



## Ofsted ITE Inspection Reports Summary and Analysis (2016 Cycle)

A total of **26** providers were inspected under the current framework for two stage inspections during the above cycle. This document features **25** relevant reports (19 SCITT and 8 HEI) **published up to 19<sup>th</sup> January 2017**. These partnerships were responsible for the training of just over **10,000** teachers at the point of their stage one inspections. (The smallest SCITT had seven trainees and the largest HEI had 608 trainees.)

<b>Grade 1</b>	<b>Outstanding</b>	<b>10</b> providers (40%) 9 SCITTs; 1 HEI (University of Chester) was graded 1 for Primary and Secondary QTS
<b>Grade 2</b>	<b>Good</b>	<b>14</b> providers (52%) 9 SCITTs; 5 HEIs
<b>Grade 3</b>	<b>Requires improvement</b>	<b>1</b> provider (4%) 1 SCITT
<b>Grade 4</b>	<b>Inadequate</b>	<b>1</b> provider (4%) 1 HEI with a partial grade 4 (Primary QTS)
<b>Overall</b>	<b>92%</b> good or better	

Outcomes breakdown as follows:

<i>Type of provider</i>	<i>Number inspected</i>	<i>Grade 1</i>	<i>%</i>	<i>Grade 2</i>	<i>%</i>	<i>Grade 3</i>	<i>%</i>	<i>Grade 4</i>
<b>SCITT</b>	19	9	47%	9	47%	1	5%	0
<b>HEI</b>	7	1	14%	5 (6)	71%*	0	0%	(1)

N.B. 1 HEI was graded as grade 4 for its primary provision (all other elements were grade 2).

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## Section 1.1 Headline Analysis

1. Given that all of the SCITTs inspected in this cycle were 'new' providers it is, perhaps, not so surprising that the common strengths seen in grade 1 (and grade 2) reports relate to provision and operational aspects (with rather more general comments about trainee attributes and skills in relation to the Teachers' Standards):
  - the strength and effectiveness of collaborative partnership working;
  - the consistent culture of high expectations;
  - rigorous and effective recruitment processes;
  - effective and rigorous self-evaluation linked to rapid/timely improvements and actions;
  - highly effective personalised pastoral care for trainees;
  - high rates of employment linked to meeting local and regional needs.

The above strengths are, to a large extent, also evident in the HEI reports.

2. It is noticeable that there is less identification (as a strength) in this cycle of **trainees impacting positively on the learning and progress of pupils** – this is identified explicitly in just two of the ten (20%) grade 1 reports (compared with 18 of the 26 (69%) grade 1 reports in 2014-15). Four grade 1 SCITTs (40%) have this aspect as a target for further improvement often with explicit reference to ensuring teaching stretches the most able (as was the case last year). In grade 2 reports, five of the nine SCITTs (59%) and five of the six HEIs (83%) have this as a target for further improvement – in many cases this is related to making more effective use of pupil performance data to ensure teaching is tailored to the needs of particular groups – especially the most able.
3. Equally noticeable is the fact that there is much less explicit reference to the **quality of behaviour management techniques demonstrated by trainees** under strengths with just three of the 19 SCITT reports (16%) featuring this (compared with 100% last year). One HEI has this as an area for improvement.
4. **Consistency of mentoring and especially the quality of targets set for trainees** to improve their teaching continues to be a key target area for the sector. Seven of the ten grade 2/3 SCITT reports (70%) and four of the six grade 2 HEI reports (67%) have this identified as an area for improvement.
5. The **quality of targets/information made available to NQTs/employers** also continues to be a target for further improvement with one grade 1 and seven grade 2 providers (70% SCITT and HEI) receiving this as an area for improvement.

6. Eight grade 2 and 3 SCITT providers are advised to improve the **consistency and accuracy of trainee assessment especially in relation to achievement at the highest level**. (This represents 53% of grade 2/3 providers inspected – a higher proportion than in last year's inspection cycle.)
7. On balance, there has been an increase in the number of providers whose approach to self-evaluation and improvement planning receives positive comments; four grade 2 providers are advised to **improve the quality of their self-evaluation and/or improvement planning**.
8. Two other issues receive specific mention under areas for improvement in a number of provider reports; these relate to making improvements in terms of embedding or further developing aspects of subject specific training and embedding strategies designed to improve course completion rates.
9. All of the HEIs inspected this year provide **EYITT** and, in contrast to last year when a number were perceived to be RI, all have received grade 2 for this aspect of their provision. To a significant extent this must reflect the development work that has been undertaken nationally and regionally. Clearly, when considering the areas for improvement identified in individual reports this is an ongoing process.

## Section 1.2

### Stage One Inspections – Key Considerations

#### Assessment of trainees:

- directly informed by impact on pupil progress and learning, across all and within groups (PP, SEND, BME), over time as opposed to trainee's classroom performance. There needs to be evidence specifically correlating trainee attainment and pupil progress;
- should be holistic; the Teachers' Standards should be assessed in full using the sub-headings to guide identification of strengths and areas for development – as per the *Initial teacher education inspection handbook*;
- essential that providers ensure that Ofsted are assessing the trainees **as trainees** in accordance with Paragraph 6 of the Teachers' Standards and the *Initial teacher education inspection handbook*;
- underpinned by clarity across the partnership of what constitutes *outstanding* through to *inadequate*;
- essential also to demonstrate consistency and accuracy in judgments of trainee's teaching and also consistency and coherence in the use of the documentation related to assessment and school experience in relation to those judgments; mentor training and rigorous QA are seen as critical to this;
- targets must be developmental, related to improving pupil progress through trainee progress and linked to the Teachers' Standards;
- trainees must achieve excellent, 'consistently high', outcomes in Part 2 of the Teachers' Standards; being explicit about how this is addressed; reviewing performance through the programme and, where trainees are not achieving, identifying as a cause for concern.

#### SED/Improvement Plans:

- need to be analytical, to the point and supported by robust evidence;
- any shortfalls need to be clearly identified, as do proposed steps to address them. Important to demonstrate full knowledge of any areas for development and to be honest; this is seen as demonstrating capacity to improve which has increased emphasis under this inspection framework; it is not at all helpful for Ofsted to discover a shortfall that the provider is apparently unaware of;
- providers should self-evaluate against each of the three main outcome areas, including each of the four outcomes for trainees and overall effectiveness;
- a 'best fit' will be used to inform the final judgement regarding outcomes across: *attainment, quality of trainees' teaching, completion and employment*. All available benchmarking data must be used for national and regional comparison. Essential to check the tally between recently released NCTL benchmarking data for 2014/15 and own data (as input at census). **Important note:** Some providers have reported that, for Stage Two inspections, inspectors did not have the same data set as on the NCTL performance profiles. Providers need to identify and, where possible, account for any anomalies – this may be due to the removal of deferrals. This has particular implications for completion rates;
- trainee outcomes need to be analysed for all sub groups, e.g. Core, SD, SD (salaried), SEND, Gender, EAL, per alliance and any trends or issues and improvement actions identified. It is important to show awareness of any significant differences over time and how these are being addressed and will be addressed;
- important not to suggest that the self-judgement regarding the quality of training/leadership and management is *led* by the outcomes for trainees. The emphasis should be on how the quality of these has *informed* the outcomes;
- the best improvement plans are specific regarding intended impact/success criteria resulting from the actions.

### **Coherence and consistency of training:**

- robust QA at all levels;
- all stakeholders need to know and understand, as appropriate to their role, how the programme works overall and how different elements contribute to this;
- where different elements are delivered by a range of partners, QA needs to be in place to ensure consistency of experience for all trainees; from recruitment through training and assessment;
- strategies need to be in place to ensure all groups of trainees have parity in training, in particular:
  - subject knowledge training for small cohorts, especially where there is no centre-based subject expert. This is critical with School Direct and School Direct (salaried);
  - single trainees in schools.
- Partnership Agreements need to fully and demonstrably reflect the intended roles and responsibilities of those in the partnership. They need to be acted upon by those concerned;
- online evidence tools to track and evidence trainee progress need to be fit for purpose and not unduly cumbersome and should be informed by impact on pupil progress. Trainees, tutors and mentors need to understand their purpose as part of the training and the associated expectations.

### **EYITT:**

- not all inspectors are fully familiar with the phase or programme. Providers need to be prepared to ensure they bring inspectors up to speed early in the inspection and throughout to address any misconceptions. For example, it is not a QTS route, what progress looks like for 0 to 5s, where former trainees maintain the same employment important to demonstrate the impact of the programme on their work (for Part Two);
- assessment must be EYITT specific;
- how mentors are trained/supported in fully understanding and working with the EY Standards;
- this was consistently the weakest area in the 2015-16 cycle of inspections (see also 1.1.9 above).

### **Other key aspects:**

- assessment. Trainees' ability to use assessment to support learning for different groups of learners *within* lessons ...
- trainees' knowledge of the Prevent Strategy (Fundamental British Values) and awareness of potential for pupils to be exposed to radicalisation is a significant focus;
- EAL and SEND - continued focus;
- Part 2 of the Teachers Standards' and related 'assessment'/tracking documentation;
- Foundation subjects in primary: PE, expressive arts, humanities – the extent to which trainees have taught or been trained. The message is: planned, taught, assessed, evaluated *and* observed/evaluated teaching;
- phonics and primary mathematics – Mastery.

## Section 1.3

### Stage Two Inspections: Key Considerations

- Stage 2 is explicitly being used to validate emerging judgements from Stage One. Inspectors will test the evidence they have to arrive at the final judgement. This may involve observing centre-based training.
- Important to take every opportunity to present additional and compelling evidence during the inspection to address emerging issues and this can shape the final outcome.
- For some providers, Stage Two appears to be more 'formal', even more sharply focussed on getting at the evidence.
- Where inspectors are different from Stage One, it is important to ensure they are fully aware of the ground covered during Stage One. This may involve rehearsal of some issues.
- In preparation for Stage Two, providers need: robust and evidenced Ofsted-facing action plans against the emerging areas for improvement and of strength; fully analysed outcomes for trainees and groups of trainees as the lead-in to sharp, analytical SED/improvement planning. Getting these documents right is an important element of setting the scene and taking at least some control of the agenda. Full set of details re NQTs – schools, experience, references, etc.
- Make sure that trainees' feel confident in their preparation for induction and the NQT year and that, as far as is possible, the transition is seamless with robust communication to the employer.
- Schools are being asked about the usefulness and accuracy of the targets for the NQTs set by the provider and the extent to which they enable the NQT to hit the ground running. Also, if these targets were considered as part of making the appointment.
- Where there is any question re the quality of the NQT's teaching versus the quality at the end of the training, it is important to present clear evidence to the contrary and also evidence of having contacted or tried to contact the school and trainee regarding NQT offer.
- As the Stage Two inspection moved further into the term, so the emphasis on evidence of pupils' progress since the NQT began teaching is required.

## Section 1.4 ITE inspection Foci

(Including points arising from Angela Milner's letters to the sector - September 2016 and January 2017)

- “As in 2016, the 2017 inspections will focus on any required re-inspections, constrained inspections of newly accredited school-centred initial teacher training partnerships (SCITTs) and multi-phase inspections where ITE partnerships offer Early Years ITT, as identified in the following risk assessment criteria:
  - Any partnerships or phases within ITE partnerships who were judged inadequate or ‘requires improvement’ for overall effectiveness in 2016 are re-inspected
  - New ITE partnerships, usually in their second year of provision as newly accredited SCITTs are inspected
  - A proportion of QTS partnerships offering programmes leading to the award of early years teacher status (EYTS) are inspected
  - ITE partnerships yet to be inspected in the 2012-18 cycle where: a) NQT survey outcomes from the 2015 published data were negative; b) NCTL benchmarking data for completions and employment were in-line or below national norms; c) trainees’ responses to the on-line questionnaire expressed dissatisfaction.”
- “Stage 1 of the 2017 ITE inspections will begin towards the end of April, after the Easter break and continue through to early July 2017. Inspections are scheduled based on the information ITE partnerships provide in their summer term 2017 calendars. Local authority school holiday dates are also taken into account. Please note that Easter is particularly late in 2017.”
- “Post-Carter Review Group reports - available via the following link:  
<https://www.gov.uk/government/publications/initial-teacher-training-governmentresponse-to-carter-review>
  - There are two recommendations for Ofsted. The first is in the ITE framework report: ‘Ofsted should have due regard to the framework of content as part of its ITE inspection, and should use the framework of content when making judgements about the quality of training and the leadership and management of an ITE partnership.’
  - Ofsted has mapped the content of the ITE framework report to the ITE inspection framework and handbook. There are no implications in terms of changes to the ITE inspection handbook or inspection practice.
  - The second recommendation is in the Mentor Standard report: ‘Ofsted should have regard to the standards in their inspection of ITT providers.’ Please note that Ofsted already evaluates the quality of subject-and phase-specific mentoring as part of its judgements about the quality of training across the partnership.
  - Please note that the National Standards for school-based ITT mentors includes information from four of the published ITE good practice case studies. Ofsted has published 15 recent good practice ITE case studies. These are available on the Ofsted website.”

