

Titan Partnership

Initial Teacher Education inspection report

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Introduction

1. This inspection was carried out by one 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. Titan Partnership is an inner-city partnership of educational establishments, in Birmingham, providing primary and secondary school-centred initial teacher training (SCITT) and a secondary employment-based initial teacher training (EBITT) route to qualified teacher status (QTS).
4. The partnership provides programmes for the continuing professional development of practising teachers, as well as initial teacher training (ITT).
5. The partnership aims to equip trainees with the confidence, skills and abilities to become effective teachers, specifically prepared to work in inner-city schools.

A commentary on the provision

6. The following are particular features of the partnership and its initial teacher training programmes:
 - the high quality of support for trainees on all programmes to ensure their well being and enable the large majority of trainees to make good progress
 - the commitment to equality of opportunity through the promotion of equal and fair access to high quality training for all
 - the very comprehensive systems and procedures in place for quality assurance, self-evaluation and review which support continuous improvements to the quality of provision and outcomes for trainees on all programmes
 - the high levels of commitment, enthusiasm and shared sense of ownership demonstrated across the partnership which is supported by excellent communications, positive relationships and high quality documentation.

Provision in the primary phase

Context

7. The Titan Partnership primary SCITT works in partnership with five primary schools in Birmingham to provide a one-year full-time primary programme of ITT, leading to the award of qualified teacher status (QTS). Through successful completion of academic assignments trainees are able to gain the award of a professional graduate certificate in education. This is currently validated by the Open University. The partnership offers training in the 5 to 11 age range. At the time of the inspection there were eight trainees on the programme in its first year of operation.

Key strengths

8. The key strengths are:
 - the careful attention paid to meeting trainees' individual needs to ensure most trainees make consistently good progress to fulfil their potential
 - the quality and diversity of partnership schools which enable most trainees to make good progress and to be well prepared to teach in a culturally diverse society
 - the good leadership and management of the partnership which ensures resources are deployed effectively to support high quality outcomes for trainees
 - the coherent, good quality training which results in high levels of satisfaction from trainees and enables them to gain employment in local schools
 - the well designed assessments which ensure trainees have a detailed knowledge and understanding of current educational issues.

Recommendations

9. In order to improve trainees' progress and attainment, the partnership should:
 - ensure that trainees receive consistently high quality lesson observations and feedback across a range of curriculum areas
 - ensure that trainees have a secure understanding of the Early Years Foundation Stage curriculum and pedagogy.

Overall effectiveness

Grade: 2

10. The overall effectiveness of Titan Partnership's primary SCITT in securing high quality outcomes for trainees is good. All aspects of the partnership's work are judged to be good other than equality and diversity which is judged to be outstanding. Inspection evidence confirms the accuracy of the partnership's assessment procedures and that most trainees' achievement is good. Trainees

speaking highly of the strong professional support they receive to help them make good progress in their individual training experiences.

