in the diverse lifelong learning sector.

Recommendations

45. In order to improve trainees' progress and attainment, the partnership should:
- ensure that all trainees have a wide and appropriate teaching experience, in order to prepare them to teach in the lifelong learning sector
 - refine the process to determine trainees' attainment so that professional judgements are informed by well defined parameters
 - promote the provision more widely and directly, to encourage applications from people under represented in the lifelong learning sector
 - identify trainees' higher level learning needs at initial assessment, so as to support them more effectively earlier in the programme.

Overall effectiveness

Grade: 3

46. The overall effectiveness of the partnership in securing high quality outcomes for trainees is satisfactory. Trainees' attainments are satisfactory and have been so since the last inspection. Trainees from different groups do not attain any differently over time. The success rates of trainees aged 50-59, however, are often lower than those of trainees in other age bands. The success rates of the pre-service trainees in 2008/09 were lower than in 2007/08 and four trainees failed the course, despite being offered much support. Recruitment and selection arrangements at that time were inappropriate and trainees with limited potential to succeed were accepted on the course. These arrangements have been improved significantly. Outcomes for trainees on the in-service courses are satisfactory.
47. The achievement of current trainees is satisfactory, except for those on the first year, in-service day-time course. The monitoring of trainees' progression from the pre-service course and of those trainees gaining qualified teacher status is underdeveloped. Trainers make mainly accurate estimates of current trainees' achievement and potential and most predicted attainment grades are realistic. They base their judgement on the standards trainees reach in their professional practice and in their assignments, while also considering the value of trainees' wider activities, enrichments and commitment to the training. These factors provide a holistic view of trainees' performance and enable the course team to reach a professional judgement on outcomes. The process is comprehensive, but it is insufficiently systematic or quantitative.
48. Trainees demonstrate a broad range of knowledge and skills. Most are well aware of the current issues in the lifelong learning sector, but a few are unsure how best to support their learners' literacy and numeracy needs. Almost all in-service trainees have a broad and suitable range of teaching experience and are involved in wider roles such as tutoring. A few pre-service trainees, however, have a very limited range of teaching in terms of level, appropriate subject area or age range. The partnership is taking action to remedy these shortcomings and to ensure that each trainee has sufficient experience and expertise to teach in the very diverse lifelong learning sector.

49. The range of trainees' academic qualifications and teaching experiences when they join the provision is very wide. Most of the in-service trainees have vocational qualifications and employment experience based on extremely varied backgrounds and roles. They relate their lessons effectively to their own experiences in employment, often providing good work-related examples for their learners. Most make at least satisfactory progress with their teaching, but many find the academic challenges of assignment writing difficult. Their higher level skills in communication and analysis are often low at the start of the course. Trainees receive very good support from their tutors and mentors to improve their teaching and writing skills. They are encouraged to consider the quality of their lessons and assignments and they develop well as reflective practitioners. Trainees plan their lessons thoroughly. Although they aim to include all their learners in activities of differing complexity, this is rarely achieved and learners of all abilities often work on the same topic at the same pace. Trainees use information and communication technology to aid learning very effectively.
50. Recruitment and selection arrangements are satisfactory. The revalidation process instigated by the university, effected improvements in recruitment and selection which were implemented from September 2009. The requirements for trainees to have at least level 3 in their subject specialism and level 2 in English and mathematics are enforced. Even though a few trainees have relatively low levels of literacy, only one currently receives specific support. Trainees have very good support, however, from their tutors. They also benefit from very effective guidance and advice from their mentors on aspects other than just subject specialist support. A few trainees gain from an accreditation of their prior experience and qualifications, so that they enter the course at an appropriate stage. At interview, a few trainees are unaware of the higher level skills they will need to write satisfactory assignments and they do not receive support until after their first assignment. Selection arrangements include rigorous checks on the range of trainees' teaching and the availability of an appropriate mentor. As a result, the recruitment to the pre-service course is below target. Applicants for this course must make a successful subject specific presentation to be accepted. Although the proportion of trainees from minority ethnic backgrounds exceeds that in the local community, the partnership does not promote the provision to groups under-represented in lifelong learning, nor does it set recruitment targets for such groups. Whilst there are no indications of recruitment bias, the partnership does not analyse application, interview and acceptance data to ensure that all applicants are treated fairly.
51. Training and assessment are satisfactory. Training sessions are at least good. Trainers use a wide range of interesting activities which engage all trainees. They use resources well and interactively with trainees to aid understanding and to develop skills. Trainers manage learning effectively; they model good practice and apply topics to trainees' teaching contexts. Trainees are mature learners and are well motivated; they support each other and learn from each other. Current and former trainees praise the high quality of the training sessions. Occasionally, however, theory appears to trainees to be unrelated to practice. Many observation reports of trainees' lessons are good; they present

clear judgements and helpful targets for improvement. In a few examples, however, the observation text and grades do not match and the report is too general and descriptive. The sharing of the best practice, on lesson observations and target setting, between tutors and mentors is insufficient; although initial training for mentors is very good. They meet frequently with trainees and give them much support. Few mentors are lesson observation specialists but they benefit from joint observations with experienced trainers. The revalidation of provision has increased the focus on the effectiveness of mentoring successfully. Trainers, mentors and trainees, however, do not meet to discuss trainees' overall progress or to liaise over action planning to aid that progress. The electronic individual learning plans (eILPs), intended to track progress, are not effective because they do not encapsulate the targets from lesson observations, assignments and mentors. Targets set are often too general and operational to support development. Assignment briefs are confusing and unnecessarily complicated. Their word count limits are restrictive and constraining.

