

The Shire Foundation SCITT and EBITT Partnership

Initial Teacher Education inspection report

Provider address

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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

Context

3. The Shire Foundation SCITT and EBITT Partnership was set up in 1994 by a group of Luton headteachers in response to a shortage of teachers within the local authority. It became the Luton Teacher Training Partnership (LTTP) in 2001 and in 2002 a designated recommending body for employment-based teacher training. In 2004 the LTTP was awarded primary employment based initial teacher training status and in 2007 it adopted the name The Shire Foundation SCITT and EBITT Partnership.
4. The school centred initial teacher training course (SCITT) and the employment based initial teacher training programme (EBITT) work together as a unified body through the foundation's infrastructure of boards and committees.

A commentary on the provision

5. The following is a particular feature of the provider and its initial teacher training programmes:
 - the excellent promotion of diversity and equality across the partnership and trainees' ability to apply this to their practice.

6. The following areas require further development to improve the quality of the outcomes for trainees:
 - refining the use of key documentation so that all trainers and trainees are clear about procedures, expectations and the contributions they make in supporting the trainees to achieve at a high level.

Provision in the primary phase

Context

7. The Shire Foundation SCITT is a partnership between Luton Local Authority and 28 schools, predominantly within Luton, which provides professional graduate initial teacher training in the early years and primary age range (3-11 years) leading to Qualified Teacher Status. The full-time one year programme leads to a professional graduate certificate of education (PGCE) validated by the University of Bedfordshire. The SCITT is based at the local authority's professional development centre and the lead school. At the time of the inspection there were 22 trainees.

Key strengths

8. The key strengths are:
 - the excellent promotion of diversity and equality across the partnership and trainees' ability to apply this to their practice
 - the clear focus of the partnership's leadership and management, at all levels, on continuing improvement of the outcomes for trainees
 - the high quality mentor assessor training which provides high quality support to trainees to ensure their good professional development, personal well-being and good level of attainment
 - the high quality training in information and communication technology (ICT) that enables trainees to teach lessons and develop pupils' ICT skills
 - the strong professional attributes of the trainees, particularly in their development as reflective teachers
 - the use of a range of practitioners, school experts and local authority consultants who support the good progress of trainees.

Required actions

9. In order to improve the quality of provision, the provider/partnership must:
 - refine the amount and use of key documentation so that all trainers and trainees are clear about how to use it to accelerate trainees' progress.

Recommendations

10. In order to improve trainees' progress and attainment, the provider/partnership should:
 - use the information on trainees' prior learning and expertise, collected at the induction day, to inform the start of the taught course.

11. In order to strengthen management's assessment of performance and the impact of action planning the partnership should:
 - consider how recruitment and selection procedures could be refined to ensure that potential trainees fully appreciate the demands of the course and teaching as a career
 - strengthen action planning to make more explicit the success criteria and links to trainee outcomes.

Overall effectiveness

Grade: 2

12. The overall effectiveness of the provider in securing high quality outcomes for trainees is good. Current and former trainees rightly comment on the value of working with expert practitioners who are knowledgeable in their field. Trainees value highly the links with the advisory staff from the local authority and the opportunities to experience good practice in local schools. As a result, trainees gain in self confidence, make at least good progress and successfully secure posts teaching children in local schools. Many progress quickly to leadership roles.
13. Trainees' attainment is good and improving. In each of the last three years, over three-quarters of trainees have been judged to be good with a similar expectation for 2009-10. This is because the partnership is committed to, and is working concertedly to raise every trainee's attainment.
14. Trainees demonstrate very good professional attributes, having developed excellent relationships with adults and pupils. Their lessons are well planned and organised with clear learning objectives. Management of pupils' behaviour is good. Good subject knowledge leads to confident delivery, good use of key vocabulary and effective use of questioning skills to assess pupils' ongoing understanding. ICT is used enthusiastically to enhance teaching and learning. Trainees speak confidently and authoritatively on safeguarding issues.
15. Recruitment and selection processes are good. Trainees consider the process is fair and rigorous. There is a clear rationale for the course which is to train local people to teach in local schools. Headteachers and local authority officers are fully involved in the interview process. A partnership school hosts the interviews and provides opportunities for candidates to be assessed while working with groups of children. A good mix of oral and written tasks, followed by interviews, is used well to assess each individual's strengths, needs and experience, including the potential to be a good teacher. As a result, over the last three years, a large majority of trainees have attained the Standards for Qualified Teacher Status at least at a good level. An overwhelming majority is successful in gaining employment in local authority schools, many in their base schools. Employing headteachers referred to trainees being 'snapped up'. The provider is successful in recruiting trainees from minority ethnic backgrounds and has increased the number of males on the programme for the 2010-11

