

University of Warwick

Initial Teacher Education inspection report

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Lead inspector

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Introduction

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

Key to inspection grades

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

Explanation of terms used in this report

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

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

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

The provider

3. The University of Warwick is a well-established provider of initial teacher education offering programmes leading to qualified teacher status (QTS) in the primary and secondary age ranges, and training for teachers in post-compulsory education. Teacher training is provided from within the university's Institute of Education. Post-compulsory education teacher training is offered through the university's Centre for Lifelong Learning, in partnership with colleges.

A commentary on the provision

4. The university enjoys a good reputation, recruitment to initial teacher training is strong and a large proportion of trainees are successful in gaining teaching posts in the West Midlands area. Final attainment for trainees on the primary route is high with more than 50% of trainees judged to be outstanding by the end of the course. Attainment for trainees on the secondary and further

education routes is good and improving, along with improvements in many aspects of the provision. Common strengths across all phases include:

- the detailed attention to the well-being of all trainees that ensures they receive high levels of personalised support and this contributes to the good retention and improving outcomes
 - the recruitment of trainees with the skills and knowledge to become good and often better teachers
 - the outstanding anticipation of, and response to, national, regional and local changes and innovation
 - the strong and cohesive partnership, the spirit of collaboration and the goodwill demonstrated by partnership schools and colleges
 - the research-focused and well-qualified university team, many of whom are renowned experts in their field.
5. There are particularly strong features in some programmes that could be applied to other phases.

In primary:

- the trainees' outstanding attainment and the high level of consistency in their experiences in partner schools.

In FE and secondary:

- the rigorous recruitment and selection practices, with a strong emphasis on widening the participation of trainees from under-represented groups.

6. The following recommendation should be considered to improve the quality of the outcomes for trainees across all three phases.

- Extend the formal sharing of good practice to ensure that the best, and most innovative strategies are subject to timely dissemination to promote further improvements in outcomes for trainees.

Provision in the primary phase

Context

7. The University of Warwick works in partnership with approximately 150 schools and eight local authorities, located across a wide geographical area of the Midlands, to provide primary courses in initial teacher education. These courses lead to qualified teacher status, and include a one year Post Graduate certificate in Education (PGCE) in the 5 to 11 age range, a 3 to 7 Early Years course and, recently, a two year part-time primary course. All trainees complete the primary modern foreign languages element of the training and a small group undertake an overseas placement. At the time of the inspection there were 120 trainees in total including 52 on the Early Years course and 16 part-time trainees.

Key strengths

8. The key strengths are:
 - the sustained progress made by high quality trainees resulting in their outstanding attainment by the end of the course
 - the comprehensive and well-planned systems, rigorously checked and consistently applied, that promote trainees' progress very effectively
 - the excellent communication and positive relationships established across the partnership with very strong support for trainees' individual professional and personal needs
 - the way in which training is personalised to meet trainees' needs and aspirations
 - the highly reflective, confident trainees who have an excellent understanding of what they need to do to improve
 - the excellent coherence between school and university training that prepares trainees very well to get the most out of their school experiences
 - the way in which leaders strive to improve, anticipate change and implement innovation.

Recommendations

9. In order to improve trainees' progress and attainment, the provider and partnership should:
 - further develop the strategies to increase the recruitment of trainees from under-represented groups.

