

Bradford College

Initial Teacher Education inspection report

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Inspection dates	08 – 12 March 2010
Lead inspector	Garry Jones HMI

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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. Bradford College is a large further education college located in the centre of Bradford. It provides a wide range of courses in further and higher education. It delivers initial teacher education (ITE) through its School of Teaching, Health and Care, working primarily in partnership with schools in Bradford and its neighbouring authorities but also across a wide area of northern England. The courses offered include a BA in primary education with qualified teacher status (QTS), a BEd in primary education with QTS, a postgraduate certificate in primary education and a postgraduate certificate in primary education specialising in French. There are also courses in a range of subjects leading to the award of a postgraduate certificate in secondary education. These include citizenship, design (food technology), information and communications technology (ICT), mathematics, science and a number of vocational subjects for the 14 to 19 age range. A postgraduate certificate in education (PGCE) is also offered in science for Key Stages 2 and 3. In addition there is employment-based initial teacher training that was inspected previously as part of the inspection of Bradford and Northern Employment-Based Teacher

Training. The college also works to deliver further education teacher training in collaboration with other partner colleges in an arrangement managed by Leeds Metropolitan University. This provision was subject to an earlier inspection.

4. At the centre of the college's distinctive experience is a commitment to equality of opportunity and to widening participation from underrepresented groups in teaching. It has a clear focus on developing practitioners well versed in the skills required for teaching in diverse communities. There is strong recruitment from minority ethnic communities and from mature trainees. The provider's senior management team for ITE provision has been in post for a relatively short period of time.

A commentary on the provision

5. The following are particular features of the provider and its initial teacher training programmes:

- very effective arrangements to recruit trainees with the capacity to achieve well from groups underrepresented within the profession, including minority ethnic groups
- high quality pastoral support that enables trainees to achieve their potential
- high quality centre-based training that enables trainees to make good progress and attain well
- well-established lines of communication within the partnership that ensure that roles and responsibilities are clearly understood and trainees are effectively supported to make good progress.

6. The following recommendation should be considered to improve the capacity for improvement:

- ensure that action plans at all levels include precise success criteria to enable more effective evaluation of the impact on trainees' outcomes in order to inform course planning.

Provision in the primary phase

Context

7. Bradford College provides primary phase ITE through three main routes. Approximately 70 trainees per year are accepted onto a four year Bachelor of Arts (BA) Primary Education degree course. This is validated by Leeds Metropolitan University and enables trainees to gain QTS. Trainees select to specialise in teaching in the Early Years 3 to 7 age phase or the Primary 7 to 11 phase. Trainees are also able to specialise in one of the following areas: science, mathematics, language and literacy, creative arts, humanities or advanced studies of early years. The second route provides training towards a Bachelor of Education degree (BEd) with QTS. There are approximately 16 trainees a year with appropriate prior qualifications who follow this two-year top-up degree programme. The third route is a one-year PGCE course. There are approximately 87 PGCE trainees a year who choose to specialise in either the 3 to 7 or the 7 to 11 age phases. Around 10 PGCE trainees per year specialise in teaching French to primary age pupils.

8. The college works in partnership with around 260 primary schools in a range of local authorities. Most schools are located in and around Bradford, Leeds, Kirklees and Calderdale authorities. The college has a regular link with schools in Limoges, France and has established links with schools and settings across the world in which trainees can learn more about education. In addition to schools in the United Kingdom, the college works with a number of other settings including children's centres, a pupil referral unit, a special school and schools with specialist units.

Key strengths

9. The key strengths are:

- the good quality centre-based training which enables trainees to make links between the theory and practice of teaching
- the high quality subject-specific feedback after lesson observations that gives trainees a precise view of what they need to do to meet the QTS Standards
- the well-designed placement in the third year of the BA route which provides the opportunity for trainees to extend their training and understanding of education in alternative settings within the United Kingdom and abroad
- the excellent provision of high quality resources, including staffing, that enables trainees to make good progress from their starting points.

Recommendations

10. In order to improve recruitment and selection the college should:

- improve selection procedures to ensure more trainees are successful in completing the course, through greater participation by employers and by

placing more emphasis on candidates' ability to write and speak using standard English.

11. In order to improve trainees' progress, the college should:

- formalise systems to collect, collate and evaluate information about how well trainees teach and use this information to make adjustments to the course.