cohort. However, despite apparently clear messages about the demands of the course throughout the recruitment and selection process, each year three or four trainees do not complete their training. Although there is no identifiable pattern, as trainees cite a combination of reasons, predominantly personal, trainees also report that they need more experience before deciding whether to continue with their training.

16. Inspectors confirm trainees' views that the overall training is good and has improved since 2007-08. The content and structure of the training are very well planned to ensure an effective cohesion between school and centrally-provided training, between theory and practice and to include current educational thinking and national initiatives. On the induction day in July, audits of the trainees' subject knowledge are completed and a wealth of information about the trainees' prior learning is collected. Trainees are directed to self-study and pre-course tasks are set. However, the use of this information by centre-based tutors to shape their sessions and offer individual support and advice is variable. Similarly, there is an opportunity to use trainees' own expertise, such as in mathematics, to enhance the subject knowledge of other trainees.
17. Central training is characterised by the expert teaching of well qualified, capable professionals many of whom are current practitioners. Trainees fully appreciate the range of trainers used. As well as practitioners, these include school experts and local authority consultants all of whom support their good progress. Trainees self-audit their skills at the start and the end of each taught session to enable them to plot the progress they make. Trainees interviewed during the inspection were overwhelmingly positive about the impact of the high quality training in information and communication technology (ICT) on their ability to teach.
18. Pivotal to the good progress trainees make is the good quality of school-based mentor assessors. School subject leaders model good practice and provide good training. Trainees take full advantage of the chances to improve their practice by accessing the good range of planned opportunities within the school. Mentor assessors provide good professional advice and help trainees consider their practice. As a result, trainees develop high quality reflective skills. For example, one trainee commented on the rigour of the dialogue and stated that the mentor assessor always asked 'How can you extend that group of pupils' learning?'
19. The quality of assessment is good, ensures the accuracy of the grades and gives an accurate level of attainment. Audits and weekly reviews help to ensure that training meets individual needs. Weekly feedback on trainees' teaching provided by mentor assessors and other school based staff indicates strengths and areas to improve. The provider supports mentors in making accurate assessments by providing training on the use of the grading criteria, lesson observation guidance, cross moderation and file sampling. Monthly mentor assessor meetings enable the moderation of these judgements and the termly cross moderation visits by the programme leader or senior mentor assessor ensure security of judgements. The development of the continuous assessment

profile and the use of Ofsted grading criteria have introduced more rigour into the process. Trainees' targets, well matched to their needs, are assessed regularly and supporting evidence shows that good progress has been made. However, there is a great deal of documentation to manage leading to some duplication and a lack of clarity on the part of trainers and trainees in their quest to track more incisively and accelerate trainees' progress.