- “Lead inspectors [are likely to] discuss what primary and secondary ITE partnerships are doing in response to recommendations made to ITE partnerships in the three reports from the Independent Teacher Workload Review Group published in March 2016.
  - Eliminating unnecessary workload associated with data management: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf)
  - Eliminating unnecessary workload around planning and teaching resources: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf)
  - Eliminating unnecessary workload around marking: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)”
- ITT compliance will continue to be interrogated rigorously:
  - checks on providers’ recruitment policies and actions. Also critical to ensure changes to DBS rules and the Child Care Act are fully addressed;
  - all trainees and schools must know the programme and scope of the programme they are on – in terms of age phases, ranges and subjects. Their training must focus on these;
  - N.B. whilst trainees may spend time during training in special schools and settings or PRUs they have to *demonstrate they meet all of the Teachers’ Standards in the specified age and ability range* for which they are training (ITT Criteria, C2.3 scope).

Useful to have an overview document: ITT Criteria; how it is addressed; where the evidence is located and also ready access to clearly labelled files for cross checking. (NASBTT will shortly publish an audit tool to support this.)

- Range of schools in challenging circumstances and RI used by partnerships will be scrutinised; working with these especially to support school improvement is viewed favourably. **Important note:** There is explicit mention of this aspect of ITE in several of the 2016 inspection reports – appearing under strengths and as areas for improvement.

***Important note: The summaries that follow (Section 2) are based on a reading and basic analysis of strengths and aspects for improvement (i.e. not a reading of the full reports). A number of providers had Assessment Only (AO) candidates ‘working through’ the assessment process – these have not been included in trainee totals.***

