

# University of Winchester ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 22 May 2017    Stage 2: 4 December 2017

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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

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

## Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in both primary and secondary.

This is because outcomes, training, and leadership and management are outstanding in both phases. All partners work very effectively to ensure that they recruit trainees with the potential to become good and outstanding teachers. Leaders are totally committed to providing the highest quality of training, based on current best practice and underpinned by the most relevant up-to-date research. The programmes are imbued with the strong and clear values inherent in Unicef's rights respecting education award. Support for, and from, schools is excellent and very effectively tailored to meet individual needs. As a result, the partnership produces highly professional, confident, enthusiastic teachers who are welcomed into the profession and make a strong contribution from the start of their careers. The partnership is successfully fulfilling the mission statement of the university which is: 'To educate, to advance knowledge and to serve the public good.'

### Key findings

- Leaders strive successfully for excellence and continuous improvement.
- Recruitment and selection systems are exceptionally rigorous and identify trainees with the attributes, values and potential to be good and outstanding teachers.
- Trainees demonstrate exceptionally high levels of personal and professional conduct. They have demanding expectations of themselves and of their pupils' learning and behaviour.
- Trainees are rightly confident in the classroom because they have excellent subject knowledge. They constantly evaluate the impact of their teaching and make changes so that pupils make good progress.
- All training, school- and centre-based, models and is built on best practice. Trainees benefit from lively, interactive learning and consistent messages from all trainers.
- There are high levels of individual support and direction tailored to promote trainees' learning and ensure their success.
- There is very evident and deep-rooted mutual respect between all partners.

### To improve the ITE partnership should:

- support primary trainees to further develop their skills in adapting the learning for the least and most able pupils
- as numbers increase, make more systematic use of the substantial internal and external information on secondary trainees' attainment to drive improvements.

## Information about this ITE partnership

- The University of Winchester is a long-established provider of ITE. The partnership covers a large area of the south east and several local authorities, including Hampshire, Portsmouth, Southampton and the Isle of Wight. It works with five secondary and 12 primary teaching school alliances and groups of schools.
- The partnership offers ITE leading to qualified teacher status (QTS) in primary and secondary education.
- The primary partnership offers a three-year Bachelor of Education (BEd Hons); a four-year Master of Education (MEd Hons); and full-time and part-time postgraduate certificates in education (PGCE) covering the five-to-11-year and three-to-seven-year age ranges.
- The secondary partnership offers a PGCE in religious education.
- The partnership offers School Direct routes into teaching in both primary and secondary phases. School Direct routes lead to PGCE qualifications.
- The partnership also provides the assessment only route into teaching. At the time of the inspection there were no trainees on this route.
- The university provides programmes for the continuing professional development of practising teachers, as well as ITE, and is involved in research and development in schools.

## The primary phase

### Information about the primary partnership

- The university works in partnership with approximately 345 primary schools, including 12 groups of schools and teaching school alliances, and several local authorities in the south east of England.
- The university offers a three-year undergraduate course leading to BEd (Hons). Undergraduates have the option to transfer at the end of a common two-year course to an extended Masters-level route which takes four years to complete and results in an MEd (Hons).
- The provider also offers a full-time, one-year postgraduate course and a part-time postgraduate course over two years. These courses lead to a PGCE.
- The university also provides School Direct routes leading to PGCE, and an assessment only route to primary teaching. At the time of the inspection, there were no assessment only trainees.
- At the time of the inspection, there were over 800 primary trainees. These included 85 PGCE trainees; 183 Year 1, 213 Year 2, 183 Year 3 BEd trainees; 79 MEd trainees; and 62 School Direct trainees.
- Trainees are trained to teach in either the three-to-seven or five-to-11 age ranges.