11. The most notable strengths of this first cohort of primary trainees are their professionalism; their ability to reflect on their own practice and their motivation and commitment. They have high expectations for their own and their pupils' achievement. Trainees develop good relationships with pupils and adults in the partnership schools in which they work. They utilise a good range of behaviour management skills. Trainees demonstrate a good understanding of the varying needs of pupils and develop effective strategies for teaching those from different cultural backgrounds, including those for whom English is an additional language. Trainees work hard to plan lessons in detail and successfully differentiate activities to meet the needs of pupils of differing abilities well in literacy and numeracy.
12. Recruitment and selection procedures are good and meet all statutory requirements. The programme recruited to target in its first year of operation. Selection procedures include formal mathematics and English tests; presentations; a formal interview; reading and writing tasks; and school-based colleagues' observations of two days spent by applicants working in a partnership school. Procedures are rigorous and involve Titan partnership staff and headteachers in the interview process. Applicants are recruited who have a desire to work in culturally diverse communities and demonstrate the potential to be good primary teachers. As a result, the proportion of trainees gaining employment in partnership schools, at the end of the first year of the programme, is high. Headteachers who have appointed trainees to posts in their schools stated that the programme had given trainees 'a good foundation for their induction year' in diversity issues, English as an additional language and behaviour management. They were seen as assets to their schools with the potential to make a positive contribution to the Every Child Matters agenda as well as to raising standards.
13. Training and assessment are good. There is a good balance between centre-based training and school-based training which enables trainees to link the theory and practice of teaching well. Trainees attend the broader educational issues (BEI) sessions alongside secondary trainees as well as their own unique programme. Primary subject knowledge sessions usefully cover the core and the foundation curriculum, in addition to sessions on personal, social and health education; citizenship; and a creative, skills-based curriculum. However, the programme currently lacks sufficient emphasis on the Early Years Foundation Stage. As a result trainees' knowledge and understanding of the Early Years Foundation Stage curriculum and pedagogy is weaker than in other areas. Interactive and practical sessions are delivered by Titan partnership staff, specialists from the wider community and from colleagues working in partnership schools. Placements are well planned, enabling trainees to have a broad range of experience as well as two solo teaching practices of nine weeks in each key stage. There is a very clear rationale for the primary programme, which is to provide training for predominantly local trainees to teach in inner-city schools. As a result of their training, trainees become reflective learners,

keen to research and improve their own knowledge. They are well-prepared for their induction year.

14. Coherent, good quality training results in good levels of satisfaction from trainees. Trainees praised all aspects of the programme but particularly value the training they have received in literacy and numeracy from the local authority advisory service. They were very positive about how well they have been prepared by both training sessions and their practical school-based experiences. Trainees indicated this complementary approach boosts their confidence and allows them to establish positive relationships and work collaboratively with other adults in schools. They also greatly appreciate the support and guidance they have received with assignment writing.
15. Careful attention is paid to meeting trainees' individual needs to ensure that most progress to achieve their potential. Selection information is used well to track trainees' progress and identify support needs. Trainees' progress in relation to the QTS Standards is carefully profiled by school-based trainers in the ITT development log. Electronic portfolios contain an appropriate range of evidence in relation to the Standards. Assessment judgements are rigorously moderated by visits to schools from Titan Partnership managers, external moderators and examiners. There is good cohesion between the taught sessions, the professional development tasks carried out in schools and marked assignments. Well designed assignments ensure trainees have a detailed knowledge and understanding of current educational issues, including the Rose Review on early reading and phonics; the Williams report on the teaching of mathematics; Every Child Matters; and the role of the primary teacher.
16. The quality, deployment and use of resources across the partnership are good and impact positively on trainees' progress and attainment. Trainees confirm that they have good access to the resources they need. The partnership has made a considerable investment in developing its capacity as a provider of primary ITT. Good leadership and management of the partnership ensure resources are deployed effectively to support high quality outcomes for trainees. The provider is alert to the needs of individuals and takes timely and effective action to ensure that trainees meet their potential.
17. The quality of provision across the partnership is good. A strong common sense of purpose has been created as a result of clear partnership communications, positive relationships and high quality documentation. For example, the partnership agreement clearly outlines roles and responsibilities, financial and resource allocation information and the legal frameworks the partnership is required to adhere to. A wide variety of schools, including those in challenging circumstances, provide appropriate venues for training. The quality and diversity of partnership schools enable trainees to make good progress and to be well prepared to teach in a culturally diverse society. School-based trainers undertake regular lesson observations and assess trainees accurately. Feedback is clearly referenced to the QTS Standards. However, there are some inconsistencies in the quality of feedback primary trainees receive. In the best cases it is detailed and of good quality, enabling the development of clear

action plans to further support trainees' professional development across the whole primary curriculum.

18. The partnership values and respects diversity and shows an exemplary commitment to promoting inclusion, equal opportunities and ensuring equality of access to high quality training for all trainees. This ethos underpins the provider's trainee-centred approach, documentation and practice. Policies and procedures for promoting equal opportunities are rigorously monitored by the quality assurance and management groups. Trainees report that they are very well supported and that they can contact any member of the partnership easily for advice or guidance. As a result of the excellent focus on trainee entitlement most trainees make good progress and completion rates in the first year of the programme are high.