Overall effectiveness

Grade: 2

12. In each of the last three years, the attainment of 82% of trainees who completed their courses has been good or outstanding. There is a very slight variation between the different routes but overall, trainees' attainment is good. Trainees plan, prepare and teach lessons taking account of pupils' prior learning and possible misconceptions or errors. They also teach lessons taking account of different ability groups, particularly for pupils who have special educational needs and/or disabilities. Their planning for and teaching of more able pupils is less well developed. There are very clear references in their lessons to the National Curriculum programmes of study and a large majority of lessons have clear learning objectives which are shared with the class. Trainees observed during the inspection used resources well in their teaching, including resources that enable pupils who speak English as an additional language to make progress.

13. There is a very clear rationale for the course which is to provide training for predominantly local trainees to teach in local schools. The college is particularly successful in recruiting trainees from minority ethnic backgrounds. Generally this proportion is around 25% of trainees which is significantly above the national average. The college has also recently improved the number of males accessing the different courses. Although the proportion fluctuates, it is generally similar to the national average. One of the main aims of the college is to provide a route into teaching for trainees from a wide range of diverse backgrounds. They are successful in this aim; around half of the trainees recruited onto the courses are from families with little or no prior experience of higher education and many of the trainees have low level qualifications. School staff and employers are involved in a relatively low number of interviews. Despite the fact that many trainees are employed in Bradford and neighbouring local authorities, there is little input from employers to influence the type of trainee they would like to see employed in the future. Some trainees are accepted onto the course with some low level skills in their use of standard written and spoken English. There is a strong selection and screening process for trainees on the PGCE primary French route and on the BEd course. Almost all trainees on the PGCE courses are successful and attain QTS. The success rate on the BA course is, however, low with around 30% of trainees not gaining QTS at the end of the course. This is in part due to the particular nature of the circumstances of individual students.

14. Trainees make good progress from their starting points. Those interviewed during the inspection were highly satisfied with the quality of the school and centre-based training. A particularly strong feature of their satisfaction is the level of

pastoral support from centre-based tutors. Trainees said this was pivotal in helping them to make progress and to stay on the course. Tutors are accessible at all times and are generous with their time.

15. The quality of centre-based training is good. Training sessions are interactive, model good practice and enable trainees to make clear links between the theory and practice of teaching. An issue at the last inspection was to improve the level of challenge in sessions. In the sessions observed during the inspection, the training was challenging because it made trainees think and apply their understanding to practice in schools. Well-qualified and able tutors typically made clear references to recent and relevant research and reports as well as to the National Curriculum and the latest curriculum developments. Trainees rightly judged some sessions in music, art and geography to be particularly strong. In music, for example, the tutor takes an initial audit of the trainees' musical knowledge, skill and understanding and uses this proficiently to adapt the training, thus ensuring that every trainee's needs are met. In one particularly strong session observed during the inspection, the trainees learnt about how to link the music National Curriculum to work on Japan. They tasted green tea, learnt some Japanese, looked at how to adapt their teaching to meet the needs of pupils who speak English as an additional language, and explored links to haiku and art. Trainees complete assignments which are helpful in supporting them to make progress towards the Standards. Trainees reported some inconsistencies in approach between tutors in the quality of feedback provided on assignments. In some cases, trainees get clear helpful comments which enable them to improve their next piece of work. In others, the comments are imprecise which means trainees have a less clear view of what they need to do to improve.

16. The range of placements in the third year of the BA course is a strong feature of the training. It enables trainees who have deferred a placement earlier in the course to catch up on their school-based training. It also gives the opportunity for trainees to widen their understanding of education by opting for a placement in an alternative setting such as a special school, children's centre, or a setting abroad. One trainee, for example, who is able to speak Japanese, has opted for a placement in a kindergarten in Japan to learn more about the country's education system for early years pupils. School-based training is delivered by teachers who are committed to the course. Written observations on a trainee's lesson are very good because they are subject-specific, and mentors give a clear evaluation of the strengths of the lesson and what aspects the trainee needs to work on to meet the Standards. In the best cases, mentors adapt the training programme to meet the needs of each individual trainee.

