

University of Cambridge

Initial Teacher Education inspection report

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Introduction

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

Key to inspection grades

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

Explanation of terms used in this report

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

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

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

The provider

3. The University of Cambridge, through its Faculty of Education, is a well-established provider of initial teacher education (ITE). It provides early years (3-7 years), primary (5-9 and 7-11 years) and secondary (11-19 years) qualified teacher status (QTS) programmes at postgraduate certificate of education (PGCE) level. The partnership has approximately 200 primary and 50 secondary schools across rural and urban areas in the East of England and the London borough of Newham.
4. The university provides programmes for the continuing professional development of practicing teachers, as well as in ITE. As a result, the university understands local workforce needs well and is involved in active research on local, national and international issues. The university is considered by its partners to be at the forefront of current educational practice.

5. At the time of the inspection there were 434 trainees, 175 of whom were primary and 259 secondary.

A commentary on the provision

6. The following are particular features of the provider and its initial teacher training programmes:
 - the highly professional attributes demonstrated by trainees who aspire to become excellent practitioners
 - the ethos of care, the consistently high quality of personal, professional and academic support and the flexible allocation of resources to ensure trainees' well-being
 - the outstanding well-established and collegial partnership based on positive relationships, mutual respect, high expectations, a pursuit for excellence and a detailed and up-to-date knowledge and understanding of the theory and practice of teaching
 - the university's national and international reputation and its place at the forefront of many educational initiatives which ensure high quality training is immersed in research and current practice enabling trainees to become critically reflective practitioners and employable classroom teachers.

Provision in the primary phase

Context

7. The University of Cambridge works in partnership with schools to provide early years and primary ITE leading to the award of QTS. There are currently 175 trainees on the course. On successful completion of the course, trainees are awarded a PGCE, which includes accreditation at Master's level.

Key strengths

8. The key strengths are:
 - trainees' excellent knowledge of the subjects they teach and of the theory and practice of teaching, their professional attributes and their commitment and self-motivation; these reflect rigorous recruitment and selection procedures and result in very high employment rates
 - the enormous enthusiasm and very high levels of collaboration across the close-knit partnership in developing a commitment to excellence among trainees
 - the consistently high quality of personal, academic and professional support and challenge for individual trainees that results in high completion rates, outstanding levels of attainment and good or outstanding progress
 - the exceptional cohesion and strength of centre-based and school-based training, which enable trainees to reflect critically and to link the theory and practice of teaching extremely effectively in their practice
 - the effective blend of trainers' expertise together with the significant attention paid to current national and local initiatives, including systematic synthetic phonics, behaviour management and meeting the needs of a range of learners, resulting in a marked, positive impact on trainees' confidence and practice
 - very strong leadership and management which ensure available resources are deployed extremely effectively to support high quality outcomes for trainees and to secure further improvements
 - the provider's highly effective quality assurance processes that lead to very rigorous self-evaluation and detailed improvement planning which supports enhancement, sustains high quality outcomes and secures continuous self-improvement
 - the provider's commitment to equality of opportunity through the promotion of equal and fair access to high quality training for all which has led to improvements in the recruitment and retention rates of trainees from under-represented groups.