The capacity for further improvement and/or sustaining high quality

Grade: 2

19. The partnership has good capacity to continue improving. It has an outstanding understanding of its strengths and the aspects it needs to improve because leadership and management at all levels evaluate performance extremely effectively. Constant and thorough evaluation ensures that provision meets the needs of trainees and partnership schools. Partnership schools and trainees confirm that there is a strong emphasis on seeking the views of stakeholders and users and that they are fully involved in evaluating all aspects of the provision. The primary partnership has been able to draw upon the well developed management and quality assurance systems, already in place across the secondary partnership, to quality assure trainees' experiences and to ensure their training entitlement. Partnership managers are approachable and particularly responsive to issues raised; acting very quickly if they think something is wrong or not working as effectively as they would like. Internal evaluation of provision is frequent and detailed. Good use is also made of external moderation to assess the quality of provision and validate trainees' progress and attainment in relation to the QTS Standards.
20. High quality documentation creates high expectations, supports trainees' progress and ensures school-based trainers have a very good understanding of their roles and responsibilities. The small size of the provision and good communications add to its strengths. Effective working relationships and strong levels of commitment have enabled the partnership to deliver effective primary provision; ensure it results in good outcomes for trainees and respond very well to the needs of local schools. Inspection evidence shows there is a good capacity to continue to improve the quality of the partnership. Management proactivity has resulted in increased numbers of offers of placements for next year's larger cohort of trainees. Careful attention is given to the selection of new schools and particular attention is paid to their capacity to act as suitable training environments.

21. The partnership is able to anticipate change, and respond to national and local initiatives well. It is well placed to use the strengths within the partnership to respond to a range of initiatives and has ensured that these are adequately reflected within this new programme. The programme has been specifically developed in response to current priorities and is highly flexible. This flexibility is appreciated by trainees and contributes significantly to their good progress. Local needs are met through good training in equality and diversity issues; including meeting the needs of minority ethnic pupils and those with special educational needs and/or disabilities. This prepares trainees well to work in inner-city schools and promotes their high expectations for pupils' achievements. Trainees are aware of requirements in relation to child protection and safeguarding.
22. The primary SCITT development plan includes: targets, actions, success criteria, staff responsible, timescales, resources, and indicates how and when it will be monitored and reviewed. Partners are informed about the key priorities for development and their role in securing these. Partnership managers and members of the quality assurance and management groups constantly check on progress in relation to targets set and evaluate the impact of actions taken. There is strong evidence to indicate that actions taken, during this academic year, have had a positive impact on outcomes for trainees. The management team has a good understanding of current strengths and areas in need of further development and is already planning for further improvements to the delivery of next year's programme. This indicates the partnership's good capacity to sustain high quality outcomes for trainees, where they already exist, and to take the actions required to secure improvements where necessary.

Provision in the secondary phase

Context

23. The Titan Partnership secondary SCITT has worked in partnership with a core of 10 secondary schools in Birmingham, since 1996, to provide a one-year full-time secondary programme of ITT, leading to the award of QTS. Through successful completion of academic assignments trainees are able to gain the award of a professional graduate certificate in education. This is currently validated by the Open University. The partnership offers training in the 11 to 16 age range. At the time of the inspection, there were 16 trainees on the programme specialising in the following subjects: design and technology, information and communication technology, mathematics, modern languages, physical education, religious education and science.

Key strengths

24. The key strengths are:

- the high quality of support for trainees to ensure their well-being and professional development so that the majority progress to achieve their potential and gain employment in local schools
- the good training in equality and diversity and extensive practical experience in schools which enable trainees to demonstrate strengths in teaching learners from a range of diverse backgrounds
- strong leadership and management at all levels with a good capacity to sustain high quality outcomes and secure further improvements
- the effective coherence of the centre and school-based training programme which prepares trainees well for their roles as secondary teachers and subject specialists
- the effective use of the second school placement to provide a complementary and well-coordinated training experience
- the careful attention paid to subject knowledge auditing and subject knowledge enhancement, resulting in improvements in trainees' subject knowledge for teaching.

