

## Ofsted ITE Inspection Reports Analysis (Summer/Autumn 2014)

Ten providers were inspected under the revised framework for two phase inspections introduced in June 2014. These represented a cross section of provision (SCITTs, Universities and, in one case, FE only). Nine **relevant** reports have been analysed here: outcomes are as follows:

**Grade 1 (Outstanding)** - **one** provider (12.5%) (Poole SCITT); **Grade 2 (Good)** - **six** providers (75%); **Grade 3 (RI)** – None; **Grade 4 (Inadequate)** - **one** provider (12.5%) (Kent LA EBITT)

### Outcomes Table:

<i>Provider</i>	<i>Inspection Outcome</i>	<i>Key Strengths</i>	<i>Aspects for Improvement</i>	<i>Comments/Emerging themes</i>
<b>Poole Primary SCITT</b>	<b>Grade 1</b>	<ul style="list-style-type: none"> <li>the consistently high completion and employment rates for all trainees</li> <li>trainees' professionalism, evidenced through their resilience and ability to use and adapt a wide range of teaching approaches</li> <li>the outstanding personalised training, professional development and pastoral support offered by the partnership to trainees and NQTs</li> <li>the leadership's clear vision for excellence and ability to respond swiftly to address the necessary changes in the national agenda for teacher training, including the recommendations for improvement identified at the end of Stage 1 of the inspection process</li> <li>the exemplary professional conduct and practice of the Professional Coordinator and SCITT tutors that continue to sustain high outcomes for all trainees.</li> </ul>	<ul style="list-style-type: none"> <li>make sure that the NQT induction programme matches that of the established and highly effective trainee mentor programme in order to promote consistency of provision and high outcomes for all NQTs by: <ul style="list-style-type: none"> <li>checking all induction tutors have a secure knowledge and understanding of their role and what is expected of NQTs</li> <li>ensuring a broad range of evidence is gathered to support the development of NQTs as they progress through their induction year</li> <li>offering on-going training for NQTs that maintains a strong focus on current national priorities, including life in modern democratic Britain.</li> </ul> </li> </ul>	All development points are NQT-related and appear to be beyond the remit of the current ITE inspection handbook
<b>Bedfordshire Secondary SCITT</b>	<b>Grade 2</b>	<ul style="list-style-type: none"> <li>trainees' high employment rates that are well supported by managers' excellent awareness of local needs</li> <li>trainees' strong personal qualities, such as their excellent ability to review their own teaching, which help them to respond effectively to advice and build their professional skills</li> <li>the good communication between placement schools, and between the</li> </ul>	<ul style="list-style-type: none"> <li>ensure that the additional training planned has a positive impact on trainees' ability to develop pupils' literacy skills, including in extended writing</li> <li>ensure that subject-specific feedback on teaching, and an additional emphasis on up-to-date reading, contribute to trainees having a better overview of effective subject pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Reduce/eliminate inconsistencies in quality of school-based mentoring</li> <li>Improve completion rates to ensure that these are consistently above national figures</li> </ul>

