

University of Brighton ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 23 April 2018 Stage 2: 15 October 2018

This inspection was carried out by Her Majesty’s Inspectors (HMI) and Ofsted Inspectors (OI) 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

	Early years ITT (EYTS)	Primary QTS	Secondary QTS	ITE in FE
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1	1	1	2
The outcomes for trainees	1	1	1	2
The quality of training across the partnership	1	1	1	2
The quality of leadership and management across the partnership	1	1	1	2

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in early years ITT; outstanding in primary; outstanding in secondary; and good in further education.

This is because across the partnership leaders are resolutely clear and mostly extremely successful in their vision to train teachers who are: highly committed to and ambitious for their learners' progress; critically reflective and committed to keep learning and improving their practice; quick to adapt to different contexts and confident to challenge inequalities; an asset to their profession, willing to share and collaborate; and resilient and well prepared for the realities of teaching. Leaders' focus on excellence and continuous improvement ensures that the continuum from recruitment, through initial training, to ongoing professional development is well thought out and highly effective. Acutely aware of teacher supply and retention issues regionally and nationally, the partnership demonstrates professional generosity in increasingly opening up many of its ongoing training opportunities and resources to teachers who are not University of Brighton alumni.

Key findings

- School, setting and college leaders rightly hold the programmes and the contribution they make to supply and retention of first-rate teachers in the area in very high regard. Employment rates are consistently above average.
- Training is informed by best practice and research and underpinned by very high expectations of trainees and of the learners they teach. The coherence between the different elements of training means that its quality and impact are greater than the sum of its parts.
- Careful selection of professionals with the right experience and expertise coupled with excellent ongoing training and support from university tutors ensures that trainees benefit from consistently strong mentoring.
- Trainees' competence in the classroom is underpinned by their excellent subject knowledge and a strong focus on the impact of their teaching on learners' progress.
- Trainees, newly qualified teachers (NQTs) and former trainees demonstrate exceptionally high levels of personal and professional conduct.
- Brighton alumni have a well-developed understanding of the many facets of safeguarding and the confidence to take appropriate action in the face of any concerns.

To improve the ITE partnership should:

- ensure that training across the further education partnership is consistently of a very high quality so that outcomes continue to improve.

Information about this ITE partnership

- The University of Brighton is a long-established provider of ITE. It works in partnership with settings, schools, colleges and other higher education institutions to provide teacher training in the early years, primary, secondary and further education phases. The partnership predominantly covers a large area of south-east England, but extends nationally across a large number of local authority areas in the primary and secondary phases.
- The partnership offers a one-year graduate employment-based programme for early years leading to early years teacher status (EYTS); both undergraduate and postgraduate, including School Direct, routes to qualified teacher status (QTS) in primary and secondary education; and pre- and in-service pathways into teaching in further education and training. The University of Brighton also provides academic accreditation for four school-centred initial teacher training (SCITT) providers and works closely with a number of teaching school alliances in the South East.
- Between 2014 and 2018, the partnership offered Troops to Teachers, a two-year undergraduate programme in education studies with QTS for former service personnel. This was delivered under a contract with the Department for Education and in partnership with six other higher education institutions. The final cohort under this contract will complete in 2019. The partnership is continuing to offer the route from September 2018 as part of its secondary undergraduate provision, working with Bath Spa, Huddersfield and Staffordshire universities to deliver training nationally.
- Each phase of training has its own programme management boards, made up of university, school and trainee representatives. The Partnership in Education Strategic Committee is responsible for strategic leadership and development across the phases, delegating authority for implementation to the Initial Teacher Education Strategic Committee. There is also a further education and training management group and early years and Troops to Teachers steering groups, which include external partners and lead on the strategic development of these aspects of training.

The early years ITT phase

Information about the early years ITT partnership

- The University of Brighton works in partnership with around 30 schools and early years settings in Brighton and Hove and four neighbouring local authorities to deliver early years initial teacher training (EYITT).
- The partnership has offered the graduate employment-based route to early years teacher status (EYTS) since September 2014. Those starting training from September 2018 onwards have the option to gain a postgraduate certificate in early years education.
- At stage 1 of this inspection there were 12 trainees.

Information about the early years ITT inspection

- There was one inspector at both stages of the inspection. She visited four schools at stage 1 where trainees were at the start of their key stage 1 placements. The inspector observed the trainees interacting with children in the classes they were placed in, had detailed discussions with them and scrutinised their portfolios of evidence. She met with the trainees' mentors and a school leader.
- The inspector met a group of partners including mentors, tutors, steering group members and alumni who are placement mentors. She had a telephone discussion with a local authority early years adviser.
- At stage 2, the inspector visited four settings to meet with former trainees and setting leaders, and to observe the former trainees teaching. This included one who was visited at stage 1. She met one current trainee, her mentor and an external mentor and had a telephone discussion with an external examiner.
- The inspector held discussions with the programme leader and assistant leader during both stages of the inspection and considered a wide range of evidence. This included: partnership agreements; the programme handbook and guidance; recruitment and selection information; evidence of compliance with statutory safeguarding and EY ITT requirements; tracking and assessment information; records of steering group meetings; and external examiner reports. The inspector also reviewed the partnership's self-evaluation and improvement plans.
- The inspector took account of the university's detailed in-house surveys of trainees' and partners' views. It was not possible to draw categorically on responses to Ofsted's online questionnaire due to a number of primary trainees mistakenly completing the survey as EYITT trainees.

Inspection team

Sheena MacDonald OI (phase lead inspector)

Overall effectiveness

Grade: 1

Key strengths of the early years ITT partnership

- Trainees achieve exceptionally well across all of the teachers' standards (early years). Over time, almost all trainees complete the course, continue to be employed, often with additional responsibilities, and have a positive influence on provision in their settings.
- Trainees demonstrate high levels of professional and personal conduct. Their understanding of how to keep children safe is exemplary.
- Trainees develop a very deep understanding of child development, including language, communication, literacy and early mathematics. They spark children's curiosity and excitement in learning and have a sharp focus on improving children's progress and development.
- There are very strong links between each element of the course, including university-based sessions, well-organised placements and relevant directed tasks. Very effective use is made of technology to record, track and support trainees' achievements. Tutor and mentor feedback and reviews are regular, detailed and well focused on the teachers' standards (early years).
- Leaders promote a highly effective team-working approach where everyone, including steering group members, tutors, mentors, trainees, leaders, managers and alumni, plays their part and makes a strong contribution.
- Leaders are passionate and very knowledgeable about early years education, modelling excellence in early years teaching and leadership. They build on what trainees already do well, deepen their knowledge, skills and confidence and challenge them to strive to be the very best early years teacher they can be.
- Leaders take effective actions based on their incisive analysis of the quality of provision and its impact on outcomes for trainees. This leads to demonstrable enhancements, for example in the quality of mentoring and the accuracy of assessments of trainees.
- The university gives high status to the early years phase. The wider partnership is strong and augmented by ongoing work with mentors and former trainees.