## Section 2.1

### Outcome Summaries: Grade 1 Provision

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<b>SCITTs</b>				
<p><a href="#">Buile Hill Visual Arts College SCITT</a></p> <p><b>Provision:</b> Secondary Core and SD</p> <p><b>Stage 1:</b> 13/06/2016 (13 trainees)</p> <p><b>Stage 2:</b> 03/10/2016</p> <p><b>Published:</b> 11/11/2016</p> <p><b>Lead Inspector:</b> Angela Milner</p>	Grade 1	<ul style="list-style-type: none"> <li>▪ a strong moral purpose, shared vision and high expectations which place the needs of trainees, pupils and schools at the heart of this successful, school-led, Salford-based ITE partnership</li> <li>▪ <b>a collegial and collaborative approach, open and honest communications, positive relationships and a passionate commitment to training teachers who are fully equipped to meet the needs of schools, including those in challenging socio-economic circumstances or judged to 'require improvement'</b></li> <li>▪ <b>very accurate self-evaluation procedures which enable the partnership to set clear improvement priorities</b>, continue to improve the quality of training and make significant improvements to trainees' attainment</li> <li>▪ high employment and completion rates attest to the partnership's extremely positive contribution to the local area's supply of good or better teachers and its growing reputation as a high-quality ITE partnership</li> <li>▪ very well-designed developmental training and effective assignments place <b>a strong emphasis on developing trainees' skills of critical reflection</b> and their knowledge and understanding of relevant professional and subject issues</li> <li>▪ <b>crystal-clear documentation provides a progressive structure for delivering very coherent training across the partnership</b> and supports trainees and mentors extremely effectively – trainees and NQTs are very responsive to advice and guidance and willingly take responsibility for their own professional development</li> <li>▪ trainees spend a substantial amount of time teaching in schools and invaluable enhancement experiences in a diverse range of schools and settings – this ensures that trainees are very well prepared with the practical skills they need most as new teachers</li> <li>▪ 'community project' activities in employing schools, <b>detailed transition documentation and ongoing support for NQTs ensure a seamless transition from initial training to induction and employment.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>enhance trainees' ability to check on pupils' understanding during teaching sessions, to ensure that work is set at the right level to enhance learning and maximise pupils' progress</b></li> <li>▪ <b>eliminate variations in the quality of subject training days.</b></li> </ul>	<p><i><b>Particular strengths in this report are highlighted in bold.</b></i></p> <p><i><b>The sense of shared high expectations supported by high quality communication and key documentation emerges strongly.</b></i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<p><a href="#">The Compton SCITT</a></p> <p><b>Provision:</b> Secondary Core and SD</p> <p><b>Stage 1:</b> 25/04/2016 (13 trainees)</p> <p><b>Stage 2:</b> 10/10/2016</p> <p><b>Published:</b> 22/11/2016</p> <p><b>Lead Inspector:</b> David Storrie</p>	Grade 1	<ul style="list-style-type: none"> <li>▪ <b>Leadership and management are exceptionally strong. Senior leaders in the partnership and schools have created a shared culture which nurtures trainees’ individual strengths, while rapidly addressing any identified weaknesses in teaching. Trainees’ teaching ensures that their pupils make consistently good and often outstanding progress over time.</b></li> <li>▪ The partnership leadership team ensures that there is <b>excellent communication with trainees, mentors and schools</b>. The content of professional and subject training days are shared well with all stakeholders. This has helped to develop a common understanding of what is being taught, so this can be very effectively followed up by mentors in school contexts. <b>All stakeholders have the same very high expectations of what trainees will achieve.</b></li> <li>▪ SCITT leaders have been instrumental in initiating discussions with the Mayor of London’s education office to develop a pan-London strategy for improving teacher recruitment and ITE in the capital. Their drive for excellence and a strong teacher supply locally have been key in helping to address teacher recruitment issues within The Compton Teaching School Alliance. <b>Leaders share their excellent practice freely with other ITE providers, but also learn from strong practice from elsewhere as part of their drive for continual improvement.</b></li> <li>▪ <b>Rigorous quality assurance quickly identifies emerging issues.</b> As a result, leaders know early when trainees, mentors or schools are not living up to the high expectations of the SCITT. Action is taken swiftly to remedy and improve the very rare instances of concern.</li> <li>▪ Trainees are highly professional. They take significant responsibility for developing their own teaching. <b>Employing schools report that NQTs are very well prepared on completion of the course. NQTs understand their strengths and areas for development and teach to a high standard right from the start. They begin to contribute to the development of their departments and schools very quickly.</b></li> <li>▪ Contributions from national and local subject specialists enrich the quality of training for trainees. This supports the high levels of attainment seen across all subjects and groups of trainees.</li> <li>▪ Trainees receive high-quality training in behaviour management. <b>Throughout the course they are particularly skilled in creating positive learning cultures in their classrooms. This is true regardless of the circumstances of the school.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ further refine the information provided to employing schools, so that trainees show how they will begin to address their career entry targets when formally entering the profession.</li> </ul>	<p><i>This is clearly a very strong, small, partnership which has ensured high levels of expectation are consistently demonstrated across the partnership. The commitment to collaborative working across the regional ITE sector is highlighted.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<ul style="list-style-type: none"> <li>▪ Employment after completion of the course is high. Trainees are highly respected in the local school community and in their employing schools. One headteacher summed up a typical view of headteachers when she said, 'I have never had an employee from the Compton before, I wouldn't hesitate to employ another!'</li> <li>▪ Senior leaders have ensured that the partnership is fully compliant with statutory ITT criteria.</li> </ul>		
<p><a href="#">The Pimlico-London SCITT ITE Partnership</a></p> <p><b>Provision:</b> Primary and Secondary SD</p> <p><b>Stage 1:</b> 13/06/2016 (4 primary and 14 secondary trainees)</p> <p><b>Stage 2:</b> 07/11/2016</p> <p><b>Published:</b> 06/01/2017</p> <p><b>Lead Inspector:</b> Madeleine Gerard</p>	Grade 1	<ul style="list-style-type: none"> <li>▪ The ambition and very strong collaborative work between all those involved in the training partnership which result in consistently high-quality training, excellent outcomes and outstanding teachers.</li> <li>▪ The exacting process of recruitment and successful selection of high-calibre trainees with strong potential to be highly effective teachers, which leads to consistently high training completion.</li> <li>▪ <b>The clear focus on inspirational teaching approaches that results in trainees planning engaging lessons which enthuse pupils and maximise pupils' thinking and learning.</b></li> <li>▪ <b>Leaders' stringently careful and systematic checks on trainees' development and their impact on pupils' learning and progress.</b> Trainers and mentors provide additional challenge, or personalised support where necessary, and ensure that all trainees exceed the teachers' standards.</li> <li>▪ The wide range of experience and expertise that leaders, mentors, trainers and guest speakers bring to central and school-based training, which increase trainees' understanding of recent and influential educational theory and research.</li> <li>▪ The exacting standards of personal and professional conduct expected of trainees which foster trainees' exemplary behaviour and attitudes and make them fully aware of their responsibility to safeguard the well-being of pupils. <b>The strong emphasis throughout the training year on equipping trainees with a wide range of effective behaviour-management strategies. As a result, all trainees manage classes with great consistency and fairness.</b></li> <li>▪ <b>The dedicated support leaders provide trainees when they start the next stage in their careers as NQTs ensures that the move from training to employment is extremely smooth.</b></li> <li>▪ <b>The partnership's exceptional capacity to improve. Through sharp self-evaluation, systematic consultation of trainees' views, detailed improvement planning, demanding expectations and challenge from the partnership's strategic board, leaders have secured trainees' outstanding</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>develop innovative partnerships with additional schools to provide further high-quality placements for trainees to develop their teaching skills.</b></li> </ul>	<p><i><b>This report highlights the high expectations and high standards at the heart of this small partnership supported by "stringently careful" monitoring and sharp self-evaluation and detailed improvement planning.</b></i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<p><a href="#">Hampshire Learn SCITT Partnership</a></p> <p><b>Provision:</b> Secondary Core and SD</p> <p><b>Stage 1:</b> 13/06/2016 (29 trainees)</p> <p><b>Stage 2:</b> 14/11/2016</p> <p><b>Published:</b> 06/01/17</p> <p><b>Lead Inspector:</b> Dr Simon Hughes</p>	Grade 1	<p><b>outcomes.</b></p> <ul style="list-style-type: none"> <li>outstanding recruitment and selection procedures which mean that only the very best candidates join the programme</li> <li><b>outstanding training that results in trainees who are well prepared for life in school and develop the necessary resilience for a prolonged career in teaching</b></li> <li>outstanding quality assurance procedures which mean that any emerging issues are identified quickly and addressed as soon as possible</li> <li><b>highly effective training for physical education</b> reflecting the partnership's success in developing a reputation for recruiting and training outstanding physical education teachers.</li> <li>trainees' strong subject knowledge which they are able to apply well so that pupils make good or better progress</li> <li>trainees' high regard for the extremely well-led and well-managed programme</li> <li>the focused care and support provided for any trainees facing personal challenges which enable them to complete the programme successfully</li> <li>stakeholders' high regard for the programme, the partnership's invaluable contribution to recruitment challenges in Hampshire and its fulfilment of the rationale for the partnership's creation.</li> </ul>	<ul style="list-style-type: none"> <li><b>extend the range of opportunities for trainees to experience strategies and methods for stretching the most able pupils in all contexts.</b></li> </ul>	<i>Please see highlighted points.</i>
<p><a href="#">The OAKS ITE Partnership (Ormiston &amp; Keele SCITT)</a></p> <p><b>Provision:</b> Secondary Core and SD</p> <p><b>Stage 1:</b> 25/04/2016 (62 trainees)</p> <p><b>Stage 2:</b> 26/09/2016</p> <p><b>Published:</b> 08/11/2016</p> <p><b>Lead Inspector:</b> Gwen Coates</p>	Grade 1	<ul style="list-style-type: none"> <li>The outstanding outcomes for trainees, including their achievement of the teachers' standards at a high level, the quality of their teaching over time and their high completion and employment rates.</li> <li><b>The strongly coherent and highly integrative structure and content of the training programme, which produces confident teachers, very well equipped to contribute immediately to their schools.</b></li> <li><b>The highly effective approach to assessing the teachers' standards that emphasises the importance of trainees' ability to promote good progress for the pupils they teach.</b></li> <li><b>The highly personalised, nurturing support</b> provided by the OAKS for schools and for trainees, which contributes significantly to the quality of training provided and the quality of outcomes achieved.</li> <li>The rigour of the recruitment and selection process and the consistency with which it is implemented across partner schools. This reflects the partner schools' commitment to recruiting and training high-quality teachers for schools in the partnership, the region and nationally.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ensure all trainees make effective use of information about pupils who have special educational needs and/or disabilities to plan appropriate teaching and learning activities that enable them to make good progress.</b></li> <li><b>Ensure all trainees have the same level of opportunity to gain experience of teaching at key stage 5 as part of their enrichment.</b></li> </ul>	<i>This report identifies key strengths in terms of providing a coherent and well-integrated programme which places practically-based teacher training within an "intellectually rigorous" context.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<ul style="list-style-type: none"> <li>▪ <b>The excellent approach to quality assurance, review and evaluation that has been embedded from the start of the partnership's operation</b> and ensures that training and support are of the highest quality and trainee outcomes are well above average.</li> <li>▪ The collaborative nature of the partnership, which engenders high levels of trust between partner schools, and provides opportunities for all schools to contribute to training the next generation of teachers to teach exceptionally well.</li> <li>▪ The strategic board's vision for excellence and the strategic direction it provides, which ensure that the partnership focuses on recruiting trainees of the highest quality and training them to become at least good teachers in schools in challenging circumstances.</li> <li>▪ The model of school-led teacher training supported by higher education provision that ensures <b>trainees have the opportunity to develop excellent teaching skills in an intellectually rigorous context.</b></li> </ul>		
<p><a href="#"><u>Harris ITE Partnership</u></a></p> <p><b>Provision:</b> Primary and Secondary SD</p> <p><b>Stage 1:</b> 04/07/2016 (86 trainees)</p> <p><b>Stage 2:</b> 28/11/2016</p> <p><b>Published:</b> 12/01/2017</p> <p><b>Lead Inspector:</b> Madeleine Gerrard</p>	Grade 1	<ul style="list-style-type: none"> <li>▪ the highly motivated, confident teachers, enthusiastic to start their NQT year, produced by the partnership</li> <li>▪ <b>the extremely well-planned central training that draws on expertise within the partnership schools and contributions from leading educational specialists</b> and that results in trainees' outstanding outcomes</li> <li>▪ rigorous quality assurance that makes sure that central and school-based training are of an equally high quality and have an exceptionally strong impact on trainees' outcomes</li> <li>▪ the very careful recruitment of high-calibre trainees, many of whom have prior experience of working in schools, that underpins high completion rates</li> <li>▪ <b>the careful attention leaders pay to improving the training programme; leaders' dynamic response to feedback and suggestions shows their excellent capacity to improve and leads to trainees' very high satisfaction rates</b></li> <li>▪ <b>the exemplary arrangements that support transition from trainee to teacher and ensure that the start of the NQTs' first year of teaching is highly successful</b></li> <li>▪ the determination, shared by all members of the partnership, to provide top-quality initial teacher education in order to produce outstanding teachers for the benefit of pupils in partnership schools, and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>maintain thorough planning for future growth to sustain high-quality training and outstanding outcomes as the number of trainees increases and the number of partnership schools grows</b></li> </ul>	<i>Please see highlighted points.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/emerging themes
<p><a href="#">ARK Teacher Training partnership</a></p> <p><b>Provision:</b> Primary and Secondary Core and SD</p> <p><b>Stage 1:</b> 25/05/2016 (70 trainees)</p> <p><b>Stage 2:</b> 23/11/2016</p> <p><b>Published:</b> 13/01/2017</p> <p><b>Lead Inspector:</b> David Storrie</p>	Grade 1	<ul style="list-style-type: none"> <li>▪ <b>Leaders' use of trainees' assessment information is exemplary.</b> With leaders' use of this information, the programme is personalised to the needs of individuals and groups of trainees. <b>The bespoke nature of the programme ensures that trainees make strong progress.</b> The very large majority of trainees are outstanding by the end of the training programme.</li> <li>▪ <b>The programme leadership consistently applies its highly ambitious and exacting standards to all schools and coaches across the partnership.</b> Schools and coaches meet these standards and when they do not this is rapidly addressed and resolved. This consistency is a hallmark of the programme. As a result, trainees continuously receive expert coaching throughout their training year. <b>Coaches and trainees, together, demonstrate an unyielding pursuit of excellence for the pupils in their care.</b></li> <li>▪ There is a strong and palpable moral purpose throughout the training and the work of all stakeholders. Together, they work to ensure that all pupils achieve their full potential. <b>Trainees become increasingly expert at reducing differences in learning and progress between groups of pupils through their teaching. Trainees' strong desire to do this emanates from their belief that education empowers pupils to have a greater range of choices for the next stage of their education, training or employment.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ more widely share, in London and beyond, its exemplary teacher training, particularly its quality assurance and coaching of trainees</li> <li>▪ review the impact of the further improved additional placement days to maintain the high levels of trainee employment and attainment.</li> </ul>	<i>This report highlights the strong moral purposes of the partnership and, particularly, the role of coaches in ensuring trainees develop their abilities to impact on pupil progress and reduce differences in outcomes for groups of pupils.</i>
<p><a href="#">Wildern Partnership SCITT</a></p> <p><b>Provision:</b> Secondary SD and Primary (non-supported)</p> <p><b>Stage 1:</b> 20/06/2016 (27 trainees)</p> <p><b>Stage 2:</b> 14/11/2016</p> <p><b>Published:</b> 10/01/2017</p>	Grade 1	<ul style="list-style-type: none"> <li>▪ the shared vision for excellence across the partnership, which focuses sharply on the needs of trainees, pupils and schools</li> <li>▪ the schools' commitment to, and benefit from, their participation in all aspects of the training. Headteachers say the high-quality trainees they employ as teachers are an asset to their schools. <b>Other school staff benefit from the high-quality training and excellent professional development opportunities offered by the partnership</b></li> <li>▪ <b>the very rigorous quality assurance of all aspects of the training, which leads to sharply focused actions for improvement. No stone is left unturned, so all elements of training, support and assessment are continuously reviewed and improved to ensure that trainees receive the best possible provision</b></li> <li>▪ the employment rates for trainees, almost all of whom work in local schools. To date, all trainees who have completed their training since the partnership started are still in employment</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>continue to improve completion rates through further analysis of trends over time</b></li> <li>▪ <b>enable trainees to understand more fully the complexities of why some pupils are considered to be disadvantaged and how the pupil premium might help meet their needs.</b></li> </ul>	<i>Please see highlighted points.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<b>Lead Inspector:</b> Louise Adams		<ul style="list-style-type: none"> <li>▪ the leaders' use of the strengths of partnership schools. For example, schools with a large percentage of pupils who speak English as an additional language lead training on, and provide experience of, meeting these pupils' needs the individual care and support for each trainee, making amendments to the training when required. For example, through ongoing assessment and tutor meetings, gaps in knowledge and experience are identified and supplemented when required</li> <li>▪ the rigorous recruitment processes, which result in the selection of high quality trainees who demonstrate professionalism, enthusiasm, commitment and determination to be the best they can be</li> <li>▪ <b>the pre-training invitations, support and activities, which ensure that trainees feel involved and hit the ground running when they formally begin their training at the start of the academic year.</b></li> </ul>		
<a href="#">Keele and North Staffordshire SCITT</a>  <b>Provision:</b> Primary SD and Core  <b>Stage 1:</b> 13/06/2016 (61 trainees)  <b>Stage 2:</b> 14/11/2016  <b>Published:</b> 16/01/2017  <b>Lead Inspector:</b> Stuart Bellworthy	<b>Grade 1</b>	<ul style="list-style-type: none"> <li>▪ Strong collaboration between all members of the partnership produces highly employable, reflective teachers who demonstrate strengths in all of the teachers' standards. Trainees are professional, have secure subject knowledge, and set expectations which motivate pupils. They plan and teach well-structured lessons.</li> <li>▪ Very high completion, employment and success rates are features of the outstanding outcomes achieved for trainees.</li> <li>▪ <b>Leaders respond rapidly and comprehensively to feedback from both trainees and NQTs.</b> Trainees', NQT and staff surveys support leaders' views of the outstanding success of the partnership.</li> <li>▪ The partnership has a strong ethos developed around meeting local and regional teaching needs. Trainees are trusted and valued as "associate teachers".</li> <li>▪ <b>The course programme is well designed, intellectually rigorous and readily adapted to meet trainees' needs. Additional support for trainees is rapidly put in place where it is needed. Trainees' transition between placements is particularly well supported.</b></li> <li>▪ Successful arrangements are in place for schools to play a full role in monitoring and further developing the partnership, including through a proactive and inclusive strategic board. The pursuit of excellence is clear and supported effectively by all those who work closely with the partnership, including teaching alliances, Staffordshire and Stoke-on-Trent local authorities,</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>further embed new arrangements for the professional development of mentors to ensure that all are highly reflective in offering well-focused feedback to trainees following observations of their teaching</b></li> <li>▪ <b>develop a specialist training programme for working with pupils who have special educational needs and/or disabilities, to further meet a local need.</b></li> </ul>	<i>Please see highlighted points – a key theme here is the effectiveness of the personalised and rapid approach to supporting and challenging trainees.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p>Keele University and schools.</p> <ul style="list-style-type: none"> <li>The partnership's strapline is "rooted in evidence, reaching for excellence". Leaders ensure that it does exactly that, by leaving no stone unturned in ensuring that trainees receive the high-quality training, support and challenge they require to be successful teachers.</li> </ul>		
<b>HEIs</b>				
<p><a href="#">University of Chester</a></p> <p><b>Provision:</b> EY*, Primary, Secondary &amp; FE UG, Core and SD PG</p> <p><b>Stage 1:</b> 09/05/2016 (608 trainees – all routes)</p> <p><b>Stage 2:</b> 17/10/2016</p> <p><b>Published:</b> 01/12/2016</p> <p><b>Lead Inspectors:</b> Joanne Olsson (Primary) Janet Palmer and Anne Seneviratne (Secondary)</p> <p>*4 trainees only in first year</p>	<p><b>Primary &amp; Secondary: Grade 1</b></p> <p><b>EY and FE: Grade 2</b></p>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>All trainees attain highly, so they are ready to make a swift start to their career and an immediate positive contribution to the schools in which they are employed.</li> <li>Employment rates are high for all groups; the considerable proportion of NQTs who gain employment in partnership schools signals the value that headteachers place in the training programmes.</li> <li><b>Professional and resilient trainees and NQTs share a passion for teaching, an appetite for further development plus a desire, and ability, to improve the life chances of pupils in their care.</b></li> <li><b>Exceptional centre-based training</b> equips trainees and NQTs with the skills and knowledge to teach well across the early years and primary curriculum.</li> <li>High-quality and diverse school placements, complemented by the work of committed mentors, ensure that trainees and NQTs are prepared well to work in a wide range of different schools.</li> <li><b>The care, support and nurture for trainees in this partnership is of the highest quality and everyone is known as an individual; consequently, training is tailored to different needs to help everyone excel. Ambitious, reflective and responsive leaders work as a cohesive team to deliver their core purpose of nurturing trainees to become excellent teachers.</b></li> <li>Careful planning and highly effective quality assurance procedures mean that all trainees, regardless of the training route they follow, have an equal chance to, and do, thrive.</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>improve trainees' outcomes even further, by: <ul style="list-style-type: none"> <li>building on the support systems for male trainees to help more gain the highest grades by the end of the programme</li> <li>enhancing the training programme to extend the strategies that trainees use to challenge the most able pupils, including those who are disadvantaged</li> </ul> </li> <li>review the vast range of evaluation information to ensure that leaders are able to gain a precise understanding of the impact of their work.</li> </ul>	<p><i>Please see highlighted points – noting that this large partnership is securing high levels of consistency across all of the routes it offers.</i></p>
		<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>Outstanding leadership has led to very strong outcomes for trainees over recent years against a backdrop of expansion in both numbers and the subjects offered.</li> <li><b>Leaders are highly reflective, responsive and emotionally intelligent. They model these qualities to their trainees who, in turn, become highly reflective and resilient practitioners.</b></li> </ul>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>give greater priority in training to ensure that all trainees understand how to challenge the most able, including the most able disadvantaged, pupil</li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<ul style="list-style-type: none"> <li>▪ Trainees benefit enormously from the positive relationships and effective communication that are at the heart of this partnership. As newly qualified teachers, they are equipped with the skills to form these same positive relationships quickly with their pupils.</li> <li>▪ Leaders are driven by a philosophy of continuous improvement. They have very high expectations of themselves and their trainees. This ethos contributes significantly to trainees developing into at least good and many into outstanding teachers.</li> <li>▪ <b>The pastoral care of trainees is exemplary. The personalised support that trainees receive has a significant impact on the outstanding progress they make.</b></li> <li>▪ <b>High-quality training and mentoring, that focuses on meeting individual needs, means that trainees are very well prepared to enable their pupils to learn well and make good progress.</b></li> <li>▪ <b>Leaders' development planning is very effective and their self-evaluation is thorough and accurate. Robust systems of quality assurance are in place, which secure sustained and improving outcomes for trainees.</b></li> <li>▪ The partnership is committed to working with schools in challenging circumstances and raising the achievement of disadvantaged and vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>continue to improve communication across the partnership to ensure that there is consistent understanding of the training priorities that leaders have identified.</b></li> </ul>	

