



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

South East Wales Centre for Teacher Education and Training

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Date of inspection: May 2013

by

Estyn, Her Majesty's Inspectorate for Education
and Training in Wales



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the centre's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

This report was produced in accordance with section 18c of the Education Act 1994 (which was inserted by paragraph 13 of Schedule 14 of the Education Act 2005).

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Context

The South East Wales Centre for Teacher Education and Training (SEWCTET) was established in 2009. It is one of the three centres of initial teacher training in Wales.

It comprises provision at Cardiff Metropolitan University and provision at the University of South Wales.

The South East Wales Centre offers the following initial teacher training provision:

- Primary Studies with Qualified Teacher Status – BA (Hons);
- Secondary Teaching: Mathematics, Science, ICT with Qualified Teacher Status – BSc (Hons);
- Secondary Teaching: Design and Technology with Qualified Teacher Status – BSc (Hons);
- Secondary Education: Music or Welsh 11 – 16 leading to Qualified Teacher Status – BA (Hons);
- PGCE Primary with Qualified Teacher Status;
- PGCE Secondary with Qualified Teacher Status;
- PGCE Design and Technology with Qualified Teacher Status; and
- Graduate Teacher Programme.

BA primary provision, BSc secondary provision and PGCE Design and Technology are based on the Caerleon Campus of the University of South Wales. BA secondary provision, PGCE primary and PGCE secondary provision are based at the Cardiff Metropolitan University's Cyncoed Campus in Cardiff. SEWCTET also works with schools to provide the Graduate Teacher Programme, an employment-based teacher training route.

The BA primary and BSc secondary Design and Technology programmes are three-year full time. The BSc secondary Mathematics, Science and ICT programmes are two-year full time. The PGCE primary and secondary postgraduate programmes are one-year full time.

There are 288 trainees following the BA primary programme (of whom 17 who are taking the course through the medium of Welsh). There are 120 trainees following the BSc secondary programme (none of whom are registered as Welsh-medium trainees). There are 38 trainees following the BA secondary programme (of whom 17 are registered as Welsh-medium trainees). There are 123 trainees on the PGCE primary programme (of whom 33 are studying the course through the medium of Welsh). There are 287 trainees following the PGCE secondary programme (of whom 44 are registered as Welsh-medium trainees).

Primary and secondary partnership schools are located mainly in South East Wales.

All programmes are subject to the requirements set out in the Welsh Assembly Government Circular 017/2009.

Summary

The centre's current performance	Adequate
The centre's prospects for improvement	Unsatisfactory

Current performance

The good features of the centre include:

- the generally good progress that most trainees across all programmes make towards meeting the standards for Qualified Teacher Status;
- trainees' sound subject knowledge;
- the good quality assignments produced by many trainees;
- trainees' positive attitudes to learning;
- the provision of programmes that widen participation in initial teacher training; and
- the good quality teaching of the undergraduate primary programme.

However, current performance is judged as adequate because:

- a majority of trainees do not use the outcomes of assessment well enough to plan to meet the needs of all pupils;
- in many cases, mentors and tutors do not provide enough guidance to trainees about how to help pupils improve their literacy and numeracy skills;
- a majority of trainees do not plan well enough to develop pupils' literacy, numeracy and information and communication technology (ICT) skills across the curriculum; and
- a minority of mentors are over-generous in the grades they award trainees' practice in lessons and performance overall.

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- the strategic direction of the centre is unclear;
- self-evaluation is not based securely on an analysis of first-hand evidence. This limits the centre's capacity to identify important areas for improvement;
- leaders do not monitor robustly the centre's progress in achieving collective goals;
- the level of challenge that leaders provide to improve standards varies too much across the centre;
- leaders across the centre do not have a secure enough understanding of the quality of training; and
- the role of the governors in developing the centre is underdeveloped.