What does the early years ITT partnership need to do to improve further?

The partnership should:

- enhance trainees' ability to make strategic use of assessment information to bring about setting-wide improvements
- continue to refine the ongoing support and guidance for partners, mentors and alumni.

Inspection judgements

1. Trainees are very positive indeed about all aspects of their training. They are confident that completing the course is helping them to become highly effective teachers. Their confidence is well placed. All of the most recent cohort who completed the course in the summer achieved the partnership's highest grade overall against the teachers' standards (early years).
2. Outcomes have been high over time and are rising, with all trainees exceeding the early years teachers' standards. Almost all trainees complete the course successfully. Systems for ensuring the quality of provision and accurate assessment of trainees are rigorous, layered and effective.
3. Completion and attainment are exceptionally high for several reasons. The systems for recruitment and selection are thorough and rigorous. Varied strategies are used to enable prospective trainees to demonstrate their potential to succeed. Not only are trainees very carefully selected, but their workplace settings are scrutinised to ensure that they provide an appropriate learning environment. Before trainees are accepted, setting leaders have to sign up to the requirements of the course, including committing to releasing trainees for alternative placements and centre-based training sessions.
4. Trainees find that gaining the early years teaching qualification has a positive impact on their careers. The large majority of former trainees have been successful in gaining extra professional responsibilities. Setting leaders comment on the positive difference that their early years teachers make to the provision, children's progress and, in turn, to the reputation of their setting among parents and families.
5. The partnership ensures a high degree of personalised support for each trainee and mentor. Each trainee has both a university tutor and one of the two course leaders as their personal and academic tutor. Mentors are carefully selected and if no one in the home workplace is able to fulfil the role an external mentor is provided. Trainees and mentors comment on the alacrity with which university staff respond to any concerns or requests.
6. The partnership is fully compliant with the requirements of early years teacher training and meets all relevant safeguarding requirements. Last year, leaders included an intensive focus on safeguarding and welfare and, as a result, trainees show an exemplary understanding of how to keep children safe and their role and responsibilities in this regard. They have gone into some depth in their training, for example critically reviewing safeguarding practices in different settings and local authorities.
7. The partnership gives high value to trainees' professionalism. All trainees sign a professional and personal code of conduct. They are expected to gather evidence to support their achievements in this aspect, which is reported on in

each review and assessment point. The evidence is very clear that trainees and former trainees demonstrate this code of conduct at a consistently high level.

8. Trainees and former trainees demonstrate familiarity with the teachers' standards (early years) and the 'Statutory framework for the early years foundation stage', and they have a deep understanding of child development. Trainees are required to develop high levels of critical reflection. As a result of their increasing knowledge and skills, they are able to review, amend and improve their teaching. They have also enhanced various aspects of provision in their home settings, such as partnerships with parents, and planning, tracking and assessing children's learning.
9. Trainees understand and can discuss what constitutes strong provision in early mathematics. Several trainees identified mathematics as an area where they had lacked confidence and knowledge. They can demonstrate in detail how, as a result of the course, they have reviewed and overhauled provision and resources in their workplaces. Former trainees are supporting less confident colleagues and improving practice in mathematics across their settings. They are able to demonstrate the positive impact on children's learning this has had.
10. Trainees demonstrate an excellent understanding of how to develop children's language, communication and literacy skills and how to ensure that activities are appropriate to the children's, including babies', age and stage of development. They interact very positively and purposefully with children, encouraging and enabling them to develop auditory discrimination and confidence in communication.
11. Former trainees have developed very good relationships with the children in their care. They establish safe environments with secure routines so that children's confidence builds. They provide activities which engage the children, sparking their curiosity and imagination. Children respond very well indeed and are keen to succeed. Former trainees adapt activities and support well to ensure that all children are able to participate.
12. Trainees' assessment evidence, planning, reflection and teaching show they are sharply focused on the impact of their teaching on children's learning and development. They make good use of observation to assess and record the progress of individuals and small groups. A few are less secure with more strategic use of assessment to inform and plan for setting-wide improvements over time.
13. Trainees take responsibility for their own development through critical reflection and professional action-planning. Aspirations are very high and even in the final weeks of the course each trainee was challenged to deepen their knowledge and skills even more and strive to be the best they could possibly be. One aspect where improvement was particularly rapid was their understanding of

what leadership and partnership mean in the early years. They honed their ability to influence colleagues and lead change. Former trainees demonstrate a deep understanding of their role in influencing colleagues and being 'catalysts for change'.

14. Training is very well organised. The teachers' standards (early years) underpin all the training sessions and materials, including very useful exemplars, and are clearly focused on children's learning and development. Roles, responsibilities and expectations are appropriate and explicit. The course handbooks are exceptionally clear and enable everyone to plan ahead, keep abreast of requirements and make valuable, timely contributions. Trainees find the access to materials, training and support, including online materials, very useful. They feel the course 'flows well' and that linking the practical to the theory makes the learning coherent and makes best use of time.
15. Trainees and former trainees are extremely positive about the centre-based training, including the use of outside expertise such as a speech and language therapist and a movement and play expert. All trainees met during both stages of the inspection commented on the excellent quality of teaching and role modelling of the course leaders. They were full of praise for the valuable opportunities to share ideas and expertise with leaders and with their peers.
16. Improving the consistency and the quality of mentoring has been, and continues to be, a major focus for the partnership given the settings involved change from year to year. There are three sessions of mandatory mentor training over the year attended by mentors, tutors and trainees, ensuring that messages are consistent. If mentors cannot attend training, they have an intensive one-to-one session with one of the course leaders. Tutors carry out joint observations and review meetings with mentors, ensuring that the quality of feedback to trainees is consistently high.
17. There is careful matching of experience and expertise to ensure that trainees have valuable and diverse experiences to teach, and be assessed, across the full age group, including key stage 1. Some key stage 1 placements were identified rather late last year. This was highlighted at stage 1 of this inspection and has been fully addressed.
18. Mentors, tutors and leaders provide regular, well-focused and valuable developmental feedback, informing trainees' electronic evidence files, reflective journals and professional plans. These portfolios cover each of the teachers' standards (early years) in depth and show a good knowledge of children's development, early reading, mathematics, behaviour, children who speak English as an additional language and those who have special educational needs and/or disabilities. Trainees place a high value on the detailed and personalised formative review carried out with one of the leaders. When necessary or appropriate, trainees are given specific intensive support.