## Section 2.2

### Outcome Summaries: Grade 2 Provision

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/emerging themes
<b>SCITTs</b>				
<p><a href="#">Ashton on Mersey ITE Partnership</a></p> <p><b>Provision:</b> Primary and Secondary Core and SD</p> <p><b>Stage 1:</b> 20/06/2016 (47 primary and 16 secondary trainees)</p> <p><b>Stage 2:</b> 07/11/2016</p> <p><b>Published:</b> 20/12/2016</p> <p><b>Lead Inspector:</b> Joanne Olsson</p>	Grade 2	<ul style="list-style-type: none"> <li>▪ Employment and completion rates for primary and secondary trainees are above average, with over a third employed in partnership schools. This signals the confidence and trust headteachers place in the innovative training programmes.</li> <li>▪ Trainees' strong attainment against the teachers' standards mean that they are well prepared to teach their chosen age phase and subject specialism. They <b>leave their different training programmes as well-rounded, resilient and reflective NQTs.</b></li> <li>▪ <b>Trainees and NQTs are especially skilled in forming positive relationships and managing pupils' behaviour.</b></li> <li>▪ Trainees' and NQTs' strong professional attitudes reflect their commitment to teaching, their understanding of the role and their ambition to make a positive difference to pupils' life chances.</li> <li>▪ A well-planned and unique suite of training programmes equip trainees and NQTs with additional specialisms. This not only maximises their employability but sets them up well for future leadership roles, while meeting the demand for good and better teachers in subject shortage areas.</li> <li>▪ The commitment of schools to the partnership is evident in the strong influence school staff have on the design and delivery of the training programmes.</li> <li>▪ <b>Highly reflective, self-critical and receptive leaders have been fundamental in ensuring the success of the training programmes since inception. High expectations, a shared ethos and a clear vision for the future cement the cohesive leadership team together and underpin a common drive for excellence</b></li> <li>▪ A determined response to the weaknesses identified at stage 1 of the inspection indicates the capacity of leaders and partnership schools to move the SCITT forward with speed and efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>improve trainees' teaching skills and knowledge further</b> by embedding recent changes to the training programmes so that: <ul style="list-style-type: none"> <li>- <b>primary trainees have a stronger understanding of the early years so they are well equipped to build on children's prior learning</b></li> <li>- <b>secondary trainees have greater opportunity to plan, teach and assess their second subject specialism</b></li> <li>- <b>trainees across both phases are more skilled in using assessment information to plan for the progress of different ability groups.</b></li> <li>- use the improved systems to quality assure school and centre-based training to iron out variation in trainees' teaching and to <b>equip mentors with the skills to provide trainees with precise targets for improvement.</b></li> </ul> </li> <li>• <b>enhance leadership and management by:</b> <ul style="list-style-type: none"> <li>- <b>extending the partnership to include more schools that Ofsted has judged to be less</b></li> </ul> </li> </ul>	<i>Please see highlighted points.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/emerging themes
			<p>than good to ensure that trainees gain more experience of working within these settings and so that these schools benefit from good and better teaching</p> <ul style="list-style-type: none"> <li>- reviewing the information that employing schools receive to ensure that it is explicit in outlining how well secondary trainees achieve in their second specialist subject.</li> </ul>	
<p><a href="#">Basingstoke Alliance SCITT Partnership</a></p> <p><b>Provision:</b> Secondary Core and SD</p> <p><b>Stage 1:</b> 23/05/2016 (19 trainees)</p> <p><b>Stage 2:</b> 17/10/2016</p> <p><b>Published:</b> 22/11/2016</p> <p><b>Lead Inspector:</b> Janet Pearce</p>	Grade 2	<ul style="list-style-type: none"> <li>▪ The high completion and employment rates for trainees on all routes, since the partnership was established.</li> <li>▪ The high proportion of trainees whose teaching is good or outstanding.</li> <li>▪ Well-planned and coherent programmes of training provided centrally and within the partnership schools, which prepare trainees well to meet local recruitment needs.</li> <li>▪ Effective training which prepares trainees well for managing pupils' behaviour and catering for pupils who have special educational needs and/or disabilities.</li> <li>▪ <b>Ambitious and energetic leadership from the programme manager, who has fostered close relationships with the partnership schools and created efficient systems to quality assure training and mentoring.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Ensure that training and mentoring fully prepare trainees to provide more stretch and challenge for the most able pupils in their classes.</b></li> <li>▪ <b>Build on the recent improvements in mentoring in order to achieve even greater consistency.</b></li> <li>▪ <b>Broaden trainees' experience of 16 to 19 study programmes.</b></li> <li>▪ <b>Deepen trainees' understanding of up-to-date and relevant education theory and research.</b></li> </ul>	<i>Please see highlighted points.</i>
<p><a href="#">Mersey Boroughs ITT Partnership</a></p> <p><b>Provision:</b> Primary Core and SD</p>	Grade 2	<ul style="list-style-type: none"> <li>▪ <b>The Mersey Boroughs ITT partnership provides a close-knit, collegial partnership based on 'trust and respect,' with a clear vision for school-led ITE provision in Merseyside, linked to improvements in the quality of education for pupils.</b></li> <li>▪ The partnership provides comprehensive and highly valued initial teacher training and continuing professional development for</li> </ul>	<ul style="list-style-type: none"> <li>▪ continue to improve timely completion rates, particularly for male trainees</li> <li>▪ increase the proportion of trainees attaining the highest levels of attainment by ensuring that:</li> </ul>	<i>Please see highlighted points.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/emerging themes
<p><b>Stage 1:</b> 04/07/2016 (44 trainees)</p> <p><b>Stage 2:</b> 28/11/2016</p> <p><b>Published:</b> 13/01/2017</p> <p><b>Lead Inspector:</b> Angela Milner</p>		<p>NQTs and recently qualified teachers (RQTs).</p> <ul style="list-style-type: none"> <li>▪ All trainees awarded QTS, to date, secure employment and remain in the teaching profession.</li> <li>▪ Experienced practitioners from schools are fully involved in all aspects of the partnership; a significant proportion of partnership schools are in areas of socio-economic disadvantage and some are judged to require improvement.</li> <li>▪ Leaders and managers and quality assurance tutors play a key role in effective partnership communications and provide support for trainees, schools and school-based trainers; the partnership is rightly proud of the personal and professional support it provides for trainees and NQTs. Trainees and NQTs have highly appropriate professional attributes, are committed to teaching, very positive about their training and support and respond extremely well to advice and guidance.</li> <li>▪ High-quality centre-based training equips trainees and NQTs extremely well with the subject and curriculum knowledge and practical skills required to be successful primary and early years teachers.</li> <li>▪ Detailed evaluation processes ensure that the partnership is responsive to feedback and identifies what it needs to do to improve; priorities are shared across the partnership and the impact of actions taken is carefully measured.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>school-based tutors provide clear, next step written targets for trainees</b></li> <li>- <b>feedback is sufficiently focused on the impact of trainees' teaching on pupils' learning and progress</b></li> <li>- <b>trainees use assessment information more effectively to check understanding, refine their teaching and deepen pupils' learning, particularly for the most able pupils</b></li> <li>- trainees are able to provide appropriate support and challenge for pupils who speak English as an additional language.</li> </ul>	
<p><a href="#"><u>Norfolk Teacher Training Centre ITE Partnership</u></a></p> <p><b>Provision:</b> Secondary SD</p> <p><b>Stage 1:</b> 21/06/2016 (19 trainees)</p> <p><b>Stage 2:</b> 21/11/2016</p> <p><b>Published:</b> 19/01/2017</p> <p><b>Lead Inspector:</b> Andrew Maher</p>	<p><b>Grade 2</b></p>	<ul style="list-style-type: none"> <li>▪ The partnership is successful in recruiting and training trainees who have a robust aptitude for teaching and the ability to become good or outstanding teachers. As a result, trainees progress quickly into employment on successful completion of their training. Many trainees gain employment in local schools.</li> <li>▪ The effective programme of centre-based training is well supported by partnership expertise and maintains a strong focus on trainees' continuous improvement.</li> <li>▪ The ambitious and committed trainees are reflective about their teaching and maintain a strong focus on improving the quality of their work.</li> <li>▪ The partnership's effective support and interventions help trainees to improve their teaching and contribute well to the high-quality outcomes overall.</li> <li>▪ The strong and effective leadership of the partnership is held in high regard by leaders and managers of the partnership's schools.</li> <li>▪ <b>The strong and inclusive partnership is fully engaged in developing strategies to improve social mobility and</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>improve the quality of monitoring and tracking of trainees' subject knowledge for teaching</b></li> <li>▪ <b>improve the monitoring and quality assurance of school-based mentoring, so that all trainees receive their entitlement to consistently high-quality school-based training</b></li> <li>▪ <b>improve the opportunities available for all trainees to work with different groups of pupils, including the most able, those who have special educational needs and/or disabilities and those who speak English as an</b></li> </ul>	<p><i>Please see highlighted points.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p>educational opportunity across the east of England.</p>	<ul style="list-style-type: none"> <li>▪ additional language</li> <li>▪ improve the accuracy of assessments in relation to how well trainees exceed the minimum expectations of the teachers' standards at the good/outstanding boundary.</li> </ul>	
<p><a href="#">Pennine Lancashire SCITT ITE Partnership</a></p> <p><b>Provision:</b> Secondary (11-18)</p> <p><b>Stage 1:</b> 13/06/2016 (7 trainees)</p> <p><b>Stage 2:</b> 21/11/2016</p> <p><b>Published:</b> 16/01/2017</p> <p><b>Lead Inspector:</b> Anne Seneviratne</p>	Grade 2	<ul style="list-style-type: none"> <li>▪ <b>The partnership benefits from a very clear vision that provides trainees with a holistic experience of education.</b> All aspects of the programme are rooted in the philosophy of the development of the whole child. This means that trainees are well prepared to enable their pupils to learn effectively.</li> <li>▪ The shared vision of this close-knit partnership is built on trust and mutual respect. Trainees benefit enormously from the strong relationships and effective collaboration that are at the heart of this partnership. As newly qualified teachers, they are equipped with the skills to form similarly positive relationships with their pupils.</li> <li>▪ <b>Leaders are highly reflective and responsive. They model these qualities to their trainees who, in turn, become very reflective and resilient practitioners.</b></li> <li>▪ <b>Leaders are driven by a philosophy of continual improvement, acting swiftly in response to any external and internal reviews. This ethos contributes significantly to trainees developing into good or outstanding teachers.</b></li> <li>▪ <b>The pastoral care of trainees is exemplary. The personalised support that they receive has a significant impact on the good progress that they make.</b></li> <li>▪ <b>All trainees are exposed to a wide range of experiences, from the early years through to post-16, and including special schools and pupil referral units. Training throughout the course focuses on meeting the needs of individual trainees. This helps them to gain confidence and develop their teaching skills quickly.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ develop further the opportunities for all trainees to explore in depth subject-specific aspects of knowledge and pedagogy</li> <li>▪ continue to improve monitoring and evaluation procedures to ensure that there is consistently high-quality provision across the partnership.</li> </ul>	<p><i>Please see highlighted points – significant strengths are identified here.</i></p>
<p><a href="#">Southend SCITT ITE Partnership</a></p> <p><b>Provision:</b> Secondary SD</p> <p><b>Stage 1:</b></p>	Grade 2	<ul style="list-style-type: none"> <li>▪ There are high employment and completion rates. Trainees are successful in gaining employment in partnership schools and increasing the pool of effective teachers in Southend-on-Sea.</li> <li>▪ <b>Leaders have taken prompt and effective action to tackle aspects of the partnership's work that were identified as emerging areas for improvement at stage 1 of the inspection.</b></li> <li>▪ The range of high-quality training experiences gives trainees an</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensure that the recently improved systems that provide an increased focus on the quality assurance of placements, the consistency of mentoring and the enhanced role of subject specialists, have a strong</li> </ul>	<p><i>Please see highlighted points.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<p>16/05/2016 (31 trainees)</p> <p><b>Stage 2:</b> 14/11/2016</p> <p><b>Published:</b> 06/01/2017</p> <p><b>Lead Inspector:</b> Adrian Lyons</p>		<p>effective introduction to the role of the teacher. Trainees and NQTs exude a strong commitment to becoming effective teachers with drive and determination to proceed.</p> <ul style="list-style-type: none"> <li>▪ <b>Trainees’ and NQTs’ subject knowledge often gives marked confidence to their teaching and earns the respect of pupils.</b> Working relationships between trainees and pupils are effective.</li> <li>▪ <b>The second school placement is effective in broadening the trainees’ experience of teaching in a range of contexts, together with opportunities for trainees to observe outstanding practice. This works well because of the detailed planning and communication around the second school placement.</b></li> <li>▪ <b>There is a strong focus on the assessment of pupils’ progress and an equally strong focus on the impact of teaching and learning over time.</b></li> </ul>	<p><b>impact in strengthening outcomes for trainees.</b></p>	
<p><a href="#"><u>St George’s Academy ITE Partnership</u></a></p> <p><b>Provision:</b> Secondary Core and SD</p> <p><b>Stage 1:</b> 09/05/2016 (16 trainees)</p> <p><b>Stage 2:</b> 10/10/2016</p> <p><b>Published:</b> 29/11/2016</p> <p><b>Lead Inspector:</b> Daniel Burton</p>	<p><b>Grade 2</b></p>	<ul style="list-style-type: none"> <li>▪ The outstanding leadership and management of the partnership, which in the two years of operation have secured good and improving outcomes for trainees. The head of the SCITT and the programme leader are rightly held in very high regard by staff and trainees across the partnership.</li> <li>▪ The very strong engagement of schools within the partnership, evident in the key role they take in the recruitment of trainees and through their contribution to the partnership’s vision, self-evaluation and strategic planning.</li> <li>▪ The high completion and employment rates. In the two years since the partnership opened, all but one trainee has completed their training. All those awarded QTS have secured teaching posts.</li> <li>▪ The provider’s key role in meeting regional needs by providing good-quality teachers, including in shortage subjects, in an area with significant shortfalls in teacher supply.</li> <li>▪ <b>The trainees’ high standards of professionalism, encapsulated by their rigorous planning, excellent professional conduct and rapid assimilation into the schools they train and work in.</b></li> <li>▪ <b>The high-quality and tailored support that trainees receive in response to their emerging needs. This ensures that trainees experiencing difficulties are identified and then supported quickly and those who are excelling are stretched and challenged effectively.</b></li> <li>▪ The highly practical, school-based nature of the training which is valued by trainees because it means they are quickly able to</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Ensure that assessments of outstanding outcomes for trainees are consistently accurate across the partnership.</b></li> <li>▪ <b>Strengthen trainees’ skills in planning and delivering lessons which stretch and challenge all groups of pupils, by:</b> <ul style="list-style-type: none"> <li>- <b>deepening their understanding of the raised expectations in the national curriculum of what pupils should have achieved at the end of Year 6</b></li> <li>- <b>ensuring that mentors consistently evaluate the impact of teaching on the progress made over time by different groups of pupils, including the most able</b></li> <li>- <b>ensuring that all trainees use the detailed information they gather</b></li> </ul> </li> </ul>	<p><i>Please see highlighted points.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		apply their academic research and training in classroom situations.	on pupils' prior attainment to inform their planning as effectively as the strongest trainees.	
<a href="#">Stourport SCITT ITE Partnership</a>  <b>Provision:</b> Primary and Secondary  <b>Stage 1:</b> 09/05/2016 (21 trainees)  <b>Stage 2:</b> 14/11/2016  <b>Published:</b> 10/01/2017  <b>Lead Inspector:</b> Paul Tomkow	Grade 2	<ul style="list-style-type: none"> <li>▪ The strong collaboration between SCITT leaders and partnership schools and the shared commitment to continuous improvement.</li> <li>▪ The full commitment of partner schools to the design and delivery of the programme.</li> <li>▪ Effective personal, professional and academic support, from leaders and mentors, which results in trainees' good outcomes and high completion rates.</li> <li>▪ Above average employment rates; many newly qualified teachers (NQTs) gained employment in partnership schools, which demonstrates the confidence that headteachers have in the quality of the training programmes.</li> <li>▪ Trainees awarded QTS begin their careers as newly qualified teachers with positive attitudes and the skills and abilities necessary to develop into very effective teachers.</li> <li>▪ High-quality school-based training, which uses the expertise of teachers to help trainees to develop a good understanding of the subjects that they are training to teach.</li> <li>▪ <b>Trainees and NQTs are proud to be associated with the Stourport SCITT. They are highly positive about their experience as they feel that it prepares them well for a career in teaching.</b></li> <li>▪ <b>Rigorous self-evaluation and detailed improvement planning ensures that good outcomes are sustained and in many cases improved upon. The partnership demonstrates the capacity for continuous self-improvement.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Improve the accuracy of the judgements that are made about the quality of trainees' teaching by taking full account of the impact that it has on pupils' progress.</b></li> <li>▪ <b>Improve arrangements for supporting trainees as they move into employment by providing sharper targets at the end of the training to help trainees develop their teaching.</b></li> <li>▪ <b>Ensure that high quality-training equips trainees well to teach pupils who speak English as an additional language.</b></li> </ul>	<i>Please see highlighted points.</i>
<a href="#">Three Counties SCITT Alliance ITE Partnership</a>  <b>Provision:</b> Secondary Core and SD  <b>Stage 1:</b> 20/06/2016 (40 trainees)  <b>Stage 2:</b>	Grade 2	<ul style="list-style-type: none"> <li>▪ leaders' and governors' well-articulated ambition to provide high-quality training to contribute to the supply of good teachers in secondary schools</li> <li>▪ consistently high employment rates – the vast majority of trainees find employment in the region and half of trainees in 2016 found employment in partnership schools</li> <li>▪ high completion rates which reflect the overall effectiveness of the training programme</li> <li>▪ the appointment of the current executive lead, whose direction has led to improvement in trainees' attainment against the teachers' standards. The proportion of trainees awarded good and outstanding for individual standards increased in 2016.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>strengthen trainees' ability to use information about pupils' progress and pupils' responses during lessons, to ensure that pupils are challenged and supported at the right level to maximise their progress</b></li> <li>▪ eliminate the remaining variation in the quality of mentoring</li> <li>▪ <b>improve leadership and</b></li> </ul>	<i>Please see highlighted points.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<p>28/11/2016</p> <p><b>Published:</b> 12/01/2017</p> <p><b>Lead Inspector:</b> Stage 1: Chris Campbell</p>		<ul style="list-style-type: none"> <li>▪ <b>clear documentation and sharp quality assurance which provide a coherent training pathway that supports mentors and trainees alike</b></li> <li>▪ trainees who are reflective and respond positively to advice</li> <li>▪ much of trainees' teaching is good and some is outstanding. Overall, trainees and NQTs are well prepared to teach and have particular strengths in managing behaviour and forming positive relationships with pupils.</li> </ul>	<p><b>management further by:</b></p> <ul style="list-style-type: none"> <li>- <b>sharpening evaluation and setting short, sharp interim steps for success for improvement priorities</b></li> <li>- evaluating how well NQTs are prepared to teach in employing schools as part of the partnership's work to develop and broaden continuing professional development.</li> </ul>	
<b>HEIs</b>				
<p><a href="#"><u>Middlesex University ITE Partnership</u></a></p> <p><b>Provision:</b> EYITT Primary and secondary Undergraduate Core and SD</p> <p><b>Stage 1:</b> 13/06/2016 (364 trainees across all routes)</p> <p><b>Stage 2:</b> 07/11/2016</p> <p><b>Published:</b> 19/12/2016</p> <p><b>Lead Inspector:</b> David Storrie</p>	<b>Grade 2</b>	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ Leaders regularly evaluate the programme and take prompt action to make changes where needed. They have an accurate view of what the partnership does well and where it needs to improve. They continually develop systems and processes to improve the effectiveness of the programme. For example, leaders have strengthened the recruitment process of trainees to the employment route this year so employers are clear on the commitments they need to make to release trainees for contrasting placements.</li> <li>▪ The training programme helps trainees to gain a secure knowledge and understanding of how young children learn and develop. The programme timetable is flexible and the programme team adapt the curriculum to meet the needs of the trainees and to respond to changes in the sector. Centre-based training includes a good mix of theory, research and developments affecting the early years sector. This helps trainees to influence current practice in schools or settings.</li> <li>▪ Early years trainees are prepared well for their roles to teach across the birth to five age range. They demonstrate a secure understanding of how to meet children's emotional needs. Early years trainees build good relationships with children and provide them with inviting and enjoyable learning experiences.</li> <li>▪ The training programme is effective in helping trainees to have a good understanding of how to identify and address the learning needs of different groups of children. These groups include: boys, funded two year-olds, children who have special educational needs and/or disabilities and those who speak</li> </ul>	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>improve the quality and consistency of mentoring so that all trainees have a clear understanding of what they need to do to improve their teaching and the impact on children's learning</b></li> <li>▪ <b>continue to build on partnership working so current good practice in mentoring is used more widely to help mentors, link tutors and trainees to improve the impact of their work</b></li> <li>▪ <b>fully implement revised systems for monitoring the progress of trainees so that those who need additional support to reach a higher level are identified more swiftly and more trainees on the graduate employment based route complete the programme in a timely way.</b></li> </ul>	<i>Please see highlighted points.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p>English as an additional language.</p> <ul style="list-style-type: none"> <li>The programme team has developed effective partnership working with the early years sector. Local providers influence the development of the programme through their role on the advisory board. They offer good quality placements for trainees and some share their expertise further by delivering seminars. For example, the partnership is working jointly with Barnet Early Years Alliance (BEYA) to provide continued professional development for early years teachers in their first year of teaching.</li> </ul>		
		<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Trainees achieve well. Most trainees achieve an outstanding level of effectiveness by the end of their course. They are well prepared to take on their roles as NQTs.</li> <li>Leaders have an accurate view of the strengths and areas for improvement across the partnership. They act swiftly to revise strategies to ensure that improvements are made.</li> <li><b>There are strong and positive communications across the partnership. Leaders know trainees well. They respond quickly and effectively when trainees need additional support.</b></li> <li>Leaders' careful selection of placements ensures that trainees gain experience working with pupils from a diversity of backgrounds in a variety of settings. NQTs are well placed to apply their training to the needs of a wide range of pupils.</li> <li>Leaders provide accurate and helpful information to schools to support NQTs' successful induction.</li> <li>NQTs demonstrate a high level of commitment and uphold high levels of professional standards. NQTs draw productively on their training to rapidly create a positive and engaging learning environment in which their pupils behave well and make good progress. Trainees and NQTs acquire good subject knowledge.</li> <li><b>Mathematics is a strength across the primary provision. Trainees and NQTs develop a secure understanding of complex aspects of the mathematics curriculum. They apply this well to their teaching so that their pupils are challenged appropriately and make good progress.</b></li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>ensure that additional initiatives and strategies to reduce rates of deferral are embedded effectively</li> <li><b>ensure that trainees are consistently clear on how they should apply their centre-based training to their practice in schools; for example, safeguarding training and routine planning for groups of pupils, especially disadvantaged pupils.</b></li> </ul>	
		<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>Trainees are very committed to their development; they are proactive and seek advice when necessary. Trainees show a high level of reflection and have a determination to make a difference to pupils' learning, which ensures that virtually all become good or better teachers by the end of their training. <b>A</b></li> </ul>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li><b>improve outcomes for trainees further by:</b></li> <li><b>reducing variations in the attainment of different groups of trainees,</b></li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p><b>rising proportion of trainees have attained an outstanding level of effectiveness by the end of the course over time. This reached 70% of trainees in 2015/16.</b></p> <ul style="list-style-type: none"> <li>▪ Trainees' success in securing employment, resulting in high employment regardless of their subject specialism.</li> <li>▪ The partnership with a local special school and additional placement opportunities provides strong development of trainees' understanding of special educational needs and/or disabilities. This enables trainees to adapt their teaching effectively to meet the needs of pupils who have special education needs and/or disabilities.</li> <li>▪ Trainees' strong understanding of their safeguarding responsibilities ensures that they are well prepared to deal with child protection and equalities issues that they may encounter in their teaching.</li> <li>▪ The engagement of schools, trainees and employers within the partnership, ensuring that their views help improve the quality of provision. Leaders use this information to adapt provision to the needs of each cohort of trainees. In recent years this has led to an increase in the proportion of trainees being graded outstanding by the end of their training.</li> <li>▪ The highly successful recruitment of trainees from a range of backgrounds, such as those who are mature or with multi-ethnic heritage. This ensures that the partnership is effectively helping London schools recruit good and outstanding teachers who reflect the diversity of the capital.</li> </ul>	<p><b>particularly for mathematics and science specialists</b></p> <ul style="list-style-type: none"> <li>▪ eliminating the very small number of trainees who are assessed as meeting the minimum in the teachers' standards</li> <li>▪ further improving completion rates so that they are high compared to the sector average</li> <li>▪ <b>refining action plans to more sharply measure success during the academic year</b></li> <li>▪ <b>embedding the consistency of recent improvements to mentoring so that it is strong across and within all partnership schools.</b></li> </ul>	
<p><a href="#"><u>Staffordshire University ITE Partnership</u></a></p> <p><b>Provision:</b> EYITT Primary and Secondary Core and SD</p> <p><b>Stage 1:</b> 25/04/2016 (82 secondary and primary trainees)</p> <p><b>Stage 2:</b> 21/11/2016</p>	<p><b>Grade 2</b></p>	<p><b>EYITT</b></p> <ul style="list-style-type: none"> <li>▪ Leaders' enthusiastic, ambitious and responsive approach to addressing the needs of individual trainees and improving the quality of the programme in order to produce high-quality early years practitioners. Leaders are committed and determined to promote the value of early years teacher status in the sector.</li> <li>▪ Good-quality training that equips trainees with a secure knowledge and understanding of how children learn and develop in their formative years. A good balance of work experience and academic teaching enhances this knowledge.</li> <li>▪ The good range of enrichment opportunities provided for trainees to allow them to observe and develop a wider range of skills. Visits to other settings and additional qualifications, gained, for example, in 'Forest Schools', add to trainees' knowledge of alternative teaching strategies and broaden their experiences.</li> <li>▪ Trainees' well-developed understanding and recognition of the</li> </ul>	<p><b>EYITT</b></p> <ul style="list-style-type: none"> <li>▪ <b>Strengthen the consistency in the quality of mentoring by:</b> - <b>checking the commitment and expertise of mentors to ensure that they are able to provide trainees with the time and support needed</b> - <b>increasing training opportunities for mentors so that they have the skills and knowledge needed to fulfil the role effectively</b> - <b>further developing quality assurance systems and</b></li> </ul>	<p><i>Please see highlighted points - areas for improvement are of particular interest – especially in relation to the primary and secondary programmes.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<p><b>Published:</b> 10/01/2017</p> <p><b>Phase Inspectors:</b> Sonja Oyen (EYITT) Joanne Olsson (Primary) Dena Jones (Secondary)</p>		<p>importance of safeguarding children. All trainees exceed the minimum requirements in promoting the welfare of children and providing a safe environment; some demonstrate excellence in this area.</p> <ul style="list-style-type: none"> <li>▪ The successful promotion of teaching as a vocation by university staff, which results in an ongoing commitment by undergraduates to remain in higher education and undertake further training to achieve qualified teacher status.</li> <li>▪ Trainees and early years teachers display high standards of personal and professional conduct. Many trainees quickly take on leadership roles due to their commitment to making a positive contribution to the wider life and ethos of their setting.</li> </ul>	<p><b>moderation of mentors' assessments and judgments of trainees, so that they are accurate and matched against the teachers' standards (early years) at all times.</b></p> <ul style="list-style-type: none"> <li>• <b>Improve the leadership and management of the partnership by:</b> <ul style="list-style-type: none"> <li>- ensuring that trainees gain experience in contrasting socio-economic settings, and settings which Ofsted has judged to be less than good.</li> <li>- heightening all trainees' knowledge, understanding and skills in working with children who speak English as an additional language</li> <li>- ensuring the involvement of practitioners from partnership settings in selecting trainees and contributing to the development and evaluation of EYTS programmes.</li> </ul> </li> </ul>	
		<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>▪ The training programmes are successfully meeting the local and regional demand for good and better teachers in the primary phase. Employment rates are high and a considerable proportion of trainees gain employment within partnership schools.</li> <li>▪ Rigorous recruitment procedures are highly effective in selecting trainees with the right attitudes, skills and enthusiasm to become successful primary practitioners.</li> <li>▪ Trainees' and NQTs' professional attitudes and attributes underpin the strong gains they make against the teachers' standards. Outcomes are good for all trainees, regardless of the training route they follow.</li> <li>▪ <b>Trainees and NQTs share excellent skills in promoting pupils' spiritual, moral, social and cultural development.</b></li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ <b>improve the quality of school-based training by:</b> <ul style="list-style-type: none"> <li>- ensuring that mentor training promotes mentors' coaching skills and sharpens their ability to set precise and purposeful targets to aid trainees' progress</li> <li>- ensuring that mentors take greater account of the impact of trainees' teaching on pupils' learning when</li> </ul> </li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p>Their teaching ensures that respect, dignity and tolerance are at the forefront of pupils' personal development.</p> <ul style="list-style-type: none"> <li>▪ The ability of trainees and NQTs to teach the whole primary curriculum is especially impressive. They are creative practitioners, who willingly try out new ways of teaching to promote pupils' progress and make learning enjoyable.</li> <li>▪ The centre-based training for mathematics is a particular strength in this partnership. Consequently, trainees and NQTs are confident mathematicians who possess a deep understanding of the mastery curriculum.</li> <li>▪ Leaders' passion for primary education shines through all that is on offer. They inspire trainees and harness their excitement for teaching. In turn, NQTs use this excellent example to create memorable experiences for the pupils in their care.</li> <li>▪ Careful planning and thoughtful action are enabling leaders to expand the partnership without diluting the quality of training or the trusting relationships with schools.</li> </ul>	<p>they make judgements about trainees' performance against the teachers' standards</p> <ul style="list-style-type: none"> <li>- confirming the role of the link mentors so that everyone understands their responsibilities</li> <li>- tightening the procedures for checking the quality of school-based training</li> <li>- ensuring that trainees have greater opportunity to gain experience of schools that require improvement</li> </ul> <ul style="list-style-type: none"> <li>▪ tighten the systems for awarding trainees the highest grades against the teachers' standards when they complete their training programme by: <ul style="list-style-type: none"> <li>- establishing a shared understanding among schools, mentors and trainees as to how the performance against the teachers' standards is used to reach a final grade</li> <li>- strengthening the rigour by which final assessments are moderated</li> </ul> </li> <li>▪ improve the quality of information sent to employing schools so that NQTs are able to build on their strong training more effectively.</li> </ul>	
		<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>▪ Trainees' teaching by the end of the course is of a high enough standard to ensure that most pupils make good progress over time from their starting points. University-based training has helped trainees to understand how pupils learn.</li> </ul>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>▪ Work with partnership schools to develop training materials on assessing pupils' work in national</li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/emerging themes
		<ul style="list-style-type: none"> <li>▪ Trainees' strong specialist subject knowledge enables them to plan well-structured lessons with carefully designed resources to inspire and motivate pupils and support good engagement. <b>Trainees meet the needs of middle- and low-attainers well, but are less skilled in providing the challenge required to deepen the learning of the most able.</b></li> <li>▪ Strong relationships between the university and partner schools are underpinned by effective communication and ongoing support. Good- quality guidance for school-based mentors is available through a combination of face-to-face meetings and online training.</li> <li>▪ Effective training gives trainees confidence in promoting pupils' good behaviour. This enables newly qualified teachers to establish good relationships and working routines rapidly in their classrooms, allowing them to concentrate on refining their teaching skills.</li> <li>▪ The involvement of partnership schools in the rigorous selection and recruitment process makes sure that trainees who are offered training places have the necessary drive and commitment to become good teachers. This year, all trainees have successfully been appointed to teaching posts.</li> <li>▪ The partnership's assessment of trainees' performance against the teachers' standards is accurate and supports trainees' continuous development throughout the training.</li> <li>▪ <b>Leaders are passionate about, and committed to, ensuring that outcomes improve quickly for pupils in the local area and beyond. Their clear vision is focused on developing a continued supply of highly skilled teachers.</b></li> <li>▪ Leaders have taken swift action to tackle the areas for improvement identified during stage 1 of the inspection.</li> </ul>	<p><b>curriculum subjects at key stage 3, so that trainees are well placed to pitch learning that builds on what pupils know, understand and can do, including their starting points in year 7.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Extend quality assurance arrangements to include a final assessment of trainees' teaching, agreed jointly between school mentors and university tutors, that also enables sharply defined targets to be set to support the newly qualified teachers as they start their teaching careers.</b></li> </ul>	
<p><a href="#"><u>University of Greenwich ITE Partnership</u></a></p> <p><b>Provision:</b> EYITT Primary and Secondary Undergraduate, Core and SD</p> <p><b>Stage 1:</b> 23/05/2016 (507 EYTT, primary and</p>	<p><b>Grade 2</b></p> <p><b>(Grade 1 for all aspects of Primary)</b></p>	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ the passion and drive of leaders to develop effective early years practice. Leaders provide a clear vision for the programme and their strategic approach has ensured that they have established effective routes for trainees to achieve early years teacher status</li> <li>▪ the firm commitment of leaders to meeting the needs of local early years settings and schools by providing skilled early years teachers. They support the improvement of settings which face challenging circumstances and those judged to require special measures</li> <li>▪ the carefully designed programme that enables trainees to make clear links between theory and practice. Leaders work</li> </ul>	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>develop the consistency of mentoring by ensuring that all placements and mentors fully understand the expectations of mentoring, including how much time is needed to ensure that each trainee gets the quality of mentoring to which they are entitled</b></li> <li>▪ enhance current arrangements</li> </ul>	<p><i>Please see highlighted points.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
secondary trainees)  <b>Stage 2:</b> 08/11/2016  <b>Published:</b> 04/01/2017  <b>Lead Inspectors:</b> Lorna Blackstone Andrew Maher		<p>collaboratively with all members of the partnership and act effectively on partners' and trainees' feedback to develop the programme</p> <ul style="list-style-type: none"> <li>▪ <b>the deep understanding trainees have of the importance of safeguarding, the 'Prevent' duty and the need to actively promote British values. They confidently demonstrate this in their interactions with the children</b></li> <li>▪ trainees' warm relationships with the children and the high level of care they provide. Trainees understand and take account of children's individual needs, including the most able and those who have special educational needs and/or disabilities.</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ the programme leaders' and managers' <b>innovative approach and relentless drive for continual improvements</b> to the programme and the outcomes for trainees. Ongoing reflections and refinements ensure that the partnership meets the diverse local, regional and national needs for initial teacher training</li> <li>▪ the <b>extremely strong relationship</b> between the university and its partner schools that ensures that there is a <b>shared vision for future developments</b>. Consequently, schools are continually involved in making sure that trainees' outcomes prepare them for the changing landscape in education</li> <li>▪ the <b>exceptional rigour and robustness of the quality assurance systems. These are firmly rooted in the forensic analysis of trainees' outcomes, the effectiveness of mentor support and the detailed scrutiny of internal and externally validated information</b></li> <li>▪ the way in which both university-based and school-based training are extremely well interwoven into both the undergraduate and postgraduate routes. Excellent use is made of specialist expertise within the partnership to ensure that trainees are very well prepared to start their teaching career</li> <li>▪ <b>the exceptionally high quality and detail of partnership documentation which is very well understood across the partnership. This enables schools to accurately track trainees' progress against the teachers' standards, provide detailed feedback and set appropriate targets for development</b></li> </ul>	<p>to support trainees as they make the transition into employment as an early years teacher by:</p> <ul style="list-style-type: none"> <li>- making trainees and employers more aware of the support available from the university</li> <li>- developing the existing transition document so that trainees and their employers use it more effectively to identify ongoing training and development needs.</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ <b>ensure that trainees and NQTs are even more confident and competent at addressing the needs of the most able pupils, particularly those who are disadvantaged</b></li> <li>▪ <b>provide additional opportunities for trainees and NQTs to gain greater confidence and competence in teaching across the wider curriculum, such as in the humanities and arts.</b></li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<ul style="list-style-type: none"> <li>▪ consistently high completion and employment rates across all training routes. There are no variations in the outcomes between different groups of trainees or training routes</li> <li>▪ the very high expectations of the trainees and NQTs, who are extremely professional, modelling positive and calm behaviours. As a result, pupils behave well and respond to them with eagerness and enthusiasm</li> <li>▪ the way in which trainees develop into confident and competent NQTs, who fully understand the impact their teaching has on pupils' progress and learning. They teach phonics, early reading and mathematics accurately and make use of every opportunity in lessons to develop key skills</li> <li>▪ the eagerness of trainees and NQTs to contribute significantly to wider aspects of school life, such as extra-curricular clubs and parent workshops</li> <li>▪ <b>the very strong support that the partnership offers NQTs during their first year as teachers.</b></li> </ul> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ the high employment rates on both the core and School Direct secondary routes which support local needs</li> <li>▪ <b>trainees' and NQTs' breadth of subject knowledge and their ability to reflect on their teaching. This ensures that they clearly focus on promoting pupils' learning</b></li> <li>▪ <b>the value the partnership places on diversity and how it works well with trainees from different backgrounds, reflecting the local community. Trainees and NQTs are well prepared to teach pupils in London schools, including those pupils who are disadvantaged and those who speak English as an additional language</b></li> <li>▪ the strong pastoral role demonstrated by subject leaders and the accessibility and responsiveness to the needs of trainees. This results in confident NQTs who are well prepared to teach</li> <li>▪ <b>the partnership's clarity and accuracy in identifying areas for improvement and the innovative ways the partnership has used to secure improvements in trainees' outcomes</b></li> </ul> <p><b>a strong, active partnership forum, which provides challenge and support for the provider and ensures that trainees and NQTs receive good-quality training.</b></p>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ <b>ensure that all mentors are trained to provide high-quality coaching by engaging with the new quality standards so that mentoring is more consistently effective and helps all trainees to make rapid progress</b></li> <li>▪ <b>provide a clear and consistent emphasis on behaviour-management training so that trainees and NQTs achieve high standards of pupils' behaviour</b></li> </ul> <p>improve the quality of target-setting by making better use of outcomes from lesson observations and work sampling to support trainees as they move from training to employment.</p>	
<a href="#">University of Huddersfield</a>	Grade 2	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>leaders and managers are highly responsive and drive the</b></li> </ul>	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ increase the proportion of</li> </ul>	<i>Please see highlighted points.</i>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
<p><b>Provision:</b> EYITT Primary and secondary Core and SD Primary undergraduate Plus FE</p> <p><b>Stage 1:</b> 09/05/2016 (213 trainees across all routes)</p> <p><b>Stage 2:</b> 14/11/2016</p> <p><b>Published:</b> 16/01/2017</p> <p><b>Lead Inspector:</b> Lee Owston</p>	<p><b>Grade 1 (EYITT – L&amp;M)</b></p>	<p><b>continuous self-improvement of the partnership extremely effectively</b></p> <ul style="list-style-type: none"> <li>▪ the passion, commitment and hard work of leaders and managers in establishing high-quality training routes and providing well-regarded continuing professional development and support for former trainees</li> <li>▪ stringent monitoring, review and moderation processes ensure that the partnership achieves remarkable levels of consistency in the quality of training and the accuracy of assessment across the partnership</li> <li>▪ the partnership’s growing reputation with employers, its important contribution to improving the quality of the early years workforce and its clear vision for improving early years practice</li> <li>▪ trainees’ and former trainees’ strong understanding of childhood development and learning underpins their ability to enhance children’s learning, improve their own teaching and influence other adults’ practice</li> <li>▪ <b>committed, critically reflective and highly professional trainees and former trainees who provide high levels of education and care for children</b></li> <li>▪ high-quality support and tailored training ensure that former trainees are fully prepared for employment as early years teachers</li> <li>▪ <b>excellent communications, comprehensive documentation and regular visits from knowledgeable and experienced link tutors provide effective support for trainees, former trainees and mentors.</b></li> </ul>	<p>trainees achieving outstanding levels of attainment by:</p> <ul style="list-style-type: none"> <li>- <b>improving the quality of trainees’ professional development targets</b></li> <li>- <b>ensuring that trainees provide appropriate stretch and challenge for all children</b></li> <li>- <b>developing trainees’ ability to adapt their teaching and planned activities to maximise the progress that children make in their learning.</b></li> </ul>	