Recommendations

9. There are no recommendations for improvement.

Overall effectiveness

Grade: 1

10. The overall effectiveness of the University of Cambridge in securing high quality outcomes for trainees is outstanding. This confirms the accuracy of the provider's own self-evaluation. For the last two years, over 93% of trainees attained the QTS Standards at a good or outstanding level with over half reaching outstanding levels of attainment. Trainees achieve such high levels of attainment because of the excellent model of personalised training and the very high levels of individual support and challenge they receive from the primary partnership.
11. Although the inspection took place relatively early in the course, trainees were demonstrating many strengths in terms of their professional attributes and classroom practice. The most notable are trainees' critical reflection and self-motivation in identifying and securing their own professional development and their well-developed personal qualities. These allow them to establish productive relationships with staff and pupils, and to create a good climate for learning in the classroom. For example, they utilise a range of well-targeted questioning techniques and confidently make use of effective behaviour for learning strategies. Trainees are excited by the responsibility they are given and are inspired to strive continually for excellence. They use their well-developed subject knowledge and impressive understanding of the theory and practice of teaching to plan a range of interesting and relevant work to meet the needs of different learners. These include learners with special educational needs and/or disabilities. Trainees show a high level of awareness about current national initiatives, including a detailed knowledge of, and confidence in, how to use systematic synthetic phonics when supporting pupils' reading, writing and spelling.
12. Rigorous recruitment and selection procedures result in the enrolment of very high calibre trainees. Information on applicants' strengths and areas for development is appropriately shared with personal tutors who act as the visiting partnership tutor for the first two placements, and carefully monitor individual trainees' progress. This, together with an intensive induction week, ensures most trainees make rapid progress from the start of the course.
13. Recruitment and selection procedures are underpinned by the university's commitment to equal and fair access to high quality training for all. The provider easily meets its recruitment targets. Recruitment and selection criteria are regularly reviewed in the light of trainees' outcomes. The provider has worked hard to widen participation from groups that are currently under-represented in the teaching workforce. As a result, the proportion of male trainees, and those with a declared disability, have increased to above both regional and national sector norms. Despite the introduction of a range of strategies to promote the recruitment of minority ethnic trainees, numbers remain in line with that of the local population and below national norms.
14. Course completion rates are high and employment rates are well above the national average. This is because of the very comprehensive training and

support provided for trainees and the excellent work of the faculty's First Appointments Tutor. The provider enjoys an enviably high reputation locally and a significant number of trainees gain posts in partnership schools. Employers indicate very high levels of satisfaction with newly qualified teachers who they say are retained in schools and enjoy rapid career progression.

15. Training and assessment are outstanding and result in trainees' excellent attainment. The training model is very carefully planned and structured. It provides excellent continuity and cohesion in a seamless approach to faculty and school-based training. Expert teams of faculty and school-based staff, with a blend of professional and academic expertise, work together extremely well. They provide excellent training for both early years and primary trainees. A shared understanding of training approaches and procedures ensures a very high degree of consistency. The quality of training reflects the strengths of the partnership and demonstrates how relevant expertise is skilfully deployed. The impact of this is that it develops trainees' deep understanding of important educational issues, the theory and practice of teaching and highly-reflective approach to classroom practice. Tutors and mentors ensure training is highly personalised to meet the needs and aspirations of individuals. Trainees receive frequent, high quality subject-specific feedback with clear and focused developmental targets which enable them to achieve their potential.
16. The different elements of the training combine extremely effectively to provide a very high quality experience. Without exception, trainees are extremely positive about the quality of training across the partnership. Trainees were effusive in their praise for tutors. They commented that they provide inspirational training sessions, were always available to respond to queries and offer excellent levels of support. Trainees indicated that all elements of the training complement each other very well and are used flexibly to meet their needs. Placements are carefully chosen to provide contrasting experiences across the age range for which they are being trained. These are supplemented with visits to associate training schools with particular expertise, for example in teaching pupils who speak English as an additional language. Trainees value the opportunity to engage in alternative placements in a wide range of educational settings beyond the classroom, including museums and galleries. These opportunities ensure all trainees access a breadth of high quality training experiences.
17. Excellent training successfully promotes trainees' understanding of the teaching of early reading skills, the development of trainees' phonological awareness and their ability to link theory and teaching practice across the curriculum. The autumn term school experience has a useful specific focus on systematic synthetic phonics. Regular English subject audits, which are discussed with trainees' tutors, allow the faculty to assess and track trainees' developing expertise and to tailor support as required. Expert practitioners provide trainees with highly structured, very specific and valuable feedback on their teaching of phonics.
18. Inspection evidence corroborates the accuracy of the provider's excellent assessment procedures and confirms that most trainees make either good or

outstanding progress from their starting points. Excellent, well-chosen assignments on behaviour, meeting the needs of learners and researching pupils' perspectives, are intellectually engaging and very well linked to trainees' developing skills and knowledge. Assessment systems are accurately and consistently applied across the partnership because of the excellent guidance and documentation to record and monitor trainees' progress and because of the highly effective internal and external moderation processes. Very effective systems are also in place to ensure the final assessment against the QTS Standards is accurate.