20. There is a clear rationale and procedure for the allocation of resources. Resources are allocated against action plans and planning priorities. For example, in response to the external examiner's report last year, funds were used to employ a local practitioner to teach trainees how to use questioning skills to assess pupils' progress. Significant investment in the updating of ICT equipment and resources has improved communication between all stakeholders. The availability of individual laptop computers, access to specialist computer hardware and a wide range of software, effectively support trainees' progress.
21. Schools in the partnership are effective venues for training and trainees are placed in suitably diverse settings. Headteachers, mentors and class teachers have a very good understanding of their roles and responsibilities in the training and assessment of trainees. Local intelligence and the termly visit to each school by the programme leader or senior mentor assessor inform the provider's knowledge of the quality of schools within the partnership. This system can lead to de-selection of a school if there are concerns about the provision. Lines of communication between the school, trainee and the provider are very good. Tutors' swift response to any concerns contributes to the good progress trainees make.
22. The promotion of equality of opportunity and the valuing of diversity are excellent. All trainees receive their entitlement to high-quality training and there is no difference in the achievement of different groups of trainees. There are no instances of harassment, bullying or intimidation because of a trainee's background. A highly diverse range of schools within the partnership enable trainees to have extensive experiences of teaching pupils of differing faiths, ethnicities, disabilities and ages. This leads to trainees with highly developed knowledge and appreciation of the needs of the individual pupil. The trainees' second school placement, identified at the same time as the base school, is chosen very carefully to complement their first. The small nature of the programme enables leaders to know each trainee well and trainees consider they are 'well looked after'. Trainees are confident that any issues they have, are dealt with promptly, sensitively and with maximum support.

The capacity for further improvement
and/or sustaining high quality

Grade: 2

23. The capacity of the provider to improve and sustain high quality outcomes is good. Despite recent significant turbulence in centre-based staffing trainees are

making good progress and attainment is good, and rising. The provider has responded very well to the point for consideration from the last inspection.

24. High quality leadership and management at all levels have ensured the stability and improvement of the programme. This is due to the established structure of committees which quality assure the work of the provider. The partnership committee, chaired by the headteacher of the lead school, takes seriously its role to challenge and to make informed decisions. For example, when the provider identified a dip in the number of applications from ethnic minorities, a successful recruitment campaign was implemented. Trainees' progress is communicated to the board at every meeting. Sub-committees drive the programme of improvement drawing on expertise from the partnership schools. Representatives from trainees, mentor assessors, schools and the centre serve on these committees. Regular meetings ensure that all parties have an opportunity to evaluate the programme and present their views on what may be improved.
25. Self-evaluation is accurate. Leaders and managers know the strengths and areas for development. This is because the provider has clear monitoring and evaluation strategies which involve gathering information from all members of the partnership. Benchmarking makes good use of research and reports about best practice in initial teacher education. For example, the use of the Ofsted paper on trainees' skills in teaching pupils with special educational needs and/or disabilities led to the introduction of training and visits to special schools. Consequently, trainees feel confident in meeting the needs of pupils with a variety of needs. In response to comments from last year's cohort, the provider introduced 'taster' sessions in, for example, physical education and standard assessment tasks. All external and internal examiners and moderators are clear about their roles and responsibilities. Reports acknowledge the strengths of the provision but make clear the areas for improvement. Reference to the provider's response to the suggestions is evaluated in the next report. The provider is determined to raise trainees' attainment and has this year directed the external examiners to focus on the progress of two trainees with the potential to attain at the outstanding level.
26. Leaders have been successful in responding to issues in the local and national context. The programme was established to meet the needs of schools in the local area and the commitment to this aim drives the programme. The local authority, programme leader and headteachers provide valuable local intelligence of the needs of schools. In response to the Rose Report and Williams Review, the provider has increased the number of focused training days allocated to mathematics and English and included directed tasks to be completed in the school setting. The strong ethos of, and commitment to, improvement ensures that the structure of the training is sufficiently flexible to allow for creative responses to emerging local and national issues in a timely and appropriate manner. For example, training in the creative curriculum has ensured that trainees have a good understanding of the Rose Review and of curriculum development in the primary school. As a result, trainees are contributing well to their placement schools' plans for reviewing the curriculum.

Similarly, the provider is responsive to trainee and mentor assessor feedback and has made changes as a result of their suggestions. For example, to raise the quality of mentor assessor training, the provider produced its own DVDs showing the teaching of Key Stage 1 literacy, science and Key Stage 2 mathematics in local Luton schools. These are a very useful resource as they provide a realistic picture of pupils in the area and provide a window into colleagues' classrooms.