Recommendations

- R1 Review and communicate a clear strategic direction for the centre
- R2 Ensure that the strategic aims of the centre are supported by coherent plans and clear targets for improvement to evaluate progress rigorously
- R3 Improve the collection and analysis of first-hand evidence to better inform self-evaluation
- R4 Improve trainees' planning to take good account of pupils' outcomes and to identify clear learning objectives
- R5 Improve trainees' skills to plan and teach lessons that develop pupils' literacy and numeracy
- R6 Ensure that mentors assess accurately trainees' performance against the Standards for Qualified Teacher Status
- R7 Strengthen the role of governors in developing the centre

What happens next?

The centre will draw up an action plan showing how it will address the recommendations. Estyn will re-inspect the provision in approximately one year's time.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most trainees across all programmes make generally good progress towards meeting the standards for qualified teacher status.

Nearly all trainees have sound subject knowledge. They plan lessons in detail. They make appropriate reference to the National Curriculum programmes of study and the Framework for Children's Learning in the Foundation Phase in lesson plans and in their assignments. Most trainees plan a good range of activities for pupils. Trainees generally plan well-structured lessons to maintain pupils' enthusiasm and motivation for the subject. Most trainees employ a suitable range of behaviour management strategies to which pupils respond positively. Overall, trainees have a good understanding of health and safety issues and they plan accordingly to ensure that pupils are safe in the classroom. Most trainees plan and discuss work effectively with adults, who provide extra support to pupils in lessons.

Most trainees understand well that pupils learn in different ways. They use a wide range of strategies and resources to stimulate pupils' interest. In a few cases, trainees plan innovative and creative experiences that challenge pupils well. Many trainees have a good understanding of the particular learning needs of pupils in the classes they teach.

In the few cases where trainees show excellent practice, they plan carefully how they will assess pupils' learning and they use pupils' outcomes systematically to plan the next steps in learning. They use an effective range of assessment for learning strategies. They help pupils to develop good skills in self and peer assessment.

However, a majority of trainees do not use the outcomes of assessment well enough to plan to develop pupils' learning. Although trainees identify the learning objectives and success criteria for lessons, too often they do not link the learning objectives and success criteria carefully enough to pupils' different abilities and to the most appropriate teaching and learning strategies. As a result, they are not able to reflect effectively on pupils' learning and to plan appropriately challenging work for all pupils in future lessons. While many trainees understand how to use questions effectively to reveal pupils' progress in learning, and a few trainees question pupils skilfully, a majority of trainees do not use questioning techniques well enough to probe fully pupils' understanding and learning.

Most trainees have good personal standards of literacy, ICT and numeracy, although a few primary trainees do not have good enough numeracy skills. However, in their teaching a majority of trainees do not plan well enough to develop pupils' literacy, numeracy and ICT skills across the curriculum effectively.

Primary trainees regularly use simple commands and greetings in Welsh, but they do not routinely encourage pupils to use Welsh in response. Most secondary trainees

do not use Welsh enough in lessons. Most trainees have a good understanding of the Curriculum Cymreig but they do not plan well enough to develop pupils' knowledge in this area.

Trainees training to teach first language Welsh and those training to teach subjects in Welsh have good standards of Welsh literacy. They present a good model of language to pupils.

Nearly all trainees have well-ordered files, which they keep up-to-date. Nearly all trainees track their progress systematically and thoroughly against the standards for qualified teacher status.

In their university-based studies, many trainees make clear connections between their work at university and school-based experience. Most trainees take the opportunity to reflect on their school experience and to extend their knowledge through discussion with their peers. In a few subject areas on the secondary postgraduate programme, such as English, mathematics and modern foreign languages, many trainees engage in a high level of discussion with their peers and tutors. They have good knowledge of a range of research; they listen carefully and challenge each other appropriately.

Most trainees have a good knowledge of current Welsh education initiatives. Undergraduate primary trainees have very good knowledge of the development of literacy in Wales.

However, too many trainees do not study the required reading material well enough prior to university-based sessions. Contribution to discussion is often too focused on their own experience of teaching and it does not include enough critical analysis of wider reading.

