

University of Chichester

Initial Teacher Education inspection report

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Introduction

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

Key to inspection grades

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

Explanation of terms used in this report

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

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

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

The provider

3. The University of Chichester offers initial teacher education (ITE) leading to qualified teacher status (QTS) in the primary and secondary phases. It also offers an employment-based route (EBR) leading to qualified teacher status. The provision is located in the university's Bognor Regis campus. There is close collaboration with the senior management group having oversight of all teacher education programmes.
4. In the primary programme the university provides undergraduate and postgraduate training routes and offers unique training in citizenship and specialist training in modern foreign languages, English, mathematics, science and early years. The university's secondary programme offers postgraduate training in eight subjects and a four-year undergraduate programme in physical education and mathematics. The university works in partnership with about 800 schools and has very close links with local authorities and other agencies in the region to ensure that its teacher education provision is closely aligned with

regional needs. This includes masters-level and other programmes in professional development.

A commentary on the provision

5. The following are particular features of the provider and its initial teacher training programmes:
 - the very strong leadership team which provides a clear framework, a vision for continuing improvement and close integration of all teacher education across the phases of provision
 - high quality professional training and personalised support which ensure the needs of all the trainees are met
 - committed and enthusiastic trainees who have the potential to be excellent teachers
 - the strength of the partnership with schools.

6. The following recommendation should be considered to improve the quality of the outcomes for trainees:
 - the provider should consider how best its self-evaluation systems can be individually tailored to each phase and how all partnership schools can be engaged fully in the process.

Provision in the primary phase

Context

7. The University of Chichester offers a three-year Bachelor of Arts (BA) degree in primary education and teaching, and a full-time and part-time postgraduate route in primary education. At the time of the inspection there were 297 undergraduate trainees and 107 primary postgraduate trainees. The university principally serves the primary teaching workforce along the south coast from Brighton through to Bournemouth, but also up to outer London and Surrey. The partnership is very well established with schools in West Sussex, Hampshire, Portsmouth and the Isle of Wight.

Key strengths

8. The key strengths are:
 - the leaders and managers of the programmes who display outstanding professionalism and a rigorous drive for continuing improvement
 - the high-quality and consistent training which is personalised to meet trainees' needs
 - the clear lines of communication with partnership schools which ensure shared expectations and excellent relationships
 - the high quality of centre-based training which is creative and innovative
 - the outstanding way in which trainees are prepared to teach in a socially, ethnically and culturally diverse society
 - the outstanding professional commitment and enthusiasm of the trainees.

Recommendations

9. In order to improve trainees' progress and attainment, the provider/partnership should:
 - undertake a more phase specific approach to self-evaluating the primary provision and involve members of the partnership in this process.

Overall effectiveness

Grade: 1

10. The overall effectiveness of the provider in securing high quality outcomes for trainees is outstanding. The majority of trainees make excellent progress and over half attain the highest possible grade by the end of their training. Only a very small proportion of trainees are judged to be satisfactory at the end of their training, and these have the potential to become at least good teachers over time. There are no significant differences in the achievement of any identifiable groups. This outstanding outcome is the result of high quality training which is carefully personalised to meet the needs of each individual trainee.
11. Trainees have strengths in their professional attributes, notably in the demonstration of good communication skills, the ability to form constructive relationships and their deep awareness of teachers' responsibilities. They show a strong commitment to team working and develop very good collaboration skills. This is very well illustrated through the work undertaken by third year undergraduates who carry out substantial projects with local schools. For example, one group of trainees successfully fund raised and secured the reroofing of a school swimming pool. Another group of trainees raised the self-esteem of reluctant Year 8 readers at a local secondary school by supporting their reading. Trainees' professional knowledge and understanding develop well. They have high expectations of themselves and their pupils. Subject knowledge is good with all demonstrating a secure understanding of how to teach early reading and phonic skills. Lesson planning is detailed and information and communication technology skills are used well to enhance teaching.
12. The proportion of trainees who achieve QTS and successfully secure teaching posts is impressively well above the national average, with many former trainees being employed in partnership schools. This is because procedures for recruitment and selection are rigorous, involve local headteachers, and result in the majority of trainees demonstrating high levels of commitment and enthusiasm, together with the potential to become outstanding teachers. The tests of basic skills in English and mathematics, coupled with the demonstration of their experience in school within a group situation, indicate their suitability to work in school settings. The university has successfully increased the number of male trainees recruited into primary teaching. Despite putting in place a number of impressive strategies to increase the number of applications from those with minority ethnic origins, recruitment is lower than the national average whilst reflecting, nevertheless, the make-up of the local community.
13. University-based trainers are extremely enthusiastic and are highly committed to ensuring the success of each trainee. There is a strong focus on the individual needs of trainees and the excellent pastoral and academic support is a significant strength of the provision. For example, those trainees who are dyslexic or may lack confidence are provided with tailored support and guidance. There is an excellent balance between theory and practice in the