19. Detailed in-house surveys confirm the exceptionally positive views of trainees and mentors about all aspects of provision, including equality and diversity, leadership and management, guidance and support, centre-based training and placements.
20. The course leaders are up to date with current ideas and research. They know early years education, the placements used, the mentors, tutors and trainees inside out. Leaders have structured the course so that it builds sensibly and coherently over the year. They have carefully considered changes to the course to ensure that the newly introduced academic award complements and enhances the current programme. Leaders have identified potential workload issues and reduced or realigned the critical reflections and work-based tasks accordingly.
21. Partners are involved in tutoring and mentoring and as members of the steering group. Course leaders have high expectations, build confidence and promote team work so that everyone contributes their very best and the whole becomes far greater than the sum of the parts.
22. Leaders gather a wide range of qualitative and quantitative information and use it effectively to evaluate and plan for improvements. The evidence shows that there is a very clear line of sight from self-evaluation to identified priorities. When actions are taken to address relative weaknesses, such as improving the consistency and effectiveness of mentoring or ensuring ensure high-quality phonics and mathematics training, these have resulted in improvements. Following stage 1 of the inspection, leaders sharpened up the improvement plan so that now it is practical and sharply focused, with clearly identified and generally measurable targets.
23. Leaders provide well-received ongoing professional development opportunities for mentors, tutors and alumni. Former trainees welcome and benefit from opportunities to be part of a designated online group, with access to university resources, conferences and alumni events. Some of the post-training activities are new, such as the university tutor visits, which are being carried out this term to support the implementation of career development plans and targets. This work will benefit from further review, monitoring and refinement.

Annex: Partnership schools/settings

The following schools were visited to observe trainees' and former trainees' teaching:

Brighton Road Baptist Church Playschool, Horsham

Copthorne Preparatory School, Copthorne

Forest Row C of E Primary, Forest Row

Little Monkeys Day Nursery, Horsham

Ringmer Primary and Nursery School, Ringmer

Rocks Park Primary, Uckfield

St Luke's Pre-School, Brighton

The Gatwick School, Crawley

The primary phase

Information about the primary partnership

- The University of Brighton works in partnership with over 300 schools across more than 60 local authorities to provide primary teacher training.
- The primary partnership offers a range of three-year undergraduate routes to QTS. Undergraduate trainees follow an early years (three to seven years), a general primary (five to 11 years), or a specialist primary English or mathematics route. At stage 1 of the inspection, there were 138 undergraduate trainees in their final year of training.
- The partnership also offers a range of postgraduate choices. Primary postgraduate trainees specialise in either the early years age range (three to seven years) or, for those completing in 2018, five to nine or seven to 11 years. From September 2018, postgraduate trainees choose between early years and five to 11 years. At stage 1 of the inspection, there were 110 primary postgraduate trainees with a further 32 following the School Direct or School Direct (salaried) routes.
- In summer 2018, the final of four primary cohorts on the 'Troops to Teachers' programme completed. There were 42 trainees enrolled on this route at stage 1 of the inspection.

Information about the primary ITE inspection

- There were six inspectors on the primary team at each stage of the inspection.
- During stage 1, inspectors visited 17 partnership schools. They observed the teaching of 46 trainees across the primary routes, in most cases jointly with mentors. Inspectors looked at the evidence in trainees' files and electronic portfolios to inform their evaluation of how well trainees were meeting the teachers' standards. During these school visits, inspectors spoke with headteachers or other school leaders, mentors, trainees and former trainees about their training.
- At stage 2, inspectors visited 13 schools, including several not in the partnership, to see NQTs teaching their first classes. They observed 17 NQTs from across the primary routes and held discussions with a total of 24 former trainees.
- Inspectors held a range of meetings at both stages to gather evidence. These included discussions with overall university phase leads, programme leads, mentors from the additional mentoring programme and groups of trainers and trainees.
- An inspector observed parts of six training sessions at the university at stage 1.
- Across both stages of the inspection, the team reviewed a wide range of the partnership's documentation and records, including electronic record-keeping, tracking and information about trainees' achievements. They closely scrutinised

records relating to compliance with the criteria for initial teacher education and statutory safeguarding requirements.

- The inspection team took account of 347 responses from trainees to Ofsted's online questionnaire in 2018.

Inspection team

Ann Henderson HMI (phase lead inspector), stage 1

Clive Dunn HMI (phase lead inspector), stage 2; (assistant lead inspector), stage 1

Janet Pearce HMI (assistant lead inspector), stage 2

Brian Macdonald OI (team inspector)

Julie Sackett OI (team inspector)

Mark Cole HMI (team inspector), stage 1

Abigail Wilkinson OI (team inspector), stage 1

Christopher Crouch OI (team inspector), stage 2

Wendy Hanrahan OI (team inspector), stage 2

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- The partnership's vision is realised exceptionally well in the primary phase. Leaders are passionate about and successful in providing high-quality training for trainees. A relentlessly consistent thread of clarity of intent and purpose runs through the different programmes and routes. This is steadfastly underpinned by the quality of course documentation, as well as extensive and highly effective use of technology.
- Trainees' high levels of attainment have been sustained over time. The typical picture across programmes, routes and groups is that well over half of trainees' teaching is outstanding.
- Overall completion rates have been consistently above average in recent years. Males' completion rates have shown an improving trend, rising above sector averages. Employment rates are consistently above national benchmarks.
- Trainees and NQTs demonstrate notable professionalism and commitment. Their mature attitudes enable them to swiftly form productive working relationships with other staff. They constantly strive to be the best they can be and are

critically reflective about their own practice. School leaders are understandably very pleased with the quality of the NQTs produced by the partnership.

- The considerable depth of understanding of how to keep pupils safe that trainees develop is rightly recognised and valued by school leaders.
- Training sessions in foundation subjects convey a passion for the pedagogy and unique identity of each discipline. This approach impresses upon trainees the value of the wider curriculum and enables them to teach the full range of primary subjects extremely well.
- There is a very well-conceived and rigorous approach to mentoring. This begins with a very clear, well-defined and aspirational vision of what an effective mentor should be. As a result, the quality of mentoring is typically high.
- Leaders' relentless ambition and strong moral commitment to securing the very best provision is rooted in their constant review, receptiveness to feedback and response to local and national priorities.

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

The partnership should:

- implement plans to increase completion rates for black and minority ethnic trainees using similar strategies to those that have proved successful for male trainees.

Inspection judgements

24. Ambitious, determined and skilful leadership has crafted and maintained the highest quality of training over time. The unwavering commitment to the partnership that this leadership inspires supports the training and development of trainees extremely well. Members of the partnership believe wholeheartedly in its collective vision. School leaders feel involved in, and able to influence the partnership's strategic direction.
25. Trainees get an excellent deal. Across programmes, not only does their training prepare them exceptionally well for the rigours of primary teaching, but the calibre, commitment and professionalism of the NQTs that emerge is strikingly apparent. This quality is rightly recognised and lauded by school leaders.
26. Trainees and NQTs show high levels of critical reflection. Trainees are exceptionally keen to take on board advice and there is plenty of evidence of improvement in their practice over time as a result. NQTs sustain these notably positive traits as they continue to develop in their first substantive teaching roles. The resilience and effective systems for managing their workload which trainees develop mostly stand them in good stead in their first jobs.

