

York St John University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 15 May 2017 Stage 2: 16 October 2017

This inspection was carried out by Her Majesty's Inspectors and Ofsted Inspectors in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase and separate route within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	1	1

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in primary and good in secondary. This is because high-quality training prepares trainees and newly qualified teachers (NQTs) to teach well so that they achieve good outcomes.

Across both phases, leadership and management are outstanding. Leaders are highly reflective, exceptionally thorough in their self-evaluation and respond swiftly to the insightful feedback they receive from stakeholders. As a result, the quality of training and trainees' outcomes are improving rapidly.

Key findings

- Leaders are thorough and meticulous in their self-evaluation. They have a relentless focus on sustaining and improving the quality of training across the partnership so that trainees' outcomes improve rapidly. The university provides strong institutional support for initial teacher education.
- Leaders have a clear vision, are exceptionally proactive and demonstrate incisive decision-making. Rapid improvements to the quality of training benefit current cohorts of trainees, as well as NQTs. Leaders are highly responsive to emerging issues and demonstrate an excellent capacity to improve.
- Skilled and experienced trainers contribute effectively to the training programmes. Academic content and practical teaching experiences are crafted carefully to ensure frequent and timely opportunities for trainees to apply their knowledge across a range of school contexts.
- Trainees display the personal and professional attributes necessary to form effective relationships with pupils and involve themselves fully in the life of their schools. They use their subject knowledge effectively to plan well-structured lessons so that most pupils make strong progress.

To improve the ITE partnership should:

- continue to improve trainees' understanding of assessment so that they can adapt their teaching to maximise pupils' progress, especially for the most able and those who have special educational needs (SEN) and/or disabilities
- continue to improve completion rates on the School Direct route in the primary phase and across all routes in the secondary phase
- ensure consistently high-quality training experiences and better feedback to trainees across the foundation subjects in the primary phase and all subjects in the secondary phase.

Information about this ITE partnership

- York St John University is a long- and well-established provider of initial teacher education (ITE) in the North East, Yorkshire and the Humber region. Since the last inspection, the breadth of training routes on offer has increased significantly, particularly through School Direct.
- After a period of absence at senior leadership level and a series of interim management arrangements, the core leadership team has stabilised. Following the university restructure, a new head of school was appointed in summer 2017, shortly before stage 1 of the inspection. Other leadership roles and responsibilities have been stable for longer; approximately two years. Many leaders' responsibilities now span both the primary and secondary phases. Some leaders also hold wider university responsibilities. In the secondary phase, subject leadership is provided by external tutors and staff from other university departments. The School Direct programmes are based within the schools that form each of the teaching school alliances within the partnership.
- The primary and secondary partnerships are overseen by individual steering groups made up of university staff, trainee representatives, NQTs, recently qualified teachers (RQTs) and senior leaders from the teaching school alliances and other partnership schools. These strategic groups are both overseen by an overarching school management group.

The primary phase

Information about the primary partnership

- In 2016/17, the partnership offered four routes to the award of qualified teacher status (QTS): a three-year undergraduate BA (Hons) in primary education; a one-year, full-time university-based Postgraduate Certificate in Education (PGCE) in primary education; a two-year, part-time university-based PGCE in primary education and a one-year, school-based route into teaching through School Direct (salaried and non-salaried) also leading to the award of a PGCE in primary education. Undergraduates choose to train in either the 3–7 or 5–11 age range. Postgraduates, including those on the School Direct route, choose to train in either the 3–7 or 7–11 age range.
- The partnership consists of approximately 411 schools across the North East, Yorkshire and the Humber region. It includes seven teaching school alliances. At the end of the 2016/17 academic year, one teaching school alliance decided to move to another higher education institution (HEI).
- During stage 1 of the inspection, there were 391 trainees on the undergraduate route, 52 trainees accessing the university-led, postgraduate programme (34 full time and 18 part time) and 75 trainees undertaking the School Direct route (seven salaried and 68 non-salaried).

Information about the primary ITE inspection

- Inspectors visited 13 schools during stage 1 of the inspection, observing 23 trainees teach. All observations were conducted jointly with school-based mentors and included an analysis of trainees' evidence towards meeting the teachers' standards. Inspectors also observed five training sessions. Four of these were for undergraduate trainees based at the university and one was for School Direct trainees, delivered in a school.
- At stage 2, inspectors visited 13 schools, including four from outside the partnership, to observe 18 NQTs teach. Inspectors reviewed the quality of work in pupils' books to determine the impact of the NQTs' teaching on pupils' learning and progress over time. Inspectors also spoke to three former trainees, including one by telephone, who were yet to secure employment as permanent classroom teachers.
- Meetings were held with individual trainees and NQTs, the primary leadership team, members of the partnership's primary steering group, university tutors, school-based mentors and headteachers. Inspectors also took account of the 421 responses to the online trainee questionnaire which was completed in 2017.

- Inspectors considered a wide range of evidence, such as the primary ITT partnership's self-evaluation and improvement planning documents, course handbooks, recruitment and selection procedures, trainee tracking and assessment documentation, directed tasks and assignments, the partnership's own trainee satisfaction surveys and the content of the training programmes.
- They also reviewed documents to check that the partnership was compliant with the statutory requirements within QTS primary and secondary for the ITT criteria and safeguarding.

Inspection team

Lee Owston HMI (overall and phase lead inspector)
Michael Reeves HMI (assistant phase lead inspector)
Belita Scott HMI (team inspector)
Fiona Manuel HMI (team inspector)
Rajinder Harrison OI (team inspector)

Overall effectiveness

Grade: 2

Key strengths of the primary partnership

- Leaders have a relentless focus on sustaining and improving the quality of training across the partnership. They are hardworking, passionate and committed to the continual pursuit of high-quality outcomes for trainees.
- The York St John partnership is highly respected within the region. It adopts an inclusive and collaborative approach to teacher education, at all levels of the profession, ensuring a smooth transition into employment.
- Leaders are thorough and meticulous in their self-evaluation. Proactive and incisive decision making has led to rapid improvements in the quality of training for current trainees and the continuing professional development offered to NQTs. The partnership has an excellent capacity to improve.
- Everyone involved in the partnership is committed to creating the 'teachers of the future'. Employing headteachers believe that NQTs are 'classroom ready' and fully equipped to tackle the realities of being a primary teacher.
- Tutors and mentors provide sharp and insightful feedback that supports trainees to reflect critically on their teaching. Target-setting, including at the end of the training programme, is accurate. It enables trainees and NQTs to improve their teaching and secure stronger progress for pupils.

- Skilled and experienced trainers contribute effectively to improving trainees' outcomes overall. Training programmes are carefully crafted to ensure that there are frequent and timely opportunities for trainees to apply their knowledge and understanding within real classroom contexts.
- Trainees demonstrate effective behaviour management strategies, strong subject knowledge and the personal and professional attributes necessary to form effective relationships with pupils. Most trainees and NQTs involve themselves fully in the life of their placement and/or employing schools.

What does the primary partnership need to do to improve further?

The partnership should:

- continue to develop trainees' understanding of assessment and how their teaching can be adapted to enhance the learning and progress of pupils with different needs, including:
 - disadvantaged pupils
 - those who have SEN and/or disabilities
 - the most able.
- continue to address the remaining inconsistencies in the quality of training and trainees' outcomes, across the different programmes offered, by:
 - further improving completion rates on the School Direct route
 - providing greater opportunities for trainees to teach, assess and receive feedback in subjects other than English, mathematics and science
 - ensuring that school placement opportunities prepare all trainees to teach a more diverse range of pupils, including in schools that require improvement.

Inspection judgements

1. Leaders are relentless in their pursuit of the highest quality of training. A continual focus on what trainees need to learn, as well as the best ways in which to teach it, ensures that the partnership's vision to 'produce new teachers of the very highest calibre' is quickly becoming a reality. Employing headteachers recognise the raft of knowledge, understanding and skills that NQTs bring to their schools. They consistently describe NQTs as being 'classroom ready' with a strong willingness to seek out and act upon advice.
2. The York St John partnership is well regarded. It has a long-established history of training teachers and, more recently, of supporting wider school improvement. Despite this heritage, leaders are far from complacent. The scope, reach and impact of their work continue to grow as new schools join the

partnership. Leaders are overwhelmingly proactive in making both small- and large-scale changes to training so that current trainees, as well as those who have gained QTS, receive the best experiences possible. This includes working with multi-academy trusts and playing an even greater role in developing a research-led and research-informed profession.

3. The partnership knows itself well. Leaders' thorough and detailed analysis of data and very good use of information from a range of stakeholders support accurate identification of what is working well and where further improvement is needed. A detailed and considered improvement plan follows from this evaluation. It is used exceptionally well to make the changes needed to sustain or further enhance trainees' outcomes. The partnership demonstrates an excellent capacity to improve further.
4. Leaders responded rapidly to address the emerging findings from the first stage of the inspection, illustrating the partnership's highly reflective approach to its work. For example, at stage 1 of the inspection, the partnership was unclear about the way in which it judged trainees' attainment, particularly those who taught at the highest levels. This is no longer the case. Leaders quickly commissioned data analysts to provide different models for determining trainees' overall attainment. These allowed the partnership to determine the fairest and most accurate way of aggregating measures of trainees' academic success and the quality of their teaching. The partnership now judges trainees' attainment accurately. Leaders are well aware that some inconsistencies in trainees' outcomes remain across the different routes offered. Actions have already been set in motion to address these differences.
5. Completion rates, overall, have been above sector averages over time. However, these headline figures mask some variability between the different routes offered. While the undergraduate route has been consistently well above national comparators over the last three years, the postgraduate routes have been more inconsistent, dipping to broadly average in some years. School Direct routes, in particular, have the highest proportion of withdrawals across the partnership. Most of these are due to unforeseen circumstances, such as a person's health, but leaders have identified that some were also due to the recruitment processes when teaching school alliances first joined the partnership. Despite these inconsistencies over time, completion rates are improving quickly.
6. Overall, recruitment processes are effective. Activities to judge whether trainees have the potential to become primary teachers are selected carefully to build a picture of their personal qualities and skills. Partnership schools host these events so that potential trainees can be observed interacting with children. Communication skills, self-presentation and the ability to organise and prioritise activities are all tested. This year, leaders have also included a focus on resilience and responsiveness to change. These were missing from the initial

recruitment processes on the School Direct route. Leaders are now confident that the trainees they select show the aptitudes, attitudes and skills to make a success of their training. A reduction in the number of withdrawals, especially on the School Direct route, confirms this belief.

7. At the end of their training programme, all trainees exceed the minimum expectations of their practice, as set out in the teachers' standards. Overall, trainees demonstrate a good quality of teaching. An increasing proportion complete their programme with the highest levels of attainment. In 2016/17, this applied to approximately half of those who completed their course. There are no discernible differences in attainment between different groups of trainees. Employment rates are above average and improving across all routes.
8. Trainees and NQTs show excellent practice in some aspects of their work but not all. Those observed at stage 1 and stage 2 of the inspection showed particularly strong subject knowledge and demonstrated a vast array of strategies to engage most pupils in their learning and to enable them to make good progress. For example, one trainee deliberately made mistakes while working through calculations so that they could gauge whether pupils understood the correct method for subtraction. In another school, an NQT made particularly good use of technology when pupils had to find hidden barcodes and scan them to unlock information about different food groups. This kept a large class of pupils engaged and interested, for an otherwise potentially dry topic.
9. Most trainees and NQTs demonstrate warm and positive relationships with their pupils, built upon mutual respect and well-developed behaviour management skills. Judicious use of praise, consistently high expectations for what pupils can achieve and the setting up of agreed rules and routines all help trainees and NQTs to maintain discipline and instil effective attitudes to learning.
10. Trainees and NQTs are not as adept at using their assessment skills during the course of a lesson, to adapt what they are doing and maximise all pupils' learning. Typically, trainees and NQTs do not take sufficient account of pupils' answers or misconceptions in order to provide greater challenge or support. This is particularly the case for pupils who have additional needs, such as those who have SEN and/or disabilities, disadvantaged pupils and the most able. In these instances, pupils' learning and progress are not as strong as they could be.
11. The partnership has a highly inclusive approach to its work. Communication between the university and its partners is strong and effective. Stakeholders, at all levels, speak highly of the collegiate culture and the wide-ranging professional development opportunities open to them, including online training materials and good-practice webinars. The sharing of good practice is generous and encouraged.

12. High-quality training ensures that trainees constantly see the links between theory and practice. Frequent opportunities for trainees to apply what they have learned in a wide and increasingly diverse range of schools, including those in challenging socioeconomic circumstances, were constant strengths cited by trainees and NQTs. However, not all training routes receive the same range or depth of opportunities and experiences. For example, undergraduate trainees appreciate their placements in settings other than schools (SOTS), such as museums and libraries, and the option to visit schools abroad. Overall, trainees are universal in their view that the training they receive provides them with the knowledge and skills to become effective teachers.
13. Leaders use an electronic tracking tool as a useful mechanism for collating a wide range of information about trainees' performance, progress and targets. This allows the excellent levels of pastoral and academic support to be targeted at the right individuals, at the right times. Very strong relationships exist between tutors, headteachers, mentors and trainees. Partnership engagement from all stakeholders is equally strong. Everyone has a voice and every voice is heard. As such, potential issues are raised openly and responded to rapidly. Trainees, in particular, always receive the extra support and encouragement they need when faced with unexpected challenges or difficult times in their lives. The primary steering group offers support and challenge in equal measure. All members understand the need for high-quality teachers and the role of the partnership in delivering on this for the locality and beyond.
14. Trainees receive a good grounding in early reading and systematic, synthetic phonics. As one trainee commented, 'this is absolutely the priority when we first start on the course... because learning to read is so important for accessing the rest of the curriculum'. During stage 1 of the inspection, trainees on the 7–11 route raised concerns about not having enough sustained experience of teaching phonics in early years and key stage 1 so that they felt able to address those pupils in key stage 2 who may be struggling. As a result of prompt action by leaders, current trainees on this route must now teach a series of phonics lessons to younger children during their key stage 2 placements.
15. Trainees have an equally strong understanding of how mathematical concepts develop. Training emphasises a 'teaching for mastery' approach to this aspect of the curriculum, placing greater importance on securing and applying pupils' knowledge rather than moving them on to more difficult topics. Trainees and NQTs were observed putting this philosophy successfully into practice by using a range of practical resources and images to demonstrate more abstract concepts to pupils. For example, a trainee was observed using base 10 materials to support subtraction by decomposition, while an NQT used arrays of dots to reinforce the concept of multiplication as repeated addition.
16. Most trainees believed that they had received effective training to teach physical education (PE) well. Some were less positive about this aspect of their

training due to changes in staffing and the perception that sessions were repetitive and focused too much on teaching competitive games at the expense of gymnastics, dance and swimming. A small minority of trainees and NQTs felt that the opportunity to teach PE during placement had been limited due to schools employing specialist coaches to deliver this element of the curriculum. Overall, however, inspectors found that trainees were using their training in this area well to teach PE and deliver after-school clubs. This helped them to contribute to the full life of the school community.

17. While all trainees were found to have had some experience of teaching the full primary curriculum during their course, many commented that opportunities to teach, assess and receive feedback on the foundation subjects, especially PE, music and modern foreign languages, were less extensive. Leaders have responded quickly to this feedback by designing a tracking tool that will allow them to log trainees' teaching of the wider curriculum during placement. This will allow the partnership, through link tutors and mentors, to tune each trainees' teaching commitments more finely, based on the curriculum gaps that emerge. The steering group has already approved the roll-out of this tool.
18. Placements are well planned and effectively timed so that trainees have maximum opportunity to apply their developing knowledge in the classroom. There is a good mix of short placements, to consolidate a particular theme, such as SEN and/or disabilities, and longer block placements, where trainees have more sustained opportunities to teach. While this combination includes opportunities to work in schools facing challenging socioeconomic circumstances, there are too few opportunities for trainees to gain experience of working in schools that require improvement to be good.
19. The partnership places a strong emphasis on equality and diversity. Trainees and NQTs gain practical experience of teaching pupils from a diverse range of ethnic backgrounds, including those who speak English as an additional language or may be new to learning English. Two teaching school alliances within the partnership are increasingly working together to offer their School Direct trainees a broader range of school placements, especially in schools with pupils who may be under-represented in their own locality. Leaders are also using this opportunity to embed trainees' understanding of spiritual, moral, social and cultural education, as well as the promotion of fundamental British values.
20. Most school-based mentors and link tutors provide sharp and insightful feedback which helps trainees to reflect critically on their teaching. Link tutors develop excellent relationships with schools and play a valuable role in developing the capacity of school-based mentors. Regular joint observations are effective at ensuring parity of judgements. The partnership's assessment of how well trainees teach is accurate and consistent. Target-setting, including at

the end of the training programme, is also accurate. It enables trainees and NQTs to improve their teaching and secure stronger progress for pupils.

21. Tutors continue to provide strong support for NQTs in their first year of teaching. Many NQTs continue to maintain their close relationships with subject tutors, knowing that staff are willing to offer advice and guidance long after their official training programme has ended. Leaders have developed a set of online training resources and webinars particularly focused on meeting the needs of different pupil groups, including those who have SEN and/or disabilities. These materials are proving popular among NQTs, current trainees and staff in partnership schools.
22. Leaders are conscious of the demands placed upon trainees during their training programme. They also acknowledge the need to manage their workload, especially as competing demands are placed upon teachers when they move from trainee to NQT. As a result, leaders have made several, significant changes to the way they work, to ensure that trainees do not pick up onerous work habits that will follow them through into employment. For example, the number of academic assignments has been reduced and there is greater flexibility for trainees to reduce the extent of their planning once they have shown that they understand the process of crafting effective teaching and learning.
23. The partnership meets its legislative requirements regarding equality and diversity, discrimination and safeguarding. Trainees have their qualifications and suitability to work with children checked and recorded. The partnership fully complies with the statutory criteria for ITT (QTS).

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

Acomb Primary School, York
Askern Spa Junior School, Askern
Barnby Dun Primary Academy, Barnby Dun
Boothferry Primary School, Goole
Bournmoor Primary School, Houghton-le-Spring
Carr Infant School, York
Clifton Green Primary School, York
Clifton with Rawcliffe Primary School, Rawcliffe
Cowick Church of England Voluntary Controlled Primary School, Rawcliffe
Garton-on-the-Wolds Primary School, Driffield
Great Smeaton Primary Academy, Northallerton
Green Lane Primary Academy, Acklam
Hambleton Church of England Primary School, Selby
Haxby Road Primary Academy, York

Howden Junior School, Howden
Knavesmire Primary School, York
Linthorpe Primary School, Linthorpe
Normanby Primary School, Middlesbrough
Skerne Park Primary Academy, Darlington
St Paul's Church of England Voluntary Controlled Primary School, York
Thomas Hinderwell Primary Academy, Scarborough
Thorntree Primary School, Thorntree
Walbottle Village Primary School, Newcastle-upon-Tyne
Whitley and Eggborough Primary School, Goole

The secondary phase

Information about the secondary partnership

- York St John University provides initial teacher education in the 11–16 age range, with post-16 enhancement. The partnership comprises more than 30 schools, from a wide geographical area, in North Yorkshire, Teeside, Humberside and West Yorkshire, including five teaching school alliances.
- The partnership offers a salaried and non-salaried School Direct route to qualified teacher status in 13 subject specialisms. Trainees gain a Postgraduate Certificate in Education (PGCE) on completion of these courses. The university introduced the School Direct route in 2013/14 with eight trainees in three subjects. This number has expanded each year with 46 non-salaried and three salaried trainees being recruited for the programme in 2016/17. The partnership also offers a one-year, university-based PGCE in religious education. One third of the programme is based in the university and two thirds in schools.
- At stage 1 of the inspection, there were 45 School Direct trainees and six postgraduate trainees in religious education.

Information about the secondary ITE inspection

- Inspectors observed 12 trainees during stage 1 of the inspection and seven NQTs at stage 2. At stage 1, inspectors observed the feedback given to trainees by subject mentors. At both stages of the inspection, inspectors evaluated the impact of the trainees' and NQTs' teaching on pupils' learning and progress over time.
- Over the course of the two-stage inspection, inspectors held meetings with the university leadership team and subject tutors, trainees, NQTs, school-based subject and professional mentors, headteachers, school leaders with responsibility for training and early professional development, and representatives of the secondary steering group.
- Inspectors considered a wide range of documentation including: self-evaluation documents and improvement plans; course handbooks; trainees' portfolios; quality assurance documents; and information on trainees' attainment, completion and employment.
- Inspectors considered the 42 responses to Ofsted's online trainee questionnaire completed in 2017.

Inspection team

Bernard Campbell HMI (phase lead inspector)
Julie Yarwood OI (assistant phase lead inspector)

Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- Leaders' clear vision, relentless drive and well-targeted actions provide convincing evidence of their excellent capacity to bring about further improvements to the quality of training and trainees' outcomes.
- Leaders communicate effectively their high aspirations for trainees and high expectations of mentors and trainers. They are highly responsive to emerging issues. Thorough and meticulous self-evaluation and incisive decision making have brought about rapid improvement in training and mentoring.
- Leaders have managed the growth of the secondary ITE programme carefully and strategically. The university, teaching school alliances and schools demonstrate a common vision and shared commitment to teacher training. They communicate with each other well. The university provides strong institutional support for initial teacher education.
- Employment rates are high across training routes because the partnership meets the needs of schools within the region and beyond.
- Trainees display a positive attitude and behave with a strong degree of professionalism. They use their subject knowledge effectively to plan well-structured lessons and take on a wide range of professional duties, showing a high level of personal commitment to their role.
- The programme of training and mentoring is coherent. It is continuously reviewed through detailed and sophisticated quality assurance systems. Well-organised and accessible online record systems enable leaders and mentors in the university, teaching school alliances and schools to monitor trainees' progress closely and continuously.
- The partnership is developing a smooth continuum between initial teacher training, induction and continuing professional development. Course leaders provide high-quality information to support NQTs.

What does the secondary partnership need to do to improve further?

The partnership should:

- sharpen the precision of mentor feedback so that a greater proportion of trainees demonstrate a high level of competence in:
 - adapting teaching to the needs of the most- and least able pupils and those who have SEN and/or disabilities
 - using assessment to promote pupils' progress.

- ensure that the strengthened university staffing in subject specialisms results in consistently high-quality training and feedback across all subjects.
- ensure that early support and tight monitoring of trainees' progress result in a high proportion of trainees completing the course and gaining qualified teacher status.

Inspection judgements

24. The programme equips trainees well to begin their teaching career. Trainees develop strong subject knowledge and demonstrate high standards of personal and professional conduct. Their strong classroom presence motivates pupils well. Most plan and teach well-structured lessons and generally manage behaviour well. Trainees and NQTs are reflective and highly committed to their continuing professional development. They contribute positively to subject departments and the wider life of the school.
25. A few trainees and NQTs are less confident and competent at adapting teaching to the needs of pupils in class, especially the most able, the least able and those who have SEN and/or disabilities. They are less skilled in assessing and responding to pupils' needs and promoting their progress.
26. Some trainees and NQTs quickly demonstrate outstanding practice. Schools welcome their new ideas and energy. A few RQTs are already in leadership positions in subject departments. Others are leading professional development and training sessions in schools and teaching school alliances.
27. In 2017, there were no significant differences in the attainment of trainees on the School Direct route, salaried and unsalaried, and those on the PGCE in religious education. There was also no marked variation in attainment according to whether trainees were male, female, mature, had a declared disability or were from a minority ethnic background.
28. Employment rates over time have been strong. Only one trainee in any year has not gained a teaching post. In 2016, the employment rate was above the national average. Trainees praised the quality of support they have received for completing job applications.
29. Completion rates are not as strong and have been below the national average. However, completion has increased year on year. Of those who did not complete in 2017, some left for other careers, despite their initial enthusiasm and commitment, while others withdrew due to health and personal reasons. Some of these factors were beyond the partnership's control.
30. Leaders have acted promptly to provide earlier and more comprehensive support for current trainees. The monitoring of trainees' weekly progress has been tightened further. An electronic tracking system has helped to provide a clear overview and analysis of trainees' performance, progress and targets.

Sessions on developing resilience were received well by new trainees at the beginning of this term. Leaders have also taken preventative action to spread the workload of academic assignments which, last year, created pressure on some trainees at a time when leaders were increasing the teaching workload. Course leaders and the university registry acted decisively to change the structure, design and timing of academic assignments for the new cohort of trainees.

31. A few trainees find academic writing difficult, and a few lack grammatical accuracy. Additional sessions are developing trainees' academic literacy, including a recent well-attended summer school for those about to start their programme in 2017.
32. Trainees' management of behaviour is generally a strength. Trainees establish positive relationships with most of their classes and learn to apply the school's behaviour policies well. Trainees' survey responses were highly positive about the quality of training in behaviour management. An NQT observed at stage 2 of the inspection, who managed behaviour well, had learned to be more assertive because of what he had learned in his placement in a school with more challenging pupils.
33. Trainees and NQTs praised the quality of diversity training, particularly as some parts of the region lack ethnic diversity. They valued their visits and placements at schools with a more diverse pupil population because they developed their awareness of the experiences and needs of pupils who speak English as an additional language. However, not all trainees are skilful enough in meeting the needs of different pupil groups, including the most able, the least able and those who have SEN and/or disabilities. Leaders have revised school-based tasks to sharpen trainees' focus on the progress of different groups.
34. Trainees benefit from placements in contrasting socioeconomic contexts and school settings. Leaders of schools that require improvement or are a cause for concern are keen to maintain and develop their links with the programme. These schools work closely with the partnership and are represented on the steering group. Many trainees placed at these schools have been employed by them. This has improved the supply of teachers to schools that sometimes face recruitment and retention difficulties.
35. All trainees widen their experience of post-16 provision by visits to schools with post-16 provision, and some teach post-16 classes. Leaders arrange to meet trainees' particular interests, for example through a visit to a pupil referral unit, in order to develop a more honed understanding of how to manage more extreme pupil behaviours effectively.
36. Trainees learn to develop and apply their subject knowledge well. They receive appropriate subject knowledge enhancement training which meets any

identified gaps in knowledge. School subject mentors provide strong support and guidance. This enables trainees to apply their subject knowledge accurately to the new national curriculum and assessment requirements, so that their pupils make good progress.

37. In one very successful example, the trainee's excellent musical knowledge, skilful assessment and rapid response to the needs of individuals inspired pupils, who made rapid progress in composing music. Similarly, in a Year 7 mathematics lesson, an NQT presented a well-thought-out sequence of challenges that actively engaged all pupils in a mixed-ability class and made them think more deeply about the division of numbers.
38. Recruitment and selection are rigorous. Trainees demonstrate good subject knowledge and a strong aptitude for teaching. Following a careful review of the progress of trainees in mathematics, the partnership has raised the entry requirements for secondary mathematics.
39. School mentors and university link tutors support and challenge trainees well. Trainees are generally positive about their mentoring and training. Assessment of trainees is generally accurate. However, the quality of mentoring is not consistently high. On occasion, mentors are not sufficiently sharp and assertive in identifying actions for improvement.
40. Leaders are implementing well-conceived plans to improve the precision of feedback by tutors and mentors. More formal procedures for observing feedback are allowing checks on mentors' accuracy and sharpness. Training videos are used as a way of disseminating models of good practice exhibited by mentors more widely across the partnership.
41. Trainees are mainly highly positive about the training and support provided by university link tutors. On occasion, there was some inconsistency in the quality of subject-specialist support and feedback. The university has rectified this promptly by improving staffing and increasing its investment in subject expertise. Tutors' extra time and flexibility have strengthened the continuity and consistency of subject support for trainees. For example, this term, all tutors attended the induction meetings and met their trainees in person.
42. A few trainees were dissatisfied with the shorter, middle placement. They felt that they had just got to know the pupils and school procedures when they were moved on. Consequently, leaders have increased the shorter placement from five to six weeks. In addition, leaders have strengthened the formality of trainee assessment on the middle placement.
43. Trainees praised the quality of safeguarding training, including that related to the use of technology and social media, provided by both the university and schools.

44. The partnership fully complies with the statutory criteria for ITT (QTS).

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

Abbey Grange Church of England Academy, Leeds
All Saints Roman Catholic High School, York
Boston Spa School, Wetherby
Holy Family Roman Catholic and Church of England College, Heywood
King James' School, Knaresborough
Lawnswood High School, Leeds
Manor Church of England Academy, York
Northallerton School and Sixth Form College, Northallerton
Norton College, Malton
Ruth Gorse Academy, Leeds
Selby High School, Selby

ITE partnership details

Unique reference number	70118
Inspection number	10022245
Inspection dates	15–17 May 2017
Stage 1	
Stage 2	16–18 October 2017
Lead inspector	Lee Owston HMI
Type of ITE partnership	HEI
Phases provided	Primary, secondary
Date of previous inspection	18–22 June 2012
Previous inspection report	https://reports.ofsted.gov.uk/user/70118
Provider address	Lord Mayor's Walk York YO31 7EX



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