Recommendations

25. In order to improve the quality of trainees' outcomes, the partnership should:

- increase the proportion of secondary trainees attaining the QTS Standards at a good level.

26. In order to improve trainees' progress and attainment, the partnership should:

- enhance trainees' understanding of how to make effective use of assessment to support learning.

Overall effectiveness

Grade: 2

27. The overall effectiveness of the Titan Partnership secondary SCITT in securing high quality outcomes for trainees is good. All aspects of the partnership's work are judged to be good other than equality and diversity which is judged to be outstanding.
28. Over 75% of trainees attained the QTS Standards at a good or outstanding level in two of the last three years. In 2009, of the trainees who gained QTS, 73% achieved good or outstanding grades compared with 80% in 2008 and 79% in 2007. Inspection evidence corroborates the accuracy of the partnership's assessment procedures and confirms that the majority of trainees make good progress from their starting points. This is because of the high quality support provided for trainees' well-being and professional development, which ensures that the majority progress to achieve their potential and successfully gain employment in local schools.
29. Trainees demonstrate a number of strengths in their own practice. They take responsibility for their own professional development; enter into the life of partnership schools; and reflect upon and respond readily to feedback and advice. Trainees develop a good knowledge and understanding of the current educational context, have a secure subject knowledge and a detailed understanding of effective teaching and learning in their subjects. They are skilled at planning for, and teaching, learners from a range of different cultural backgrounds and those for whom English is an additional language. Trainees gain a good understanding of assessment principles from their training and the very helpful assignment they complete. Their lesson planning includes appropriate use of a range of assessment techniques, but there are some inconsistencies in their use of assessment to support learning in the lessons they teach.
30. Recruitment and selection arrangements are good, meet all statutory requirements, and promote equality and diversity very well. The partnership is aware that Training and Development Agency (TDA) allocations of places have not always been met. A detailed marketing and recruitment strategy is in place to improve the number of recruits to the programme. The partnership works hard to widen participation from groups that are currently under-represented in the teaching workforce and from those with non-standard entry qualifications. As a result, the proportion of trainees recruited from minority ethnic backgrounds is higher than those of other providers and national norms. Completion rates vary from year to year amongst the small cohorts of trainees. The partnership undertakes a careful analysis of the reasons why trainees fail to complete and offers extensive support for trainees at risk of non-completion. Completion rates have improved over the last three years because the selection process has been enhanced to include two days of school experience and to ensure that applicants demonstrate key characteristics, such as resilience, necessary to teach in inner-city schools. In contrast, employment rates are higher than the national average. Employing headteachers indicate they are impressed with the calibre of trainees entering their induction year and with

trainees' specific experience and understanding of the needs of local schools and their learners.

31. The quality of training and assessment is good. There is a particularly effective link between recruitment and selection, and training and assessment through the use of induction activities and the careful auditing of trainees' subject knowledge. Detailed initial needs assessments are used well to inform good quality individual training plans. These plans are regularly reviewed during the programme to guide trainees' personalised training and set targets for the next stage of their professional development. This careful focus on induction and the well-chosen initial placement in a partnership school enable the majority of trainees to make good progress from the start of the course.
32. Trainees benefit greatly from the coherence of the centre and school-based training programme which prepares them well for their roles as secondary teachers and subject specialists. Many trainees also benefit from their immersion in subject departments and schools which allows them to access up to date professional development courses, for example, in relation to assessing pupils' performance (APP). Good links between first and second placement schools ensure a smooth transition between complementary placements and add to the coherence of the provision. Trainees are regularly observed by a variety of school-based colleagues who provide detailed feedback on all aspects of their professional development, including trainees' teaching, and set suitably challenging targets for their professional development. Very good guidance is provided for trainees to aid reflection and enhance evaluations of their practical teaching.
33. The careful attention paid to subject knowledge auditing and enhancement results in improvements in trainees' subject knowledge for teaching. Trainees' timetables contain opportunities to teach specific aspects of their subjects to learners. There is a consistent emphasis on subject knowledge development at weekly school-based trainer meetings and through three specifically focused subject knowledge lesson observations during the programme. Weekly subject application and assessment sessions (SAA), taught by experienced and knowledgeable subject leaders, effectively target gaps in each cohort's subject knowledge and are very highly-regarded by trainees. BEI sessions are equally highly-rated by trainees. This generic training is very responsive to local and national developments and enables trainees to access best practice guidance materials and relevant academic texts. It is well designed to enhance trainees' knowledge and understanding of the current educational context, teaching and learning and to develop their skills as reflective practitioners. Good quality sessions are delivered by expert practitioners including members of the partnership and colleagues from local universities. Trainees receive particularly good training in equality and diversity and gain extensive practical experience of working with learners from a range of diverse backgrounds in schools. This includes completing specific placement tasks addressing inclusion, diversity and ethnicity issues. As a result, trainees gain a deep appreciation of diversity issues and understand how equality is promoted through education.