<b>Provider</b>	<b>Inspection Outcome</b>	<b>Key Strengths</b>	<b>Aspects for Improvement</b>	<b>Comments/Emerging themes</b>
		<p>partnership and the employing school, that ensures training over time is effective and never loses momentum</p> <ul style="list-style-type: none"> <li>• the very effective training in behaviour management that enables trainees to know, and apply successfully, a range of strategies to promote good behaviour in the classroom</li> <li>• the strong focus on the Teachers' Standards, in training and in feedback, that helps trainees to build a broad range of expertise quickly and effectively</li> <li>• leaders' and managers' close knowledge of partnership schools that helps them to track how well trainees are progressing and to respond quickly when problems are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• improve completion rates so that they are more consistently above the national figures</li> <li>• improve the quality of school-based mentoring, in the small minority of schools where it is weaker, so that more matches that of the best.</li> </ul>	
<p><b>Cambridge Secondary TSA - 3 Alliances - formerly EBITT</b></p>	<p><b>Grade 2</b></p>	<ul style="list-style-type: none"> <li>• the high employment rates and the contribution of the partnership to meeting local needs</li> <li>• the increase in the recruitment of highly qualified trainees and trainees who reach an outstanding level of teaching</li> <li>• the wide experience and expertise of trainers and increasing breadth of training settings used, including placements in contrasting schools</li> <li>• the good quality of mentoring, supported by mentor training, written guidance and support provided for mentors</li> <li>• the cohesive vision for initial teacher education and continuing professional development, including subject leadership development</li> <li>• efficient management, supported by</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all trainees' teaching is consistently good or outstanding by the end of their training by: <ul style="list-style-type: none"> <li>➢ increasing evidence of trainees' impact on pupils' progress over time, including examples of work by different groups of pupils</li> <li>➢ strengthening trainees' awareness of, and contribution to, the focus of improvement in their subjects and partnership schools</li> <li>➢ reviewing individual training plans rigorously, to pursue any further action required to enable trainees to exceed the requirements of the Teachers' Standards.</li> </ul> </li> <li>• Ease trainees' transition and promote their</li> </ul>	<ul style="list-style-type: none"> <li>• Closer monitoring and focusing on trainees' impact on pupil learning and progress and the link to exceeding the Teachers' Standards requirements at a good and better level</li> <li>• Develop effective transition and target-setting to support excellence as NQTs</li> <li>• Further development of effective partnership involvement and working</li> </ul>

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		<p>effective communications, which contribute to a strong ethos of professionalism across the partnership.</p>	<p>progression as newly qualified teachers by:</p> <ul style="list-style-type: none"> <li>➤ making clearer the summary of trainees' strengths and how they plan to build on areas of excellence as NQTs</li> <li>➤ providing more explicit targets for further development, particularly in relation to pupils' outcomes.</li> </ul> <ul style="list-style-type: none"> <li>• Engage all schools and school leaders in the partnership in helping to realise the aim to demonstrate outstanding effectiveness by: <ul style="list-style-type: none"> <li>➤ making closer links between the initial teacher training partnership and school improvement plans</li> <li>➤ ensuring that partnership systems are applied consistently well and, where appropriate, are shared with other employing schools.</li> </ul> </li> </ul>	
<p><b>Hibernia College UK Ltd. – Primary &amp; Secondary Core and School Direct</b></p>	<p><b>Grade 2</b></p>	<ul style="list-style-type: none"> <li>• The high employment rates on the core secondary and School Direct primary and secondary routes.</li> <li>• The cohesive blend of online, hub and school-based training which provides effective training in secondary shortage subjects and on primary and secondary School Direct programmes across a range of subjects.</li> <li>• The strong emphasis on subject knowledge enhancement and flexible and accessible training which meets the needs of individual trainees and schools well.</li> <li>• Effective communications, positive relationships and frequent visits to schools by pathway tutors, which: – support trainees' and school-based trainers' professional development – smooth the transition from initial teacher training to induction and employment for trainees.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the proportion of trainees whose teaching is outstanding by the end of their training by ensuring: <ul style="list-style-type: none"> <li>➤ greater consistency in the way evidence about trainees' attainment is recorded by school-based mentors and pathway tutors</li> <li>➤ feedback and targets are sharply focused on what the trainee needs to do to improve their teaching and pupils' learning.</li> </ul> </li> <li>• Raise completion rates further on the core secondary route.</li> <li>• Ensure all trainees gain sufficient practical experience to develop their teaching skills by working in different types of schools</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden trainees' teaching experiences by ensuring a greater range of schools are involved in the partnership</li> <li>• Reduce/eliminate inconsistencies in quality of school-based mentoring by improving quality and recording of target-setting</li> </ul>