27. Trainees have achieved high levels of attainment across the teachers' standards over a sustained period. Across programmes, routes and groups, much teaching over time is outstanding. The partnership has heeded workload directives to ensure that the course is manageable for trainees and that expectations are high but realistic, achievable and sustainable.
28. Even within the consistently strong picture of teaching demonstrated by trainees and NQTs, there are several stand-out features. Their subject knowledge is secure across the curriculum. Trainees set high expectations of pupils' behaviour and use behaviour management strategies judiciously and skilfully. The skill of NQTs in fostering positive pupil relationships and promoting classroom harmony surpasses that typically seen at this stage of their career. They are also adept at working with pupils and parents to resolve instances of anti-social behaviour or allegations of bullying.
29. Above all else, the impeccable personal and professional conduct embodied by trainees and NQTs lends confidence and credibility to their interactions with other adults. Combined with their willingness and enthusiasm, this confidence and maturity enables them to contribute to the wider life and ethos of their school.
30. Trainees and NQTs teach phonics and literacy extremely competently. Consistent strengths in the teaching of phonics across programmes were identified at both stages of the inspection. Leaders continue to strive to lift trainees' confidence in teaching phonics, early reading and other aspects of literacy. Typical of the relentless drive for improvement, acting on feedback from a range of sources, several changes have been made for current trainees in this area. For example, the emphasis of some of the school-based tasks has been altered to ensure greater breadth of knowledge. The timing of some of the centre-based input has been brought forward and some has been made more bespoke according to the key stage of trainees' first placements.
31. With some describing it as 'inspirational', trainees are highly positive about their training in mathematics and consequent readiness to teach the subject. Trainees and NQTs demonstrate genuine depth of mathematics subject knowledge. They use this very well to support pupils to reason, justify their answers and thinking, and develop fluency. This evidently confident mathematics knowledge is also employed well to develop pupils' mathematical vocabulary.
32. Trainees are very well prepared to teach physical education (PE) and many are highly positive about this aspect of the wider curriculum. Undergraduate trainees appreciate the partnership's prioritisation of PE throughout the course, leading them to feel extremely secure in using the depth of knowledge and understanding they have gained as a result. Mandatory tasks for School Direct trainees, such as teaching a PE lesson, were not universally popular when

introduced, but trainees feel much more confident and capable about teaching PE as a result.

33. Training sessions for foundation subjects are conspicuously successful at deepening trainees' understanding of the individual essence of each subject. Postgraduate training is successful in its aim of imparting a fundamental understanding of the theory and best practice that underpins each subject. Trainees are then equipped with the skills and helpful resources to learn the curriculum detail for themselves. Across programmes, tutors are knowledgeable and credible, skilfully weaving together theory and its application, illustrating points with practical classroom strategies. Tutors draw well on trainees' experiences from placements, encouraging them to reflect deeply to enhance their learning. Trainees understandably described tutors as 'phenomenal' and 'highly knowledgeable'. Mathematics, PE, science and music training were repeatedly mentioned and regarded especially highly by both undergraduate and postgraduate trainees and former trainees.
34. Trainees across all programmes and routes are very well prepared to teach pupils of different abilities, including those who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language. Trainees and NQTs take deliberate and often effective action to meet different pupils' needs when planning lessons. This is a rightful key focus of the training, through taught sessions, assignments and school-based experience. Trainees readily make links between centre-based input around the needs of different pupil groups, and practical experiences while on placement, for example using recognised strategies for supporting pupils who have autism spectrum disorder. Increasingly, NQTs are able to focus on the progress and prior attainment of individual pupils and groups, using planning and assessment in an adaptable way to promote good achievement. NQTs are not fazed by the challenge of assessment 'without levels' and work productively with other adults and leaders to moderate and improve the accuracy of their summative and formative assessment.
35. The unrivalled top priority of safeguarding is deeply embedded in the culture throughout the partnership. This can be seen from the rigorous checks of the suitability of applicants, to the thorough preparation of trainees to face their obligations and responsibilities in safeguarding children. Immersed in this culture, the provider and partnership schools combine very effectively to secure the critical safeguarding knowledge and understanding that trainees and NQTs require, including, for example, in relation to the 'Prevent' duty. At stage 2, several examples were found where alert NQTs had already perceptively drawn on their training to act on possible concerns about pupils.
36. Extensive and innovative use of technology and the internet not only significantly enhances the training across routes, but often plays an integral part. This is especially true for trainees on the 'Troops to Teachers' route.

Across programmes, the varied diet of webinars, formal and informal communication, access to and the sharing of resources and ideas, all make a substantial contribution to trainees' development during and beyond their courses. Trainees make powerful use of their electronic portfolios to advance their practice, with evidence of action and impact tightly tracked.

37. Almost all trainees are extremely positive about their school-based placements. These provide them with opportunities to teach in rural and urban schools and across a range of cultural and socio-economic circumstances, including some schools that require improvement. Trainees and school leaders emphasise the care taken by the partnership to find the best and most suitable placement for each trainee, considering a wide range of their individual needs and experience. Systematic and strong communication and links between placements, including opportunities for joint observations, help to make training coherent, smooth and continuous.
38. High-quality training for mentors, coupled with relentless and responsive quality assurance, ensures typically highly effective mentoring. Mentors strongly support trainees' development through pertinent and precise feedback. This advice routinely gives practical steps and takes account of both immediate areas for improvement in the current sequence of lessons, and how learning points can be applied to practice more widely. Mentors take care to refer to trainees' previous practice and targets, ensuring that feedback is highly relevant to each individual. Never content with even the most isolated deviation from high-quality practice, leaders have further refined and refreshed the partnership's approach to mentoring. For example, they have recently introduced 'six keys to quality', which define even more succinctly and clearly the partnership's relentlessly high expectations of mentors.
39. The partnership's assessments of trainees' capabilities are accurate. Through school visits, university tutors are a welcomed moderating influence, providing effective support and guidance to both trainees and mentors.
40. The voluntary and confidential additional mentoring programme provides trainees from minority groups with access to highly positive role models. The aim is to 'create space for people to talk' about both professional and other matters with an 'identity-based mentor' from a similar background. Mentors are passionate advocates for the trainees they support and highly committed to tackling the inequalities some of the trainees may still face in society or even the profession. Participants' feedback is extremely positive about how this support has helped them, including, for some, to complete their training.
41. The partnership is very successful in supporting trainees with additional needs. Applicants who have SEN and/or disabilities report that support between recruitment and course commencement was readily forthcoming and made a real difference. Trainees with specific needs also praised the ongoing support

they had received, particularly from student services, and the way parts of the course and placements had been adapted to enable them to be successful.