		<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ trainees’ strong personal and professional attributes; they are resilient, highly reflective and committed to their own continuous development, and employment rates are consistently high</li> <li>▪ trainees’ well-tuned behaviour management strategies that enable them to quickly form effective relationships with their class and create a positive environment in which all pupils feel safe, secure and confident to learn</li> <li>▪ the strong relationships between tutors, headteachers, mentors and trainees that ensure that each trainee receives the personal and academic support they need to achieve at their best and reach their potential</li> <li>▪ a coherent training programme that allows the quick application of theory to classroom practice and affords trainees regular opportunities to observe good and outstanding teaching</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ <b>continue to improve completion rates, especially for male trainees</b></li> <li>▪ <b>ensure that all trainees are confident to adapt their teaching as lessons progress so that pupils’ learning is fully maximised, especially for the most able pupils</b></li> <li>▪ <b>fully embed the systems already in development to ensure that mentors and tutors, across the different</b></li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<ul style="list-style-type: none"> <li>▪ the significant breadth of placement experiences, including in schools that are facing challenging circumstances, that ensures that trainees feel confident to teach pupils with an increasingly diverse range of needs</li> <li>▪ trainees' knowledge about safeguarding and keeping children safe, including the importance of their own teaching in tackling prejudice, addressing inequalities and fulfilling the requirements of the 'Prevent' duty</li> <li>▪ the responsiveness of course leaders, against a backdrop of increasing trainee numbers and training routes, to the feedback from all partnership representatives that demonstrates that they are unafraid to adapt their training for the benefit of current trainees.</li> </ul>	<p>routes within the partnership, are consistent in their judgements of trainees' teaching by:</p> <ul style="list-style-type: none"> <li>- ensuring that the impact of trainees' teaching on pupils' learning and progress is at the heart of decisions about how well they teach</li> <li>- making sure that there is greater clarity about the criteria for judging a trainees' teaching over time, particularly that which is considered outstanding</li> <li>- working together more closely, throughout a trainee's placement, to moderate judgements</li> <li>- sharpen the targets set for trainees, particularly at the end of their training programme, so that they are clear about their priorities for further development.</li> </ul>	
		<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ consistently high rates of employment, which have been above the sector average over the last three years and increased further in 2016</li> <li>▪ the rapid improvement in completion rates in the current academic year due to the determined efforts of leaders to improve the quality of training and trainees' overall attainment</li> <li>▪ trainees' high levels of commitment, self-reflection and professionalism that allow them to build positive relationships with their peers, school-based colleagues and pupils quickly</li> <li>▪ trainees' excellent personal and professional conduct, based on a real desire to promote pupils' well-being and learning</li> <li>▪ the high-quality academic and personal support for trainees, which plays an important part in enabling trainees to make good</li> </ul>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ improve trainees' skills in making effective use of assessment to challenge and support pupils from all starting points, enabling them to make good and better progress in their learning, including those who have special educational needs and/or disabilities</li> <li>▪ continue to develop the use of the more rigorous quality</li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p>progress towards the teachers' standards</p> <ul style="list-style-type: none"> <li>▪ <b>the clear partnership roles and responsibilities, together with a strategic committee for quality assurance, established since stage 1 of the inspection, which provide the necessary rigour and accountability to support further improvement.</b></li> </ul>	<p><b>assurance framework to increase the proportion of trainees who achieve outstanding levels of attainment at the end of their training</b></p> <ul style="list-style-type: none"> <li>▪ tackle the remaining inconsistencies in the quality of mentoring across the partnership</li> <li>▪ <b>sharpen the partnership's evaluation of its performance across subject specialisms, alongside the performance of different groups, to reduce any remaining variations in trainees' attainment.</b></li> </ul>	
<p><a href="#">University of Reading ITE Partnership</a></p> <p><b>Provision:</b> EYITT Primary and secondary Core and SD Primary undergraduate</p> <p><b>Stage 1:</b> 25/04/2016 (534 trainees across all routes)</p> <p><b>Stage 2:</b> 26/09/2016</p> <p><b>Published:</b> 11/11/2016</p> <p><b>Lead Inspector:</b> Ann Henderson</p>	<p><b>Grade 2</b></p>	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ Programme leaders who are ambitious, proactive and responsive in addressing the needs of individual trainees, the requirements of the programme and the needs of the sector.</li> <li>▪ Leaders who ensure continuous improvement through strong existing and developing partnerships with local authority and sector colleagues.</li> <li>▪ <b>Trainees who have a deep understanding of child development and attachment theory and who therefore build warm and productive relationships with children and show high levels of care.</b></li> <li>▪ Trainees' excellent practical understanding of the importance of safeguarding and how this relates to settings, to individual children and to themselves.</li> <li>▪ Highly professional trainees who understand and develop their leadership skills very well.</li> <li>▪ The high quality of centre-based training, which trainees value, particularly the guided opportunities for them to share experiences and expertise with their peers.</li> <li>▪ The carefully planned programme, including a well-managed range of placements, which builds theory, research and practical experience in a coherent and developmental way.</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ Outcomes are good for trainees across all routes.</li> </ul>	<p><b>EYITT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Improve the quality and effectiveness of mentoring and link tutoring and the clarity and accuracy of assessments by:</b> - increasing training opportunities for mentors and link tutors - improving the quality of feedback and target setting - implementing revised assessment arrangements and sharpening quality assurance systems - ensuring that there is a greater focus on the impact of trainees' teaching on children's learning and development over time.</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Ensure that leaders</b></li> </ul>	<p><i>Please see highlighted points.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<ul style="list-style-type: none"> <li>▪ Employment rates are high.</li> <li>▪ Completion rates are consistently above the sector average.</li> <li>▪ Trainees and NQTs who are confident because the training they receive prepares them well to begin their teaching career.</li> <li>▪ The exemplary personal and professional conduct of trainees and NQTs.</li> <li>▪ The professional and pastoral support provided for trainees, particularly those who face challenges and difficulties, that enables most of them to complete their training successfully.</li> <li>▪ The high-quality resources available to trainees to use in their teaching.</li> <li>▪ Leaders' swift and determined action that is effective in addressing weaknesses and improving outcome for trainees.</li> </ul>	<p><b>undertake rigorous analysis of regional and local needs to identify exactly how the partnership can drive further improvement.</b></p> <ul style="list-style-type: none"> <li>▪ Increase the proportion of trainees who demonstrate the skills to become outstanding teachers.</li> <li>▪ <b>Ensure that trainees recognise and promote pupils' progress as an integral part of their teaching.</b></li> <li>▪ <b>Secure consistently high-quality mentoring, through rigorous quality assurance and effective communication.</b></li> </ul>	
		<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ The effective relationships with partner schools which support the development of high-quality teaching, and trainees that are well prepared to work in the region's schools. <b>All stakeholders are proud of the programmes. There is universal affirmation of the strength and effectiveness of the partnership.</b></li> <li>▪ Trainees and NQTs who benefit from working in schools serving diverse communities with varied socio-economic circumstances.</li> <li>▪ <b>Strong training underpinned by recent and relevant literature so that there is a secure relationship between theory, reflection and evidence based practice.</b></li> <li>▪ Experienced programme tutors and mentors able to develop high quality relationships with trainees. This provides trainees with appropriate models for their professional relationships with pupils</li> <li>▪ Trainees and NQTs who manage pupils' behaviour exceptionally well. They apply lessons learned in behaviour management well so that classrooms are characterised by respectful and polite interactions.</li> <li>▪ <b>The outstanding pastoral care which is individually aligned to trainees' medical, mental health, relationship or financial needs.</b></li> <li>▪ Trainees and NQTs who exhibit appropriate levels of personal and professional conduct and are able to present secure</li> </ul>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ Improve completion rates for trainees so that they consistently exceed sector averages.</li> <li>▪ <b>Fully embed the revised assessment system so that all stakeholders have a shared understanding of the revised criteria for each grade.</b></li> <li>▪ <b>Ensure that all training aimed at developing trainees' confidence and competence in supporting pupils' learning and assessing their work, focuses especially on improving pupils' outcomes.</b></li> <li>▪ <b>Ensure the consistency of mentoring across trainee and NQT work so that all trainees receive and act</b></li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/emerging themes
		evidence of their progress against part 2 of the teachers' standards.	upon consistent messages.	
<p data-bbox="73 244 241 300"><a href="#">University of Bedfordshire</a></p> <p data-bbox="73 336 365 488"><b>Provision:</b> EYITT (P/t) Primary and secondary Undergraduate Core and Secondary SD</p> <p data-bbox="73 523 241 611"><b>Stage 1:</b> 25/04/2016 (297 trainees)</p> <p data-bbox="73 646 210 702"><b>Stage 2:</b> 26/09/2016</p> <p data-bbox="73 737 210 793"><b>Published:</b> 23/11/2016</p> <p data-bbox="73 828 371 948"><b>Lead Inspectors:</b> Tim Vaughan (EYITT) Paul Tomkow (Primary) Adrian Lyon (Secondary)</p>	<p data-bbox="416 244 521 268"><b>Grade 2</b></p> <p data-bbox="416 336 577 456"><b>(Grade 4 for Primary – issues of compliance)</b></p>	<p data-bbox="604 244 696 268"><b>EYITT:</b></p> <ul data-bbox="604 276 1424 793" style="list-style-type: none"> <li>▪ The programme develops skilled, professional early years teachers who are knowledgeable and evaluative about early years education and the improvement of teaching and learning.</li> <li>▪ Arrangements for the recruitment and selection of trainees are well considered and thorough, and this results in most trainees achieving well, and completing their studies successfully.</li> <li>▪ Almost all former trainees remain working in early years settings; many of them have successfully achieved new or enhanced roles.</li> <li>▪ Strong links with partners, including the Pen Green Research, Development and Training Base, have successfully contributed to the positive impact of the programme on trainees and former trainees.</li> <li>▪ The significant investment made by the university in the provision of early years teacher training demonstrates a clear commitment to improving the qualifications and expertise of the early years sector.</li> </ul>	<p data-bbox="1447 244 1538 268"><b>EYITT:</b></p> <ul data-bbox="1447 276 1872 1469" style="list-style-type: none"> <li>▪ <b>strengthen engagement between the university and settings used for placements so that the support for trainees and mentors matches their individual needs well</b></li> <li>▪ <b>make sure that trainees are visited and assessed by tutors during one of their contrasting setting/school placements so as to give the partnership the fullest overview of trainees' developing teaching skills and knowledge</b></li> <li>▪ <b>improve quality assurance procedures to ensure that the quality of mentors' written targets and trainees' own career entry targets meets trainees' professional development needs</b></li> <li>▪ <b>strengthen the accuracy of judgements about trainees' attainment:</b> <ul style="list-style-type: none"> <li>– where they are considered to be achieving beyond the teachers' standards (early years)</li> <li>– by checking more closely how strong an understanding of key elements of early years practice the trainees have, including the 'Prevent' duty and stretching the learning of more able children in early mathematics.</li> </ul> </li> </ul>	<p data-bbox="1895 244 2141 300"><i>Please see highlighted points.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>▪ Almost all of the trainees who completed the course gained employment in 2016.</li> <li>▪ Rigorous selection procedures, effective training and good pastoral support help to ensure that completion rates have improved and are now good.</li> <li>▪ NQTs value the centre and the school-based training that is provided in mathematics, science and English, which helps them to become confident classroom practitioners in the core subjects.</li> <li>▪ Trainees use a range of strategies that promote good behaviour and positive attitudes to learning in lessons. Trainees and NQTs demonstrate high levels of professional conduct.</li> </ul>	<p><b>Primary:</b></p> <p><b>The partnership must:</b></p> <ul style="list-style-type: none"> <li>▪ ensure that trainees on the primary physical education specialism PGCE route have the opportunity to develop their practical teaching skills and to be assessed against the teachers' standards across the specified age range of their training, 5–11.</li> </ul> <p><b>The partnership should:</b></p> <ul style="list-style-type: none"> <li>▪ ensure that the assessments that are made on trainees' attainment, particularly on the good/outstanding boundary, are always accurate</li> <li>▪ improve the quality of information contained in the career entry plan so that the targets set help NQTs to make the best possible transition into their teaching career.</li> </ul>	
		<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Leaders took prompt and effective action to tackle aspects of the partnership's work that were identified as emerging areas for improvement at stage 1 of the inspection.</b></li> <li>▪ Leaders' actions to manage and adapt dwindling resources in order to maintain a supply of high-quality teachers to the region, in response to national changes in the allocation of trainees.</li> <li>▪ The high standard of trainees' and NQTs' personal and professional conduct, which leads to a positive reputation within schools in the region and high employment rates for NQTs.</li> <li>▪ The clear understanding of the teachers' standards on the part of both trainers and trainees, which leads to accurate trainers' assessment of trainee performance.</li> <li>▪ <b>The highly coherent training across different routes with evidence of effective mentor training, which leads to good provision for trainees' needs, together with effective communication and rapid response from strong</b></li> </ul>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>▪ further improve retention rates and address the small differences in outcomes between male and female trainees</li> <li>▪ <b>ensure that the recently improved systems to promote subject-specific pedagogy and the increased focus on pupils' progress have the required impact.</b></li> </ul>	

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
		<p><b>relationships and effective partnerships.</b></p> <ul style="list-style-type: none"> <li>▪ The wide range of experiences gives trainees a good introduction to the role of being a teacher. The undergraduate PE programme results in trainees having a particularly clear understanding of the educational and relevant pedagogical issues.</li> </ul>		

## Section 2.3

### Outcome summaries: Grade 3 Provision

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/emerging themes
<p><a href="#">Teach East ITE Partnership</a></p> <p><b>Provision:</b> Primary and secondary SD</p> <p><b>Stage 1:</b> 13/06/2016 (26 trainees)</p> <p><b>Stage 2:</b> 28/11/2016</p> <p><b>Published:</b> 13/01/2017</p> <p><b>Lead Inspector:</b> John Lucas</p>	<p><b>Grade 3</b></p>	<ul style="list-style-type: none"> <li>▪ This is a local SCITT for local people.</li> <li>▪ <b>Under the energetic leadership of the nominated lead, the partnership's co-directors have an accurate understanding of what needs to be done. They are using their complementary skills and knowledge to good effect. They have, in a short period of time, brought about important and necessary changes that are leading to strong improvements in the quality of mentoring and training.</b></li> <li>▪ All trainees gained employment at the end of their training in 2015 and 2016. A high proportion of trainees are employed in the local area.</li> <li>▪ Primary trainees and NQTs value the central training in the teaching of mathematics.</li> <li>▪ Trainees' and NQTs' professional conduct is exemplary. Many trainees and NQTs have a strong commitment to the profession. They demonstrate great resilience and determination to achieve their personal and professional goals.</li> </ul>	<p><b>The partnership must:</b></p> <ul style="list-style-type: none"> <li>▪ ensure greater rigour in the accuracy of assessment by taking account of the impact trainees' teaching has on pupils' progress, in particular when grading trainees to be outstanding</li> <li>▪ <b>increase the proportion of trainees who are accurately assessed as demonstrating areas of excellence across the teachers' standards, especially among primary trainees</b></li> <li>▪ <b>provide trainees with timely opportunities to practise the skills and knowledge acquired from the much improved central training</b></li> <li>▪ ensure that all trainees gain substantial experience training in two high quality, contrasting school placements that are well matched to their needs and aptitudes</li> <li>▪ improve the quality and consistency of detailed target-setting for trainees and NQTs, and make sure that targets are communicated to trainees, NQTs and employing schools in a consistent and timely manner</li> <li>▪ make sure that School Direct (salaried) trainees not only</li> </ul>	<p><i>Please see highlighted points.</i></p>

Provider	Inspection outcome	Key strengths	Areas for improvement	Comments/ emerging themes
			<p>have access to, but also make effective use of, the training opportunities available to other trainees</p> <ul style="list-style-type: none"> <li>▪ ensure that all trainees develop the skills and strategies to provide learning opportunities that bring the best out of the most able pupils</li> <li>▪ increase the proportion of trainees who complete their training.</li> </ul>	

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We hope you find this to be useful in supporting your preparations for inspection. If you have any comments or suggestions for improving the quality of information and its presentation, please email [office@nasbtt.org.uk](mailto:office@nasbtt.org.uk).