19. Very strong leadership and management ensure that available resources are deployed extremely effectively to support high quality outcomes for trainees and to secure further improvements to the quality of provision. Resources are carefully utilised to tailor programmes according to trainees' precise learning needs, their lack of confidence or weaknesses in subject knowledge. Well-thought through adaptations are made to support trainees from identifiable groups, for example those with a declared disability. Trainees say they feel well supported in respect of physical resources, such as books and teaching aids, by the excellent learning resource centre and faculty library. Substantial investment has been made in the well used virtual learning platform, Camtools, which provides access to a range of up-to-date electronic support materials. This repository of excellent resources is specifically designed to promote trainees' reflective practice. Resource allocations are transparent and well understood across the partnership.
20. The high level of commitment across the partnership is a significant factor in ensuring high quality outcomes for trainees. The strengths of individual schools are well known. This information is used extremely well to select placements that address effectively trainees' specific development needs. High quality training for mentors is well attended. School-based colleagues particularly value the opportunity for mentors to gain recognition and accreditation for their work. They confirm that communications across the partnership are excellent, tutors are readily available and the faculty is highly responsive to suggestions for improvement.
21. The university values and respects diversity and shows an exemplary commitment to promoting inclusion and equal opportunities, and to ensuring equality of access. This ethos underpins the provider's personalised approach to trainees' individual needs and well-being. Trainees feel cared for, respected, valued and supported. They have a very good understanding and well planned practical experiences of teaching pupils from different backgrounds and circumstances, including those from differing cultural and linguistic groups. Trainees understand how to cater effectively for the learning needs of pupils with special educational needs and/or disabilities and those who are gifted and talented. Excellent support is provided for all trainees and particularly for those with a declared disability or at risk of failing to complete the course. There is a climate of trust and trainees feel secure in reporting any areas of concern.

The capacity for further improvement and/or sustaining high quality

Grade: 1

22. The provider has outstanding capacity to sustain high quality outcomes for trainees and to take the actions required to secure improvements where necessary. There is no sense of complacency. This can be seen in the way in which strengths that were identified in the previous 'outstanding' inspection report have been enhanced further. Improvements have been made to provision and the skills of trainees in information and communication technology (ICT) have increased. In addition, careful piloting and detailed evaluation of innovative solutions to particular issues have led to significant improvements. For example, the creation of a men's group and the opportunity for male trainees to work alongside role models in schools has led to increased levels of recruitment, retention and attainment for male trainees.
23. The provider has also been proactive in reassessing the impact of its teaching of systematic synthetic phonics on trainees' confidence and preparedness to teach. This is in response to below sector norm returns in Training and Development Agency's (TDA) newly qualified teacher (NQT) surveys. As a result of adopting a more explicit approach to teaching trainees about technical aspects of systematic synthetic phonics, trainees feel significantly more confident. This is seen in trainees' phonics teaching in lessons as well as in improved responses to trainee evaluations and exit surveys.
24. The provider has a very accurate understanding of its strengths and any aspects it needs to continue to improve. Highly effective quality assurance processes and a rigorous analysis of trainees' outcomes result in excellent self-evaluation and detailed improvement planning. This is achieved through the extensive use of evaluations from a range of stakeholders, impact studies, and visits by internal and external examiners and school-based assessors. The accurate analysis of data is very well used to monitor trainees' progress and outcomes and to make decisions about appropriate interventions.
25. The provider has a very close relationship with its partner schools. The strength of the partnership is considerable and enhances extremely well the provider's capacity for further improvement. All those involved in the programme are clear about their roles and responsibilities and readily adhere to the terms of the annual partnership agreement. School-based colleagues are committed to, and involved in, developing the course further through their work as seconded teachers, the sharing of expertise, engagement in working parties and high levels of attendance at training events and annual conferences. The partnership standing committee plays a key role in managing and monitoring the quality of provision and in shaping partnership improvements. Partners hold the faculty in high-esteem and appreciate the many opportunities provided to enhance their own practice and professional development. Former trainees describe how they continue to be involved in the faculty through their work as mentors, their engagement in faculty research projects and their continuing studies for award bearing courses at the university. This further strengthens the partnership's capacity to improve.