Overall effectiveness

Grade: 1

10. The overall effectiveness of the provider in securing high quality outcomes for trainees is outstanding. The provider judges trainees' attainment to be outstanding and inspectors agree.
11. Trainees make good or better progress to achieve the standards for QTS. They display highly effective personal skills. For example, they understand their own role as learners; they are confident and reflective practitioners, able to evaluate their own strengths and weaknesses and they form excellent working relationships with colleagues. In addition, they show outstanding professional skills. For example, in planning very thoroughly to build on pupils' developing knowledge and understanding. They show an excellent understanding of subject-based pedagogy and employ a range of well-selected resources that focus on pupils' learning effectively. The strongest trainees can assess pupils' work with confidence. All are enthusiastic, very well motivated and committed to engaging pupils in their learning.
12. The provider's recruitment and selection arrangements make a good contribution to supporting the overall outstanding outcomes. Rigorous interview procedures successfully identify trainees with the potential to become good and often outstanding teachers. The active involvement of partnership schools in the process ensures that expectations remain high. Tasks at interview, such as the group discussion, are well designed to assess candidates' performance in several areas including interpersonal and communication skills. Very good attention is paid to trainees' subject knowledge with the result that carefully tailored additional support is planned for the start of the course. This highly personalised support is a strong feature and is a key factor in the overwhelming majority of trainees making good or better progress. The high level of recruitment to both primary and the Early Years courses has been sustained over time. Managers have introduced a range of strategies to address the under-recruitment of minority ethnic candidates but these have yet to have a notable impact. The recruitment and retention of minority ethnic trainees and those with a disability remains a priority; further action is planned but is yet to be implemented.
13. The outstanding quality of training results in trainees' excellent attainment. Many trainees secure jobs in local schools. Headteachers speak highly of the quality of newly qualified trainees from the course which meets local employment needs very well. Trainees are overwhelmingly positive about all aspects and are particularly enthusiastic about those elements of the training where practical approaches model good practice. Well informed university tutors provide inspirational teaching and there is excellent coherence between centre-based and school-based provision. Curriculum subject courses, including modern foreign languages and professional studies, are of high quality and are characterised by well-structured content, relevant tasks and high levels of challenge.

14. High quality information and communication technology training promotes trainees' skills in this area very effectively; for example, in the use of control technology across subjects. Assessment systems are secure and provide an accurate record of trainees' progress. Assignments are intellectually engaging and very well linked to trainees' developing skills, knowledge and expertise. At all stages, trainees are supported very well in applying what they learn to their own teaching. This is enhanced by well-planned school-based tasks. In most cases, trainees make strong progress from the start of the course as a result of clear identification of their strengths and areas for development. Throughout the course, and during school placements, they receive frequent and good quality feedback that sets clear and focused developmental targets. Personal tutors have a key role in rigorously monitoring trainees' overall progress and they do this very well.
15. There are highly effective procedures that are consistently applied for monitoring trainees' progress during school experience. Carefully planned school placements provide an excellent range of contrasting settings for trainees. Schools are good venues for training and are very carefully selected and monitored to provide trainees with good quality teaching experiences across the age range for which they are being trained. Partnership schools provide a wide range of additional opportunities; for example, for trainees to develop an understanding of strategies to support pupils with special educational needs and/or disabilities. Link tutors have a pivotal role in monitoring the trainees' progress through joint observation with school mentors, resulting in sharply focused targets and end of placement reports. The professional development of school-based staff is well supported through training at the university, at the annual partnership conference and in the sessions for mentors during the year.
16. The outstanding use of resources makes a significant contribution to high quality outcomes. Resources in the university, including information and communication technology, meet the needs and aspirations of trainees very well. Teaching rooms provide an excellent learning environment with high quality displays and up-to-date resources. Trainees' individual needs are met very effectively; for example, by extending strategies for behaviour management through additional sessions in the behaviour for learning centre. The developing virtual learning environment provides trainees with access to relevant materials and documentation including web-based resources. A strong team of staff, many of whom are nationally recognised experts in their field, provide excellent professional support and trainees appreciate the additional input they gain from invited speakers.
17. Trainees receive excellent support for their personal well-being across the partnership; this contributes to their outstanding achievement. They make good or better progress, with no group attaining significantly less well than others. There is a climate of trust and openness at all levels where trainees feel secure in reporting any areas of concern. The provider promotes outstanding equality of opportunity through the rich diversity of school placements available across the partnership. Trainees are prepared very well to teach in a diverse

society; for example all benefit from an additional short placement to widen their experience of pupils who speak English as an additional language.