34. Trainees are encouraged to explore educational issues in greater depth through reading, useful professional research tasks and assignments which are well supported by school-based colleagues. A useful electronic portfolio has been introduced to ensure trainees can carefully demonstrate evidence in relation to each of the QTS Standards.
35. The quality, deployment and use of resources across the partnership are good and impact positively on the quality of provision and trainees' outcomes. Resource allocations are driven by priorities for improvement and are flexible enough to meet individual trainees' needs. The allocation of resources is transparent and clearly understood by partners. Trainees have good access to a range of equipment, a professional development library located at the venue for central training and to a university library of their choice.
36. Provision across the partnership is of a consistently good quality because ITT is firmly embedded in partnership school priorities. A strong common sense of purpose has been created across the partnership. Positive relationships, effective communications and detailed systems for support and guidance establish high expectations and secure good quality outcomes. The comprehensive partnership documentation details clear roles and responsibilities and good use is made of rigorous quality assurance visits to check on trainees' entitlement and to ensure assessment across the partnership is accurate and consistent.
37. The partnership's own self-evaluation grades its promotion of equality of opportunity to be good but inspectors judge it to be outstanding. This is because the partnership values and respects diversity and shows an outstanding commitment to promoting equal opportunities and ensuring equality of access to high quality training for all trainees. This approach underpins the partnership's involvement in ITT and the partnership's personalised approach to training, documentation and practice. Policies and procedures for promoting equal opportunities are rigorously monitored by the partnership. Trainees are represented on a number of partnership management groups and feel able to voice any concerns they have.

The capacity for further improvement and/or sustaining high quality

Grade: 2

38. The partnership has good capacity to sustain high quality outcomes for trainees and to secure further improvements. Rigorous review and evaluation procedures ensure the partnership is fully aware of its own strengths and areas for development. The partnership anticipates change and responds effectively to new developments. It successfully plans for and takes the necessary actions to secure further improvements.
39. Partnership managers are approachable and particularly responsive to issues raised. They act efficiently to resolve any immediate concerns and provide additional support to trainees and schools where necessary. Trainees are extremely positive about their training experiences and praise the partnership and the schools they work in.
40. The partnership demonstrates a strong track record of improvements since the last inspection. Strengths that were previously identified have been enhanced and areas for development have been significantly improved. For example, ensuring trainees take account of diversity and English as an additional language issues, in their teaching, is now a strength. Similarly, the partnership has ensured that trainees acquire a deeper understanding of assessment, monitoring and reporting issues. In addition, the partnership has effectively ensured subject leaders keep abreast of relevant research by ensuring they have access to relevant subject association documentation and websites, a professional development library and are well supported by university based consultants and external moderators.
41. Inspection evidence shows there is a good capacity to continue to improve the quality of the partnership. The partnership is owned, managed and well supported by its schools. Good systems are in place to quality assure trainees' experiences as well as to ensure their entitlement. Very good relationships between small numbers of experienced partners, with a shared vision for high quality initial teacher training, ensure rigorous, open and accurate evaluation of provision takes place. The partnership continuously strives to improve the quality of its provision by ensuring it provides good quality training for all trainees and helps to meet the particular needs of its schools. The partnership is very well managed at an operational and strategic level. There is a real sense of ownership and a clear commitment to continually building capacity through careful succession planning. Opportunities are provided for school-based colleagues to gain accreditation for their work in ITT. Former trainees are effectively involved in the partnership as school-based trainers, subject leaders and professional tutors. Effective leadership from committed partnership quality assurance and management groups provides challenge and support for the Titan partnership managers. The management group determines the rationale for the allocation of resources and regularly monitors the impact of actions on trainee outcomes.

42. The partnership's own self-evaluation grades its ability to assess its own performance as good but inspectors judged it to be outstanding because it has an excellent understanding of its strengths and the aspects it needs to improve. There is a thorough and comprehensive system of evaluating all aspects of the partnership's own practice in depth. This includes regular reviews of trainees' progress, which are used to evaluate and improve the effectiveness of recruitment and selection procedures and the quality of training and assessment across the partnership. Systems and procedures for self-evaluation are robust and well-established and include the use of evaluations from a range of stakeholders and users, quality assurance and moderation exercises and visits by external moderators and examiners. The partnership is aware of the need to ensure that all trainees reach their potential and is working hard to ensure more trainees attain the highest possible grades in relation to the QTS Standards. Good use is made of external moderation to assess the quality of provision and validate trainees' attainment in relation to the QTS Standards.
43. Leadership and management at all levels anticipate and make changes which have a positive impact on improving trainees' outcomes and practice. As a result, provision is constantly adapted to take a range of initiatives and priorities into account. This includes a number of partnership related initiatives related to national priorities, such as, the use of higher-order skills, community cohesion and working with learners who are able, gifted and talented. Improvement planning is based on the partnership's accurate self-evaluation of strengths and areas for development. Actions focus on aspects in need of improvement and increasingly make use of quantitative data focused on trainee outcomes. They are regularly reviewed in detail by the quality assurance group and appropriately shared with partners. These plans, together with significant improvements to provision and outcomes for trainees since the previous inspection report, demonstrate a good capacity for further improvement.

Employment-based routes to qualified teacher status

Context

44. The Titan Partnership has worked in partnership with a core of nine secondary schools in Birmingham, since 2003, to provide an employment-based route into secondary ITT. On successful completion of the programme trainees are recommended for the award of QTS. The partnership offers training in the 11 to 16 age range. At the time of the inspection, there were nine trainees on the programme specialising in the following subjects: design and technology, English, information and communication technology, mathematics, physical education and science. The EBITT recruits trainees in January and September each year. SAA and BEI centre-based training is provided for trainees alongside trainees on the partnership's secondary SCITT programme.

Key strengths

45. The key strengths are:

- the high quality support and guidance provided for trainees which ensure that needs are identified and training is appropriately tailored to ensure trainees reach their potential
- the good quality training and diverse experiences in partnership schools which equip trainees well to successfully promote equality and diversity in their own practice
- the effective leadership and management at all levels which demonstrates a good capacity to sustain high quality outcomes and secure further improvements
- the coherent programme of centre and school-based experiences that effectively supports trainees' development and enables them to link theory to practice
- the effective use of a well-timed second school placement which enables trainees to make more rapid progress in their professional development on return to their main placement school
- the careful attention paid to subject knowledge development, as an integral part of recruitment and selection and training and assessment processes, which results in improvements in trainees' practice.

Recommendations

46. In order to improve the quality of trainees' outcomes, the partnership should:
- increase the proportion of EBITT trainees attaining the QTS Standards at a good level.
47. In order to improve trainees' progress and attainment, the partnership should:
- enhance EBITT trainees' understanding of how to make effective use of assessment to support learning.

Overall effectiveness

Grade: 2

48. The overall effectiveness of the Titan Partnership EBITT in securing high quality outcomes for secondary trainees is good. All aspects of the partnership's work are judged to be good other than equality and diversity which is judged to be outstanding. Inspection evidence confirms the accuracy of the partnership's assessment procedures and that most trainees' achievement is good. The large majority of trainees make good progress from their starting points and the partnership is working hard to ensure a greater proportion of trainees attain the QTS Standards at a good or outstanding level.
49. A key element in the success of the trainees is their strong commitment to their own professional development. Their good subject knowledge and commitment to learning allow them to keep up to date with current educational thinking and practice. This is enhanced through their attendance at much-valued BEI and SAA sessions provided by the partnership and their engagement in up-to-date staff development opportunities in their employing schools. Trainees become fully immersed in the life of their schools and grow in confidence throughout the programme. They are able to reflect on their own practice and become adept at using techniques to overcome barriers to learning. Trainees have a good understanding of planning for formative and summative assessment and utilise a range of assessment techniques in their teaching. Although trainees can talk and write about assessment well, there are some inconsistencies in their use of assessment to support learning in the lessons they teach.
50. Effective recruitment and selection procedures promote equality and diversity well. Recruitment and selection processes are rigorous in relation to requirements and interviews are used to select candidates who demonstrate suitable qualities for teaching. In addition to a range of secondary shortage subjects, the partnership offers English places to specifically meet local demand. The partnership is aware that TDA allocation targets for training places have not always been met and has begun to recruit trainees from across a wider range of schools. However, the partnership recruits well from some groups that are currently underrepresented in the teaching workforce. For example, male recruitment and minority ethnic recruitment is much higher than that of similar providers and the sector. Non-completion rates vary from year to year amongst the small cohorts of trainees. The partnership carefully tracks reasons for any withdrawals. In contrast, employment rates are high in relation to comparable providers and sector norms. The partnership demonstrates a clear commitment to workforce development that effectively meets the need of local schools. Employers report that trainees often achieve rapid progression in their teaching careers.
51. High quality support and guidance ensure that trainees' individual and cohort needs are identified and training is appropriately tailored to ensure the large majority of trainees reach their potential. Trainees, school-based trainers, subject leaders and Titan staff work together very effectively to ensure individual training plans are sufficiently personalised and flexible training is provided to meet identified needs. Observations of feedback to trainees show

that trainees are clear about what they do well and what they need to do to improve because they are skilfully encouraged to reflect on their own professional development. Trainees are set challenging targets which are reviewed regularly by school-based trainers. Careful attention is paid to subject knowledge development as an integral part of the recruitment and selection process. Trainees continue to develop their subject knowledge as the programme progresses. Three of their lesson observations focus specifically on subject knowledge. This process results in significant improvements in trainees' use of subject knowledge for teaching during the programme.

52. Trainees interviewed during the inspection were very positive about the quality of their training experience. They noted that all elements of the training complement each other well and are used flexibly to meet their development needs. Central training is not only up to date but incorporates best practice from across the partnership and beyond, enabling trainees to link theory to practice. Effective use of a well-timed second school placement, in the second half of the spring term, enables trainees to make rapid progress in their professional development on return to their employing school.
53. Inspection evidence confirms assessment systems are accurately and consistently applied across the partnership. Very clear documentation, effective quality assurance visits and the thorough use of internal and external moderation processes, ensure the accuracy of judgements about trainees' progress and achievements and the security of the final assessment of trainees against the QTS Standards.
54. Strong leadership and management ensure that available resources are deployed effectively to support good outcomes for trainees and to secure further improvements to the provision. For example, trainees can access a range of up to date books and other resources at the venue used for central training. The allocation of resources is well understood across the partnership and schools confirm the responsiveness of the partnership when additional resources are required.
55. The high level of commitment across this well-established partnership is a strong feature of the provision and ensures good outcomes for trainees. Partnership staff are confident in their roles because of the positive relations, good communications and high quality documentation that have been developed. School-based trainers, professional tutors and subject leaders work as a coherent team to provide good quality professional development and training. Rigorous quality assurance visits and resultant detailed feedback is provided for schools by Titan managers. Schools effectively evaluate their own contribution to the partnership's ITT. This creates a context where consistency across the partnership is very effectively assured.
56. The partnership's own self-evaluation grades its promotion of equality of opportunity to be good but inspectors judged it to be outstanding. This is because the Titan Partnership values and respects diversity and shows an exemplary commitment to promoting inclusion, equal opportunities and ensuring equality of access to high-quality training for all trainees. Good quality