26. The faculty is well placed to anticipate and respond to a range of local and national initiatives and ensures that they are appropriately reflected within the course. Faculty systems and the course itself are highly flexible and responsive. The faculty's extensive engagement in research activities, funded projects and unique opportunities such as The Cambridge Review of the primary curriculum benefits provision, improves trainees' practice and supports the wider partnership extremely well.
27. Very strong leadership and management at all levels anticipate and make changes which have an extremely positive impact on improving trainees' outcomes and practice. One example is in the area of behaviour management, recently identified as a TDA national priority. The faculty has paid specific attention to this aspect of provision for a number of years. A wide range of initiatives such as lectures, workshops and assignments have heightened trainees' awareness of the importance of developing skills in behaviour management. A faculty tutor's specific expertise is used extremely effectively to provide course inputs and intensive individual support for trainees experiencing practical difficulties with behaviour management in schools. This strong focus on behaviour has led to a marked improvement in trainees' confidence and outcomes for trainees' practice in the classroom. Higher levels of trainees remaining on the course, very positive trainee satisfaction levels and the excellent above sector responses to the NQT survey are a testament to the provider's excellent work in this area.
28. The provider's effectiveness in planning and taking action for improvement is outstanding. The course development plan is the key vehicle for ensuring quality and measuring the impact of improvement planning. There is a very strong link between the robust evaluation and review process, priorities and actions in improvement plans and local and national priorities. Improvement planning is extremely detailed and thorough. All partners are informed about the key priorities for improvement and their role in securing them. Action planning reflects the provider's very strong leadership and management. It also shows a tireless drive towards continuous self-improvement, enhancement of provision and to improving trainees' outcomes.

Provision in the secondary phase

Context

29. The University of Cambridge works in partnership to provide secondary ITE leading to the award of QTS. The provider offers training in the 11 to 19 years age range in English, English and drama, geography, history, design and technology, mathematics, modern languages, classics, art, music, religious studies and science. There are currently 259 secondary trainees on the course. On successful completion of the course trainees are awarded a PGCE, which includes accreditation at Master's level.

Key strengths

30. The key strengths are:

- trainees, highly valued by employers, whose attainment by the end of the course is outstanding
- rigorous and innovative recruitment and selection practice that provides accurate identification of trainees' starting points and a secure foundation for the development of individual training programmes which underpin the good and outstanding progress made by most trainees
- a tightly-knit and collegiate partnership that delivers a coherent training experience for trainees and allows them to attain the QTS Standards at a high level
- exceptionally well-targeted use of partnership resources to personalise trainees' experience to ensure trainees meet their potential
- highly effective subject training, led by subject leaders who are acknowledged experts in their field, results in trainees developing a strong understanding of their subject
- trainees develop as strongly reflective and critical practitioners due to their immersion in research literature and practice
- exceptional formal and informal systems of self-evaluation which allow the partnership to respond rapidly to emerging trainee needs and to refine training accordingly
- leadership is relentless in the pursuit of excellence and consistently succeeds in improving provision and outcomes for trainees.

Recommendations

31. There are no recommendations for improvement.

Overall effectiveness

Grade: 1

32. The overall effectiveness of the University of Cambridge in securing high quality outcomes for trainees is outstanding. This confirms the accuracy of the provider's own self-evaluation. An incredibly cohesive and collegiate partnership between the university and its schools provides exemplary personalised training that ensures that trainees reach their potential. This collegiate approach to provision was exemplified by a school-based trainer during the inspection who stated, 'to talk about a school or the university is to miss the point'. Recruitment of high quality trainees, who make good or outstanding progress, results in the majority of trainees achieving outstanding levels of attainment.
33. The most notable strengths of trainees, observed at the time of the inspection relatively early in their training, are their professionalism and highly developed ability to critically reflect on their own practice. The professionalism results from careful selection and the exceptionally high expectations of trainers to which trainees consistently rise. Critical reflection is deeply embedded in the partnership and enhanced by carefully selected assignments. To complete assignments, trainees are required to work closely with mentors on school-based subject inquiries into the effect of their practice on pupils' learning. This ensures that, aside from reflecting on all they do, trainees develop positive working relationships and excellent skills in collaborative practice.
34. High quality central training coupled to good contextual training in schools gives trainees a very good awareness of the range of special educational needs and/or disabilities. Trainees benefit from the opportunity to teach the full range of learners during their placements. Due to this, and their excellent training, the skills needed to teach the full range of learners develop well. An internationally recognised expert in behaviour management provides high quality training that is very well received by trainees. Accurate use of school behaviour policies and very good target setting by mentors have resulted in all trainees displaying a good awareness of how to deal with any low level disturbance by students. Trainees manage behaviour proactively without being intrusive on learning in the classroom.
35. The selection process is very rigorous with the university receiving many more applications than it has places. A wide range of activities is used to determine the suitability of potential trainees for the course and high calibre trainees are selected. The course team monitors its recruitment data carefully and gives high priority to its efforts to attract applicants from diverse backgrounds. This has resulted in the proportion of trainees from minority ethnic groups being above that of the local population. Information gathered from the recruitment and selection process is used to personalise training from the very beginning. For example, trainers' intimate knowledge of the closely-knit partnership allows trainees to be placed in schools, and with mentors, best suited to develop their potential. Trainees complete pre-course assignments to develop subject knowledge or educational thinking depending on need. This attention to individual development ensures trainees make rapid progress from the start of