The capacity for further improvement and/or sustaining high quality

Grade: 1

18. The provider's capacity to secure further improvements and to sustain high quality outcomes is outstanding. As a result of strongly focused leadership at all levels and accurate self-evaluation leading to sharp improvement planning, the trend of outstanding attainment has been sustained.
19. The provider enjoys an excellent reputation locally; schools strongly support the partnership and feel fully involved in decision making. All speak highly of the partnership and have a strong commitment to evaluation and improvement. The course programmes are regularly reviewed to ensure the content fully reflects the needs of trainees in schools and is responsive to local and national initiatives. Course leaders use detailed information from trainee outcomes, benchmarking data such as that provided in the newly qualified teacher survey, and feedback from trainees, colleagues and external examiners, to identify strengths and areas for development.
20. Managers have introduced several measures that have improved provision and maintained high-quality outcomes over time. For example, the partnership has bid for and obtained funding for the development of modern foreign languages for all trainees, resulting in a well-developed programme that is highly valued by schools and trainees. The recently introduced part-time course is providing good opportunities to meet trainees' individual needs through a flexible approach to training.
21. Improvement planning is strong, particularly in involving a wide range of staff from across the partnership; it is well organised and focuses on key issues. Written plans focus clearly on improving the outcomes for trainees. Managers review such plans appropriately at regular intervals. The professionalism of the primary team is trusted by trainees and the partnership alike. The impact of better planning has resulted in the provider making good improvements since its previous inspection, including improved procedures to quality assure the work of link tutors across the partnership. Course leaders respond promptly to recommendations made by external examiners; for example, sharing good practice in schools through joint observations of trainees. All involved in the partnership understand their roles and responsibilities; the quality of the course documentation is excellent. Members of the partnership are not only fully involved in improvement planning but are aware of priorities and respond well to new initiatives.
22. Despite the provider's strong record of improvement there is no sense of complacency. The course leadership is determined and focused sharply on sustaining and improving the impressive record of trainees' excellent outcomes. There is a strong sense of teamwork; tutors work very well together sharing

each others' skills and knowledge. There are good systems for professional development and strong links across the partnership to make full use of all available local expertise; for example the use of advanced skills teachers from a local authority. A key strength of the provider is the way in which leaders strive to improve, anticipate change and implement innovation. This is demonstrated by the excellent training on cross-curricular approaches whilst maintaining the strength of individual subject components of the course.

23. The provider systematically analyses a wealth of data and carefully evaluates trends in individual trainee's performance. Although the data for different groups of trainees are collected and evaluated they do not always present a sharp picture of where improvement needs to be made because there is insufficient analysis of the progress made between the early school placements.
24. The course leaders know the partnership schools very well and use this information effectively to plan a good range of school-based experiences for the trainees. Schools are evaluated rigorously and there are robust systems for selection and de-selection and to ensure the quality of training is maintained. School-based trainers are accurate in their assessment of trainees' teaching and benefit from the excellent relationship with link tutors. A key strength of the partnership is the outstanding level of personal and professional support for all trainees. Remedial action, such as intervention, additional support, or extra training is swiftly put in place when there is any area of concern.
25. The provider has a proven track record of improvement; further sharpening of the quality assurance procedures has resulted in more challenging targets and improved attainment for trainees. The partnership has demonstrated that the strong leadership, high quality training and rigorous quality assurance procedures have led to the outstanding outcomes for trainees being sustained and in some cases improved over time.

Provision in the secondary phase

Context

26. The University of Warwick offers a one-year full-time post-graduate certificate in education which leads to the award of qualified teacher status. Training is provided in: English with drama; business education; drama with English; information and communication technology; history; mathematics; modern foreign languages; religious education and science. New provision includes routes covering mathematics with physics and modern foreign languages with business. Under the Training and Development Agency 'innovations' category the university offers 14-19 Diploma routes. The university has 256 allocated places for trainees aspiring to teach in the secondary age range. The majority of partnership schools are located in the West Midlands local authority areas.

Key strengths

27. The key strengths are:

- the high level of support and the personalisation in the training that leads to the good progress trainees make
- the rapid response from tutors and mentors that ensures trainees' identified learning needs are met
- the rigorous selection procedures that lead to the recruitment of trainees with the potential to become good teachers and who are well matched to meet the needs of the local and national workforce
- the well-qualified central team with extensive subject knowledge which contributes well to the development of trainees' subject pedagogy and understanding of the changing curriculum
- the university's proven ability to anticipate and respond to change at local and national level and which has a positive impact on outcomes for trainees
- the strong and cohesive partnership, well led by the university team, with a clear commitment ensuring that all trainees fulfil their potential and that significantly enhances the provision's capacity to improve.

Recommendations

28. In order to improve the proportion of trainees whose attainment is judged as outstanding and secure better progress for those trainees judged to be satisfactory at the end of the training, the provider should:
- continue to develop mentor practice to ensure that all trainees' school-based experiences match those of the very best
 - improve the ability of all trainees to reflect perceptively on how their teaching impacts on pupils' learning and their confidence in working with mixed ability groups
 - secure the relevance and validity of the core professional studies programme in the context of trainees' specialist subjects and the timely feedback on trainees' performance from associated assessment tasks.