### Information about the primary ITE inspection

- There were six inspectors at both stages of the inspection. Five of the inspectors were the same at both stages with one change from stage 1 to 2.
- The inspectors visited 18 schools at stage 1, observing 24 trainees teaching. The observations were, in the main, carried out with the teacher tutors, also known as mentors, or link tutors. The inspectors observed the teacher tutors giving feedback to the trainees, held discussions with the trainees, tutors and school leaders, and looked at the trainees' files.
- Inspectors met with groups of Year 3 and Year 4 BEd and MEd trainees, and with groups of stakeholders and tutors to discuss the effectiveness of the training and the impact of the provider on the wider educational community.
- At stage 2, inspectors visited 12 schools to observe 18 newly qualified teachers (NQTs). They met with three further NQTs, scrutinised documentation, met the NQTs' induction mentors and the schools' headteachers.
- Inspectors had discussions with the programme leaders, groups of tutors and trainees during both stages of the inspection and considered a wide range of evidence. This included: recruitment and selection procedures; data on trainees' progress, attainment, completion and employment rates; evidence of compliance with statutory safeguarding and initial teacher training (ITT) requirements; training documentation; tracking and assessment information;

and induction targets. The inspector also reviewed the partnership's self-evaluation and improvement plans.

- An inspector observed parts of two centre-based training sessions on early reading and phonics, and on teaching pupils who have special educational needs (SEN) and/or disabilities.
- The inspectors took account of 167 trainees' responses to Ofsted's online questionnaire completed in 2017.
- Inspectors also reviewed documentation and considered the actions taken by leaders and managers to further improve training and outcomes between the two stages of the inspection.

## **Inspection team**

Sheena MacDonald OI (overall lead and primary phase lead)

Amanda Gard OI (assistant phase lead)

Julie Sackett OI (team inspector)

Christopher Crouch OI (team inspector)

Gehane Gordelier HMI (team inspector, stage 1)

Gary Holden HMI (team inspector, stage 2)

## **Overall effectiveness**

**Grade: 1**

### **The key strengths of the primary partnership**

- Effective recruitment and selection procedures ensure that trainees who join the courses have the potential, and attributes, to become good and better teachers. As a result, trainees are highly sought after and employment rates are consistently well above sector averages.
- Trainees demonstrate exceptionally high levels of personal and professional conduct. They are confident, evaluative and knowledgeable professionals with a strong focus on pupils' learning and progress.
- Trainees' subject knowledge is excellent and they make learning exciting and motivating. As a result, relationships in schools are warm and behaviour is managed very well.
- Training, including assignments, inspires trainees and engenders an excitement about teaching. Effective models of good practice are provided in centre-based training sessions and in schools, and underpinned by reference to up-to-date and relevant research.
- The quality of communication, specific expectations and guidance ensures that trainees and teacher tutors make best use of school experiences. The

partnership is alert and flexible in adapting provision to meet the individual needs and interests of trainees.

- School, local authority colleagues and trainees are eager to belong to the partnership. Mutual respect is evident and there are strong and productive relationships.
- Leaders, at all levels, strive for excellence. They continually seek to improve provision and outcomes. They gather and analyse a wide range of information about how confident trainees are and how well they teach. Leaders use this evidence incisively and insightfully to plan, take action and bring about further improvements.

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

### **The partnership should:**

- further develop trainees' ability to adapt learning to meet the needs of different groups of pupils, particularly the most able and those who have SEN and/or disabilities.

## **Inspection judgements**

1. The quality of leadership, management and training is outstanding and, as a result, the partnership has maintained, over many years, a strong reputation for producing high-quality teachers. School colleagues have great respect for the partnership and express confidence that NQTs from the university will be of a consistently high calibre. Schools appreciate trainees and NQTs' professionalism, their reflective approach and their eagerness to improve their practice. Induction tutors commented that NQTs were very well prepared for their career in teaching.
2. Rigorous recruitment and selection systems specify high expectations about what being a teacher means and what training to be a University of Winchester teacher means in particular. An explicit set of values are exemplified and all trainees are expected to live up to these high ideals. As a result, trainees with the potential to become good or better teachers are recruited. The flexibility of the different routes suits the different needs and experiences of trainees. Employment rates are consistently well above sector averages. School leaders comment that selection processes have become more rigorous in recent years and that, as a result, completion rates have risen rapidly over recent years to above sector norms.
3. Trainees' responses to the Ofsted online questionnaire show that they are confident that they are becoming good or better teachers who achieve very highly. They are right to be confident, as outcomes for trainees are outstanding. They achieve exceptionally well across the majority of the teachers' standards. Their teaching is consistently good, and often better, and

has a positive impact on the progress made by their pupils. The majority of trainees on all routes, and over two thirds of those who complete the four-year course, achieve the partnership's highest grade overall against the teachers' standards. Male trainees achieve slightly less well than female trainees, but all achieve well and exceed the teachers' standards.

4. Rights-respecting values, including the promotion of equality and the elimination of discrimination, are enshrined in the university's vision for teacher training and thoroughly embedded throughout the programmes. As a result, trainees and NQTs demonstrate excellent practice in their personal and professional conduct. They have high expectations of themselves, and their pupils, for both learning and behaviour. Trainees are committed to the profession, have a good understanding of values, including modern British values, and are fully up to date with the various aspects of keeping children safe in education. Trainees on their final placements, and NQTs, make a very strong contribution to the wider life of the schools such as helping with residential visits, leading assemblies, parents' evenings and after-school clubs.
5. Schools are impressed by trainees' and NQTs' understanding of what they need to familiarise themselves with when joining a school, for example getting to know specific school safeguarding policies and procedures. The partnership's induction documentation is detailed and well aligned to the practical needs and the long-term goals of trainees as they move into their teaching role. Induction mentors find this information helpful in designing NQTs' induction programmes. Tutors and headteachers, and NQTs themselves, confirmed that the transition from trainee to NQT had been seamless.
6. Trainees and NQTs are enthusiastic about teaching and promoting learning. They have an authoritative presence in the classroom and quickly form strong and purposeful relationships with pupils and other adults. They develop safe and stimulating learning environments which support pupils with their learning. Trainees create an atmosphere of mutual respect and plan lively and engaging learning activities which motivate the pupils and support good behaviour for learning. As a result, classrooms are positive environments where pupils behave well and focus on their learning.
7. Trainees plan and teach sequences of lessons which build up pupils' learning very effectively. They make good use of pupils' prior knowledge and are very clear what the learning aims are. Trainees' subject knowledge is very secure, they make good use of subject-specific vocabulary, and they have a good understanding of how pupils learn. They link learning across different subjects such as English and history, and make good use of strategies such as drama to bring the learning to life. They reflect on, and evaluate, the impact of their teaching on pupils' learning so that pupils make good progress.

8. One of the very few responses to the online questionnaire where trainees were slightly less confident was in relation to the teaching of early reading and phonics. Feedback from school and link tutor observations suggest that trainees have a good knowledge and are able to teach early reading effectively. Inspectors saw good-quality phonics teaching during both stages of the inspection. However, occasionally trainees did not take the opportunities to encourage pupils to use and apply their phonics knowledge throughout the day. The university has undertaken extremely rigorous action to address this issue. Exit survey information and other feedback was used to pinpoint possible concerns. Wholesale staff training has taken place to ensure that this aspect is stressed across all subjects, the content of training has been amended and school information such as observation records has been adapted. Trainees' responses to these improvements have been positive.
9. Trainees speak enthusiastically about the quality of the training on aspects of inclusion, including teaching pupils with English as an additional language. The partnership makes very good use of school colleagues to enhance centre-based training on aspects such as SEN and the use of formative and summative assessment. As a result, trainees are confident in their ability to use various strategies to overcome any difficulties. They understand the need to adapt learning to meet differing needs of pupils and, for the most part, they do this effectively. However, in practice, very occasionally the needs of all pupils, particularly the least and most able, were not met as well as they might have been.
10. The university has carried out a thorough, rigorous and imaginative approach to assessment so that adapting the learning to address the needs of 'the unique learner', as identified in their assessment booklet, threads through all planning and training. Inspectors saw some very good examples of NQTs challenging their most able pupils. For example, in a mathematics lesson, a group of high-prior-attaining pupils were utterly engrossed in trying to solve a reasoning problem the NQT had given them. However, in other cases, there remained a few instances where the most able could have been pushed a little more. Occasionally, when other adults were supporting less-able pupils, the quality of the support and the activities was variable.
11. Trainees and NQTs are highly appreciative of their centre- and school-based training. In particular, they praised the personalised nature of the teaching and the close relationship they built up with tutors. They feel they are treated as fellow professionals and as individuals. One NQT said, 'At Winchester, you are not just a number.'
12. Centre- and school-based trainers model excellent practice. Training in mathematics and inclusion are particularly high rated by trainees, but all other subjects and aspects are also praised. Trainees are very confident, and rightly so, that their training is helping them to become very good teachers.



13. The training, including an imaginative range of assignments, is successful in helping trainees to understand how children learn and in engendering excitement in learning. Practical and enquiry-based approaches are used well so that trainees to draw on these strategies in their own teaching. This is evident, for example, in trainees' and NQTs' high-quality mathematics teaching. Trainees benefit from the consistent messages from university, schools and local authority colleagues who contribute to the training. The effective use of research to enhance classroom knowledge and practice underpins all aspects of training and development.
14. Where trainees have raised concerns about the content of training or with their confidence in teaching, such as with computing, the provider carries out rapid and thorough improvements which have a measurable positive impact. For example, trainees who do not have physical education (PE) as a specialism have, in the past, expressed a lack of confidence and sometimes concerns that they have had limited practical opportunities to teach PE. Tutors have amended the programmes and requirements and already have evidence that current trainees are experiencing both training and are teaching PE in placements. Trainees are confident that their views are respected, listened to and acted on. Tutors adapt training and include additional opportunities for trainees to explore interests or strengthen perceived weaknesses.
15. Trainees are very positive about their placement experiences. They are able to teach in a range of school types and contexts, including schools in differing socio-economic areas and schools judged to require improvement. Placements are well planned to give a balanced experience of key stages and widen trainees' options. Undergraduate trainees are extremely positive about the opportunities to opt for specialist placements, such as special schools, behaviour units or overseas.
16. The guidance documentation provided to schools and trainees, and designed in association with them, supports teacher tutors and trainees to make the best use of school placements. The guidance is clear and explicit, with rigorous requirements for week-by-week activities, reviews, planning, assessment opportunities and subject-specific guidance relating to lesson observations.
17. Overall, mentoring is of a consistently high quality. Regular professional dialogue assists trainees to clarify their ideas and guides them to take responsibility for their own development. Teacher tutors provide time for trainees to reflect on and carefully evaluate their own teaching. They review progress each week towards the trainees' targets, which are well designed, appropriate and based on the teachers' standards. Trainees know what they have achieved and what they need to work on within each standard. They identify the next steps they need to take to improve further and are very willing to cooperate with and learn from others. All parties find the provider's 'dartboard', a one-page exemplification of the teachers' standards, a useful tool

to identify strengths and weaknesses. The dartboard also gives a valuable summary of trainees' progress over time.

18. Teacher tutors consistently praise the value of the link tutor. Judgements are moderated effectively through joint lesson observations, scrutiny of teaching files and discussions. In addition, link tutors act quickly if there are any concerns and are a reliable source of support. Trainees say judgements and feedback from teacher tutors and link tutors are consistent.
19. Rigorous quality assurance systems are in place and effective. The progress made by trainees is closely monitored by the trainers. Professional tutors monitor progress using weekly meeting records and through pre- and post-placement reviews. Headteachers, as well as university tutors, contribute to quality-assuring the mentoring process. This helps to add ITT capacity to the increasing number of partner schools.
20. Teacher tutors find training sessions and meetings for link and teacher tutors prior to placements very helpful. These activities help them to get to know about the trainees coming to their school so that they can help them get off to a rapid start. The mid-placement sessions provide valuable opportunities to discuss practical ways to improve trainees' practice and strengthen their achievements against the teachers' standards. As a result of the quality of guidance, the regular discussions and moderation activities, assessment of trainees is exceptionally rigorous and accurate.
21. There are exacting systems for evaluation, review and improvement-planning. The systems are organised carefully with several levels of action and accountability. Feedback from schools, tutors and trainees is carefully and thoroughly evaluated in conjunction with detailed analysis of information from observations and outcomes achieved against the individual teachers' standards.
22. Improvement planning is detailed, exceptionally thorough and encompasses all strands of activity such as training, placements and assignments. All improvement plans retain a firm grasp of the key driver, which is the required positive impact on outcomes for trainees. Over time, improvements against the key priorities are very clear, such as the increasing confidence and competence trainees demonstrate in working with pupils who are learning English as an additional language.
23. The provider took exceptionally thorough and rigorous action on the emerging areas for improvement identified at stage 1 of the inspection. The issues were both tackled 'in the round' using root and branch reviews from all angles, including using the latest research to underpin the improvements. While it is too early to realise the full impact, the evidence from stage 2 suggests that improvements are already happening.

24. The partnership complies fully with the criteria for ITT and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding. The partnership ensures that the ITT criteria are met. Headteachers, local authority colleagues and trainees play an active role in the partnership's strategic board and committees, which monitor the quality of outcomes, training and mentoring rigorously.

### **Annex: Partnership schools**

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

All Saints Church of England Primary, Winchester

Anstey Junior School, Alton

Balksbury Infant, Andover

Cupernham Infant, Romsey

Foundry Lane Primary, Southampton

Hatch Warren Junior, Basingstoke

Halterworth Community Primary, Romsey

Hurstbourne Tarrant Church of England Primary, Andover

Kings Furlong Junior, Basingstoke

Kings Park Academy, Bournemouth

Knightwood Primary, Eastleigh

Langrish Primary, Petersfield

Lockerley Church of England Endowed Primary, Romsey

Ludlow Infant Academy, Southampton

Manor Field Infants, Basingstoke

Manor Field Junior, Basingstoke

Marnel Community Junior, Basingstoke

North Baddesley Infants, Southampton

Oakridge Junior, Basingstoke

Old Basing Infants, Basingstoke

Sholing Infants, Aldershot  
Sparsholt Church of England Primary, Winchester  
Springwell School, Southampton  
St Bede Church of England Primary, Winchester  
St Faith's Church of England Primary, Winchester  
St John the Baptist Catholic Primary, Andover  
St Michael's Church of England Infant, Aldershot  
Stanmore Primary, Winchester  
Stoke Park Junior, Eastleigh  
Sussex Road Primary, Tonbridge  
Wellington Community Primary School, Aldershot

## The secondary phase

### Information about the secondary partnership

- The university offers a core programme of religious education, leading to a PGCE, QTS and, in many cases, Masters-level credits.
- Since September 2016, the university has offered a School Direct route covering the 11-to-16 age range in a range of subjects: English, computing, design and technology, geography, history, mathematics, modern foreign languages, music, physical education and science. At the time of the visits there were no trainees on an assessment only route to secondary teaching.
- In 2016/17, the university worked in partnership with 10 secondary schools, five teaching school alliances and three local authorities. At stage 1, there were seven postgraduate trainees following the core religious education programme and 26 school direct trainees.

### Information about the secondary ITE inspection

- Inspectors observed the teaching of 11 trainees in seven schools during stage 1 and the teaching of eight NQTs in six schools during stage 2.
- Inspectors had discussions with the partnership manager and programme leaders during both stages of the inspection. They also met or held telephone conversations with trainees, NQTs, tutors, mentors, professional tutors, induction tutors, heads of department and headteachers.
- Inspectors observed training and feedback on lessons, as well as looking at work in trainees' files. They examined the course handbook and took account of evidence from the partnership's self-evaluation, as well as external examiner reports.
- Inspectors received data on trainees' progress, attainment, completion and employment rates. They checked that the necessary statutory requirements for safeguarding and ITT were met. They took account of 18 responses to the trainee online questionnaire from 2017, as well as the partnership's own trainee evaluations of the programmes and courses.

### Inspection team

Paul Metcalf OI (secondary phase lead inspector)

Caroline Walshe OI (assistant lead inspector)

## Overall effectiveness

**Grade: 1**

### The key strengths of the secondary partnership

- High-quality training enables all trainees and NQTs to develop into confident, competent and committed professionals. Mentors and trainers have consistently high expectations and relentlessly pursue improvements in the quality of provision.
- The partnership's high-quality recruitment and rigorous selection procedures are supported by valuable opportunities for trainees to undertake school-based work experience, as well as subject enhancement courses, prior to starting training.
- Trainees appreciate the ongoing help and accessibility offered by all those involved in their training and the very high levels of support from the university and placement schools.
- Trainees show consistently positive attitudes to teaching and high expectations for pupils. Relationships are respectful and considerate. Pupils of all abilities are supported very well.
- Trainees make a very positive contribution to the wider life and ethos of the schools and their communities. Trainees' active participation and their involvement in extra-curricular and enrichment activities are very much appreciated.
- The partnership has a determined and successful focus on the development of trainees' strategies to promote and manage behaviour effectively. Trainees have very high expectations of behaviour in their classes.
- Trainees and NQTs demonstrate excellent personal and professional conduct, as well as a desire to promote the welfare, well-being, learning and progress of all pupils.
- Trainees' and NQTs' strong breadth of subject knowledge and their ability to reflect on their teaching ensures that they clearly focus on promoting pupils' learning.
- Leaders have taken prompt and effective action to further strengthen aspects of the partnership's work that were identified as emerging areas for improvement during stage 1 of the inspection.

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

#### The partnership should:

- in the context of the rapidly growing numbers of trainees, make more systematic use of the substantial internal and external information on trainees' achievements to identify patterns over time and areas for further improvement.

## Inspection judgements

25. The overall effectiveness of the secondary partnership is outstanding. The partnership is compliant with the ITT criteria and meets all the relevant safeguarding and other statutory requirements. The university is a rights-respecting organisation and the promotion of equality and the elimination of discrimination are strong features.
26. All trainees exceed the minimum level of practice as defined by the teachers' standards at the end of their training. They demonstrate consistently high standards of personal and professional conduct and an exceptional desire to promote pupils' welfare, well-being, learning and progress.
27. Completion rates are consistently above the sector average, although small cohorts make comparisons difficult. Furthermore, a small number of trainees on part-time courses do not complete the course in the same academic year in which they started. Comparing employment rates with sector averages is difficult because of small cohort sizes but, to date, virtually all trainees who completed the programme are employed in schools, and the vast majority of them in partnership schools.
28. Outcomes for trainees across the partnership are outstanding. Procedures and practices to determine whether trainees meet requirements are thorough, moderated and accurate. There are no significant differences in outcomes for different groups. Trainees demonstrate an excellent understanding of the requirements of the teachers' standards.
29. Trainees' performance on the teachers' standard related to subject knowledge has improved year on year. Their subject knowledge is developed particularly well during the course. Subject knowledge days were highly rated by trainees, with feedback including terms such as, 'excellent', 'rigorous', 'relevant' and 'engaging'. The online survey confirmed that trainees felt they had the knowledge, understanding and skills to meet the needs of all learners. Awareness of recent curriculum and assessment changes was particularly strong.
30. Trainees demonstrate consistently positive attitudes to teaching and have high expectations for their pupils. Relationships are respectful and considerate. Pupils of all abilities are supported through trainees' careful planning and thoughtful use of resources. Trainees and NQTs have a strong appreciation of the specific needs of pupils who have SEN and/or disabilities and those who are most able. They work conscientiously to ensure that all pupils reach their full potential.
31. Opportunities to teach pupils from culturally diverse backgrounds or those who speak English as an additional language are limited across the partnership, but the provider works exceptionally hard to ensure that all trainees are supported

through professional training days, school training sessions and strong links with the local authority ethnic minorities and traveller achievement service.

32. Trainees develop an extensive range of useful strategies to promote and manage behaviour effectively in their classroom. In spite of many induction targets focused on managing low-level misbehaviour, NQTs have very high expectations of behaviour in their classes. They use their strong subject knowledge to make lessons interesting and engaging for their pupils.
33. Schools highlight the very positive contribution which trainees make to the wider life and ethos of the school and its community. Trainees and NQTs contribute very well to the wider life of the school through extra-curricular activities and enrichment opportunities, such as running clubs and societies, as well as trips and competitions. This helps them to develop strong relationships as well as supporting pupils' welfare and well-being.
34. Leaders across the partnership ensure that training in safeguarding and child protection is comprehensive and detailed. Professional studies sessions and school-based induction support trainees' robust knowledge of these issues. Trainees and NQTs have a secure understanding of their professional duties, including the principles of child protection, safeguarding, child abuse and sexual exploitation, as well as their obligation to promote fundamental British values and to prevent radicalisation and extremism.
35. Trainees benefit from well-chosen placements in contrasting settings. The online survey confirms that placement experiences have been of a high quality. Additionally, many trainees benefited from personalised alternative placements in special schools, pupil referral units and sixth forms. These placements helped them to develop the skills needed for teaching in these settings and, as a consequence, ensured they were better prepared for their future careers.
36. Assignments are broad and cover key aspects of ITE, as well as promoting the development of subject knowledge and critical evaluation. Assessment methods include portfolios of evidence, written essays and presentations. Feedback is constructive and informative in supporting trainees' research skills and helping them to appreciate the important links between theory and practice.
37. Mentors and trainers are of the highest quality, so that training across the partnership is outstanding. Exceptional training enables all trainees and NQTs to develop into confident, competent and committed professionals. The partnership is aware that there is a small incidence of inconsistencies in mentoring which hinders the progress of a very few trainees. The partnership has put in place developments to improve mentors' understanding of their role and offer additional support in mentoring and coaching skills.



38. Leadership and management of the secondary partnership are outstanding. Leaders are passionate and enthusiastic. They actively pursue excellence. They have a clear vision for the partnership and an excellent understanding of local and national circumstances, especially with regard to the need to attract and train quality teachers to staff local schools.
39. The university has a well-established and strong partnership with its schools and teaching school alliances. There is a close alignment between the university and the partnership schools, so that the sharing of good practice and up-to-date ideas are mutually beneficial. An active forum of partners and stakeholders ensures that excellent practice is identified and shared.
40. Recruitment, selection and admissions procedures are rigorous, reliable and inclusive in ensuring the highest-quality trainees. Prior to starting, trainees are supported through opportunities to undertake school-based work experience as well as subject enhancement courses. The university is actively engaged in organising and attending recruitment events.
41. The university collects a very wide range of information, including NQT surveys, exit surveys, case studies, assessments and feedback from schools. This information is used extremely effectively by leaders to examine the impact of training on trainees' progress and attainment. However, the university does not use this information systematically and forensically enough to identify patterns over time in the context of the changing courses and rapidly growing numbers.
42. Course leaders have been very responsive to formal and informal feedback from partners and trainees. Actions taken to address the issues raised at stage 1 of the inspection illustrate the partnership's outstanding capacity for further improvement. The provision of improved recording for part 2 of the teachers' standards has been accompanied by a much greater focus on these through documentation and delivery. For example, all trainees recently attended a one-day conference on personal and professional responsibilities, which they found extremely useful.

## **Annex: Partnership schools**

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

Bay House School, Gosport

Crofton School, Fareham

Kennet School, Thatcham

Kings' School, Winchester

Osborne School, Winchester

Thornden School, Eastleigh

Vyne Community School, Basingstoke

Westgate School, Winchester

Wildern School, Southampton

## ITE partnership details

Unique reference number	70127
Inspection number	10022259
Inspection dates	22–24 May 2017
Stage 1	
Stage 2	4–6 December 2017
Lead inspector	Sheena MacDonald OI
Type of ITE partnership	Higher education institute
Phases provided	Primary and secondary
Date of previous inspection	8–12 November 2010
Previous inspection report	<a href="https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70127">https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70127</a>
Provider address	University of Winchester Sparkford Road Winchester, Hampshire, SO22 4NR



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