training. This ensures that trainees are confident in their understanding of pedagogy and use their professional studies effectively to strengthen their teaching. The special interest placement in the second year of the undergraduate programme, where trainees make use of exceptional opportunities to follow specific interests, such as spending time in a special school, supporting education in an outdoor education resource or working in a day care nursery, prepare them extremely well for alternative career routes. Specific subject study opportunities make a significant contribution to trainees' enjoyment of the course and prepare trainees well for assuming additional responsibilities in schools.

14. Trainees are very well prepared for each placement and schools speak very positively about the high level of support which is available from the provider. Trainees are very well prepared to meet the learning needs of individual pupils. For instance, specific funding for developing a greater knowledge and understanding of pupils with special educational needs and/or disabilities has been used well. Consequently, trainees use specific skills well to support particular individuals.
15. The accurate assessment systems are of high quality and fully understood by trainees and trainers. School mentors play a vital role in the assessment of trainees and in monitoring their progress. They provide regular focused mentor sessions which include formal lesson observations and detailed feedback. Partners work together effectively in promoting trainees' learning and development which leads to effective training experiences and accurate target setting to ensure trainees' good, and often better, progress.
16. Excellent communication between all members of the partnership contributes significantly to a shared set of expectations and ambitions and results in high quality school-based training. Course and school experience handbooks are very well planned and consistent documents which very thoroughly inform all stakeholders. There is excellent support and training for mentors who carry out roles and responsibilities with a high degree of professionalism. School and placement documentation clearly indicate how lesson observations and weekly reviews feed into the interim reviews which then inform the final report. School placements are carefully selected and matched to the needs of trainees to ensure that they receive the right balance of experience. The manner in which the provider takes into consideration any special personal circumstances when placements are being organised is impressive. Schools view the partnership as a valuable source of skilled and highly motivated teachers.
17. The use and allocation of resources is outstanding because the provider is highly responsive to need, thus ensuring that personnel, time, money and equipment are deployed to achieve the best possible outcomes for trainees. This is well illustrated by the support for individual needs and the very wide range of opportunities provided for the trainees. For example, trainees report that creative outdoor learning trips to the New Forest and further afield have not only a very profound impact on their understanding of natural science but also develop their personal motivation to teach the subject and encourage the pupils who are in their professional care.

18. Equal opportunities and diversity are promoted extremely well. Trainees are very well supported and provision for their well-being and individual needs is strong. There have been no recorded incidents of unlawful harassment or discrimination, and policies to address such issues comply with requirements. Equality of opportunity and the celebration of diversity are embedded across every aspect of the training.
19. The way in which trainees are prepared to teach in a socially, culturally and ethnically diverse society is a particularly strong feature of the provider. This is because of the excellent manner in which citizenship is embedded and imaginatively developed within both the undergraduate and postgraduate programmes. The unique specialist international route very successfully contributes to this outstanding central provision through its international links with the Pennsylvania State University in the United States of America and Jonkoping University in Sweden. It enables the trainees to broaden their perspectives and gain a deeper understanding of the cultures that shape them.