the course. The success of this approach is demonstrated by high completion and employment rates. NQTs enjoy an excellent reputation locally and often experience rapid career progression. Indeed, headteachers in the locality are keen to stress that some of the success of their schools is due to the quality of recruits from the partnership.

36. Training and assessment are outstanding. The course has been very carefully planned and structured over time to provide excellent continuity and cohesion between university and school-based training. There is a very high level of commitment, enthusiasm and shared sense of ownership across this well-established partnership. This results in very high attendance at partnership training events. These are of high quality and led by acclaimed experts. For example, exemplary new training has resulted in mentors' setting effective targets with trainees and providing personalised training activities to achieve them. Mentors complete good quality end-of-placement reports to assess progress and identify next steps in training. These are supported on change of placement by very well attended, whole-day mentor handover meetings. These processes ensure assessment of trainees' progress is both consistent and accurate.
37. School placements are carefully selected to be complementary and to provide trainees with sufficient exposure to post-16 teaching. In the rare cases where trainees have two main placements in 11 to 16 schools, the provider organises an extra placement at a partner sixth form college. Trainees are inspired by highly effective subject training, led by subject leaders with a national and, in some cases, international reputation. A seconded mentor in each subject, working at the university for a day each week alongside the subject leader, provides a valuable school context to the training. Great coherence in subject training is provided by school-based mentors who work closely with subject leaders. Subject specific feedback to trainees, observed by inspectors, was always at least good and often outstanding. The success of subject training is demonstrated by the fact that trainees develop a strong understanding of their subject.
38. University resources are of the highest quality and are fully utilised to support trainees' progress. The state-of-the-art faculty building includes excellent training facilities for subject specific activities and a comprehensive library providing access to the latest research. Extensive on-line resources are also available to trainees through Camtools. Training schools are well-resourced and trainees are clear that they have everything they require. In this highly collaborative partnership, the most crucial resource is human. School-based and university-based trainers all give freely of their time for the benefit of the partnership. Effective use of secondments supports the capacity of the partnership to deliver at the highest level.
39. The quality of provision across the partnership is consistently high. Several training schools have specialist training status and all schools are highly rated in their own inspections. Schools are keen to be involved in the secondary partnership. Those that wish to join are subject to a rigorous quality assurance visit by a representative of the partnership standing committee. This committee

is fully representative of the university, schools and trainees and fulfils its decision-making responsibilities very well. The outstanding quality of training for mentors and professional tutors, supported by excellent communication across the partnership, ensures that school-based trainers are very effective. High expectations have been established. Most school-based trainers are relatively recent ex-trainees who reflect their own training experience in their skilful mentoring. Regular visits to schools, by university subject and link tutors, strengthen relationships across the partnership and facilitate the effective sharing of excellent practice. Professional tutors quality assure the work of mentors and ensure delivery of very high quality professional studies sessions in schools.

40. The highly personal approach to supporting trainees and ensuring their needs is paramount in all that is done. This dovetails well with the exceptional way the provider values and respects inclusion, diversity and equality of opportunity. There are no discernible differences between the outcomes for different groups of trainees. This is because the resources of the university are fully brought to bear to support equality and diversity. For example, the University Disability Resource Unit has helped several trainees with dyslexia to complete assignments successfully. Trainees are encouraged to blog about their experiences on a daily basis to which subject leaders respond. This ensures a rapid response to individual needs, including any difficulties experienced in placement schools. Trainees' ability to teach in a diverse society was a relative weakness in the previous inspection. Refined training in diversity and in English as an additional language, and careful selection of school placements ensure that all trainees exhibit a very good understanding in this area and exemplify inclusive practice in their teaching.