Overall effectiveness

Grade: 2

29. Trainees' overall attainment by the end of the programme is good. The different elements of the training combine effectively to provide a coherent package that caters effectively for trainees' individual needs. As a result, they make good and increasingly outstanding progress. There is yet to be a consistent trend of outstanding attainment and there are variations in outcomes across subjects. Nevertheless, the high standard of provision at the university is reflected in the good practice modelled by tutors and the engaging learning experiences they provide. A strong focus on personalisation ensures that most trainees' school experiences build on previous learning and are based on an appropriate analysis of individual needs. The provision as a whole benefits from the strong contribution from the university-based School Partnership Office whose professional team provides excellent support for trainees from the point of recruitment through to completion of their course.

Rigorous selection procedures secure the recruitment of trainees with the potential to succeed. The progression rate to employment is good, with around 60% of the university's newly qualified teachers taking up teaching posts in the West Midlands area.

30. Trainees are enthusiastic and well-motivated. They have good information and communication technology skills and these are evident in the planning and implementation of their lessons. University tutors set high standards and, as a result, the trainees have high expectations of themselves. Excellent personal and professional support results in a rapid response to address trainees' identified learning needs and this is reflected in the good progress they make. Trainees are prepared well to contribute in cross-curricular contexts, such as the new secondary curriculum and 14–19 Diplomas. Good subject knowledge and the increased emphasis on subject links across the curriculum enable trainees to make useful contributions to curriculum development in their placement schools.
31. In their lessons, trainees are quick to establish good working relationships with their students. The most skilful trainees use probing questions to check and extend learning. They implement student-centred methods appropriately. In less effective practice, trainees lack confidence in working with students of different abilities in the same group. The evaluations of their own performance are insufficiently focused on precise outcomes to support effective analysis of the impact of their teaching on their students' learning.
32. Careful review and monitoring of trainees' performance tracks their progress against the standards for qualified teacher status. Observations, records of mentor meetings and end of placement reports identify targets for improvement although some of these are rather brief and lack action points securely focused on learning. Consequently, the link between targets set and progress made are not always clear. Increased attention to the moderation of final grades awarded has led to greater consistency this year. This has been supported by joint observations, undertaken by university subject tutors and mentors, which are seen as valued professional development opportunities for school-based trainers. Inspectors were in broad agreement with provider evaluations of trainees' performance at the time of inspection but noted some over-generous instances in predictions of final outcomes.
33. In contrast to much of the training, trainees' evaluations of the quality of core lectures and the integration of core and subject programmes reflect poor perceptions of this aspect. In particular, trainees are critical of their inconsistent experiences in receiving feedback on core completion tasks and this delays confirmation of the relevance of the core in the context of their school-based experiences. The university is aware of these issues and is taking steps to bring about further improvements.
34. Rigorous recruitment and selection procedures include robust systems for assessing each trainee's individual learning needs prior to the start of the course. Demanding, at entry and pre-course, tasks ensure that trainees are selected with the potential to become good teachers. The provider recruits to

target, with many courses over-subscribed. Sustained efforts are leading to an increased number of trainees from under-represented groups and in particular in business education and information and communication technology. The university-wide student associate scheme encourages undergraduates to work with local schools. This has been successful in attracting graduates into teaching. The provider is responsive to addressing national shortages for teachers in science, maths and ICT. Required academic qualifications at entry in these areas are sometimes waived. Careful attention to address individual learning needs throughout the course ensures progression into teaching beyond the training is good.