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

20. The enthusiastic and fully committed leaders and managers consistently strive to seek improvements in the overall quality of provision. Such ambition and drive are firmly rooted in accurate self-review, evaluation and high-quality planning for further improvement. High quality outcomes have been sustained and continue to improve as a result.
21. The findings of internal evaluations and external examiners are well founded and very carefully used by course leaders and programme managers to improve trainees' outcomes. This is notwithstanding the fact that the self-evaluation documents currently written tend not to differentiate between the phases of provision. The most significant examples of impact as a result of self-evaluation include suspension of the postgraduate early years programme until the quality of placements improved and the closure of the training centre at Crawley which no longer met the needs of the trainees. University link tutors ensure that school placements provide a good breadth of experience and this is successfully achieved through regular visits to schools, joint lesson observations, detailed scrutiny of trainees' files and discussions with staff. The content and structure of course programmes are continually evaluated to ensure that they fully reflect the needs of trainees in primary schools. Whilst the provider has successfully introduced cluster groups to support schools locally within the partnership, it has yet to involve them in contributing to their self-evaluation processes. School and centre-based training is rigorously evaluated by trainees. Their views are sought and quickly acted upon. For example, trainees raised concerns about the overuse of a single form of information and communication technology (ICT) in a high proportion of

lectures. They also discussed the timeliness of feedback on their assignments. Both these issues were acted upon and resolved.

22. The provider anticipates and responds to change exceptionally well because leaders and managers are dynamic in anticipating and reacting to change. High-quality improvements are based on excellent subject knowledge, an in-depth understanding of educational theory, and best practice. For example, subject study leaders have a very good understanding of the priorities in their area of expertise and support the progress made by trainees. The response to the national priority of improving the teaching of phonics has resulted in trainees' increased skills and confidence. Trainees understand the importance of developing practical skills in mathematics and using ICT to support learning. The provider is proactive in course improvement to ensure that current national initiatives, such as the promotion of community cohesion, safeguarding and the creative curriculum, are fully covered in the training. Through the introduction of modern foreign languages the provider is preparing trainees well for the national requirements which will shortly be put into place. A further example of the provider's outstanding anticipation and response is demonstrated by the participation in the Training and Development Agency (TDA) special educational needs project which has enhanced training materials and led to increased numbers of trainees taking up placements in special schools. The result is that the overwhelming majority of trainees receive high-quality training in these aspects.
23. Improvement planning is excellent and linked very closely to accurate self-evaluation and review, which is closely targeted at improving the outcomes for trainees. Responsibilities for programme improvement are very effectively delegated to all staff. There is a willingness to engage in constructive dialogue and course leaders regularly review ways in which aspects of provision can be improved. Successful completion, retention and employment rates remain significantly above national averages. Since the previous inspection, there is clear evidence of the positive impact of action planning on the outcomes for trainees. Actions plans provide very clear indications of priorities and clear explanations are given as to why actions are to be taken. Success criteria, which are indicated in action plans, are always quantifiable against outcomes for trainees.

Provision in the secondary phase

Context

24. The University of Chichester provides initial teacher education in a range of secondary subjects: English, history, ICT, mathematics, physical education (PE), religious education, design and technology and science. These are all offered for the postgraduate certificate in education (PGCE). Additionally there is an undergraduate course leading to a BA with qualified teacher status (BA QTS) in PE and a BA QTS in mathematics preparing trainees to teach the subject to Key Stages 2 and 3.

Key strengths

25. The key strengths are:
- committed, enthusiastic trainees who are highly employable and meet the needs of local schools
 - monitoring and quality assurance procedures that are meticulously applied in order to underpin the continuity of training and the progress of trainees in meeting the Standards
 - the high level of individual support and the school-based experiences which together meet trainees' individual learning needs and ensure that their progression through the course is good
 - the excellent support provided for mentors including the 'good practice guide' which, with its very clear documentation, is highly valued
 - the very quick response to trainees in difficulty
 - the very prominent role of mentors in assessment
 - the continual improvement that is driven by highly effective leadership.

Recommendations

26. In order to improve trainees' progress and attainment, the provider should:
- reduce further the variation in the quality of mentoring across the partnership
 - encourage all mentors to use a wider range of training strategies and match these more closely to the trainees' targets.