42. With an uncompromising moral imperative, the partnership leaves no stone unturned in its determination to help trainees realise the potential identified through its rigorous recruitment and selection procedures. Any need for additional support for individuals or groups of trainees is promptly identified and the resulting action is typically swift and very effective. This is one contributory factor to the above-average completion rates. Males' completion rates have shown an improving trend, rising above sector averages.
43. For small numbers of postgraduate trainees each year, the partnership extends the training period to ensure that those still demonstrating potential can successfully achieve QTS at a strong level. This includes some black and minority ethnic trainees. However, although overall numbers vary and are usually low, the proportion of black and minority ethnic trainees who successfully complete their training has remained below other groups. For those who do complete, their employment rates and attainment are similar to others.
44. Across such a large and complex primary partnership, the consistency of underpinning culture, ethos and approach between programmes and routes is impressive. School leaders particularly praise School Direct as preparing trainees especially well for their NQT year. Within an overall very positive picture, trainees on this route emerge as the most satisfied with the various aspects of their training.
45. Around three quarters of those who enrolled on the primary Troops to Teachers programme successfully completed their training. For those that did complete, employment rates and attainment were as strong as those for trainees following other routes. For those who decided that they were not well suited to a teaching career after all, or whose unique prior experiences and contexts prevented completion of training, this realisation tended to come early in the course. Once these trainees entered their second year, their completion rates were broadly comparable with trainees on other routes.
46. Leaders are keen to encourage a legacy through alumni and extend their reach within the local area to maximise the partnership's contribution to supply and retention in the teaching profession. Employment rates are consistently above national benchmarks. The partnership thoughtfully promotes and encourages trainees to form personal career aspirations. Over 400 previous trainees are now mentors for current trainees. Through its NQT conference, the partnership reaches out to new professionals who trained elsewhere. Access to the rapidly expanding wealth of online resources offered as ongoing support is not exclusive to former University of Brighton trainees.

47. The partnership and its leaders demonstrate a tirelessly successful capacity to improve. Leaders know that their purpose is not just to quality assure for its own sake, but to ensure the best possible provision and outcomes for trainees. The partnership's systems are designed precisely to help leaders to analyse how effective they are. They carefully reflect on the impact of their actions to improve the partnership and delve deeply into the reasons why things are as they are. This systematic quality assurance enables them to decide upon the most appropriate actions to secure further success and ensure that the primary phase is fully compliant with the criteria for initial teacher education.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Balfour Primary School, Brighton

Bevendean Primary School, Brighton

Broadwater Church of England Primary School, Worthing

Buckingham Park Primary School, Shoreham-by-Sea

Chesswood Junior School, Worthing

Chiddingly Primary School, Lewes

City Academy Whitehawk, Brighton

Copthorne Church of England Junior School, Crawley

Handcross Primary School, Haywards Heath

Heron Way Primary School, Horsham

Leechpool Primary School, Horsham

Lyndhurst Infant School, Worthing

Maypole Primary School, Dartford

Meon Junior School, Portsmouth

North Lancing Primary School, North Lancing

Pashley Down Infant School, Eastbourne

Pound Hill Infant Academy, Crawley

Queen Elizabeth II Silver Jubilee School, Horsham

Robsack Wood Primary Academy, St Leonards-on-Sea

Seaside Primary School, Lancing

Shamblehurst Primary School, Southampton

St Wilfrid's Catholic Primary School, Burgess Hill

St Wilfrid's Church of England School, Haywards Heath

Stanford Infant School, Brighton

Swindon Academy, Swindon

Swiss Gardens Primary School, Shoreham-by-Sea

Upper Beeding Primary School, Steyning

Wallands Community Primary School, Lewes

Waterfield Primary School, Crawley

West Blatchington Primary and Nursery School, Hove

The secondary phase

Information about the secondary partnership

- The University of Brighton works in partnership with over 200 schools in more than 70 local authorities to provide secondary teacher training.
- The secondary partnership offers a range of routes to QTS. Graduates can follow a one-year, full-time postgraduate certificate in education (PGCE) or the School Direct or School Direct (salaried) routes. Trainees following the undergraduate routes specialise in mathematics or physical education (PE). All trainees are trained to teach 11- to 16-year-olds in their subject, with the exception of the mathematics undergraduate route which is 11 to 18 years.
- At stage 1, there were 239 final year secondary trainees. Of these, 97 were undergraduates, 102 postgraduates and 40 were following the School Direct or School Direct (salaried) routes.

Information about the secondary ITE inspection

- There were six inspectors on the secondary team at each stage of the inspection.
- Inspectors observed the teaching of and met with 21 trainees in 15 schools during stage 1 of the inspection and 17 NQTs in 13 schools during stage 2. At stage 1, observations were often conducted jointly with mentors. Additional meetings were held, where possible, with small groups of trainees or NQTs when visiting schools. Inspectors also spoke to headteachers, senior leaders, professional tutors, NQT induction tutors, subject mentors and class teachers while in schools.
- The secondary phase lead inspectors and assistant lead inspectors held meetings with leaders at the university to discuss various aspects of the partnership's work. Meetings were also held with members of the partnership programme board and with a group of school-based professional tutors.
- The inspection team took account of 253 responses from secondary trainees to Ofsted's online questionnaire in 2018.
- During stage 1, inspectors scrutinised the electronic portfolios of trainees observed, while at stage 2, NQTs' career entry profiles were scrutinised. Inspectors also looked at work in pupils' books, course handbooks, and information about trainees' progress, as well as about their attainment, completion and employment rates. Account was taken of a range of documents provided during inspection, including the partnership's self-evaluation. Inspectors checked that statutory requirements for safeguarding and ITE were met.

Inspection team

Simon Hughes HMI (overall lead inspector and phase lead inspector), stage 1

Gary Holden HMI (phase lead inspector), stage 2; (assistant lead inspector), stage 1

David Edwards OI (assistant lead inspector), stage 2; (team inspector), stage 1

Suzanne Richards OI (team inspector)

Christopher Lee OI (team inspector), stage 1

Caroline Walshe OI (team inspector), stage 1

Mark Bagust OI (team inspector), stage 2

Suzanne Bzikot OI (team inspector), stage 2

Victoria Webster OI (team inspector), stage 2

Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- All members of the partnership share a compelling vision for high-calibre teachers and the role of professional development throughout a teacher's career. Leaders draw astutely on the skills and expertise of partners to provide high-quality, often transformational, training and mentoring that lead to excellent outcomes for trainees.
- Outstanding training enables all trainees and NQTs to grow into highly competent, reflective teachers who are ambitious for their pupils. Consequently, trainees, NQTs and former trainees make an extremely strong contribution to pupils' progress over time.
- A consistently high proportion of trainees successfully complete their courses. Trainees who face barriers are supported exceptionally well to help them to succeed.
- Trainees from this partnership are highly valued by headteachers. Therefore, employment rates for all trainees, including those from under-represented groups, are higher than the sector average.
- Leaders and managers monitor the effectiveness of all courses with meticulous attention to detail. They listen to and are responsive to feedback from all parties, including trainees. Satisfaction rates among all stakeholders are very high. Nevertheless, leaders and managers take rapid and effective action when issues are drawn to their attention to ensure that trainees have the best-possible experience.
- The quality of mentoring is exceptionally strong. Supported by the innovative use of technology, university-based and school-based staff work together extremely well to design coherent and joined-up training experiences. Course

documentation is crystal clear. Consequently, roles and responsibilities across this large partnership are understood by all partners and carried out consistently.

- Leaders and managers go the extra mile to ensure that placements are of high quality. As a result, trainees and schools are well matched, and the majority of trainees confirm that their placements provided valuable complementary experiences.
- All members of the partnership are committed to and model equal opportunities, inclusion, diversity and widening participation. As a result, trainees develop very strong professional values.
- The profound impact of this partnership over time can be seen in the large number of alumni who are working, often in leadership positions, in the region's schools. Many continue to contribute to the partnership, either as mentors, visiting speakers or as members of strategic groups.

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

The partnership should:

- promote and further expand its highly effective work in offering high-quality, ongoing professional development and engagement with research in order to support the supply and retention of teachers in the region.

Inspection judgements

48. Outcomes for trainees are outstanding. University- and school-based training combined with mentoring of the highest quality enable trainees to grow into highly competent teachers. The proportion of trainees awarded QTS is consistently higher than that seen in the sector for all groups of trainees and training routes and, over time, for all subjects.
49. The vast majority of trainees complete their chosen course and go on to secure employment in teaching, often in partnership schools. On rare occasions, completion rates for a particular route fall below what is expected by the partnership. Leaders and managers are quick to identify the reasons for any such drop. They take appropriate and timely action to remove any barriers to trainees' successful completion of courses.
50. Leaders and managers exercise considerable care in ensuring that trainees benefit from high-quality, complementary placements. Trainees have the opportunity to sample teaching in a range of types of secondary school, including those that are good or outstanding, those that require improvement and those that serve challenging communities. Particularly noteworthy is the inclusive and sensitive way leaders match trainees to schools. Leaders and managers know the partnership schools well and stay in constant touch with schools and trainees during placements. As a result, any concerns that may

arise during a placement are picked up early and addressed so that trainees who may otherwise have withdrawn from their course are supported to continue in their training.

51. Occasionally, and for reasons beyond the partnership's control, a very small number of trainees have to suspend their studies in a given year. When this is the case, the pastoral care provided by the partnership is timely, rigorous and supportive. As a result, most trainees are able to continue their courses the following year and successfully complete their course.
52. Without exception, headteachers say that trainees and NQTs from this partnership are highly employable. One noted that those applying for teaching posts always demonstrate a 'passion for teaching'. School leaders are confident that alumni from the partnership have been given the skills and knowledge they need to teach their subjects extremely well. Just as importantly, trainees also have the personal attributes and professional values that help them to form good relationships with colleagues and play a full role in the life of the school. Consequently, employment rates for trainees are consistently higher than the sector average, including for different groups.
53. The quality of trainees' and NQTs' teaching over time is often outstanding and never less than good. This is because the carefully designed core curriculum and complementary school-based experiences provide trainees with a coherent and challenging training programme. There is little variation in attainment across the different teachers' standards. All secondary trainees awarded QTS for the last three years have exceeded the minimum level of standards, with a very high proportion securing the highest grades. There are no significant variations in attainment over time for different groups of trainees, between undergraduate and postgraduate routes or between subjects.
54. Trainees and NQTs model consistently high expectations for their pupils. They use their excellent subject knowledge to plan sequences of lessons that systematically build pupils' knowledge, skills and understanding. They have a sharp awareness of the needs of different groups of pupils, including disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities. Trainees and NQTs ask probing questions that require pupils to think deeply and explain their thinking using subject-specific vocabulary.
55. Over the last year, leaders and managers have placed a particular focus on trainees' ability to assess pupils' progress accurately, manage behaviour with confidence and play an active role in the wider life of the school. The vast majority of trainees and NQTs now demonstrate considerable proficiency in all these aspects of their work. Trainees' and NQTs' management of behaviour is particularly strong. From a very early stage in their placement or employing schools, trainees and NQTs establish clear routines, build positive relationships with pupils and respond in a proportionate way to any off-task behaviour.

56. Similarly, during their course, trainees become increasingly proficient in using assessment information to plan what they want pupils to learn and to check their understanding. Trainees and NQTs give clear feedback to pupils and time to improve their work. Consequently, pupils make strong progress in their learning.
57. Trainees and NQTs play a full role in the wider life of the school. They are conscientious form tutors, willingly lead extra-curricular activities and enjoy organising trips and visits for their pupils. Trainees and NQTs develop positive relationships with pupils and make a valuable contribution to their welfare and well-being.
58. Trainees and NQTs demonstrate excellent professional values. They are inducted into the norms and values of the profession from the earliest days of their course. All trainees sign a code of conduct at the start of their training that underlines the behaviours and attitudes expected of a teacher. By the time they embark on their first teaching post, NQTs model a strong commitment to the wider purposes of education. For example, in complimenting a group of pupils on an assembly they had recently delivered, an NQT engaged them in a rich conversation about caring for the environment. This short encounter raised the pupils' self-esteem, further developed their understanding and made a strong contribution to their spiritual, moral, social and cultural (SMSC) development.
59. Trainees and NQTs have a secure understanding of their professional duties, including the principles of safeguarding and their obligation to promote fundamental British values and to prevent radicalisation and extremism. Well-coordinated professional studies sessions and school-based training enhance trainees' and NQTs' knowledge and understanding of current legislation and guidance on child protection. As a result, trainees and NQTs understand their responsibilities and are confident about the procedures they should follow if they have any concerns about a pupil. The impact of this training can be seen in the fact that some NQTs were able to describe how they had already made referrals to the designated safeguarding lead in their schools during the early weeks of their careers.
60. Arrangements for school-based mentoring are highly effective. Supported by the innovative use of technology, school-based mentors are given crystal-clear guidance on the partnership's expectations. In addition, regular mentor training events, both online and face-to-face, ensure that mentors' skills are kept up to date and that they have all the information they need. University tutors provide very strong support to mentors, for example by undertaking joint observations, scrutinising pupils' work or reviewing trainees' files together. Mentors value this support. Mentors skilfully guide their trainees through a range of professional tasks and experiences that develop their ability to reflect on their own progress and plan their next steps. Mentors also appreciate the expert advice they

receive from responsive partnership staff. Consequently, the quality of school-based mentoring is excellent, and the assessment of trainees' progress is accurate.

61. Trainees are overwhelmingly positive about the quality of mentoring they receive from both university-based and school-based staff. They reserve particular praise for their university tutors' expert subject knowledge and the imaginative training sessions that tutors devise. For example, in PE, trainees organise and facilitate a day's activities for pupils who attend special schools in the region. In this way, they deepen their understanding of meeting the needs of pupils who have SEN and/or disabilities. Trainees also set great store by the well-judged presentations given by teachers and leaders from partnership schools.
62. However, leaders and managers are not complacent about the effectiveness of their courses. They invest considerable energy in seeking and acting on the views of trainees and partners in schools. Trainees have the opportunity to complete regular surveys as well as feeding their views into the well-established student representative meeting cycle. Where there are concerns, leaders and managers are quick to respond and explore with trainees why this might be the case. For example, as a result of the feedback they received, leaders have made well-received changes to the way they consult and share information with trainees on undergraduate programmes.
63. This large, well-established and highly effective partnership is driven by a shared and passionately held vision for both ITE and career-long professional development. Leaders and managers are explicit about their aim to produce teachers who have the skills, knowledge and personal attributes that will sustain them over the course of a long career. Transition into employment is a current priority for the partnership and is very well managed. Trainees themselves are fully involved in identifying targets for their ongoing development. Feedback from induction tutors about transition is extremely positive. They say that the NQTs arrive with a realistic understanding of the life of a teacher and know what they need to do to improve their knowledge and skills. The partnership continues to provide support for former trainees through a helpful online blog, while tutors make a point of staying in touch with alumni through email contact.
64. Leaders and managers continually seek ways to attract a wider range of applicants into teacher training. The active promotion of equality and diversity are strong features of the partnership's work. The successful Troops to Teachers scheme is an example of the partnership's determination to widen participation in initial teacher education. Attainment for trainees who complete this programme is very high.

65. The partnership has an energetic and imaginative approach to recruitment. Current and former trainees say that they were drawn to the partnership because of the professional values it promotes and also because of leaders' approachability and passion. Many trainees and former trainees speak of the strong support they received during the application process and also of their joy at securing a place after such an intense and rigorous process. Once a place has been offered, leaders ensure that prospective trainees have the level of subject knowledge they need and make available appropriate online and face-to-face enhancement courses.
66. The partnership has outstanding capacity to improve. Leaders and managers are relentless in pursuing a vision of partnership working for ITE. They display ambition, humility and humanity and are driven solely by a desire to do the best they can on behalf of trainees and the wider profession. They are unfailingly inclusive in their practice and have an accurate and honest view of the partnership's strengths and weaknesses. There are well-established processes in place to monitor and evaluate all aspects of the provision. The partnership steering committee holds course leaders to account and sets challenging targets for the partnership. As soon as a concern is identified, leaders take effective action to address the issue, monitoring the impact of those actions carefully.
67. Through a range of popular schemes, including Compact, a number of schools have drawn on the capacity within the partnership to build on their initial training programmes. Schools and the university work together to provide training for teachers in the early stages of their careers and for aspiring leaders. Leaders and managers recognise that, through such collaboration, the partnership is well placed to extend further the impact it has on the supply and retention of high-quality teachers for the region and beyond by supporting their research and promoting ongoing professional development.
68. The partnership is compliant with all the ITT criteria and meets all safeguarding and other statutory requirements.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Bexleyheath Academy, Bexleyheath

Bohunt School, Worthing

Brighton and Hove High School for Girls, Brighton

Chatsmore Catholic High School, Worthing

Dorothy Stringer School, Brighton

Hugh Christie School, Tonbridge
Millais School, Horsham
Oasis Academy Shirley Park, Croydon
Overton Grange School, Sutton
Patcham High School, Brighton
Priory School, Lewes,
Seaford Head School, Seaford
Shoreham Academy, Shoreham-by-Sea
Steyping Grammar School, Steyping
St Andrew's Church of England High School for Boys, Worthing
The Angmering School, Angmering
The Burgess Hill Academy, Burgess Hill
The Eastbourne Academy, Eastbourne
The Gryphon School, Sherborne
The St Leonards Academy, Hastings
Uckfield College, Uckfield
Varndean School, Brighton
Worthing High School, Worthing

Initial teacher education for the further education system

Information about the FE in ITE partnership

- The University of Brighton works in partnership with local further education colleges to offer a range of further education and training qualifications. At the time of the first stage of the inspection, the partnership included four colleges. As a result of mergers between colleges, by stage 2 the partnership comprised the university, two partner college groups and an additional college.

- The partnership offers full-time pre-service and part-time in-service programmes leading to a certificate in education (advanced practice), a professional graduate or postgraduate certificate in education, all validated by the university.
- There were 81 trainees were enrolled on part-time and 35 on full-time routes at the time of stage 1 of the inspection.

Information about the FE in ITE inspection

- Five inspectors carried out 22 observations of trainees and former trainees in partner colleges, schools and placements over the two stages of the inspection. Inspectors also interviewed trainees and former trainees, mentors, tutors, managers and staff responsible for ITE in partner colleges and the university.
- Inspectors examined documentation relating to the ITE partnership, including compliance with legislation, trainees' coursework and assessments of the standards they achieved.
- Inspectors took account of the responses from 60 trainees in 2018 to Ofsted's online questionnaire.

Inspection team

Steven Tucker HMI (phase lead inspector)

Pauline Dixey OI (assistant lead inspector) stage 1

Richard Beynon HMI (assistant lead inspector) stage 2

Caroline Brownsea OI (team inspector) stage 1

Joanne McSherrie OI (team inspector) stage 2

Overall effectiveness

Grade: 2

Key strengths of the FE partnership

- A very high proportion of trainees meet the professional standards for further education and training at a good or better level. Their subject knowledge is a notable strength.
- A high proportion of trainees progress to employment in the further education sector, particularly in the local area.
- The professional standards are a golden thread woven through the training and assessment of trainees. As a result, trainees develop a deep and lasting understanding of the standards as a measure of their progress and, as they move into employment, as a benchmark for their careers and ongoing professional development.

- Mentors provide effective support for their trainees and build a reliable picture of the trainees' progress over time. They coach and support their mentees well, particularly with regard to further developing and utilising their subject knowledge. This leads to learners making good progress.
- Trainees demonstrate high standards of conduct and professional behaviour because of the high expectations their trainers set from the start.
- Trainees are adept at applying the theories they learn during their training to their teaching and professional practice. They develop into reflective professionals who care about how to become better teachers.
- Former trainees demonstrate and apply their knowledge of safeguarding matters well in employment.
- The relationship between the university and its partner colleges is strong. This contributes to the supply of well-trained and well-qualified teachers to local colleges.
- Leaders and managers have an insightful recognition of weaknesses in provision and the actions needed to tackle these. As a result, they have taken successful action to improve the recruitment of trainees and taken significant steps towards better managing trainees' workload.

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

The partnership should:

- improve the proportion of trainees who are confident in their classroom presence and their management of learners' behaviour
- increase the range and breadth of placements and the experiences of the further education sector available to trainees so they are better prepared to teach in a wide range of providers
- monitor closely the implementation and impact of the actions they are taking to make improvements. Leaders should ensure that the actions are effectively and consistently applied across the partnership
- use leaders' and tutors' knowledge of the changing circumstances of further education, both regionally and nationally, to inform developments in training.

Inspection judgements

69. College leaders rightly welcome the contribution the university makes towards developing a workforce of highly trained and skilled teachers in the local area.
70. The vast majority of trainees develop the practical teaching skills they need to teach their learners well. Careful recruitment means that trainees come equipped with very good, and occasionally excellent, subject knowledge developed through experience and expertise in a vocational area or through

higher-level academic study completed before starting training. Trainees and former trainees are taught to use this subject knowledge very well so that they plan lessons that enthuse learners and ensure that most engage quickly with the subject of the lesson. This contributes well to learners making good progress in acquiring knowledge and skills.