35. Effective use of all available resources has ensured that the quality of outcomes for trainees has been maintained to at least a good standard, despite a period of turbulence in the leadership and staffing of the provision. This success can be attributed to the cohesive, well-qualified and responsive, research-focused university team who strive for excellence across all aspects of their work. The up-to-date subject expertise of university staff is valued highly, both by partner schools and trainees. Funding bids have been successful in providing opportunities for further development; for example in the implementation of training for aspiring teachers of 14–19 Diplomas and in supporting the high take up of the additional, voluntary, Diploma element offered across the university's PGCE provision. Additional resources are deployed where trainees' specific needs are identified; for example, in planning for additional subject knowledge support or experience. External and cross-partnership expertise is used well to enhance the training.
36. The consistency of the quality of training across partner schools is good. The strong and cohesive partnership demonstrates a clear focus on achieving the best outcomes for all trainees. Commitment to the partnership is exemplified by the number of schools offering placements and in the number of placements they offer. This includes a relatively high proportion of schools in challenging circumstances where trainees are encouraged to develop skills further in managing and facilitating behaviour for learning. Communication across the partnership is generally good and this makes a good contribution to the progress trainees make. Although not all schools identify cause for concern trainees at a sufficiently early stage of their school experience.
37. Trainees are appreciative of the high level of support provided by mentors and tutors and the rapid response from the university team in instances where quality falls short of the best. Securing trainees' access to high quality mentoring in schools new to the partnership, or where there are fewer trainees is a persistent challenge for the provider. Addressing the issue of full attendance at mentor training is a priority and alternative models for delivering this training are being explored. Subject mentors who do not attend training are visited early in the trainees' school experience by their university subject tutors. The difficulties of inducting new part-time tutors into this large complex training programme are yet to be fully resolved.
38. The principles of equality and diversity are promoted very well across all aspects of the training and this is reflected in the high levels of personalisation

and support. Recruitment of black and minority ethnic trainees is now above the TDA advisory target and improving. Applications from minority ethnic groups and from people with disabilities are dealt with fairly. The implementation of the university's equality and diversity policies are monitored by the course team. Trainees' views are represented well and acted on. The very rare incidence of discriminatory behaviour towards trainees in schools is managed extremely effectively and with rigour. Partnership schools offer a range of culturally diverse settings and these are used creatively to ensure trainees are prepared well for teaching in a diverse society. For example, in securing access to trainees' first hand experience of working with students with special educational needs and/or disabilities and those who speak English as an additional language.

The capacity for further improvement and/or sustaining high quality

Grade: 1

39. The leadership and management of the provision and the partnership demonstrate outstanding capacity for sustaining and improving outcomes for trainees. The overall proportion of trainees judged to be good or better has increased. Trainees' retention and employment rates are good. These outcomes have been achieved against a turbulent backdrop of leadership and management which is now being addressed. The determination of the dedicated university team has steered provision back on track towards its current trend of improvement. There is a clear sense of ownership and a shared understanding among members of the partnership. The maturity of this strong and cohesive group significantly enhances the provider's capacity for further improvement.
40. The self-evaluation document is open and honest with useful analysis of relevant data and accurate identification of key priorities. Although self-evaluation grades awarded are over-generous in some instances, the provider's articulation of what it needs to do next to bring about further improvement is clear and consistent with the findings of inspectors. Actions focus on a detailed analysis of all relevant information based on improving outcomes for trainees.
41. Performance data drawn from a wide range of sources include trainees' and trainers' evaluations of school-based experiences, and reviews of the different elements of the training; they take account of feedback from former trainees. Trainees' views on the training they receive are sought at regular intervals throughout the year and are acted on; for example, in the on-going action taken to improve trainees' perception of the core lectures, links between core studies and the subject specific elements of the training. The partnership voice is represented through the partnership steering group and regular meetings between professional mentors and the university team. Outcomes data are analysed and acted on and, as a result, further improvements are made.
42. Communications across the partnership are good. Partner schools comment on the 'huge step up' this year, 'core tutors and subject tutors know trainees much

better' and feed back positively on the excellent contact between school and university staff. This contributes very well to the good and increasingly outstanding progress trainees make. Joint observations between university tutors and school-based mentors have improved the quality of the trainees' experience in school and the accuracy of evaluations of their performance against the standards for qualified teacher status. Mentors value this shared development opportunity and this is having a positive impact on securing greater consistency. Strengthened staffing and management arrangements are having a positive impact on trends in outcomes for trainees and these are now closer to reflecting the very clear commitment to, and culture of, continuous improvement.