17. Trainees are placed in diverse settings. Mentors and class teachers have a good understanding of their roles and responsibilities in the training and assessment of trainees. A strength is the quality of the communication between the school, trainee and the college. The response from the college tutors is rapid. Trainees and school staff all identified this as a significant strength that enables trainees to make good progress. Mentors and headteachers said a key to the success of the college programmes was the role of the link tutor. These tutors stay linked with the school over time which means they are able to get a detailed and thorough understanding of the sort of training the school is able to provide. The college fosters strong links with the local community and wider community and brings other settings into the

partnership. During the inspection, for example, pupils from a local pupil referral unit were working with trainees on a range of different activities and subjects.

18. The provider makes outstanding use of its resources to support trainees in meeting the Standards. The deployment of tutors' time is highly responsive to need. Some trainees and schools get weekly visits from link tutors who provide help and support and there is a member of staff available at all time to support trainees with their study skills. The college also provides outstanding quality support to trainees depending on their personal circumstances. Resources are deployed to help trainees who have financial, medical, personal or other difficulties. For example, some trainees with dyslexia are provided with laptops and other resources to help them to achieve. The college has specialist accommodation such as science laboratories, art rooms and primary teaching rooms which help the trainees to make good progress. Trainees also have at their disposal a large collection of e-books and teaching resources. One trainee, for example, made good use of the college's snakes and animals to teach pupils about animals and their needs.

19. The promotion of equality and diversity is a strong feature in all aspects of the provision. The college is particularly strong in enabling trainees to teach pupils from a wide range of cultures, races and faiths. As a result trainees have a good understanding of how to teach pupils from different backgrounds and how to prevent racism. Trainees are less strong on the prevention of homophobic bullying, gender issues and some other aspects of diversity. This is because there is less of an emphasis on these aspects in the centre-based training. There are good links with outside agencies, such as the local children's safeguarding board and social workers to help trainees know and understand how to safeguard pupils. Trainees were confident they would be able to approach college tutors if they suffered the effects of any harassment.

The capacity for further improvement and/or sustaining high quality Grade: 2

20. The college has a good understanding of its strengths and areas to develop. This is because it has a thorough system for evaluating its provision using evidence collected from trainees', link tutors' and mentors' evaluations, external examiner and external agency reports and from internal quality assurance systems. This has led to improvements in the structure and content of the courses. For example, senior leaders noted from evaluations that there was a relatively low proportion of trainees being observed teaching phonics and carrying out their own observations of school staff teaching early reading. As a result, extra centre-based training and an additional school-based task were introduced to ensure all trainees were adequately prepared to teach letters and sounds. Most trainees now have a secure understanding of how to teach phonics.

21. Most stakeholders are involved in assuring the quality of the provision. The employers spoken to during the inspection were satisfied with the skills and knowledge of the trainees that they employed. Although the provider takes account

of the views given by newly-qualified teachers (NQT) as a part of a national survey, there is a missed opportunity for NQTs and recent graduates to be involved in evaluating the skills and understanding they developed during the courses.

22. Senior leaders collect summative information about how well trainees attain the QTS Standards to identify relative strengths and weaknesses. They identified that a relatively weaker aspect was trainees' ability to monitor, assess, record and report pupils' achievements. The courses were adapted and as a result there has been an improvement in trainees' attainment of this group of the Standards. There is, however, no formal or systematic mechanism for collecting, collating and evaluating how well different groups of trainees teach, for example, by sampling lesson observations of trainees' teaching. This limits subject and module leaders' ability to improve the course during the year to meet the needs of groups of trainees.

23. School staff are highly satisfied with and complimentary about the support they get from the college to help them make accurate assessment of the trainees. This support involves joint observations with link tutors and some cross-moderation between mentors from neighbouring schools. Mentors, class teachers and link tutors work well together to apply the college's grade descriptors when assessing the trainees in their schools. They have also begun to use them alongside Ofsted's grading criteria and this is beginning to be successful. Consequently, as external examiners and inspectors have confirmed, the partnership's assessments are accurate.

24. Subject and module leaders have a good understanding of developments in their subject area, although more attention has been given to amending aspects of the provision, such as the course content and structure, rather than improving trainees' attainment of groups of the QTS Standards. Despite this, the courses have been adapted well to take account of national initiatives and priorities such as the teaching of early reading and the teaching of mathematics. Many staff and trainees are involved in national and/or regional subject organisations and networks. This gives them a good insight into developments in their subjects. This is then used to improve the provision for trainees. The college staff, for example, pre-empted revisions to the National Curriculum by adapting their courses to meet the needs of a more creative and cross-curricular approach. Trainees following the Early Years Foundation Stage specialism benefit greatly from the college's links with local, national and international partnerships. As a result of these partnerships, trainees following this route had a particularly extensive understanding and insight into early years education.

25. Since the last inspection, the college has piloted a system to identify and address any errors in trainees' use of standard English. At the moment this project has only been used with the first-year BA trainees. The BA course leader has ably conducted an impact survey which is showing that the pilot has been successful. This point for improvement identified at the last inspection, however, remains an issue because there are too many trainees on the course who make errors in their written and/or spoken standard English. Other than this, almost all of the points for action and consideration which were identified at the previous inspection have been tackled successfully. Trainees, NQTs and employers were all sure that the centre-

based training had improved. Consequently, trainees are now more skilled in planning and teaching lessons that met the needs of different abilities of pupils, particularly the average ability and low ability learners. Amendments to provision have also strengthened the link between all aspects of the training to the QTS Standards. This enables trainees to get a more detailed understanding of how well they are progressing towards the Standards. The college's improvement since the previous inspection and its ability to evaluate itself indicate it has a good capacity to improve.

26. Written improvement plans cover each of the subjects, modules and courses. These plans are appropriate and clearly identify the people responsible for taking the actions to improve the provision. The plans, however, do not make the outcomes for trainees explicit enough and do not have enough measurable success criteria. This hinders the ability of subject/module leaders to be able to measure the impact of their actions on outcomes for trainees.

Provision in the secondary phase

Context

27. Bradford College works in partnership with a large number of schools to offer ITE leading to the award of QTS. Through successful completion of academic assignments trainees are able to gain the award of a PGCE which includes academic credits at Masters level. The provider offers training in the 11 to 16 age range in citizenship, design (food studies), ICT, mathematics and science. It also offers training in the age range for Key Stages 2 and 3 in science, and for the 14 to 19 age range in applied vocational subjects including business, health and social care, ICT and leisure and tourism. There were 141 trainees recruited to start the training in September 2009.

Key strengths

28. The key strengths are:

- a well-planned and effectively-delivered programme of professional studies that supports trainees in achieving their potential
- effective pastoral and academic support for trainees with particular needs, which allows them to make good progress
- strong use of ICT to support trainees' learning
- a coherent training programme that equips trainees with a good understanding of current developments in education
- accurate assessment of trainees' attainment through effective partnerships between schools and the provider.

Recommendations

29. In order to improve trainees' progress and attainment, the provider/partnership should:

- develop a more coherent approach to the development of subject knowledge by linking together the initial needs analysis and a planned programme of training across the course
- streamline the system for grading trainees' achievements by combining the use of the criteria for judging the standards and the Ofsted characteristics of trainees to provide challenging targets for improvement
- extend the quality assurance role of the link tutor to increase the consistency in the quality of provision across the partnership.

Overall effectiveness

Grade: 2

30. The overall effectiveness of the provider in securing high quality outcomes for trainees is good. Trainees achieve well because of the high quality of the support they receive from the link tutors and mentors and the effective training that helps them to meet and surpass the Standards for QTS. All elements of the training combine well to provide a broad experience in a diverse range of often challenging settings.

31. The attainment of the large majority of trainees at the end of the course is good. This confirms the accuracy of the providers' own assessment of the trainees. Trainees make good progress and develop an appropriate range of professional knowledge and skills. The best trainees have developed the qualities of reflective practitioners, able and willing to learn from their own experiences. They develop positive relationships with students that support their learning and show an understanding of the needs of students of different abilities and backgrounds. They have the capacity to effectively plan lessons with a clear structure and which effectively incorporate the use of ICT. A minority of less effective trainees use a more limited range of learning strategies that do not engage students of all abilities actively in their learning. They also use a limited range of assessment strategies and skills of behaviour management require further development.