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		<ul style="list-style-type: none"> <li>• Aspirational leaders and managers who work closely with schools to provide support for initial teacher training, school improvement and continuing professional development.</li> <li>• Effective use of monitoring and review processes to continually improve the quality of the training and outcomes for trainees.</li> </ul>	<p>including those:</p> <ul style="list-style-type: none"> <li>➤ in challenging socio-economic circumstances</li> <li>➤ judged to 'require improvement'</li> <li>➤ where pupils have English as an additional language and/or are from different cultural backgrounds.</li> </ul>	
<b>University of Northampton – Primary Undergrad; Post grad &amp; School Direct</b>	<b>Grade 2</b>	<ul style="list-style-type: none"> <li>• The quality of the university-based training in phonics (letters and the sounds they represent) and early reading is at least good. Consequently, the training is ensuring trainees are planning and teaching early reading increasingly well to secure better outcomes for pupils.</li> <li>• The overall quality of training is good. The university-based training is particularly strong. As a result, trainees are increasingly aware of, and able to respond to, the different needs of pupils and contexts in which they find themselves. Trainees are also prepared well to teach the early years or national curriculum and prepare their pupils for life in modern Britain.</li> <li>• The quality of training is enhanced by the excellent resources at the university. These are used to promote good learning for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• To raise the attainment of trainees further, ensure: <ul style="list-style-type: none"> <li>➤ the improvements undertaken to strengthen the quality of mentoring, so that all is at least good, are applied consistently across the partnership</li> <li>➤ that all feedback and target setting, including that by school-based mentors, sharply identify trainees' strengths and what they should do next to improve, particularly in mathematics teaching</li> <li>➤ the mechanisms for assessing trainees, at the end of school experiences and at the end of training, including how final grades are arrived at, are understood by all who contribute to this process</li> <li>➤ the evidence to support the case for trainees exceeding the Teachers' Standards at the highest level is robust.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reduce/eliminate inconsistencies in quality of school-based mentoring by improving quality and recording of target-setting</li> <li>• Improve clarity/transparency of arrangements for the award of final grades across the partnership</li> </ul>

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		<ul style="list-style-type: none"> <li>• The coherence between school and university-based training is strong. As a result, the promotion of knowledge, skills and understanding throughout the programmes is enabling trainees to hit the ground running when they begin placements or take up teaching posts.</li> <li>• Trainees and NQTs are held in high regard by schools. They are able to evaluate their own teaching and its impact on learning effectively. As a result of this high regard, employment rates are high.</li> <li>• The overall support for trainees, including bespoke support for those who, for whatever reason, experience difficulties, is rightly viewed very positively by trainees, NQTs and schools. Consequently, completion rates are improving well. They are also improving because the 'Support for Men' programme is helping to keep male trainees in the training.</li> <li>• As a result of mostly accurate self-evaluation, partnership leaders are aware of weaker elements and have taken swift action to tackle these issues. While it is too soon to see the impact of some of these actions, in other areas it is clear. Outcomes for trainees, for example their attainment, are good and improving over time.</li> </ul>		
		<b>Primary:</b>	<b>Primary:</b>	<ul style="list-style-type: none"> <li>• Closer monitoring and</li> </ul>