43. The university is highly responsive to meeting the demands of national and local educational initiatives. Cross-curricular sessions help prepare trainees to develop models for an integrated secondary curriculum and give them the confidence to contribute to curriculum change in a school setting. The principles drawn from well-received workshops, for example on e-safety, sex and relationships education and behaviour for learning, are applied effectively by trainees to their own teaching. University trainers are experts in their subject field and participate in research and development activity at local and national level. The university's highly effective response to national issues is exemplified in the introduction of new routes, such as the subject route in mathematics with physics, modern foreign languages with business and the wide-ranging activity in the context of 14–19 Diplomas. The commitment to engaging a relatively high proportion of locally-based national challenge schools in the partnership ensures they benefit from the wider staff development opportunities inherent in membership.
44. Improvement planning is directly informed by self-evaluation based on the provider's accurate analysis of strengths and areas for development. Plans at all levels are detailed but not all of them have a sharp enough focus on the measurement of impact on outcomes for trainees. A few school based-trainers are not clear about priorities for improving the training. Piloting arrangements sometimes hinder the timely implementation of appropriate intervention. Nevertheless, rigorous monitoring and evaluation of all aspects of the provision ensure action is taken where improvement is required. For example, in proposals aimed at improving the focus on learning in discussions between trainees, tutors and mentors and revisions to arrangements for mentor training. Schools are involved in decision making. They value the opportunity to contribute in regular meetings with the university team and at the annual partnership conference hosted by the university.

Initial teacher education for the further education system

Context

45. The University of Warwick validates the provision of initial teacher education for teachers and trainers in the further education system to seven colleges. Courses lead to the Diploma in Teaching in the Lifelong Learning Sector (DTLLS). They meet the statutory requirements and are endorsed by Standards Verification UK. The partnership offers part-time in-service provision, including skills for life and distance learning courses. Currently, 375 trainees follow these courses, of whom 46 are on the skills for life course and 98 on the distance learning course. Approximately 7% of trainees are from minority ethnic backgrounds and 62% are female.

Key strengths

46. The key strengths are:
- the very effective leadership and guidance from the university to improve quality and consistency across the partnership, characterised by the very rigorous and constructive moderation of the provision to enable all partners to raise their standards
 - the outstanding anticipation of, and response to, national, regional and local initiatives
 - the highly effective promotion of the provision to organisations and groups of people under-represented in initial teacher education for further education, including through a skills for life blended learning model
 - the good inclusion of, and very helpful support for, trainees who lack traditional entry qualifications
 - the very effective quality of training and tutorial support which enables trainees to make good progress and achieve challenging targets
 - the strong emphasis on improving course management and delivery through good action planning which is informed by trainees, trainers, mentors and stakeholders.

Required actions

47. In order to improve the quality of provision, the partnership must:
- ensure that all trainees are aware early in their course of current issues in the lifelong learning sector, especially Every Child Matters and safeguarding.

Recommendations

48. In order to improve trainees' progress and attainment, the partnership should:
- ensure that all trainees have a wide experience of different teaching contexts to prepare them for working in the diverse lifelong learning sector.

49. In order to improve the quality of the provision, the partnership should:
- monitor the consistency of mentoring and involve mentors in quality assurance processes
 - monitor the quality and accuracy of mentor and peer feedback to trainees
 - continue to improve the accuracy and consistency of judgements on trainees' progress and attainment.

Overall effectiveness

Grade: 2

50. The overall effectiveness of the partnership in securing high quality outcomes for trainees is good. Trainees' attainment by different groups, courses and providers is good. Of the trainees completing their programmes in 2008/09, approximately 87% attained at good or better levels. Trainees who start their course in September are much more successful than those who start in February and this is an area for investigation by the partnership. Trainers scrutinise trainees' work at the pass/fail boundary very carefully to ensure a standardised approach and that all trainees who achieve the qualification deserve to do so. They also take care to ensure that any high marks gained by trainees are justified. Because the partnership is new to grading trainees' outcomes, a few tutors find it challenging to determine the level of trainees' progress and, following the first mid-year review, show variable levels of ability to judge achievement. Managers analyse trainees' attainments thoroughly and explain or take action on any concerns. The partnership is proactive and successful in providing good progression opportunities onto the DTLLS provision. Managers review and analyse progression data well, but much of this is recent. Most trainees make good progress and attain well, because they receive good academic support which enables and encourages them to improve. Trainees on the skills for life distance learning programme benefit from their high quality online self-reflection.
51. Most trainees demonstrate a wide range of knowledge and skills about teaching and the wider aspects of further education and training, but a few trainees are not sufficiently apprised of Every Child Matters, 14–19 curriculum and safeguarding in a further education context. Many have a broad teaching experience of learners with different needs and ages, of various levels, qualifications and contexts. A few trainees, however, teach a small number of hours in a narrow context and are not well prepared to work in the lifelong learning sector.
52. The range of trainees' academic qualifications and teaching experience on joining the provision is very wide. Most of them, however, make good progress during their course. This is evidenced by the improvements they make in their written assignments, self reflections and in their observed lessons. Typically, they have good subject specialist knowledge and are very committed to their own learners. They plan lessons thoroughly, but do not always facilitate