The capacity for further improvement and/or sustaining high quality

Grade: 1

41. The provider has outstanding capacity to sustain high quality outcomes for trainees. There is a relentless determination to take any actions required to secure further improvements when necessary. This is clearly demonstrated by the fact that following the previous 'outstanding' inspection report the two points for consideration for further improvement are now significant strengths. In addition, there have been improvements to provision which have led to further increases in trainees' already outstanding attainment. Recruitment to priority subjects has also been improved through the introduction of a number of well thought-out strategies.
42. Extensive evaluation procedures are used to review all facets of the provision. Highly effective leadership of the partnership demonstrates a genuine determination to improve and refine already outstanding practice. This is always done intelligently, combining an intimate understanding of the partnership with course leaders' active involvement in 'cutting edge' research. Schools have a long history of involvement in ITE. As a result, they monitor and evaluate their performance and that of their staff in ITE extremely well.

Regular and enthusiastically attended subject mentor and professional tutor panels are impressive and feed a useful school-based training perspective into the partnership. This input is always expressed with the intention of best meeting the needs of trainees and their schools. In addition, these panels contribute very well to the planning of mentor and professional tutor training and its review and development. Course leaders are extremely responsive to panel suggestions, and course structure and content have rapidly improved as a result. Trainee representatives, from each subject, capture feedback from their peers on a regular basis and feed this into the ongoing evaluation of their training. This feedback is taken very seriously and swiftly acted upon for the benefit of trainees. For example, religious studies trainees asked for additional lectures from experts in particular religions and these were rapidly arranged.

43. Ongoing evaluation is also fed back to partners so they can review their provision on the basis of recent and relevant information. For example, trainees were asked to fill in a questionnaire about the number of lessons, part lessons, and other activities they had undertaken in their first placement. The information was used to check individual trainees' progress in teaching against tutors' expectations, to inform discussion with individual mentors about their provision and to develop action plans with trainees for the second placement. Trainees' evaluations of placements are also fed back to professional tutors who take a pride in their positive nature and act swiftly to address any deficiencies identified.
44. Leadership and management at all levels very skilfully anticipate change to ensure the course is at the forefront of secondary ITE. Subject leaders and other members of the faculty are involved in 'cutting edge' research activities. They keep themselves up-to-date through active membership of subject associations, attendance at relevant conferences and external examining of other providers. As a result, provision is constantly adapted to take a range of initiatives and priorities into account. This includes all recent, national reviews into aspects of education and care. An impressive response to the TDA's national priorities is clear from the strength of provision in teaching English as an additional language, behaviour management and trainees' ability to meet the needs of learners with a range of special educational needs and/or disabilities.
45. Capacity has been carefully built within the partnership to ensure succession planning is secure. For example, major training roles for faculty staff are held on a rotating basis for three years. This ensures that several staff have had responsibility for different aspects of provision over time and are able to ensure continuity of experience for trainees should the need arise. This approach has the added benefit of giving faculty staff a keener insight into the work of others. These close working relationships facilitate the excellent sharing of best practice across different subject areas.
46. The provider's effectiveness in planning and taking action for improvement is outstanding. Robust evaluation and review take account of local and national priorities and inform targets in improvement plans. Improvement planning at a partnership level sets priorities that are systematically monitored and evaluated

throughout the academic year by the partnership standing committee and the course manager. Subject action plans flow from longer term course priorities. Subject leaders have a sharp understanding of progress towards their targets. All partners are informed about the key priorities for improvement and are enthusiastic about their role in securing them. Although the provider has been judged highly effective in a number of inspections, there is no sense of complacency in the partnership. Success in planning and in taking action for improvement is clearly demonstrated by the fact that any minor inconsistencies in provision, identified during the inspection, were known to the provider and were already being actively targeted with some success.

Summary of inspection grades¹

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

Overall effectiveness

		Primary	Secondary
How effective is the provision in securing high quality outcomes for trainees?		1	1
Trainees' attainment	How well do trainees attain?	1	1
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	1	1
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1	1
	To what extent are available resources used effectively and efficiently?	1	1
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1	1
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	1

Capacity to improve further and/or sustain high quality

		Primary	Secondary
To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?		1	1
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		1	1
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		1	1
How effectively does the provider plan and take action for improvement?		1	1

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

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