52. The quality, quantity and currency of resources available to trainees are very good and they are readily accessible. Trainers and trainees use them very effectively to support learning. Trainers use information and communication technology very well to model best practice. The impact of this is evident in trainees' use of resources with their learners, which is good and occasionally outstanding. The library and learning resource centre contain useful resources and trainees benefit from a learning resource centre contact specialising in teacher training. Trainers, mentors and trainees make good use of the college's virtual learning environment which is well populated. Trainees make little use of the university's resources; they can access the university library, but not its e-portal.
53. The quality of provision across the partnership is satisfactory. Improvements to the training arising from the revalidation of the courses are becoming apparent, especially in terms of recruitment and selection and mentoring. For example, lesson observations are now moderated internally and also with the external examiner. Joint marking is carried out effectively on one in ten assignments across each cohort and on all referrals. The trainees' voice is encouraged and is acted on. Trainee representatives meet staff and managers to raise areas for improvement. The impact of their opinions is evident in the securing of part of the evening training session for their own discussions, the alterations to aspects of course modules, and an earlier introduction to the minimum core portfolio. In contrast, the monitoring of the quality of provision, for example, in target setting, eILPs and trainees' teaching experience is underdeveloped.
54. The promotion of equality and diversity is satisfactory. Trainees feel able to raise any concerns with college tutors and have confidence that they will be dealt with in a supportive and professional way. They have a clear understanding of inclusive learning and show good practice in how to relate to learners with a wide range of learning needs, abilities and disabilities. Trainees are not sufficiently well prepared, however, for teaching in a culturally diverse society. Lesson observation criteria relate mostly to inclusion and

differentiation. The partnership has been slow to plan improvements in equality and diversity until the very recent update to the self-evaluation document.

The capacity for further improvement and/or sustaining high quality Grade: 3

55. The partnership has satisfactory capacity to take the actions required to secure improvements, demonstrated in the progress made since the last inspection. The self-evaluation process involves course teams and incorporates trainees' views, but the inclusion of external stakeholders is underdeveloped and their views are not evident in the self-evaluation report. Recent improvements to self-evaluation have resulted in a less optimistic but more accurate judgement of the quality of provision. Although overly descriptive and lacking clear statements of the key strengths and areas for development, most judgements are accurate. Managers are mostly aware of the improvements needed, but the way in which they evaluate and plan actions lacks rigour. Course teams analyse data on recruitment and outcomes for trainees by different groups very effectively, but they do not comment on attainments by age. The evaluation of equality and diversity impact measures is underdeveloped. Nevertheless, the planning for the 2009/10 self-evaluation process is much improved; clear deadlines and actions have been set. Managers have embedded self-evaluation within overarching college quality assurance systems. They have also ensured better links between college and university processes and committees.
56. The partnership's ability to anticipate change and prepare for, and respond to, national and local initiatives is satisfactory. The university and the college work collaboratively and with external consultants to improve provision. Managers are aware of national policy changes and regional and local needs. They keep up-to-date on teacher education issues through membership of higher education groups. Recent structural changes bring the provision into line with college mainstream activities and improve awareness of current developments through 'Futures Days'. As a result of significant staffing changes, several new trainers have limited experience of initial teacher education and wider issues. Most trainees are aware of current lifelong learning sector issues; they enjoy and benefit from the topical presentations by guest speakers from the college and from placement providers. The recent improvements in self-evaluation have led to a clearer statement of strengths and areas for improvement to help the partnership respond better to local needs.
57. Managers have improved the provision from being inadequate at the last inspection twenty months ago to being satisfactory. They have been willing to make staffing and structural changes to improve trainees' experiences. Although concerns from the last inspection report regarding assignment requirements and the limited teaching experience of a few trainees remain, managers have improved most of the areas for attention. They have also sustained the key strengths from the last inspection of good training and good personal support. The university's institutional review and revalidation of the provision was managed carefully and effectively; it aided improvements to recruitment and selection and mentoring. The DTLLS action plan has improved

recently. It relates better than previously to the self-evaluation outcomes, but the connection with the key areas for improvement is underdeveloped. It is reviewed frequently and managers amend it appropriately throughout the year. Its content and its action points are informed by external examiner's reports, Ofsted reports, the university partnership office, mentoring surveys, course and programme reviews, end of module and end of year feedback and trainees' suggestions. Whilst previous action plans failed to improve trainees' success rates and the proportion of good or better grades on the pre-service course in 2008/09, the beneficial impact of the restructured course and new systems is evident. Senior managers are committed to improving the teacher education provision.

Annex: Partnership College

The partnership includes the following college: City College Norwich

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?		1	1	3
Trainees' attainment	How well do trainees attain?	1	1	3
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	1	1	3
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1	1	3
	To what extent are available resources used effectively and efficiently?	1	1	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1	1	3
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	1	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?		1	1	3
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		1	1	3
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		1	1	3
How effectively does the provider plan and take action for improvement?		1	1	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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