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<p><b>University of Hull</b>  - <i>Primary Undergrad;</i>  <i>PG Primary &amp; Sec;</i>  <i>Primary &amp; Sec School</i>  <i>Direct</i></p>	<p><b>Grade 2</b></p>	<ul style="list-style-type: none"> <li>• Trainees quickly make gains in their subject knowledge and their ability to promote good behaviour for learning; they show a commitment to inclusion and high levels of professional conduct.</li> <li>• The rigorous recruitment and selection process identifies trainees with the potential to be good or better teachers. An above-average number of these trainees gain employment in local schools and in those further afield within the region.</li> <li>• The strong integration of university- and school-based training ensures that all trainees make good progress overall across the different courses and training routes.</li> <li>• The high-quality support trainees receive from university tutors and school mentors has led to a sustained trend of improvement and higher numbers of trainees successfully completing the course than seen nationally.</li> <li>• The engagement of partnership schools in the design and teaching of the training course across a range of venues, programmes and settings is effectively contributing to wider school improvement and the good professional development of local teachers.</li> <li>• The strength of teamwork within the leadership team contributes considerably to the capacity to further improve provision across the partnership.</li> </ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>• Trainees' teaching by the end of the course and that of NQTs enables the</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that a wide range of evidence sources are used with rigour to assess the impact of trainees' teaching over time on pupils' learning, attainment and progress</li> <li>• implement robust quality assurance mechanisms to ensure the impact of trainee assessment and university-based provision on trainees' teaching is monitored and evaluated more effectively</li> <li>• ensure that the priorities and targets set within improvement plans fully support a relentless drive for further improvement and even higher outcomes for all training routes within the partnership.</li> </ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>• clarify trainees' minimum entitlement to post-16 enhancement, communicate this clearly to partnership schools and trainees, and monitor the delivery and impact of this aspect of training more robustly so that trainees feel better prepared to teach their specialist subject beyond GCSE</li> <li>• <b>ensure that all trainees plan and teach to meet the needs of their most able pupils well</b></li> <li>• ensure that all trainees are fully prepared for managing the expectations of marking as a qualified teacher and are well-skilled in providing high-quality written feedback to pupils.</li> </ul>	<p>focusing on trainees' impact on pupil learning and progress utilising the fullest possible range of evidence linked to the Teachers' Standards requirements</p> <ul style="list-style-type: none"> <li>• Improve clarity/transparency of arrangements for the award of final grades across the partnership</li> </ul>

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		<p>pupils they teach to make good progress over time.</p> <ul style="list-style-type: none"> <li>• Trainees' strong specialist subject knowledge and their ability to plan and teach well-structured, engaging lessons enable pupils to make good gains in their knowledge, understanding and skills.</li> <li>• Trainees are much sought after and, as a result, employment rates are above the sector average.</li> <li>• Trainees are strongly committed to becoming very effective practitioners; they are reflective, professional and extremely willing to contribute in their subject department and the wider life of the school.</li> <li>• The high-quality support provided by university tutors and school-based colleagues, combined with a coherent and effective training programme, help to ensure trainees make good progress in developing their teaching skills and their understanding of how pupils learn.</li> <li>• The involvement of partnership schools in centre-based training and the review and development of the course ensure that training continues to be of good quality and is responsive to national priorities and curriculum developments. As a result, trainee outcomes are good and improving.</li> <li>• The drive and determination of all those involved in the partnership to recruit trainees who have the potential to become good or better teachers demonstrate the partnership's commitment to providing training that meets trainees' needs well.</li> </ul>		

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<p><b>University of East Anglia – PG Sec &amp; Pri; SD Sec &amp; Pri</b></p>	<p><b>Grade 2</b></p>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• The high quality of the university-based training.</li> <li>• Trainees’ and NQTs confidence in the quality of their training, leading to their effective teaching of phonics, early reading skills and mathematics.</li> <li>• Trainees’ preparation to teach the new National Curriculum and good understanding of pupil premium funding and its intended impact on pupils’ achievement.</li> <li>• High employment rates.</li> <li>• The accuracy of self-evaluation by leaders and managers, leading to the introduction of a new school experience placement which broadens trainees’ experience and has improved the quality of provision.</li> <li>• Trainees’ and NQTs’ good personal and professional conduct.</li> <li>• Trainees’ ability to form consistently productive and respectful relationships with pupils, parents and colleagues.</li> <li>• Trainees’ and NQTs’ willingness to share their areas of expertise for the benefit of colleagues and their readiness to seek advice and help when required. What does the primary partnership need to do to improve</li> </ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>• trainees’ excellent understanding and effective application to their teaching of up-to-date research regarding subject specific pedagogy</li> <li>• particularly strong relationships between the university and partner</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• improve completion rates through strengthening further the recruitment and selection process, and through ensuring that trainees always have high quality school experience placements</li> <li>• improve the quality of school based mentoring through: <ul style="list-style-type: none"> <li>➤ better target setting and written feedback for trainees</li> <li>➤ strengthening the focus on pupils’ progress</li> <li>➤ ensure greater rigour in the assessment of how well trainees are doing at the boundary between good and outstanding grades on the final assessment</li> </ul> </li> <li>• review and improve the mechanisms for sharing information on NQTs targets and performance, at the end of the training, with their employing schools.</li> </ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>• further improve the recruitment and selection process, so that a greater proportion of trainees are recruited with the potential to become outstanding teachers, especially in science and mathematics</li> <li>• ensure that the recently improved systems to promote consistently high quality mentoring across the partnership have the required impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve completion rates to ensure that these are consistently above national figures</li> <li>• Reduce/eliminate inconsistencies in quality of school-based mentoring by improving quality and recording of target-setting in relation to the impact on pupil progress</li> <li>• Develop effective transition and target-setting to support excellence as NQTs</li> </ul>