learning so effectively. They frequently make good use of a wide range of different methods to engage learners. Trainees develop very good rapport and working relationships with their learners. They use a wide range of formative assessments and regularly check that learning is occurring. Their learners benefit from using well-designed and imaginative learning resources. Some trainees lack confidence and assertiveness and do not manage learning activities effectively. A few trainees talk excessively and rush their learners to answer questions or they answer the questions themselves.

53. Recruitment and selection arrangements are good and inclusive. Initial diagnosis of trainees' abilities and personal skills needs is thorough. Trainees without the usual literacy and numeracy requirements are accepted, should they be deemed to have the potential to succeed, on condition that they attain the relevant qualifications during the course. Such trainees receive good support promptly. The positive impact of learning support on trainees is evidenced by their increased confidence and high attainment. A few trainees do not declare at enrolment that they have disabilities and/or learning needs and the partnership aims to encourage more to do so. The information, advice, guidance and selection process is fair and rigorous. Trainees are recruited to the skills for life courses from a very wide range of providers. The flexible blended learning approach attracts trainees from a wide geographical area who otherwise would find it very difficult to train as teachers.
54. Training and assessment are good. Trainers encourage trainees to reflect upon and improve the range of teaching methods that they deploy. Trainers are good professional role models for trainees. Training sessions are good or better. Training activities are appropriately designed to provide trainees with many examples of good practice. Consequently, many trainees gain the confidence to try alternative methods of delivery to engage their learners. Trainees benefit from presentations from external specialists on a wide range of current and developing issues, including skills for life, which help to broaden their knowledge and understanding. Most mentors are very committed to enhancing their trainee's teaching of their subject specialism. Many are well qualified and experienced teachers. Although they have access to an informative and helpful mentors' handbook and website, most have no formal staff development to improve their mentoring. Many mentors have no allocation of time for mentoring. They do not normally meet with the trainee and tutor to agree actions and to review progress. A few trainees have little subject-specific support.
55. The assessment of trainees' personal development portfolios and assignments is rigorous and accurate. Most feedback is detailed and provides trainees with a clear evaluation of how effectively they have met the required outcomes and what they need to do to improve. In a few cases of mentor and peer feedback, however, guidance is brief, is not formative and misleads trainees by being over optimistic. Assignment feedback is particularly helpful in the case of referred work. Tutors' marking includes good attention to the minimum core; tutors correct grammar and spelling helpfully and appropriately. Trainees with literacy and numeracy needs receive good additional support through drop-in sessions. Skills for life trainees on the flexible study programme receive

individualised support in terms of formative feedback from tutors in response to their high-quality self-reflections. Most individual learning plans are detailed and identify clear and manageable targets, but a few are incomplete and have insufficient subject specialist content.

56. Resources at the university and the partner colleges are good. Initially set up to support trainees on the flexible pathway, the university resource bank is now available to all trainees. This provides them with a wide range of guidance materials on critical thinking, academic reading and writing and referencing, many of which are interactive. While the use of the resource bank has increased this year, trainees are frustrated by the password and validation barriers to accessing its contents due to the complex authentication process. The essential skills resource centre provides comprehensive and high quality resources for skills for life trainees.
57. The quality of provision is good and is remarkably consistent across all providers. This reflects the very good leadership and management of the partnership. Managers make very effective responses to external examiners' reports and to trainees' views in order to improve assessment practice and the quality of trainees' experiences. Moderation of the provision is very good, rigorous and helpful to all partners. It leads to extensive and meaningful reports which assist partners in improving assignment marking, feedback and the accuracy of judgements. Partners use the very effective review and development meetings well so that all are aware of the latest systems and share best practice. Managers ensure that partnership working is very effective, but are aware that tutors in each provider are asked to implement many developments within short timescales. Managers do not monitor the quality of mentoring systematically. Mentors are not formally involved in course reviews or other quality assurance processes. Cross partnership liaison and communication are very effective; all partners share the common aim of improving the quality of the provision.
58. The promotion of equality and diversity is good. Equality and diversity principles are enshrined in the DTLLS programme and tutors emphasise these aspects especially in assignments and the lesson observation processes. Trainees understand social and cultural diversity well and know the importance of cultural sensitivity regarding the use of imagery. They are aware of the need to ensure that resource materials reflect a diverse society. Trainees make good use of opportunities to promote their learners' understanding of social and cultural diversity.

The capacity for further improvement and/or sustaining high quality

Grade: 2

59. The partnership has a good capacity to sustain high quality outcomes for trainees and to secure further improvements. Managers at all levels deploy a good model to assess performance in order to secure high quality outcomes. Partner colleges are aware of the clearly defined procedures for reviewing and

evaluating the provision and contribute to the process effectively. College self-assessment reports are good; they analyse data rigorously and are very detailed and comprehensive. The approach to self-evaluation through termly review meetings, structured action plans and curriculum self-assessment reports is systematic and self-critical. Programme teams carry out thorough evaluations of the impact of specific training activities on trainees' progress and development through progress review meetings. These include the views of trainers, trainees and mentors. Outcomes are incorporated into the self-evaluation document and relate to actions in the development plan.

60. The self-evaluation is open and honest and mostly accurate. The review focuses effectively on equality and diversity, harassment and unlawful discrimination. It includes a good analysis of why trainees defer or withdraw by different groups. The validity and usefulness of the process and the ensuing document is accepted across the partnership. Outcomes from review impact positively on trainees' experiences. However, managers do not judge trainees' attainments nor evaluate trainees' success, retention and pass rate data trends. In places, the document is overly descriptive and insufficiently evaluative. The discrete self-evaluation of the skills for life programme clearly identifies strengths and areas for improvement and provides a comprehensive assessment of the quality of the provision.
61. The partnership has an outstanding capacity to anticipate change and prepare for, and respond to, national, regional and local initiatives. The high level of awareness by the university of national, regional and local initiatives, supported by its association with the West Midlands Centre of Excellence in Teacher Training, is outstanding. Examples of impact include: its willingness to experiment with new provision; its positive reaction to change curriculum and delivery to meet the needs of providers and trainees; and its response to promote different types of provision to groups of people and organisations under-represented in teacher education. Relationships within the partnership are excellent. The university works very effectively with external partners and also with the colleges in its partnership. University staff benefit from very close liaisons with national organisations and with leading experts in the lifelong learning sector. They also engage at many levels with staff in partner colleges to share initiatives and new developments in both teacher education and the further education sector. The university ensures a strong dialogue between policy and practice. The partnership has a very positive approach to initiatives and innovation. The university provides many staff development opportunities for its partners to improve provision, to address areas of concern and in response to their requests. Leaders at all levels are committed to a culture of continuous improvement.
62. The effectiveness of the partnership in planning and taking action for improvement is good. Outcomes from the self-evaluation and rigorous moderation processes inform overall plans. These include formative actions and targets to improve the quality and consistency of the provision. Trainees benefit as a result of the subsequent programme and assessment changes. For example, improvements have been made to assignment briefs following constructive suggestions from trainees. Managers and staff at the partner

colleges contribute fully to review and development planning processes. Managers monitor progress against action points termly. College teams are kept up to date with developments, systems and expected standards. Actions taken to improve the provision take appropriate account of the views of all concerned. Partners work effectively with the university to act on identified areas for improvement, but inconsistencies in implementation of the wide and complex array of systems is evident. Nevertheless, development planning and implementation enriches and improves the quality of the programme.

Annex: Partnership colleges

The partnership includes the following colleges: City College, Coventry; Henley College, Coventry; Herefordshire College of Technology; North East Worcestershire College; North Warwickshire and Hinckley College; Stratford-upon-Avon College; and Warwickshire College.

Summary of inspection grades¹

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

Overall effectiveness

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

Capacity to improve further and/or sustain high quality

		Primary	Secondary	ITE for FE
To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?		1	1	2
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		1	1	2
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	2	2

¹ The criteria for making these graded judgements are in the Grade criteria for the inspection of ITE 2008-11; Ofsted November 2009; Reference no: 080128.

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