Many trainees produce clearly argued and well referenced assignments. However, a few trainees show limited skills of critical analysis and do not make enough use of research materials.

In 2010-2011, on the primary and secondary undergraduate programmes, the qualifications that trainees had on entry were lower than the average for trainees across Wales. In 2010-2011, 67% of trainees starting the postgraduate primary programme had good degree (a first or upper-second class degree). This was higher than the overall figure for Wales of 59%. Fifty-nine per cent of trainees on the postgraduate secondary programme had a good degree on entry, which is above the overall Wales figure of 52%.

The proportion of undergraduate primary trainees who gained qualified teacher status in 2010-2011 is 98%. This is equal to the overall figure for Wales. The proportion of postgraduate primary trainees who gained QTS is 94%, which is above the overall figure for Wales of 92%. The proportion of undergraduate secondary trainees who gained qualified teacher status in 2012-2011 is 94%. This is above the overall figure for Wales of 91%. The proportion of postgraduate secondary trainees gaining QTS in 2010-2011 is 95%. This is above the overall figure for Wales of 90%.

In the latest statistics that are available, the proportion of undergraduate primary trainees gaining teaching posts in Wales in 2010-2011 is shown as 69% of those trainees who responded to the Destinations of Leavers from Higher Education Survey (DLHE). This is above the overall Wales figure of 60% who responded to the DLHE. The proportion of postgraduate primary trainees who responded to the DLHE gaining teaching posts in Wales in 2010-2011 is 86%, which is well above the overall Wales figure of 73%. The proportion of undergraduate secondary trainees who gained teaching posts in Wales and who responded to the DLHE is 42%. This is above the overall Wales figure of 40%. The proportion of postgraduate secondary trainees who responded to the DLHE and who gained teaching posts in Wales in 2010-2011 is 61%. This is above the overall Wales figure of 56%.

Wellbeing: Good

Trainees across all programmes have positive attitudes to learning. Most trainees develop good strategies to deal with a demanding workload and understand the importance of keeping a healthy work-life balance. Nearly all trainees have a good understanding of how the lessons they plan contribute to a well-managed and a safe classroom environment. Most trainees contribute effectively to staff teams and departments while in school. Many trainees have a good understanding of the role played by external agencies, for example education welfare services, in supporting individual pupils.

Most trainees contribute well to wider school life by taking part in extra-curricular activities. Many trainees use their particular skills well to provide additional activities for pupils, including Spanish classes for beginners. Nearly all trainees attend staff meetings, in-service training sessions and parents' meetings regularly to extend their knowledge and understanding. On the postgraduate secondary programme, many trainees in subjects such as art and design and drama develop their skills effectively by attending extra-curricular university-based sessions where they learn new skills from their peers.

Nearly all trainees have a sound understanding of university-based and school-based safeguarding procedures.

Trainees' attendance and punctuality at university-based sessions are generally good. Trainees keep accurate records of their attendance in their placement schools. However, a few trainees on the secondary postgraduate programme do not attend all the initial professional development sessions arranged by senior mentors in schools. As a result, they do not develop their knowledge of whole-school issues well enough.

Nearly all trainees contribute regularly to evaluating the university-based and school-based provision. Elected trainees act as effective trainee representatives on university-based committees. Most trainees have confidence that the centre takes good account of their views and will make changes where appropriate.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

All initial teacher training programmes provide good opportunities for trainees to demonstrate the standards for qualified teacher status (QTS). The university-based and school-based programmes provide a coherent framework through which trainees can develop their understanding, knowledge and skills. University handbooks, school experience guides and the virtual learning environments provide trainees and schools with clear information about the course and assessment arrangements.

The centre provides most trainees with school placements that are complementary and provide a depth and variety of experience. Most trainees have good opportunities to teach pupils in different year groups and of different abilities.

The times at which schools receive information about the trainees' progress and targets varies too much across programmes. Where senior mentors do not receive this information in advance of the school experience, it sometimes hinders their ability to plan effectively for continuity and progression.