32. Trainees' achievements reflect the provider's ability to recruit suitable candidates to the course. There are effective procedures for assessing the suitability of trainees to teach. There is a clear focus on using a range of strategies to assess the commitment of trainees to teaching and to assess their interpersonal and communication skills. The provider places an emphasis upon recruiting trainees from a diverse range of backgrounds, often from underrepresented groups, and is particularly successful in recruiting from minority ethnic groups. The use of conditional offers dependent on attendance at enhancement courses in physics, chemistry, mathematics or food technology enables candidates who initially have insufficient subject knowledge to access the course. The interview process focuses on identifying such weaknesses in subject knowledge but this is not always completed with sufficient rigour. While trainees are required to develop subject

training plans as part of their individual development profile, these often lack sufficient detail to make them really useful documents. The strategic monitoring of trainees' development of subject knowledge is not fully developed. The provider judged recruitment to be outstanding and, while there are many strengths, the inconsistency in assessing subject knowledge at interview and in supporting the development of detailed training plans limits the judgement to good.

33. The overall quality of training and assessment is good in that it ensures that trainees achieve well and that their attainment is good. Trainees rate the central training highly and particularly the high quality programme of professional studies. They especially value the modelling of best practice by their tutors and the use of current practitioners to ensure relevance. The link between the central training and the Standards is clearly documented and this has the benefit of focusing trainees' learning. The development of subject expertise through workshops is generally effective and schools report that trainees are well prepared for their practice. However, the impact of subject-based training is not always consistent. The development of subject knowledge relies too heavily on the commitment of the trainee and reflects too strongly the demands of their initial teaching timetable rather than the broad nature of each subject.

34. School-based training is effective and builds well on the good quality central training. Trainees report that they are well supported in developing subject knowledge to deliver their lessons through work with their mentors. Regular lesson feedback and weekly meetings with mentors in which appropriate targets are set support progress well. Targets are generally clear and are usually related to the Standards. The accuracy of these assessments is checked through regular joint observations with college link tutors. The system for the assessment of progress against the Standards is well understood by mentors and trainees. It provides trainees with a periodic overview of their progress against individual and groups of Standards. This enhances trainees' understanding through their involvement in discussion with their mentor. The assessments are moderated by the use of the Ofsted characteristics of trainees with link tutors working with mentors and trainees. The system results in accurate assessment but does not fully involve mentors in a broader assessment of the trainees or encourage the setting of broader, challenging targets for improvement that go beyond the Standards.

35. The good range of available resources is used well to enable trainees to make good progress. The college link tutors provide high quality support for trainees. Regular visits to school with joint observations and feedback are rated highly by trainees and indeed the school mentors. Trainees speak warmly of the high level of access to tutors and their willingness to respond rapidly to queries. The access to specialist facilities is very good; for example, there are excellent ICT resources in a specialist academy that is used for training ICT trainees and there is good access to subject-specific teaching rooms for science. Trainees speak positively of access to good library facilities and the good provision of ICT facilities. The virtual learning environment is used well to share resources and discuss ideas. The imaginative use of video guidance on the collation of evidence against the Standards is a good example of the potential of this resource. Trainees also have good access to visits, for example, a residential field week for science, and external conferences to enrich their learning. The many strengths in the deployment of resources are balanced by

some weaknesses including the shortage of places for science trainees and of opportunities for subject-specific training for the vocational subjects. This results in a judgement of good rather than outstanding for this aspect.

36. The partnership is very effective in supporting trainees to help them fulfil their potential. There is a clearly understood sense of purpose within the partnership that focuses on strengthening the local supply of good teachers and supporting the professional development of teachers within schools. Communication between the college and schools is effective and the schools value the access to clear documentation. In addition, a personal visit by a link tutor at the start of the year ensures that there is a clear understanding of procedures and respective roles. The good knowledge of the strengths and weaknesses within partner schools enables appropriate placements to be sought for trainees. The mentors are of generally good quality and trainees value their contribution. However, this is not universally the case and there are some inconsistencies in the quality of mentoring, although trainees report that at times of difficulty tutors and school work together effectively to address the problem. There is a comprehensive programme of briefing for mentors. In addition the college has an imaginative relationship with other providers in the region to deliver an agreed programme of mentor training and to thus avoid duplication.

37. There is a strong commitment to equality of opportunity within the partnership and a real emphasis on valuing diversity. Clear policies are in place to ensure equality and these are monitored closely at a college level. Trainees are confident of procedures and are aware that any incidents are dealt with effectively. There is strong support for individuals facing difficulties and there is clear evidence that such support has ensured that trainees with learning difficulties and/or disabilities make good progress. This results in there being no variation in the progress made by different groups. In this supportive environment trainees are well prepared to teach in a diverse society with a real awareness of cultural awareness through the opportunities to teach in diverse settings. Trainees are also well prepared to teach students with special educational needs. Other aspects of diversity are covered in less detail.