71. Trainees are mostly confident to plan and deliver a curriculum that considers learners' needs, use a range of appropriate activities and are confident to experiment with a wide range of teaching methods. They typically provide an appropriate level of challenge for their learners and manage carefully planned and sequenced lessons and activities. Some former trainees demonstrate a very good understanding of how to develop learners' confidence in approaching external examinations. Trainees and former trainees generally take account of the different needs of learners well. A small number lack effective strategies to meet fully the needs of learners with learning difficulties or disabilities.
72. Most trainees develop highly positive relationships with learners which contribute to good behaviour in lessons. These trainees command an authoritative presence in their classroom or workshop. They provide unequivocal information and instructions to learners and answer questions concisely and clearly. Their interactions with learners are positive while carefully maintaining learners' focus on their work.
73. However, a small number of trainees and former trainees lack confidence in their own classroom presence and do not have enough strategies at their disposal to manage learners' behaviour effectively. This is because they find it difficult to apply their training received or because they did not have sufficient opportunity to develop and practise the necessary skills during their training.
74. Trainees are well prepared to teach across a range of courses and levels. Most are confident to integrate English and mathematics into their teaching. A small number of former trainees have developed their skills and confidence in the teaching of English and mathematics to the extent that they are able to teach these subjects discretely.
75. A high proportion of trainees progress into teaching jobs in the further education sector. Many former trainees gain permanent substantive posts in the colleges at which they were trained or where they had placements. A small number successfully start to build a 'portfolio career' in further education by working in a variety of roles supporting learners in the sector.
76. A minority of trainees use the skills they have developed to gain employment in a broader range of settings beyond further education or sixth-form colleges. These include training roles in the scouting movement or education and training roles in arts and music promotion. However, trainees are generally not given enough opportunities to gain experiences that reflect the wide range of

provision in the further education sector. As a result, too few understand the opportunities and challenges of teaching in organisations that are not colleges. University leaders have recognised that this is an area for improvement and are taking action to develop relationships with a wider range of organisations.

77. An increasing proportion of trainees successfully complete their training within the expected timescale. The university supports trainees with an acceptable reason for delaying completion by allowing them to postpone their studies. As a result, trainees who might otherwise fail return later to training and successfully achieve their qualification.
78. A very high proportion of trainees over the past three years have exceeded the minimum standards for further education teachers and trainers. The proportion achieving the partnership's highest grade has risen in recent years. Trainees are particularly successful at reaching the highest standards for their professional values and attitudes. The partnership assesses around half as achieving its highest standards for professional knowledge and understanding, and for professional skills. However, in a small number of cases, inspectors found the assessments of the trainees' attainment to be too generous.
79. Most trainees develop resilience and awareness of the attributes and professional values they should model to their students. They are enthusiastic about their chosen profession and under no illusions about the hard work it entails. However, a small number do not feel as well prepared for the challenges of full-time teaching. Partnership leaders have recognised this is an area for development and included it in their development plan for 2018/19.
80. The quality of training provided by the partnership is well regarded by former trainees. Managers and tutors use the professional standards well to underpin all aspects of the training and to ensure trainees become reflective, self-critical and ambitious. Trainees fully understand the relevance of the professional standards to their work and reflect well on how they use these to evaluate their teaching and to shape their careers. Many former trainees retain contact with tutors and regard them as a source of potential support and guidance as they develop their careers.
81. Trainees are particularly positive about their mentors' influence on their development. The vast majority of mentors are subject leaders or highly experienced teachers of subjects taught by trainees. They use their subject knowledge and teaching experience well to offer useful advice and feedback to trainees.
82. Members of the central university team take great care to train subject mentors well and to provide them with the continuing support they need to fulfil their role. As a result, most have a clear understanding of their trainees' strengths and areas for improvement and provide effective coaching and support. In-

service trainees place a high value on the continuity of mentoring once they complete their training as they tenaciously work at further improving their teaching.

83. Tutors have a very good understanding of both the skills and areas for development of their trainees. They set high standards for trainees across all aspects of their training. Their assessment of trainees is based on a wide range of indicators of professional practice. They, and trainees' subject mentors, use observations of lessons well to provide guidance to trainees on how to improve their teaching.
84. Trainees are adept at making links between the theory they are taught, the research they undertake and their practice during placements. Action research projects are used well to capture their enthusiasm and contribute to trainees being reflective and learning from their experiences. For example, a trainee identified that learners were not retaining information they had been taught. The trainee explored research into memory and adapted teaching and assessment materials to improve learners' performance.
85. A small number of in-service trainees had excessively high workloads during their training because of their teaching load and responsibilities at work. Managers in the partnership have taken steps to manage trainees' workload better and are making good progress towards introducing a partnership-wide agreement. This has yet to be implemented fully in all partner colleges.
86. The ITE team at the university provide valuable resources for former trainees to improve their teaching or deal with situations they did not encounter while training. However, former trainees are not sufficiently aware of these and make little use of them.
87. The university team provides strong support and guidance to their partner colleges. Managers and tutors from partner colleges value this support highly and reciprocate by getting closely involved in decisions about the partnership and its strategic direction.
88. Leaders carefully review most aspects of the programme and identify areas for improvement accurately. However, improvement plans do not focus sufficiently on some areas that need further action. For example, the need to pursue consistency across the partnership in reducing the workload pressure on in-service trainees, and to ensure greater consistency over time in achievement between different aspects of the professional standards and the different partner colleges.
89. University staff are well aware of the challenges faced by trainees embarking on a career in further education in the current climate of regional and national changes. They offer comprehensive support to trainees once they encounter

these challenges. However, they do not consistently use their local knowledge or insight into the changes in the sector to refine training and prepare trainees so as to minimise the impact of such challenges.

90. University and college managers effectively seek trainees' feedback and respond by making sensible changes. For example, trainees felt that some module content was repetitive. When they fed this back to the university leaders, programme module content was adjusted swiftly. Trainees also raised concerns about the inequitable burden of assessments at different times of year. This has now been resolved.
91. Managers' and tutors' strong emphasis on developing trainees' knowledge of safeguarding, the 'Prevent' duty and promotion of fundamental British values is effective. Trainees and former trainees have a well-developed understanding of their wider responsibilities for learners.

Annex: Partnership colleges

The partnership includes the following colleges:

Greater Brighton Metropolitan College

Guernsey College

Sussex Coast and Sussex Downs Colleges (merged by stage 2 of this inspection into East Sussex College Group)

ITE partnership details

Unique reference number	70005
Inspection number	10040479
Inspection dates	23–25 April 2018
Stage 1	
Stage 2	15–17 October 2018
Lead inspector	Simon Hughes HMI (stage 1) Alison Bradley HMI (stage 2)
Type of ITE partnership	Higher education institution
Phases provided	Early years, primary, secondary, further education
Date of previous inspection	26–30 April 2010
Previous inspection report	https://reports.ofsted.gov.uk/provider/41/70005
Provider address	University of Brighton School of Education Checkland Building Village Way Falmer Brighton BN1 9PH



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