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		<p>schools, as evidenced by the extensive involvement of school-based staff in training, their attendance at mentor training and at partnership meetings</p> <ul style="list-style-type: none"> <li>• the high level of pastoral support for trainees, which leads to rapid and effective action by the university when trainees encounter difficulties</li> <li>• the high quality of the professional development programme and the integration of university-based and school-based elements, with subject specific training. This leads to trainees and NQTs who are very selfcritical and who reflect positively, and routinely, on how to improve the experience of the students they teach</li> <li>• highly effective training in behaviour management, resulting in trainees who are confident in promoting pupils' good behaviour in the classroom</li> <li>• training that ensures trainees have a very good understanding of the different key stages, including post-16 provision</li> <li>• highly effective procedures to ensure that schools, where trainees begin their teaching career, have up to date information on the trainees' strengths and areas for further development, so that they are able to improve quickly</li> <li>• the high standard of trainees' and</li> </ul>		

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		<p>NQTs' personal and professional conduct, leading to a positive reputation within schools in the region and high employment rates for NQTs.</p>		
<p><b>Kent LA</b> <i>School Direct Salaried Primary &amp; Secondary</i></p>	<p><b>Grade 4</b></p>	<ul style="list-style-type: none"> <li>• good quality central training, in particular the Diversity Day and related assignment, which is very positively evaluated by trainees</li> <li>• highly effective school-based training in many of the partner schools</li> <li>• higher than average employment rates: most trainees take up employment in partnership schools, many of which are in challenging socio-economic circumstances</li> <li>• trainees and newly qualified teachers who quickly establish positive relationships with pupils, manage behaviour well and make a strong contribution to the wider life and ethos of their schools.</li> </ul>	<p>Inspectors judged the partnership to be <b>inadequate</b> because it is not meeting all of the Secretary of State's criteria for Initial Teacher training, namely <b>C3.4, which requires ITE partnerships to ensure that they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.</b></p> <p><b>The partnership must improve the effectiveness of monitoring, evaluation and moderation to:</b></p> <ul style="list-style-type: none"> <li>• reduce the higher than average, and increasing number of trainees who withdraw before completing the course</li> <li>• ensure that all base schools, second placement schools, and departments within schools, provide good training environments</li> <li>• ensure that all partner schools fulfil their responsibilities as outlined in the partnership agreement</li> <li>• carefully match trainees' needs to placements to ensure that all are able to experience equally good training and support</li> </ul>	

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			<ul style="list-style-type: none"> <li>ensure that assessments are made and used systematically and accurately.</li> </ul>	
<i>Provider</i>	<i>Inspection Outcome</i>	<i>Key Strengths</i>	<i>Aspects for Improvement</i>	<i>Comments/Emerging themes</i>
<b>University of Leeds (Re-inspection)</b>	<b>Grade 2</b>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>reflective and committed trainees and NQTs who immerse themselves in school life and willingly listen to and act upon advice to improve their teaching</li> <li>the positive relationships trainees and NQTs forge with pupils and the strategies they use to promote good behaviour and capture pupils' enthusiasm for learning</li> <li>trainees' and NQTs' confidence and skill in deploying additional adults to support pupils' learning</li> <li>the training programme for mathematics, science and English, including phonics, which ensures trainees and NQTs have good subject knowledge and teach these areas with confidence</li> <li>the way in which leaders are embracing the changing landscape of initial teacher education to harness the benefits from different routes and seamlessly blend different approaches to promote success for all trainees</li> <li>the concerted and effective actions taken by leaders since the last inspection, which has resulted in significant improvement across the partnership. This is leading to improved outcomes for trainees, stronger relationships with schools and higher levels of trainee satisfaction with the training</li> </ul>	<p>Increase the proportion of trainees who gain the highest level of attainment by:</p> <ul style="list-style-type: none"> <li>ensuring potential is spotted early and is nurtured effectively to help trainees excel</li> <li>keeping a check on how well trainees teach across the whole curriculum and using this information to offer individual support or to adapt school and centre-based training to meet trainees' needs - developing trainees' skills in assessing pupils' achievement in all areas of the curriculum</li> <li>enhancing trainees' skills in using assessment data to spot achievement gaps so they can act quickly to help all pupils, particularly those from disadvantaged backgrounds, achieve well over time</li> <li>enhancing the training in promoting pupils' spiritual, moral, social and cultural development so trainees are well equipped to prepare pupils for life in modern Britain</li> <li>reviewing the new early years programme to ensure trainees have sufficient knowledge of the early years curriculum before starting their placements in Nursery and Reception.</li> </ul> <p>Ensure members of the partnership committee offer well-informed challenge to leaders through a systematic evaluation of trainee outcomes and satisfaction levels.</p> <p><b>Secondary:</b></p>	

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		<p>programme</p> <ul style="list-style-type: none"> <li>• completion and employment rates which are above the sector average</li> </ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>• the relentless drive and determination of leaders and managers across the partnership that have had a profoundly positive impact on the rapid improvement of all aspects of this highly regarded partnership's work</li> <li>• the good and rapidly improving quality of trainees' teaching by the end of their training that enables their pupils to engage well in their learning and generally make good progress over time</li> <li>• high-quality training provided by the partnership that quickly develops trainees' and NQTs' skills in promoting pupils' literacy skills very effectively</li> <li>• much improved systems for monitoring trainees' progress and the work of school-based mentors that have led to high levels of consistency in the support and challenge provided for trainees across the partnership</li> <li>• the strong contribution that trainees make to their subject departments and more widely across the school</li> <li>• the high rates of employment of trainees by partnership schools where they are valued as highly effective practitioners. They are much sought after by partnership schools, resulting in high rates of employment</li> <li>• the sharper procedures that the partnership has set in place for recruiting and selecting trainees to ensure they have the resilience to</li> </ul>	<p>Increase the proportion of trainees who gain the highest level of attainment by:</p> <ul style="list-style-type: none"> <li>• ensuring that trainees gain a more comprehensive understanding of how to prepare pupils for life in modern Britain</li> <li>• ensuring that trainees are fully confident to provide sufficiently challenging work for the most able pupils</li> <li>• ensuring trainees leave their training with enough experience to deploy and manage other adults effectively in the classroom.</li> </ul>	

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		complete their studies, has resulted in improved rates of completion that are now above sector and regional norms.		

### **Key Themes:**

1. Improve monitoring and evidencing of the impact of trainees' teaching on pupils' learning and progress
2. Reduce further the inconsistencies across partnerships in school-based mentoring – especially in relation to effective target-setting and reviews of trainees' progress to promote the best possible outcomes
3. Promotion of greater clarity and consistency across partnerships in relation to the application of criteria for the final assessment of trainees (in relation to the Teachers' Standards)
4. Improve completion rates so that they consistently exceed national figures

*K. Francis for NASBTT September 2015*