Overall effectiveness

Grade: 1

27. The quality of the outcomes for trainees is good as a result of outstanding provision. More than a quarter of trainees are judged to be outstanding at the end of their training. Three quarters are judged to be good or better, with this proportion increasing significantly this year. Just a small proportion of trainees are judged to be only satisfactory at the end of the training, and many of these have the potential to become at least good teachers over time. Trainees' final attainment is in line with their starting points in each subject. In the large undergraduate PE course nearly half of trainees are assessed as outstanding at the end of the course. The PGCE PE course also results in high levels of outstanding attainment. This reflects the higher starting points than in other subjects of PE trainees. Many former trainees are employed in schools in the region and many in partnership schools.
28. The high completion and employment rates indicate that the trainees recruited are highly suitable for the course with the potential to become at least good teachers. Selection procedures are extremely effective in identifying this potential: this is important because, particularly in shortage subjects, a significant proportion of trainees are not from traditional subject backgrounds. Much effective work has been done in increasing applications in all subject areas enabling the university to make selections from stronger fields. In PE the number of applications far exceeds the places available and so it is possible to be highly selective. On the other hand, subjects such as design and technology and science struggle to reach their allocated numbers. Various approaches are adopted at interview in order to ensure enhancement of trainees' subject knowledge before the course starts. For example, English trainees may be asked to complete Open University modules whilst religious education trainees may be requested to take theology degree units offered by the university. There is a highly valued mathematics enhancement course which contributes very well to preparing potential mathematics trainees. The good quality selection and recruitment procedures make a very positive contribution to the good attainment of trainees.
29. Schools are very well involved in the selection procedures. An unusually positive element of selection and recruitment is that pupils in the classes are involved in the interview process. Tasks such as mini-lessons delivered in partner schools enable tutors in shortage subjects to assess the potential classroom skills of some applicants whose applications lack evidence of experience of schools. The provider has found recruiting from minority ethnic and other under-represented groups to be a challenge. Nevertheless, trainees reflect the demography of the local area.
30. There is outstanding training across the partnership. The high level of personalised learning and the school-based experiences, both matched to meet trainees' individual learning needs, support their excellent progress. University-based and school-based training are both highly regarded by trainees. The university-based training enables trainees to share experiences and reflect on

their developing practice. As a result, while many PGCE trainees begin the course with qualifications that are below average, the overwhelming majority make outstanding progress. Schools view the partnership as a valuable source of high quality teaching staff and are keen to seek good teachers from the provider.

31. There is rigorous and coherent review and monitoring of trainees' performance that tracks their progress against the Standards. Inspectors were impressed by the application of monitoring systems which underpins the continuity of training. For example, trainees' professional development portfolios read as a narrative. Trainees regularly appraise their performance through their own tracking document which identifies areas for development and provides an action plan for the professional tutor and mentor to sign off. The provider has made good progress in reducing the burden on trainees in recording evidence of their meeting the Standards. School based training is high quality with consistent mentoring across the partnership. Assessment procedures are comprehensive and accurate in judging trainees' final attainment. The final grade is determined by the mentor in collaboration with the professional tutor, university subject tutor and trainee and is firmly based on the Ofsted criteria.
32. Trainees have good subject knowledge and an understanding of associated pedagogy. They plan lessons in detail and incorporate a range of interesting activities to help maintain good pace and good levels of learner engagement. Trainees also develop an understanding of the implications of their subject across the curriculum and within other aspects of learning. For example, the university provides specific courses to support trainees, as illustrated by the PE undergraduate trainees who all now do a certificated course in special educational needs. In addition, trainees are very willing to be involved in the wider aspects of school life and consequently are well placed to make a strong contribution to the all-round development of learners.
33. Staff resources at the university are exceptionally well deployed to support trainees. The university's pastoral support and structure are outstanding. Excellent pastoral support has made a significant difference to trainees' achievements in a number of partner schools. Mentors are very effective and the 'good practice guide' is highly valued. There is excellent support for mentoring. Meetings are well attended and enhanced by 'satellite meetings'. Newly appointed mentors who have not yet attended meetings are supported well by the provider who goes to them. The university is very quick to respond to individuals in difficulty and urgently arranged school visits make an important difference to the trainees. There are examples of very good interventions to support trainees with identified difficulties. For example, trainees who have special educational needs and/or disabilities are very well supported and make strong gains in professional attributes as a result. Documentation, such as subject handbooks, is very clear and thus requirements are unambiguous to both mentors and trainees. Additionally, resources to support subject knowledge are excellent. For example, in PE, the department has a full range of in-house written guides to augment and develop subject knowledge.