training and diverse experiences, in two partnership schools, equip trainees very well to successfully promote equality and diversity in their own practice. Trainees have in-depth opportunities to teach learners of differing faiths and ethnicities; those with English as an additional language and learners from a range of backgrounds and with differing abilities. As a consequence, trainees have a highly developed appreciation of the needs of individual learners and a good knowledge and understanding of cultural diversity. There have been no recent incidents of harassment or discrimination. There are no discernible differences between the outcomes for different groups of trainees.

The capacity for further improvement and/or sustaining high quality

Grade: 2

57. Effective leadership and management at all levels demonstrate a good capacity to sustain high quality outcomes where these already exist and secure further improvements where necessary. The management team know in detail the strengths of their partnership and can use this information to plan good quality personalised experiences for individual trainees. They also know when to intervene or put in extra training and support when an area of concern with a trainee or school is identified.
58. The strength of the partnership enhances the capacity for further improvement at a strategic and operational level. Effective leadership from committed management and quality assurance group members provides both challenge and support and an excellent forum for constructive discussion and self-criticism. The partnership secures good quality training and development for school-based colleagues, through a range of university-based contacts, the effective use of external moderators and regular partnership and continuing professional development newsletters. The partnership is proactive in ensuring all placement schools have the capacity to provide good training and provides good succession planning. Former trainees act as effective school based trainers, subject leaders and professional tutors within the partnership. This further strengthens the partnership's capacity to improve. Very good systems are in place to quality assure trainees' experiences and to ensure they receive their training entitlement. Robust systems are in place to identify and deselect schools where this is a concern or where they fail to adhere to the terms of the partnership agreement.
59. The partnership's own self-evaluation grades its ability to assess its own performance as good but inspectors judged it to be outstanding. Very accurate and comprehensive review and self-evaluation systems are leading to improvements to the quality of the provision and outcomes for trainees. Detailed self-evaluation involves all partners and users and is based on a wide range of carefully analysed information. Very effective evaluation of the admissions process; the quality and impact of the training content; assessment procedures and the setting of appropriate developmental targets for trainees are used very well to inform the annual monitoring, review and evaluation cycle. The views of trainees and school-based colleagues are valued and taken

seriously. Excellent quality assurance procedures ensure timely and effective actions are taken to ensure continuous improvement. The partnership is highly responsive to external benchmarking activities and external scrutiny from its own moderators and examiners. Very good systems are in place to monitor and track trainees' progress across assessment points and to assure the final assessment against the QTS Standards is accurate.

60. Leadership and management at all levels are effective in demonstrating their ability to anticipate and drive change. As a result, provision is constantly adapted to take a range of local and national initiatives and priorities into account, such as, the 14-19 Diplomas and recent changes to the secondary curriculum. Opportunities are provided for school-based colleagues to meet at conferences where they are provided with good updates and clear information about the partnership's current areas for improvement.
61. The partnership's effectiveness in planning and taking action for improvement is good and confirms the partnership's commitment and determination to further improve outcomes for trainees. There is a strong link between the robust evaluation and review process and targets in improvement plans. Highly effective procedures are in place to identify and monitor whether actions have been achieved. The partnership is currently working to improve the quality of improvement planning at an individual subject level, to make sharper use of data and to prioritise the number of actions identified each year.

Summary of inspection grades¹

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

* Because of the small numbers involved in the primary SCITT and secondary EBITT programmes, no grades are provided for trainees' attainment.

Overall effectiveness

		Primary	Secondary	Employment-based routes
How effective is the provision in securing high quality outcomes for trainees?		2	2	2
Trainees' attainment	How well do trainees attain?	*0	2	*0
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2	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	2
	To what extent are available resources used effectively and efficiently?	2	2	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2	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	1

Capacity to improve further and/or sustain high quality

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