The undergraduate secondary programmes and employment-based teacher training route contribute effectively to widening participation in initial teacher training.

The initial teacher training programmes offered by the centre meet the requirements of the Welsh Assembly Government Circular 017/2009.

The initial professional development programmes provide trainees with good opportunities to consider important areas of training, such as differentiation and special educational needs, and wider school issues. Reading lists include a good range of articles and research, as well as reference to Welsh policy documents and initiatives.

The centre has appropriate systems in place to test applicants' standards of literacy and numeracy prior to acceptance on the course. The centre's arrangements to improve trainees' literacy, numeracy, ICT and wider skills, and the expectations of trainees to improve these skills, are too variable across programmes. There is appropriate provision to support trainees' understanding and teaching of education for sustainable development and global citizenship.

The centre provides suitable university-based provision for primary trainees to improve and enhance their Welsh language skills. However, most trainees, particularly secondary trainees, do not receive enough guidance and support on the university-based and school-based programmes to promote pupils' Welsh language development in English-medium provision. Provision for developing trainees' understanding of the Curriculum Cymreig is satisfactory.

The centre provides a good range of extra-curricular activities for which trainees can opt to enhance their knowledge and skills in learning and teaching.

Teaching: Adequate

Tutors across all programmes establish positive relationships with trainees that promote effective learning. Most tutors have good specialist knowledge. A few tutors do not demonstrate a sound knowledge of current school practice.

The majority of tutors plan sessions with clear aims related to the standards for qualified teacher status. They plan sessions with an appropriate balance between practical learning activities and opportunities for trainees to reflect on teaching theory and practice. The pace of sessions is generally good and most tutors model questioning techniques effectively to stimulate debate. They use a good range of resources, including recent research and Welsh policy documents, to promote discussion. However, the extent to which tutors help trainees to develop effective strategies and skills in assessing pupils' learning, and using pupil outcomes to plan effective differentiation, varies too much across programmes.

In many sessions, tutors plan their sessions to demonstrate good teaching practice. They help trainees to analyse the session and to consider how trainees might effectively adapt the strategies for the age ranges they teach. In a few less effective sessions, tutors do not model good teaching practice or help trainees to reflect on different teaching strategies.

Most tutors mark assignments in a timely way and in line with the assessment criteria for the programme. Most marking is accurate. Many tutors provide helpful 'in text' analytical comments, but this practice varies too much across and within programmes. Too frequently, tutors do not provide comments that challenge the most able trainees' thinking.

Most tutors provide useful overview summaries to support the grade awarded for an assignment, but not all targets are specific enough. Tutors on the undergraduate primary programme provide valuable feedback on assignments in response to individual self-assessment comments. This dialogue between tutors and trainees is a significant strength because it develops the trainees' reflective skills to a high level. Almost all tutors pay appropriate attention to trainees' use of language when marking assignments.

In the school-based training nearly all mentors establish good working relationships with trainees. Most mentors use the forms and assessment guidance provided by the centre regularly to provide feedback to trainees that is well focussed on the standards for qualified teacher status. In a minority of secondary schools, mentors and trainees use notebooks effectively to record feedback from other members of the department who see trainees teach. Most mentors use their experience well to offer trainees appropriate guidance on teaching strategies.

In a few cases where there is very effective mentoring, mentors help trainees to reflect on their practice through in-depth questioning and challenge. They regularly review and comment thoughtfully on trainees' lesson plans, evaluations and teaching files. However, in many cases mentors' verbal and written feedback does not focus enough on helping the trainee to assess pupils' progress in lessons. In many cases,

mentors do not provide enough guidance to trainees about how to provide opportunities in lessons for pupils to improve their literacy and numeracy skills.

A minority of mentors do not assess the quality of trainees' teaching accurately. They are over-generous in the grades they award. They do not take enough account of key areas for improvement and they set targets that are not specific enough to help the trainee to improve.

Tutors undertake at least one joint observation with mentors during each school experience. The professional dialogue is helpful to mentors in moderating their judgement of the observed lesson. In many cases, senior mentors and mentors undertake a joint observation at least once during the school experience to moderate judgements. However, there is too much variation in the effectiveness of this process.

Care, support and guidance: Good

The centre promotes trainees' health and wellbeing well. The induction programmes for all programmes provide trainees with a range of useful information to support their studies on the course, such as financial and counselling support. There is an appropriate emphasis across all programmes on developing trainees' understanding of the importance of a work-life balance.

Most mentors in partnership schools reinforce the centre's provision for wellbeing well. They ensure that trainees understand the school's behaviour and discipline policies and they help trainees to develop an appropriate range of positive behaviour strategies for working with challenging pupils.

There are good support systems in place across the centre to identify trainees' specific requirements and additional learning needs, particularly in relation to medical and mental health needs. There are effective processes for supporting and monitoring the wellbeing of these trainees. These help tutors to ensure that health and wellbeing issues do not hinder trainees' progress and achievement. Most partnership schools support trainees who are experiencing difficulties well.

The centre ensures that all trainees can access the information and guidance they require through its website. The centre has created high quality online support for trainees across the partnership to deal with stress and anxiety.

Across all programmes there are clear systems in place to monitor trainees' academic progress and to provide appropriate academic counselling when needed.

The centre pays good attention to providing trainees with appropriate training in relation to safeguarding at an early point in the university-based provision. Partnership schools provide sound training in the school's child protection policies and procedures during induction.

The centre's arrangements for safeguarding meet requirements and give no cause for concern.

There are clear systems in place to monitor trainees' attendance in university-based and school-based provision. There are appropriate procedures for dealing with absence from school-based experience to ensure that trainees meet the time requirements set out in Welsh Assembly Government circular 017/2009.

Learning environment: Good

Overall, university-based classrooms are well maintained and provide appropriate work space. The literacy room for the undergraduate primary programme provides trainees with a very good example of an effective interactive display to support pupils' learning. Excellent sports facilities contribute effectively to trainees' health and wellbeing and work-life balance.

There are very good facilities for ICT across the centre, including interactive whiteboards that trainees can use to improve their ICT skills.

Libraries provide trainees with a good range of texts, and trainees have access to research materials through the internet and the centre's virtual learning environment systems. However, Welsh-medium resources are not always as readily available as those in English. Resources and presentations in professional development sessions are often only provided in English on the postgraduate primary and secondary programme. The quantity and choice of Welsh medium resources in the learning resource centre are more limited.

Most trainees have access to appropriate resources in partnership schools. Most partnership schools provide trainees with an appropriate work space in the school where they can prepare lessons.

The undergraduate secondary programmes and the employment-based teacher training route provide good access to trainees with a range of different prior experience. Trainees from different backgrounds contribute their experience effectively to university-based and school-based training and this enriches the provision for all.

There are suitable policies in place across the centre to support good practice in equality and diversity and to provide a positive environment for teacher training and education.

The centre undertakes regular risk assessments in respect of disability and health and safety. Nearly all areas of university-based provision are accessible to all trainees. Where a trainee has particular access needs, the centre works well with the partnership school to provide suitable accommodation.

Key Question 3: How good are leadership and management?	Unsatisfactory
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Leadership: Unsatisfactory

Senior university and centre leaders have collaborated well to meet the national requirement to reconfigure initial teacher training in Wales. The centre has reduced nearly all duplication of initial teacher training programmes in South East Wales,

except for the duplication of postgraduate design and technology. The centre delivers useful programmes designed to widen access in shortage subjects and provides programmes through the medium of Welsh which meet local and national need.

The two universities that comprise the centre have established a clear management structure, with equal representation from each institution to monitor work of the centre.

The Management Board includes appropriately senior university leaders. It oversees the development of the centre and monitors academic standards. The Project Committee effectively oversees the development of joint policies, procedures and practices. Staff from across the centre work productively together in 'task and finish' groups to develop aspects of common provision, such as the school partnership arrangements.

However, the strategic direction of the centre is unclear. The centre's strategic plan was developed at the time of reconfiguration in 2009 and has not been updated. At the time of the inspection, most of the actions in the 2009 strategic plan were complete.

There is a lack of coherency in development planning. The objectives for the centre are spread through a number of documents, including the reconfiguration plan and each School of Education's plans. Operational plans, such as the centre's development plan, often have targets that are far too broad. As a result, senior university leaders and senior centre leaders do not monitor robustly the centre's progress in achieving collective goals. These are important areas for improvement.

Senior centre leaders have a shared understanding of tasks to be completed over a period of time to develop the centre. They have a clear understanding of their roles within their own institutions. However, staff across the centre do not share a clear understanding of the vision for the centre.

Most middle leaders have a clear understanding of their roles and responsibilities in relation to the programmes on which they work. However, their understanding of the differences in quality between programmes and the level of challenge they provide to their colleagues in the pursuit of improving standards varies too much across the centre.

The appointment of a Project Manager has helped to improve operational procedures, such as the collection of data and the reorganisation of the school partnership.

There are clear processes in place through which the Management Board regularly receives information about the work of the centre. The minutes for the Management Board and Project Committee record papers received and actions taken. However, in the case of the Management Board, they do not record how the board provides robust challenge to drive forward developments in the centre.

Members of the Management Board report the progress of the centre to their respective governing bodies and receive their comments. However, the involvement of governors in acting as a critical friend and developing the direction of the centre is underdeveloped.

Overall, the centre provides good opportunities for staff to play a role in national debate and development in teacher education. These include chairing UCET Cymru, the national committee for teacher education and training, leading the development of pre-entry online literacy and numeracy tests for initial teacher training candidates, participation in the development of the Literacy and Numeracy National Framework and mentoring on the Welsh Government's Masters in Educational Practice.

Improving quality: Unsatisfactory

The quality assurance of the centre's programmes is through the separate quality systems of each university.

The centre's overall self-evaluation report is structured around Estyn's Common Inspection Framework. However, the report is overly descriptive and lacks effective critical analysis. In too many indicators, it does not draw on first-hand evidence. The links between the centre's self-evaluation and planning for improvement across the centre are not clear enough. This means that the centre does not identify well enough clear targets for development, review provision against targets effectively or specify clearly actions to be taken to secure improvement.

The partnership action plan details areas to be developed or improved across the centre between 2011 and 2014. It prioritises the areas for development. However, in many cases, the targets set are not challenging enough.

Both university partners undertake regular analysis of their own initial teacher training programme's data. They report the outcomes in their respective institutional monitoring reports and draw up action plans for use in their institution. However, the action plans are not always used effectively to track progress.

Both university partners regularly collect a wide range of information through questionnaires, focus groups, the partnership steering committee, programme reports and meetings with mentors and staff. They consider the views of an appropriate range of stakeholders, including trainees, partnership schools, headteachers and external examiners. They analyse the outcomes appropriately to identify strengths and areas for development.

Leaders across the centre do not collect first-hand evidence of teaching and they do not have secure enough understanding of the quality of training. In a few very effective cases, middle leaders track trainees' progress robustly to evaluate the impact of training. They intervene effectively and they provide targeted support for tutors and trainees.

Both university partners have systems in place whereby tutors work collegially to observe each other teach and provide feedback on an agreed personal focus. The outcomes of the process are shared to provide generic targets for improving

teaching. However, there is no overall analysis of the impact of this process on improving trainees' standards.

The centre has usefully developed a quality management system to collate data from all programmes across the centre. However, it is too early to see the impact that this system has on identifying areas of strength and areas for improvement.

Both institutions have made progress against many of the recommendations set out in their last inspection reports, although trainees' ability to use pupils' outcomes to plan lesson objectives and the improvement of trainees' knowledge and understanding of the use of incidental Welsh remain areas for development.

The lack of effective self-evaluation limits the centre's capacity to identify important areas for improvement accurately.

Partnership working: Adequate

The centre has worked well with its partnership schools to produce common documentation for the school-based experience for all programmes across the partnership. Schools that receive trainees from both universities in the centre appreciate the common approach, which helps to cut down unnecessary duplication.

The centre has clear selection and de-selection criteria, although not all schools in the partnership are fully aware of the criteria. Most senior mentors select the mentors in their schools carefully and they only allow trainees to join classes or departments where there are staff have the appropriate teaching experience to support a trainee teacher.

In many cases, senior mentors monitor initial teacher training in the school closely to assure the quality of the trainee's experience. However, this practice is not consistently rigorous across all programmes.

The centre provides regular mentor training for mentors dependent on whether they are mentoring for the first time, have mentored the centre's trainees before or are senior mentors with an overview of initial teacher training in the school. Mentor training has a good focus on lesson observation. However, mentors do not receive enough training in the skills of mentoring or in making accurate judgements about trainees' progress against the standards for qualified teacher status.

Attendance at mentor training is improving, but remains variable. A minority of mentors do not attend training before receiving a trainee. Where mentors do not attend training, tutors provide individual training when they visit the trainee in school. However, this may not be at the beginning of the school placement and, where teachers are new to mentoring, this can hinder the trainee's professional development.

The centre partnership office responds very promptly and efficiently to schools' queries. Mentors have confidence that tutors will respond quickly if difficulties arise.

The centre has introduced the role of the senior university tutor to support and help improve the quality of provision in partnership schools. This is a relatively new role and it has received a positive response from many schools, particularly secondary schools. However, it is too early to see the full impact of this role on raising the quality of provision and trainees' standards of achievement.

The partnership office provides generic information about the strengths and areas for development arising from trainees' feedback from their time on school experience. However, schools do not receive feedback from individual trainees whom they have supported, even though many schools are open to receiving feedback to improve their practice.

In addition to their roles in schools, a minority of mentors and senior mentors effectively support the training programme through helping in the selection of trainees, as guest speakers in university-based sessions, and a few through membership of the partnership steering group. However, only a few mentors are in a position to make significant contributions to the design of the university-based part of the programme.

The centre has effective working partnerships with many national and international organisations, including schools providing for special educational needs and schools overseas. Although tutors monitor trainees' progress on such placements, occasionally trainees complete their school-based training in a school where it is difficult for them to meet their targets successfully.

Resource management: Adequate

Tutors are well qualified and most have higher degrees. They have good subject knowledge and most tutors have enough knowledge of current school practice to prepare trainees effectively for school placements.

The centre uses the appraisal system mainly to identify staff's individual professional development needs. There are good opportunities for tutors to engage in a good range of professional learning. Tutors use opportunities to research areas related to learning and teaching. This helps them to keep abreast of new developments in learning and teaching to which they can introduce trainees in university-based sessions, for example the national priorities of literacy and numeracy. However, a few tutors do not engage in activities that ensure that they have a sound knowledge of current school practice.

The centre effectively deploys Welsh speaking staff to enhance trainees' experiences on all programmes.

The centre has effectively directed resources towards the priorities identified in its reconfiguration plan. In particular, funding has been directed effectively towards upgrading accommodation, including improving information and communication facilities for initial teacher training, and managing the reconfiguration of the partnership.

The centre has introduced a number of initiatives that have helped to make more efficient use of resources. The reduction in numbers of partnership schools helps to maximise deployment of staff involved in quality assurance of placements. The centre has also removed duplication by creating a common bank of documentation for school-based training and by on-line resources and communication.

Although leaders manage the resources well, taking into account the standards that trainees' achieve, value for money is adequate.

Appendix 1

Meeting the requirements for initial teacher training

The Higher Education Funding Council for Wales (HEFCW) accredits initial teacher training in Wales. The requirements for initial teacher training are set out in Welsh Government Circular No: 17/2009 *Becoming a Qualified Teacher: Handbook of Guidance* (2009).

The procedures for initial accreditation and maintenance of accreditation are set out in HEFCW's document, *Accreditation of Providers of Initial Teacher Training in Wales* (Annex A).

HEFCW deems the partners in each Centre of Teacher Education to be jointly responsible for the compliance with the accreditation criteria and that issues of non-compliance in the provision of one partner could adversely affect the accreditation status of the other partner.

Estyn is required to inform HEFCW of its inspection judgement about compliance, and judgements about unsatisfactory provision and/or aspects of the provision, within two working weeks of the completion of the inspection.¹ This will be no later than the date on which Estyn sends the final draft final inspection report to the provider.

HEFCW will normally consider that, where Estyn gives a judgement of 'unsatisfactory' to either of the top two summary judgements, or to any of the key questions within Estyn's Common Inspection Framework, there is evidence that the provision or an aspect of the provision is non-compliant with the criteria for accreditation.

Where Estyn identifies non-compliance with the criteria for accreditation, HEFCW will require the provider to submit an action plan and timetable to address the issues identified and achieve compliance. Estyn will require the provider to produce an action plan to address all issues identified in the inspection, including those of non-compliance.

In the event that non-compliance with the criteria for accreditation of initial teacher training providers is not involved, the re-inspection of the provider which fails to provide an unsatisfactory standard of education or training, or where leaders do not demonstrate the capacity to secure necessary improvements, will be between 12–18 months after the core inspection.

If unsatisfactory progress, including continued non-compliance with the criteria for accreditation, is identified at re-inspection, Estyn will notify HEFCW which may then apply its procedures for the withdrawal of accreditation.

Estyn will inform the initial teacher training provider, HEFCW and the Quality Assurance Agency (QAA) about its judgements in writing.

¹ Estyn determines the date of the completion of the inspection. It is normally the date on which Estyn provides final verbal feedback to the provider.

Appendix 2

Learner satisfaction

Estyn received 232 responses from trainees, selected at random across the programmes.

Most trainees think that they were given good information by the provider when choosing their course and that the initial teacher training programme is preparing them well to meet the standards for qualified teacher status.

Most trainees think that their initial teacher training programme had a helpful induction period which helped them settle into their studies. They feel that their tutors and mentors encourage them to reflect on their own progress.

Most trainees think that their tutors give them learning opportunities in Welsh and/or English according to their choice. They feel that their tutors help them to learn and make good progress and that they give them helpful feedback on their written assignments.

They feel that all tutors show trainees respect and listen to their concerns and that their tutors help them to understand and respect people from other backgrounds. They receive good personal support from their tutors.

Most trainees report that they are enjoying the programme and they feel safe and free from harassment in the university and in their school placement. They would recommend the initial teacher training programme to other people.

Most trainees judge that they have good quality school placements which meet their training needs well. They feel that school staff supported them well in the first few days of their placement and that they receive good on-going support from their mentor.

Most trainees say that they have plenty of opportunities to observe good teaching and that they receive regular feedback on their teaching that helps them improve their skills. Most trainees say that senior mentors support them well to understand whole school issues. They feel that they have good access in schools to the equipment and the materials they need.

Many trainees say that their programme has helped them to develop good attitudes to keeping fit and healthy and that they are given opportunities to learn how to deal with stressful situations. They feel that their tutors and mentors encourage them to manage their work-life balance successfully. They feel that their programme is planned effectively and that there are effective types of support available to them. They feel that their tutors act on the views of trainees.

Many trainees feel that their tutors use good quality learning materials and that university lectures, seminars and tutorials develop their knowledge and

understanding of teaching effectively. They feel that they have enough access to books and equipment to do their work.

Appendix 3

The inspection team

Penny Lewis	Reporting Inspector
Sarah Lewis	Team Inspector
Iolo Dafydd	Team Inspector
Sarah Jane Morgan	Team Inspector
Sharon James	Team Inspector
Steve Bell	Team Inspector
Alan Lowndes	Team Inspector
Catharine Anne Bleasdale	Peer Inspector
Phil Bassett	Peer Inspector
Andrew Pickford	Nominee