34. Trainees are very well prepared by the university for teaching in a culturally diverse society and have a well developed understanding of issues. They report that the various elements of their training have combined well to give them confidence in their own capacity to teach in a culturally diverse society. Trainees are also well prepared to effectively address issues of prejudice and discrimination, and particularly of racism. For example, religious education trainees feel well equipped to respond to issues of inclusion and community cohesion as a result of their own encounters in their training with the aspirations and concerns of diverse cultures and communities.

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

35. Leaders and managers work extremely effectively as a coherent team to review provision and seek further improvement. Their self-evaluation is open and honest with useful analysis of relevant data. It provides an accurate identification of priorities for improvement with no sense of complacency. In fact, the university has been a little cautious in some judgements when applying the evaluation criteria rigorously to its provision. There is strong evidence of the partnership's response to its own evaluation and to its most recent Ofsted report. Mentor training, for example, is now repeated in schools. This is in response to the problem of partnership schools with several trainees and mentors finding releasing staff a barrier to mentor support. The use of external examiners' overview supports change very well.
36. There is a palpable sense of team cohesiveness amongst university staff. Subject leaders meet together regularly and these meetings are highly valued by staff, resulting in agreed improvements in provision. The professional studies programme is reviewed annually but also informally following each session. Recent improvements have included changing the format so that the length of lectures has been reduced. Trainees are guided to sit with colleagues from different subjects and then requested to submit together a question regarding the input. The discussion which follows then forms the starter activity for the following tutorial. In this way formal lectures have been adjusted to illustrate better teaching and learning. There is frequent feedback from professional tutors and mentors in schools to ensure coherence in provision. The provision is characterised by innovation. Annual monitoring requires the programme to respond to issues raised by external examiners and previous annual monitoring panels. The outcomes of these responses are reviewed as part of the annual cycle.
37. Former trainees, many of whom are now mentors, report that a major strength is the comprehensive programme of self-evaluation. All elements of the programme feed into self-evaluation and systematically draw on the experience of university tutors, school-based professional tutors and mentors together with trainees, who are well represented on programme boards. Feedback from former trainees is used to inform the direction of the courses. For example, former trainees were in part responsible for the PE department ensuring that

trainees are now well prepared to teach at post-16 level. In response to former trainees and external examination, the provider has recently introduced a requirement for placement schools to deliver professional training outside the specialism of the undergraduate PE programme in order to aid trainees' all round professional development.

38. In the partnership schools visited the capacity of leadership and management to effect change and support trainees was at least good, and in many cases outstanding. Some mentors and professional tutors are known by the university as leaders of good practice in their field and are used to provide central training.
39. The level of consistency in procedures and practices has improved significantly over the last few years. The cycle of improvement planning is well developed and managed. This ensures that planned changes are well focused and thoroughly evaluated. Decision making is transparent and well communicated to all participants. The positive impact of these improvements is evident in the improving trainee outcomes.
40. A significant way in which the provider has responded to local needs is in the provision of additional subjects in its range of PGCE programmes. In order to meet the needs of local schools, the university has had to employ both teaching staff and teaching facilities from local schools to facilitate the training and this has been done extremely effectively. In response to local needs the provider has recruited more trainees for shortage subjects such as mathematics. As a direct response to a government initiative, the provider has also introduced a Key Stages 2 and 3 route to teaching. Using a Training and Development Agency for Schools (TDA) grant the mathematics department has formed productive links with local special schools, and has given training to special educational needs coordinators. A helpful by-product of this is that a number of trainees have managed to gain positions in local special schools.
41. The university's wider response to national imperatives is very good. The changes in the Key Stage 3 curriculum are taught well. Many curriculum leaders from secondary schools willingly work with groups of trainees and disseminate innovative practice in collapsing timetables, linking subjects and using a topic-based approach to deliver the curriculum. Whilst on placement trainees are also able to see at first hand some of the innovative curriculum practice at work. However, the university admits that the picture at 14 to 19 is more of a challenge as it is difficult to identify good examples of positive and innovative practice in partner schools.
42. The course leadership responds very quickly and flexibly to most situations to ensure that school-based training is effective and to ensure that partnership agreements are enforced to the benefit of the trainees. As a result of the improvements that have taken place, the effective working of the partnership and the commitment of key staff, inspectors found that the capacity to improve further is outstanding.