27. Planning for improvement is good. There is a continuous cycle of monitoring and evaluation, improvement planning and actions taken. The comprehensiveness and coherence of plans have improved over time. Evaluations of the programme and the outcomes for trainees are used effectively to inform development planning. Action plans focus on key priorities to improve outcomes identified from a wide range of evaluation information. For example, the evaluations of centre-based training were analysed by the programme leader and the reasons for relatively weaker ratings from trainees, for one subject, were identified and action taken to tackle the issue. As a result, a new leader, an outstanding teacher from a partnership school, has been appointed from September. All in the partnership know that a key success criterion is to have a higher proportion of trainees who are judged to be outstanding. Staff understand their role in improvement, the reasons for the improvement, the intended outcomes and how to monitor. The plan is steering action but the success criteria are more implicitly, rather than explicitly, linked to outcomes for trainees. There are plans to more closely align the work of the SCITT and the EBITT and the development plan for 2010-11 reflects that expansion.
28. The programme leader, recently promoted from assistant leader, has drive, enthusiasm and determination to raise the performance of trainees. She is very effective and highly regarded across the partnership having made a significant contribution to the recent development of the provider. All partnership headteachers and officers from the local authority are committed to their management and training roles. As a result there is a united vision to build upon previous strengths.

Provision in the employment-based route to qualified teacher status

Context

29. The Shire Foundation provides employment based initial teacher training (EBITT) on the graduate teacher programme (GTP) in partnership with a range of primary schools in the Luton area and beyond. The EBITT offers training covering the 3-11 age range. There are currently 37 trainees on roll.

Key strengths

30. The key strengths are:
- the provider's excellent ability to prepare trainees very well to teach pupils with a variety of needs and from a range of diverse cultural backgrounds
 - trainees' ability to adapt their teaching to accommodate pupils' individual learning needs
 - trainees' confidence in managing classes that ensure the good behaviour and participation of pupils
 - trainees' confident use of information and communication technology (ICT) which they use effectively to support teaching and promote learning
 - trainees' good all round primary subject knowledge and commitment to continuing professional development
 - trainees' professional attitudes, evidenced through their commitment to their base school.

Required actions

31. In order to improve the quality of provision, the provider must:
- refine the use of key documentation so that all trainers and trainees are clear about procedures, expectations and the contributions they make in supporting the trainees to achieve highly.

Recommendations

32. In order to improve trainees' progress and attainment, the provider should:
- enable trainees to take risks when planning and delivering lessons so that all pupils are motivated to achieve highly.
33. In order to strengthen management's assessment of performance and the impact of action planning the partnership should:
- strengthen the partnership's action planning process to make more explicit success criteria that link to trainee outcomes.

Overall effectiveness

Grade: 2

34. Trainees' attainment is good. This is a direct result of high-quality training and the careful approach to recruitment that balances equality of opportunity with the selection of the most suitable trainees. The commitment of leaders across the partnership to securing high quality outcomes for trainees, and the impact of senior leaders in driving improvement, are clearly reflected in an improving trend over the last three years in the proportion of trainees graded as good or better.
35. The most notable strength of trainees is their ability to teach pupils with a variety of needs and from a range of diverse cultural backgrounds. Trainees possess good subject knowledge and a commitment to learning that allows them to keep up to date with current educational thinking and practice. Trainees develop the ability to reflect critically on their own practice and use this information well to inform their professional development. In addition, trainees are very willing to be involved in all aspects of school life. This allows them to make a strong contribution to the all round development of learners. Trainees are highly effective in their use of ICT to support their teaching and engage learners. Trainees plan lessons in detail and incorporate a variety of strategies to maintain good pace and the engagement of learners. However, planned activities for pupils do not always successfully stimulate pupils to engage enthusiastically with their work.
36. The extent to which recruitment and selection arrangements support high quality outcomes for trainees is good. The provider has been able to meet its targets in relation to the recruitment of male trainees and those from minority ethnic backgrounds. Recruitment is matched to local and regional employment needs very effectively and a high proportion of trainees fill vacancies in local schools.
37. The provider's commitment to promoting equality of opportunity and valuing diversity is a distinctive feature of the provision. This is demonstrated through its outstanding commitment to inclusion, the aims of which are carefully balanced with a thorough approach to recruitment and selection. This strategy allows the provider to identify trainees' capabilities and areas for development in determining their potential to be good teachers. It also ensures trainees' development targets are clearly identified and planned for as early as possible. The quality of support for the well-being of trainees is comprehensive and evident through the strongly positive views that trainees' hold with regards to their pastoral care. Trainees are unanimous in their belief that any issues or concerns they may have would be dealt with appropriately and quickly. Trainees' completion rates are notably better than national benchmarks.
38. Information gathered at the time of recruitment and selection is used effectively to ensure that all trainees make good progress from the start of the

programme. The system to audit trainees' knowledge, skills and understanding has been strengthened and made more equitable through the distribution of support materials to be used by partnership schools during the recruitment and selection process. Any complaints that occur at the time of interview are dealt with fairly and are resolved satisfactorily following due procedures at all times. It is a requirement of the programme that all trainees have worked with children prior to the start of the programme so as to gain a valuable insight to the demands of being a teacher. Visiting tutors and school-based tutors work closely together to ensure trainees benefit from carefully personalised training opportunities. The feedback trainees receive is appropriately focused on teaching and learning and combines to ensure the very large majority of trainees make the good progress expected of them.

39. Without exception, trainees are rightly positive about the quality of training they receive across the partnership. In particular, they appreciate the coherence between the provider and school-based training and how provision is tailored to meet their individual learning needs. The provider's virtual learning environment (VLE) is also a key and distinctive feature of the provision that effectively enables all partners to keep up to date and in close contact with one another. School placements are chosen as carefully as possible to provide trainees with contrasting experiences and assignments are carefully focused to address individual development needs well. Trainees and school-based colleagues speak highly about how swiftly the provider steps in to sort out any problems which may occur.
40. Centre-based training is regularly enriched by the use of external trainers with specific expertise, such as local authority consultants for literacy and numeracy. This ensures that training is not only up to date but incorporates best practice from across the partnership and beyond. The process of target-setting and review in supporting trainees' progress is effective. School-based tutors are aware of the content of the centre-based training sessions and use this information flexibly to tailor school-based training to the specific needs of trainees. Trainees' report that they are kept fully involved in the on-going review and progress of their development through clear target-setting for improvement. Assessment is accurate across the partnership because of the comprehensive monitoring and moderation processes. This is achieved through regular joint observations, constructive feedback to trainees and the scrutiny of trainees' files at key points during the programme. However, the requirements for the completion of documentation by trainees and partnership schools can be onerous, can lack focus and at times be unnecessarily repetitive.
41. The high level of commitment given by all stakeholders across the partnership is a strength of the provision and another reason for the improving trend in achievement for trainees. The GTP training route, which was set up in response to the local partnership's request, has successfully developed a genuine sense of ownership from all stakeholders. Each school's strengths are well known by the provider and this information is used carefully in placing trainees in the most appropriate schools to meet their development needs. The school-based

tutors' training across the partnership is well organised and responsive to need. Opportunities for school-based tutors to share good practice, for example during moderation meetings and through joint lesson observations, contribute effectively to their on-going professional development. They and other school based staff are enabled to feel confident in their roles because of the effective communication that exists with the provider. This is evidenced through the regular visits to partnership schools by visiting tutors who provide good levels of support and consistency in assessment. The good and improving resources, in particular those available through the excellent lead school, underpin trainees' good development and progress. Funds are used judiciously in order to ensure trainees have access to up-to-date materials and resources at all times.

42. Trainees are very well prepared for teaching in a culturally diverse society and develop an excellent understanding of relevant issues related to equality of opportunity. They also have opportunities to complete research that further strengthens their knowledge and understanding. This means that the overwhelming majority are confident and effective in providing for pupils with a variety of learning needs and from a wide range of backgrounds. This is demonstrated within the partnership through trainees' ability to teach pupils with differing needs simultaneously. The provider makes very good use of its contacts to ensure all trainees are provided with varying teaching opportunities.