The capacity for further improvement and/or sustaining high quality Grade: 2

38. There is a clear commitment to the ongoing development of the quality of provision within the partnership. All stakeholders are involved in the evaluation of provision. The quality of central training is evaluated well through the collation of the views of trainees on a regular basis. This information is responded to promptly and effectively to ensure that the needs of trainees are met and that they are well supported in reaching the Standards. There is clear evidence of courses being developed to respond to trainees' needs. In science, for example, concerns expressed by trainees over their knowledge of biology have led to the development of an additional course over the Easter period to address this perceived weakness. A further example is that concerns from trainees in mathematics that their ability to

assess students' work was too limited led to an additional series of workshops to eradicate this weakness. There is also an established system for monitoring and evaluating provision within the schools through collation of the views of trainees and link tutor. These views are collated centrally and written feedback provided to the school. However, the feedback is limited and there is no in-depth formal review of the provision of training and support recorded to identify strengths and areas for development. There is evidence that the provider acts promptly to address weakness and even to deselect partner schools. This evaluation of the differing aspects of the provision is used well to inform the self-evaluation, where there is an accurate assessment of the strengths and areas for development in relation to the outcomes of trainees. An emerging strength is the use of studies to demonstrate the impact of new initiatives. There is a course steering committee that also contributes to evaluation but not in a sufficiently formal and systematic manner.

39. There is clear evidence that leaders have demonstrated the capacity to respond effectively and promptly to new initiatives. Although the course leaders have been in place for a relatively short time there is evidence of enhanced provision leading to improvement in trainees' attainment. In response to national initiatives, the educational studies course has been amended to ensure that developments such as the Rose Review, changes to the National Curriculum and the 14 to 19 curriculum are included to keep trainees up-to-date with current thinking. There is a clear focus on the development of diplomas, particularly for those trainees on the applied vocational courses. In addition there is evidence that the partnership responds to local needs and explores initiatives to address the needs of the community. A good example is the use of enhancement courses for physics, chemistry, mathematics and food technology to improve the subject knowledge of the large majority of trainees who were able to access the course in the current year. This has helped to address shortages of trainees in both subjects. In other contexts, the college has provided focused training for all mentors within a school to enhance their capacity and has supported a school's international links in teacher training. There has been a clear focus on the development of strategies to address community cohesion through citizenship. A number of headteachers commented on the training in citizenship as meeting a real need within their schools. While there is clear evidence of a good response to local and national initiatives, this aspect is not judged to be outstanding as there are some issues that have not been fully addressed; for example, the consistent provision of subject-based training for all subjects and the shortage of placements for science students.

40. There is a coherent approach to planning for improvement. A three-year plan has been developed that provides a strategic direction for the department. This is supported by course- and subject-based development plans. The plans have appropriate priorities designed to improve provision and raise achievement. However, the plans focus too closely on the actions to be undertaken rather than on sufficiently defining the intended impact on outcomes for trainees. Success criteria are not sufficiently precise and this limits the evaluation of the success of the actions. Despite these weaknesses in planning the commitment to taking action is strong and there is clear evidence that actions identified from evaluation or through local and national initiatives are leading to improvements in the quality of provision and to outcomes. There is clear evidence that better selection and preparation of trainees before commencing the course has led to improved rates of retention, as in

science. The proportion of trainees being graded as good or outstanding has risen over the last three years. A significant change has been the perception of trainees of the effectiveness of the course in preparing them for teaching. From a low base line in 2007/08, when the proportion of trainees grading the course as good or better was below the average for the sector for all aspects, the situation improved for the 2008/09 cohort with responses above the average in all but one of the indicators.

41. The process of self-evaluation which has correctly identified strengths and areas for development, together with the responsiveness of the team to embracing change and the track record of improvement, illustrates that there is good capacity for further improvement.

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?		2	2
Trainees' attainment	How well do trainees attain?	2	2
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	2	2
	To what extent are available resources used effectively and efficiently?	1	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	2	2

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?		2	2
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		2	2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		2	2
How effectively does the provider plan and take action for improvement?		2	2

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

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