Employment-based routes to qualified teacher status

Context

43. The employment-based route through the Graduate Teacher Programme, was first validated as a university programme in July 2000. It offers places to both primary and secondary trainees and serves a wide geographical area. This includes West Sussex, Hampshire, the Isle of Wight, Surrey, occasionally East Sussex and Berkshire. Some 800 schools are involved in different aspects of the partnership. There are currently 17 primary and 36 secondary trainees. The programme offers September and January start dates.

Key strengths

44. The key strengths are:

- individualised and flexible training that meets trainees' needs very well
- well-considered systems to set expectations for trainees and track their progress towards them
- reflective and committed trainees that rise to the high expectations of the employment-based route
- reflective leadership that carefully considers the views of trainees and partnership schools
- the strong commitment of the programme's leadership to the continuous improvement of the provision.

Recommendations

45. In order to strengthen provision across the partnership, the provider should:

- further develop opportunities for mentors to share good practice and learn from each other
- improve consistency in the work of link tutors, providing more opportunities for them to work together and share good practice
- engage partnership schools more systematically in self-evaluation of the training they provide.

Overall effectiveness

Grade: 2

46. The overall effectiveness of the provider in securing high-quality outcomes for trainees is good. The attainment of both primary and secondary trainees has improved. More than half of trainees have been graded outstanding over the last three years and the number judged satisfactory has reduced to below 10%. Trainees are committed, well organised and highly reflective. A particular strength is the capacity to plan well-considered sequences of lessons to build pupils' skills and understanding systematically.
47. The improvement is, in part, the result of the effective action to establish and refine a system to set clear expectations of trainees' achievement at the start of the programme. This uses a range of information, and data are collected carefully each half term to track progress through the year. Data are used well to identify possible problems at an early stage, investigate any issues and provide additional support and challenge where needed.
48. Trainees benefit from the high quality programmes of training and assessment in their base and second placement schools. As a result, most make progress that is at least good. Training includes suitable activities to strengthen understanding of provision for pupils with special educational needs and/or disabilities and those who are gifted and talented. Trainees contribute fully to the shaping of their training and there is particular strength in the individualised programmes which trainees value highly. The coherence of training and assessment is maintained through individual training plans. These are used by trainees as working documents to guide their progress, alongside the log of training and the Standards assessment record. There has been some helpful recent streamlining of documentation in response to trainees' suggestions.
49. Trainees receive clear and accurate feedback on progress with appropriate priorities for action following observations carried out by mentors and link tutors. As a result, trainees are clear on what they need to do to improve. They meet weekly with their mentors to review progress and set targets for further improvement. Support and challenge from mentors are of high quality and well regarded by trainees. Trainees are very positive about the central role their mentors play in their development towards qualified teacher status. Detailed, useful records of observations are maintained to document progress and to help trainees to improve their skills and knowledge. Trainees' progress is monitored carefully by link tutors when they visit trainees in school. Link tutors also support mentors well and check on the quality of their work on their school visits.
50. Opportunities are available for trainees to improve their skills and knowledge through university-based training days. The pattern of these has been reshaped following good consultation and the work of a group involving staff from partnership schools. Sessions benefit from being led by a blend of

university staff, consultants and teachers from partnership schools and are valued by trainees, particularly those that are thought-provoking or provide approaches and ideas which can be easily applied in school. Trainees value highly the university's expectation that they will take responsibility for their own professional growth and readily do so, sometimes making their own arrangements to visit other schools.