The capacity for further improvement and/or sustaining high quality

Grade: 2

43. The partnership has good capacity to sustain high quality outcomes for trainees. Leaders and managers know the strengths and areas for development. This is because the cycle of self-evaluation, improvement planning, implementation and monitoring is embedded across the partnership.
44. Honest and transparent self-evaluation is at the centre of the partnership's work. The course director is effective in ensuring that improvements to the smooth running of the course are focused on accelerating trainees' skills, knowledge and understanding. Good communication between the provider and placement schools ensures a high level of coherence, commitment and involvement in the on-going evaluation of training and provision. Self-evaluation involves all partners, including trainees.
45. Trainees' achievements are analysed over time and result in the identification of those aspects of the programme that work well and where further improvements or changes are required. For example, due to a rigorous recruitment campaign, the provider has been successful in exceeding its targets for recruiting male trainees and those from a minority ethnic background. The provider is proactive in ensuring all placement schools have the capacity to provide very good training provision. There are appropriate systems in place to

monitor partnership schools and, when necessary, to de-select schools where concerns arise.

46. Leadership and management at all levels demonstrate a good capacity to anticipate and drive change. For example, the provider has introduced the national recommended evaluation criteria and has begun to simplify and make uniform assessment procedures. In addition, leaders have successfully introduced a 'men in primary school' discussion group for trainees and links on the partnership website to guide candidates in their applications. Trainees develop a good understanding of a number of national priorities including the Rose Review, the primary curriculum and safeguarding as these are covered through the centre-based programme and are followed up by school-based tutors in schools. Changes to the curriculum are reflected in trainees' personalised training, lesson planning, delivery and their very good subject knowledge and awareness of equality issues. Programme leaders have been careful at managing change and promoting the work of visiting tutors with school-based tutors and trainees. The leadership has demonstrated its good capacity in responding to changes and current initiatives through the increased awareness of trainees' abilities to teach phonics and the development of their very good ICT skills. The regular engagement and use of curriculum experts to augment centre based-training ensures that trainees are provided with up-to-date knowledge.
47. School leaders appreciate the new improved recruitment pack for schools that has helped to standardise the interview process. They also value the high quality of training that enables increasing numbers of trainees, post training, to excel and participate fully in the life of their employing schools, often leading to their rapid promotion.
48. The provider's effectiveness in planning and taking action for improvement is good. All in the partnership are clear in their roles and responsibilities in securing improvements to trainee outcomes. Action is clearly based on the correct priorities. For example, the course leader has worked closely with the local authority to analyse past trends in candidates' applications and trainee outcomes. This information is used at interview so that new candidates are carefully guided to select the most appropriate training programme to suit their individual needs. Improvement plans are communicated effectively across the partnership so that everyone is fully aware of the aspects of provision that the partnership is working to improve. For example, trainees are now provided with the success criteria which enable them to plot their progress more closely and discuss this with their school-based tutors and visiting tutors.
49. Appropriate use is made of external support to augment training. Areas for development have been addressed against the Standards and carefully linked with trainees' first year of teaching. As a result, the profile for trainees is very clear and tailored to meet their individual development needs. Library resources ensure all trainees are confident to teach in multi-cultural settings. Further improvements to ICT provision have been successfully introduced to keep up to date with anticipated changes and to sustain the providers' very good provision

in this area. Overall, assessment procedures are effectively embedded and result in tutors knowing the needs of their trainees well. With retention and employment rates rising above national averages the provider is continuing to demonstrate good capacity for further improvement.

50. Despite significant challenges and changes within leadership, provision has enabled trainees to make good progress leading to an improved attainment profile. Leaders of the two routes have forged stronger ways of working collaboratively that are based on open communication and a commitment to professional development. Although current improvement plans identify the most pressing priorities, the provider is aware that the identification of factors which correlate to trainee outcomes need to be made more explicit.

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	Employment-based routes
How effective is the provision in securing high quality outcomes for trainees?		2	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?	2	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	2	2
	To what extent are available resources used effectively and efficiently?	2	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	1

Capacity to improve further and/or sustain high quality

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

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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