51. Arrangements for recruitment and selection are very good and result in strongly motivated trainees who make good progress and are very successful in securing employment in teaching. The carefully staged process involves an initial interview in school, a subsequent university interview and an assessment visit where university staff observe applicants working with pupils. Thorough exploration with applicants of the particular demands of employment-based training and discussion of the alternative routes into the profession is a strong feature. Trainees value this and the clarity it provides on what might be best suited to their needs. The programme is successful in recruiting male primary trainees, with above average proportions recruited over the last three years. There has been much less success in recruiting trainees from minority ethnic communities, although the university is involved in a regional initiative with other providers to pursue concerted action to address this difficulty.
52. Resources are used very effectively and efficiently so that most trainees make at least good progress. There is a very good range of data that enables the leadership of the programme to make clear decisions on how to deploy resources to best effect. A key strength of the programme lies in the human resources deployed, namely with the programme coordinator, the coordinator for quality and standards, other university staff, link tutors and the mentors in school. The programme draws well on the wider university staff in order to make provision for individual secondary trainees.
53. Most trainees make good or better progress as a result of the good provision across the partnership. Programme documents are detailed and clear. Placements meet trainees' needs very well and much successful work has been carried out to improve the quality of training in second placement schools. Second placements are carefully selected by trainees and their base schools, with advice from the university if needed, to ensure that they complement the experience provided in the base school. All mentors are required to undertake three days of university training and this is highly rated by mentors. Mentors also attend an induction session with their trainees in the summer prior to the start of the programme and a further session for mentors only in the autumn. Currently mentors have limited opportunities to share good practice, learn from, and support each other. The programme is planning to use clustering arrangements to help to bring this about. Trainees and mentors value the good contribution of experienced link tutors to the training programme. However, there are some inconsistencies in the quality of link tutor work as well as limited opportunities for link tutors to work together in schools and learn from each other's practice. The programme coordinator plans to develop this in order to assure further consistency in judgements and in good practice. Currently schools feed back their views on the operation of the programme through evaluation forms and personal contact with university staff. The

programme has rightly identified the need to support partnership schools in self-evaluating the quality of the training they provide so that strengths can be shared and areas for improvement addressed more readily than at present.

54. The programme supports trainees from a range of backgrounds well in preparing to join the teaching profession and they value this highly. The provision supports some secondary trainees where there would otherwise be no suitable local route into the profession. Trainees are very confident that if they encounter problems they can seek support from mentors, link tutors or other university staff and every effort will be made to assist as necessary. Trainees have benefited from university-based training on diversity, which is highly regarded. Second placement schools offer a contrast to the base school, but only some provide more culturally diverse contexts. Some trainees have taken the initiative and arranged their own successful visits to a school in a multicultural context. The programme is considering how it might strengthen this aspect further, perhaps through establishing a database of local schools to help trainees plan their own opportunities, but currently there is no preparation for trainees beyond the central training.

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

55. Programme leaders have a very good knowledge of the provision's strengths and areas for further improvement, with a strong track record of taking successful action in response. In consequence, the provider has outstanding capacity to improve further.
56. Self-evaluation is rigorous and based on a good range of information, including data on trainees' progress that are analysed effectively as well as detailed information gathered from evaluations completed by trainees, mentors and link tutors. The programme benefits from the work of a member of staff with dedicated time for its quality assurance and from wider university quality assurance and monitoring activities. The management and monitoring group includes two school representatives as well as a trainee who acts an effective conduit for the ideas and views of peers. A strong feature is the extent to which programme staff seek the views of trainees and mentors. They listen carefully and act on them quickly, making well considered amendments to provision for the cohort as appropriate. The introduction this year of a simple document to support trainees and mentors in discussing in school the implications of the university training sessions is a good example of the programme's commitment to continuous improvement. Dialogue between school staff and link tutors makes a key contribution to sharing the programme's improvement priorities and evaluating the training provided.
57. The programme anticipates and responds to national changes very well with a very positive impact on trainees' development. Trainees have access to a range of university-based sessions on current and future developments as well as many school-based training activities. They are advised by programme staff of new documents as these become available and encouraged to read and reflect

upon them. Meeting local needs is a strong feature of the programme and evidenced by the high proportion of trainees who secure posts in local schools.

58. The programme has a very good record of responding effectively to aspects identified as in need of improvement, supported by a clear and appropriate improvement plan. Success criteria are sharply focused on trainee outcomes. Good examples include establishing systems to set expectations for trainees and monitoring their progress towards them, and working on auditing subject knowledge and then reshaping the university-based sessions following recommendations from a working group. The programme responds well to the recommendations of external examiners.

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	Employment-based routes
How effective is the provision in securing high quality outcomes for trainees?		1	1	2
Trainees' attainment	How well do trainees attain?	1	2	1
Factors contributing to trainees attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	1	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?	1	1	1
	To what extent are available resources used effectively and efficiently?	1	1	1
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1	1	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	1	2

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?	1	1	1
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?	1	1	1
How effectively does the provider plan and take action for improvement?	1	1	1

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.

Any complaints about the inspection or the reports should be made following the procedure set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk