A report on

North and Mid Wales Centre for Teacher Education and Training

School Of Education	School of Education and
Bangor University	Lifelong Learning
Normal Site	Aberystwyth University
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Date of inspection: May 2015

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 school'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).

Publication date: 15/10/2015

Context

The North and Mid Wales Centre of Teacher Education is one of three centres of initial teacher education and training in Wales and has been in operation since 2010. Managed jointly by Aberystwyth University and Bangor University, the Centre comprises provision at both institutions and trains primary and secondary teachers. The centre works with partnership schools located in a wide area across Wales. The North and Mid Wales Centre offers the following teacher training programmes:

- BA Primary Education with QTS
- PGCE Primary
- PGCE Secondary
- BSc Design and Technology with QTS
- Graduate Teacher Training Programme

The BA primary and the BSc Design and Technology programmes are three year courses of study. The two postgraduate programmes are one year courses.

The PGCE Secondary programme is provided jointly by Aberystwyth University and Bangor University. Aberystwyth provides training in English, drama, geography, history, information and communication technology (ICT), modern languages, outdoor activities, science and Welsh. Bangor provides training in art, mathematics, music, physical education, religious education, science and Welsh.

The BA Primary Education, the BSc Secondary Design and Technology and the PGCE Primary provision are offered at Bangor University.

In 2014-2015, there are 230 trainees following the BA Primary programme (77 of whom are taking the course through the medium of Welsh). There are 171 trainees undertaking the PGCE primary programme (37 of whom are following the course through the medium of Welsh) and there are 189 trainees following the PGCE Secondary programme (59 of whom are enrolled as Welsh medium trainees). There are 18 trainees on the BSc Design and Technology programme (11 of whom are taking the course through the medium of Welsh).

There are 17 trainees registered on the Graduate Teacher Programme.

All courses are subject to the requirements of the Welsh Government information document 129/2013.

Summary

The school's current performance	Unsatisfactory
The school's prospects for improvement	Unsatisfactory

Current performance

The following positive features were identified at the centre:

- Most trainees have positive attitudes to learning
- Trainees on the BSc Design and Technology programme have very good knowledge and understanding
- The range of partnership schools with which the centre works provide good training opportunities for trainees to teach in a bilingual environment
- The centre provides valuable support to enable Welsh-medium trainees to improve their Welsh literacy skills

However, current performance is judged to be unsatisfactory because:

- A significant minority of trainees do not make sufficient progress
- A significant minority of trainees do not plan their teaching well enough
- Many trainees do not develop pupils' skills in literacy, numeracy and ICT effectively
- Many trainees do not develop their skills of critical analysis well enough
- In around half of cases, tutors and mentors do not judge trainees' progress accurately enough, and do not provide good enough advice to enable trainees to make good progress

Prospects for improvement

Prospects for improvement are judged as unsatisfactory because:

- There are significant weaknesses in leadership processes across the centre
- Strategic planning does not focus on the characteristics of high quality initial teacher training
- Self-evaluation is not based securely enough on the thorough analysis of data and first-hand evidence to identify specific targets for improvement
- Senior centre leaders do not communicate clearly high enough expectations to all staff and partnership schools
- Quality assurance systems across the centre and across partnership schools are not strong enough to ensure consistency of practice or provision

Recommendations

R1   Communicate a clear vision and strategic aims for the centre

R2   Strengthen leadership so that leaders at all levels are held accountable for the outcomes of trainees

R3   Improve the use of data and first-hand evidence to inform self-evaluation and planning for improvement

R4   Improve tutors' and mentors' accuracy in judging trainees' standards and their ability to set targets that help trainees to make good progress

R5   Improve trainees' planning skills to focus more clearly on outcomes for pupils, so that trainees use assessment information to set clear learning goals, and identify effective teaching and learning strategies

R6   Improve trainees' abilities to develop pupils' skills in literacy, numeracy, ICT and Welsh

R7   Improve trainees' skills of critical thinking in their university studies and in their evaluations of pupils' learning

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?	Unsatisfactory

Standards: Unsatisfactory

Although many trainees achieve the standards for Qualified Teacher Status (QTS), a significant minority of trainees do not make good enough progress in developing their teaching skills and understanding of effective pedagogy, especially those on the secondary postgraduate programme.

A majority of trainees have a good understanding of the needs and abilities of pupils in their classes. They motivate pupils well and have high expectations of what they are capable of achieving. A few primary trainees make very effective use of other adults in their classrooms to ensure that pupils make good progress.

Most primary trainees have a good working knowledge of the Foundation Phase Outcomes, the National Curriculum and the requirements of examination syllabi. Many secondary trainees have a good knowledge of the subject in which they are training to teach. Trainees on the BSc Design and Technology programme have outstanding subject knowledge. They make a strong contribution to the development of design and technology in schools. A few trainees plan very well to meet the needs of pupils with additional learning needs.

A significant minority of trainees do not plan their teaching well enough to ensure that their pupils make good progress. They do not identify specific enough learning intentions for their lessons, or consider the outcomes that pupils of different abilities might achieve. This means that they are not able to plan the most effective strategies to help their pupils to learn successfully. This also impedes trainees' ability to assess pupils' work accurately and evaluate their own teaching. Only a few trainees plan well to include the Curriculum Cymreig in their teaching and very few include work that takes account of key issues in Education for Sustainable Development and Global Citizenship.

Many trainees use a wide range of teaching approaches. They produce engaging learning materials and prepare their resources and classrooms well. Many trainees manage pupils' behaviour effectively. A very few trainees respond flexibly to pupils' learning and maximise opportunities to extend pupils' understanding. They pose probing questions and expect pupils to develop their thinking. However, a minority of trainees do not plan well enough to bring about effective learning. They take a formulaic approach to their planning, and they apply teaching strategies with limited understanding. These trainees do not use questioning well enough to stretch pupils' understanding, and they provide pupils with too few opportunities to reflect on their learning purposefully.

Many trainees have suitable numeracy skills, and literacy skills in English and in Welsh, although a few trainees make mistakes in grammar, syntax and spelling. Many trainees develop their personal literacy skills appropriately, and those trainees who participate in the Welsh Language Support programme develop their language skills well. Trainees' progress in developing their personal numeracy skills is too variable.

Most primary trainees have a sound understanding of the Literacy and Numeracy Framework, and many plan appropriate opportunities for their pupils to develop their literacy and numeracy skills in the classroom. However, trainees' use of the Literacy and Numeracy Framework on the secondary postgraduate programme in their teaching is more variable, and many trainees do not fully exploit opportunities to support the development of pupils' skills.

Many trainees have sound ICT skills that they use effectively to present ideas in the classroom and to make resources for pupils. However, only a minority of trainees use their ICT skills well to develop pupils' knowledge and understanding of ICT.

In their university assignments, most trainees make useful links between educational theory and practice, although, they do not analyse educational texts well enough or make close enough connections between the research literature and pupils' learning. In their school-based training, a majority of trainees do not reflect analytically enough on their teaching. They do not focus well enough on the effectiveness of teaching and assessment strategies in terms of the progress made by pupils.

In many university sessions, trainees generate good ideas for teaching and assessment strategies for pupils of all abilities. However, many trainees do not develop their critical skills sufficiently, and do not reflect well enough on educational theory and its application to the classroom.

Most trainees training to teach through the medium of Welsh provide a good language model to their pupils. However, many English-medium trainees do not use enough Welsh language in the classroom to promote the use of and develop pupils' Welsh language skills or to support the Curriculum Cymreig.

In 2011-2012, on the primary undergraduate programme, the qualifications that trainees had on entry were lower than the average for trainees across Wales. Entry qualifications for trainees on the undergraduate Design and Technology programme were slightly higher than the Welsh average for secondary undergraduate programmes. In 2011-2012, 53% of trainees starting the postgraduate primary programme had good degree (a first or upper-second class degree). This was lower than the overall figure for Wales of 59%. Fifty-six per cent of trainees on the postgraduate secondary programme had a good degree on entry, which is below the overall Wales figure of 59%.

The proportion of undergraduate primary trainees who gained qualified teacher status in 2011-2012 is 98%. This is equal to the overall figure for Wales. The proportion of postgraduate primary trainees who gained QTS is 88%, which is below the overall figure for Wales of 91%. The proportion of undergraduate secondary trainees who gained qualified teacher status in 2012-2011 is 100%. This is equal to the overall figure for Wales of 100%. The proportion of postgraduate secondary trainees gaining QTS in 2011-2012 is 84%. This is below the overall figure for Wales of 87%.

The latest statistics that are available show that very few undergraduate primary trainees of those who responded to the Destinations of Leavers from Higher Education Survey (DLHE) gained teaching posts in Wales in 2011-2012. The overall

Wales figure for those who responded to the DLHE survey is 59%. The proportion of postgraduate primary trainees who responded to the DLHE survey gaining teaching posts in Wales in 2011-2012 is 62%, which is below the overall Wales figure of 70%. Very few undergraduate secondary trainees who responded to the DLHE survey gained teaching posts in Wales, and this proportion of trainees is significantly below the overall Wales figure of 19%. The proportion of postgraduate secondary trainees who responded to the DLHE survey and who gained teaching posts in Wales in 2011-2012 is 3%. This is significantly below the Wales figure of 41%.

Wellbeing: Adequate

Most trainees have positive attitudes to learning. They are clear about their professional responsibilities and are well motivated to develop their skills and understanding. They respond well to the need to track their own progress against the standards for QTS and heed well the advice and guidance of tutors and mentors. Many trainees are diligent in keeping their files up-to-date. They feel well supported by their tutors and mentors. However, a few trainees are unable to manage their workload successfully, especially during the school-based training. A few trainees are not aware of the links that they need to make between university assignments and their school experience. However, nearly all trainees recognise the benefit of undertaking school-based research in their final university assignments.

Most trainees know how to remain safe in the school environment, and nearly all trainees have a sound understanding of child protection procedures. They are clear about their responsibilities in school and in university.

Many trainees contribute well to extra-curricular activities in school such as lunchtime clubs and school productions, particularly in physical education and drama.

Nearly all trainees keep accurate records of their attendance on their school-based training. Trainees' attendance in university is generally satisfactory. However, trainees' attendance in a few university sessions is less consistent, particularly second subject sessions and professional studies on the postgraduate secondary programme. A few trainees are not punctual to university-based sessions.

Most trainees respond regularly to programme evaluations. Elected trainees who represent their peers on university committees understand their responsibilities well and contribute to programme wide committee. However, a few trainees are unsure as to whether the centre acts upon their views.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The centre provides suitable opportunities for trainees to develop a sound understanding of the standards for qualified teacher status. Trainees receive appropriate support in accessing resources that help them develop their understanding, knowledge, and pedagogy skills. Trainees are encouraged regularly by tutors to share information electronically, to make use of the virtual learning environment, and to source information from specialist educational research, associations and organisations.

School-based training links appropriately with centre-based provision. The programme provides trainees with an appropriate balance of theory and practical approaches to key areas of teaching and learning. However, the design of the final school-based experience for the primary undergraduate trainees does not allow enough time for these trainees to consolidate their teaching skills.

The centre works closely with the trainees to ensure that they are placed in suitable schools for each school experience. Careful consideration is given to size and location of the schools as well as linguistic, social and economic differences. This ensures that nearly all trainees receive a broad range of challenges and experiences throughout the programme. The centre has developed links with a range of partnership schools that provide beneficial training opportunities for trainees to teach in a bilingual environment.

All programmes have a clear focus on the statutory requirement to develop pupils' literacy and numeracy skills. The centre provides comprehensive opportunities to promote trainees' understanding of the requirements of the Literacy and Numeracy Framework across primary programmes. However, across the secondary postgraduate programme, generally, trainees are not provided with specific enough guidance about how to develop pupils' literacy and numeracy skills well.

The centre uses well-established procedures to assess all applicants' standards of literacy and numeracy prior to acceptance on the course. Throughout the programmes, staff track these skills appropriately and individual support, based on their audit of need, is given to trainees. However, the centre's arrangements to develop trainees' literacy skills in the English language are inconsistent across the programmes and do not meet the needs of all trainees, especially those studying through the medium of Welsh.

The centre provides valuable support to enable Welsh-medium students to improve their Welsh literacy skills.

Learners of the Welsh language, and non-Welsh speakers, attend an intense language course at the beginning of their programme, which provides them with basic instructional Welsh. However, this provision is not sustained throughout the programmes. As a result, trainees studying through the medium of English do not have sufficient access to regular and personalised sessions to improve their Welsh language skills. This limits the ability of many of these trainees to use Welsh confidently in order to develop pupils' Welsh language skills effectively.

Provision and planning to develop trainees' understanding of the Welsh dimension are appropriate. Nearly all trainees gain a broad understanding of the requirements of the Curriculum Cymreig through a wide range of relevant centre-based activities.

The centre provides appropriate opportunities for trainees to develop their understanding of how to use ICT in the classroom. Trainees receive appropriate support to develop their personal ICT skills. However, the centre's procedures to track and measure trainees' progress in ICT are not rigorous enough to ensure that planning is based on individual needs and competency.

The centre provides trainees with suitable guidance on how to develop pupils' knowledge and understanding of Education for Sustainable Development and Global Citizenship.

Teaching: Unsatisfactory

In many of the training sessions in university and in school, tutors and mentors engage trainees in useful training activities that contribute well to their professional skills, knowledge and understanding. However, overall, the assessment of trainees' standards and the feedback given to trainees are not effective enough to enable trainees to make good progress.

In the university-based training, a few tutors across all programmes demonstrate high-quality teaching to inspire learners. In these sessions, trainees are challenged to reflect on theories, critique the work of others and think about how they can improve their own practice. These tutors have a very good understanding of how trainees learn how to teach.

Most tutors use an appropriate range of resources to engage trainees and to exemplify teaching points well. Many sessions are well structured and include a useful blend of trainee activity and tutor input.

Many tutors are appropriate role models in developing trainees' English and Welsh language skills. In the secondary postgraduate programme, a few tutors make good use of Welsh-medium trainees to support English-medium trainees develop their Welsh language skills. However, a few tutors, when teaching trainees who are studying through the medium of English, do not model good classroom practice in the use of Welsh during university-based activities.

In university, most tutors plan sessions clearly with reference to current developments in and beyond Wales. In a majority of sessions, tutors develop trainees' understanding of how to implement the Literacy and Numeracy Framework well. However, in a minority of sessions on the secondary postgraduate programme, tutors give insufficient attention to the ways in which the Literacy and Numeracy Framework might be applied in subject teaching.

In a minority of sessions, tutors do not plan well enough to improve trainees' critical skills, or to give trainees sufficient opportunity to develop their ability to reflect upon their practice and on educational research.

In a very few cases, tutors do not convey accurate subject knowledge when teaching. As a result, trainees in these sessions have misconceptions and inaccurate information. In a few university sessions, tutors do not identify basic errors in subject knowledge made by trainees. In a few cases, tutors praise trainees' responses too highly and do not give feedback that is critical enough to help trainees to improve.

Most tutors provide detailed feedback on trainees' written assignments. However, in a minority of cases, tutors' comments on trainees' assignments do not match the grades awarded or the targets set for improvement. In a few instances, targets set for trainees are too generic to be helpful.

In a minority of cases, tutors do not identify well enough trainees' inaccuracies in spelling and grammar. This is particularly the case with the work of English-medium trainees.

In the school-based training, mentors and tutors provide good personal support to trainees. They respond sensitively when trainees are experiencing difficulties. Most mentors provide trainees with appropriate opportunities to reflect on their progress, and check trainees' progress against the standards for QTS conscientiously. However, in around half of cases, tutors and mentors judge trainees' progress inaccurately.

Most mentors provide useful ideas for how trainees might approach shortcomings in their teaching, however, many mentors do not focus well enough on pupils' progress in lessons as a measure of effective teaching. In a few secondary subjects, tutors and mentors do not explore with trainees specific aspects of subject pedagogy. Many mentors and tutors do not identify clearly enough the shortcomings in trainees' planning and evaluations, and this has a negative impact on trainees' progress. All tutors and mentors set targets for trainees, and many consider regularly how well trainees are working towards these targets. However, in a minority of instances, there are contradictions in tutors' and mentors' written feedback to trainees, and a majority of mentors and a few tutors do not set targets that are specific enough, or that focus well enough on the most important areas that trainees need to improve.

Care, support and guidance: Adequate

The centre uses induction programmes appropriately to inform trainees of the range of information available to them. Personal and course tutors generally know their individual trainees well, and this positive support for students allows for identification of those who struggle. In most cases, tutors use this information appropriately to target support to the individual needs of the trainee. As a result, most trainees know where to go if they need help with issues such as health and wellbeing. Generally, the information offered contributes well to trainees' understanding of the importance of a work-life balance. However, programme information or strategies for trainees on how to cope with perceived stresses linked with the training are not as effective.

The two partner universities do not liaise systematically enough in relation to the centre's provision for wellbeing. For example, there are no regular meetings in place to share good practice and discuss issues arising. Neither are there regular meetings between the two partners to discuss how effectively the support provided impacts on the standards that trainees achieve.

The centre ensures that nearly all trainees feel safe and free from harassment in the centre and in their school placements. The centre's arrangements for safeguarding meet requirements and give no cause for concern.

The recruitment procedure provides trainees with suitable opportunities to identify their additional learning needs. All who contact the central student support services have access to an appropriate personal learning support plan, which is reviewed every year. However, the centre does not track the progress of individual trainees with additional needs well enough, and leaders do not analyse the effectiveness of student support services.

There are sound processes to ensure that trainees attend their school-based training. However, the centre does not promote regular attendance well enough during the university-based parts of the programme. As a result, in a few university sessions, attendance levels and punctuality are not good enough.

Programmes provide useful information and guidance about applying for teaching posts and preparing for interviews.

Learning environment: Adequate

The condition and suitability of accommodation for training, learning and support for trainees are very good. Generally, trainees have access to suitable learning resources in both the universities and the partner schools. Trainees value the dedicated subject-specific teaching rooms in both universities and the wide range of stimulating resources provided by the centre. The design and technology workshops for undergraduate trainees at Bangor are an example of high quality provision and enable trainees to develop their skills to a very high standard using specialist equipment.

All trainees have access to appropriate ICT equipment. However, in a few secondary subjects, trainees do not have sufficient opportunities to develop teaching and learning using mobile technologies. As a result, these trainees are not as well prepared as trainees on other areas in using relevant applications, or in the pedagogy behind using mobile technology in a classroom situation.

All trainees have 24-hour access to the centre's bilingual virtual learning environment. Here, they can access a wide range of suitable resources and communicate with their tutors and mentors. There are very useful library arrangements across universities beyond the partnership, allowing trainees to access libraries close to their school placement.

There are suitable policies in place to support equality and diversity. Generally, the learning environment enables all trainees to have fair access to the opportunities they need to be able successfully to demonstrate the qualified teacher status standards and complete their courses. However, the centre offers different learning experiences at the two university partners, resulting in an inequality of opportunity for trainees. For example, not all trainees who train at Bangor have the opportunity to train in a second subject.

Both university partners have appropriate policies and plans to provide access to programmes for trainees with a range of different prior experiences. However, the centre does not pay sufficient attention to recruiting trainees from under-represented groups. Its marketing strategy is not proactive enough in targeting Community First areas, groups with disabilities or ethnic minority communities.

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

Leadership: Unsatisfactory

Senior university leaders and the centre's leaders in the respective universities that make up the centre have collaborated well to meet the national requirement to reconfigure initial teacher training in Wales. The centre provides an appropriate range of primary and secondary courses to meet the needs of schools in Wales, including courses through the medium of Welsh. It has successfully reduced duplication of initial teacher training programmes. In particular, the respective universities have worked together well to produce a secondary PGCE, which is jointly validated and awarded. However, not all trainees at Bangor university have the option to follow a second subject. This results in trainees who do not have the opportunity to take up a second subject being potentially disadvantaged when seeking employment.

The centre has a two-year strategic plan (2013-2015) in place. The document sets out a clear plan for the centre in terms of its aspirations to provide high quality teacher training and to contribute to educational research. However, it does not express clearly enough the characteristics of high quality initial teacher training. As a result, staff across the centre and its partnership schools do not share a vision of the centre's aspirations about the quality of teachers the centre provides to the teaching force in Wales and beyond. The strategic plan details key performance indicators usefully. However, these are often expressed in terms that are too general for senior university leaders and senior centre leaders to monitor them effectively. This means that the centre is not able to measure progress against its targets well enough.

There are appropriate job descriptions for most centre leaders. However, in a very few instances, there are no job descriptions, and this means that the way that all leaders across the centre direct, monitor, provide challenge and hold others to account is unclear.

Nearly all middle leaders have a clear understanding of their role and responsibilities in relation to the programmes on which they work. However, senior centre leaders do not communicate high enough expectations clearly to all staff and partnership schools, and they do not set challenging enough targets. While there are appropriate management and communications structures at strategic and operational level in place, senior centre leaders do not use these systems or monitor the data effectively enough to ensure rigorous tracking of key issues. For example, agendas of meetings are not sufficiently linked to ensure the different levels of boards track issues in a coherent manner. Minutes of meetings are generally too descriptive and they do not specify clearly the actions to be taken, by when and by whom. As a result, senior centre leaders and middle leaders are not able to monitor key issues consistently or quickly enough within and across programmes to draw well-informed conclusions about the quality of the provision and trainees' outcomes or to put in place effective actions. For example, the lack of a formal interim review point to monitor trainees' progress contributes to too many trainees falling into a 'cause for concern' category at too late a stage in the training programme. This limits the extent to which tutors can provide effective and timely interventions. In turn, it results in too many trainees deferring or failing the training programme.

The Aberystwyth Bangor Strategic Planning Board, made up of senior university leaders, works effectively with the centre at a strategic level to agree initiatives, such as the writing of a joint PGCE and to represent the universities' views about issues related to initial teacher training to outside bodies. The director of centre reports on progress regularly to the Aberystwyth University and Bangor University Strategic Alliance Group, the Dean of the College and the Head of School of Education. However, the role of the Alliance Group and senior college leaders in acting as critical friends to the centre is underdeveloped. As a result, there is insufficient rigorous challenge to, and scrutiny of, the centre from within the universities.

Improving quality: Unsatisfactory

Although the individual university schools use established internal university self-evaluation systems, the centre has not aligned its procedures for gathering or evaluating first-hand evidence about the quality of initial teacher training courses across the Bangor and Aberystwyth sites. While the senior centre leaders are developing their strategy to evaluate provision across the centre, they have not yet established an effective cycle of self-evaluation and planning for improvement. This means that the centre is not able specifically enough to identify strengths and areas for development in a timely way, and as a result is not able to plan for improvement successfully.

Both university partners collect an appropriate range of data about the progress of trainees and regularly seek the views of trainees, tutors, and mentors from its partner schools, headteachers and newly qualified teachers. Course directors respond to this information appropriately, and adjust their provision in line with issues raised. The whole centre self-evaluation report accurately identifies a number of strengths and areas for improvement. However, it does not evaluate the whole range of data it collects in enough depth to inform its strategic planning. The report includes information about different levels of attainment among males and females, and Welsh-medium and English-medium trainees, but it does not plan to address these issues in its planning for improvement. In addition, it does not identify shortcomings in the quality of tuition or the quality of tutors' assessment and feedback. This means that centre self-evaluation is not robust enough to identify clear targets for improvement.

Both university partners appraise the quality of teaching in university sessions, although the criteria for evaluating these sessions are different in Aberystwyth and Bangor. Evaluations of sessions in Bangor focus well on trainees' progress during these sessions and evaluate the quality of teaching in line with established criteria. However, evaluations of sessions in Aberystwyth do not focus enough on progress made by trainees and, in many cases, judgements made do not align with the criteria. These shortcomings mean that the centre does not have an accurate overview of the quality of tuition during university sessions.

Course directors in Bangor and Aberystwyth have shared a few aspects of good practice effectively among colleagues, for example in the use of tablet computers. However, this information is not shared systematically enough across the centre to improve teaching and learning.

Mentors and tutors evaluate jointly the quality of trainees' teaching, which contributes to an improved shared understanding of standards required. The centre conducts suitable meetings with mentors to seek their views and develop mentors' understanding of course requirements. However, a minority of mentors do not attend training provided by the university regularly enough. As a result, their knowledge of the course is not up-to-date and their judgements of the quality of trainees are not always in line with the centre's criteria. In addition, insufficient progress of a few trainees is identified too late during the programme in order to support these trainees effectively.

Partnership working: Unsatisfactory

School experience guidance and partnership agreements outline clearly the expectations of trainees, mentors and schools. Documentation and forms for school-based experiences are broadly common to all programmes, and schools appreciate this shared approach. Despite this, centre guidance does not provide mentors with good examples of planning, evaluation and target-setting. In most cases, the centre partnership office and most university tutors respond promptly to schools' queries, particularly if difficulties arise.

Most mentors understand the importance in developing teachers of the future. In many schools, senior mentors support class and subject mentors appropriately to develop their skills and to enable trainees to receive a positive experience in the school. The centre provides annual updates for experienced mentors that focus mainly on changes to courses, documentation and operational matters. However, other training, including that for new mentors and specific training for individuals to develop mentoring skills, is limited. As a result, mentors do not have a clear and agreed understanding of important aspects of the work they carry out, including the grading of lessons. There are few formal procedures to assure the quality of mentors' work rigorously across all programmes and this means that the quality and accuracy of evaluations, target-setting and grading for trainees vary too much between schools and mentors. In addition, the centre does not have robust enough processes to share assessment information about trainees with partner schools prior to their placements, especially on the primary programmes. This hinders schools' ability to plan to support trainees effectively.

The centre depends too heavily on the professionalism and goodwill of staff in its partnership schools to maintain standards.

Although there are broad criteria for the selection and de-selection of schools for the partnership, these are not specific enough, and schools and mentors do not fully understand the criteria or the process.

The centre takes suitable account of a few national priorities, particularly in developing trainees' knowledge and understanding of the Literacy and Numeracy Framework and the importance of literacy and numeracy across the curriculum.

There are significant differences in opportunities mentors have to provide feedback to the centre and contribute to programme development. Annual review meetings enable secondary subject and senior mentors to discuss strengths and weaknesses

in programmes in detail and provide valuable suggestions for partnership staff. Similar face-to-face opportunities do not exist for primary mentors, although all are invited to complete questionnaires. A very few mentors contribute to the selection of trainees and act as guest speakers in university-based sessions, focusing on specialist areas of the programme, such as poverty and disadvantage.

The centre has appropriate links with a variety of organisations that enhance the experience of trainees. A few of these, for example a local butterfly and bird sanctuary, contribute effectively to developing trainees' understanding of the use of the local environment in teaching and learning. However, the centre does not make good enough use of other departments in the universities, such as the Incredible Years Wales Centre in Bangor, to widen trainees' experience and support training.

Resource management: Unsatisfactory

Many tutors are well qualified and have good subject knowledge. In many cases, they have higher degrees or are working towards higher degrees. While most tutors have up-to-date knowledge of current school practice, in a few cases tutors do not, and this has a negative impact on trainees' progress. On occasion, the centre draws well upon expert knowledge from other Schools in the university to supplement its teaching about specific areas, such as special educational needs. The centre deploys Welsh-speaking staff well to provide courses through the medium of Welsh.

The centre has implemented a common appraisal framework across the centre. It identifies tutors' training needs effectively through the appraisal system and through line managers. There are good opportunities for tutors to increase their professional knowledge. A few tutors broaden their knowledge by undertaking research related to their teaching specialisms. The centre is developing a sound performance management system in relation to the quality of teaching. However, this is at too early a stage to judge the impact of this initiative. In a few cases, tutors observe each other teach and share their practice with others in meetings. However, on the secondary PGCE programme, tutors do not share their practice enough.

Overall, leaders deploy resources in line with priorities for the development of the centre and in line with the quality development plan. The centre has successfully recruited three researchers at master's level to research aspects of the initial teacher training programmes in order to bring about improvements. However, this is at too early a stage to assess the impact of this work. There are generally enough resources to support the development and delivery of programmes and to provide trainees with the materials to study. However, reconfiguration funding has not been targeted effectively to develop the joint marketing strategy for the centre as envisaged in the strategic plan. As a result, trainees and schools have only limited understanding of the concept and vision of the centre.

Although leaders generally manage resources well, taking into account the standards that trainees achieve and that the centre is non-compliant with the requirements for initial teacher training in aspects of quality assurance, value for money is unsatisfactory.

Appendix 1

Issues of non-compliance

The provision is non-compliant

The centre is non-compliant with requirement R4: Quality assurance, in particular, R4.5: Evaluation, and R4.3: Moderation of the assessment of trainees.

This is because:

- Quality assurance procedures are not robust enough to identify clear targets for improvement, review provision against these targets, specify the action to be taken to secure improvements and ensure that specified action is taken and that it leads to improvement
- Moderation procedures do not ensure that assessments of trainees' progress are accurate and reliable
- Planning for improvement and standards are judged as unsatisfactory

Where the provision, or major aspects of the provision, is non-compliant with the requirements for ITT or other aspects of the criteria for the accreditation of ITT providers, HEFCW's procedures for addressing non-compliance will come into operation. Estyn will inform HEFCW of its judgement within two working weeks of the completion of the inspection. Completion of inspection will be the day that Estyn provides final verbal feedback to the ITT provider. Estyn will require the provider to provide an action plan to address all issues identified in the inspection, including those of non-compliance.

Learner satisfaction

Estyn received 77 responses from trainees, selected at random across the programmes.

Nearly all trainees think that their initial teacher training programme is preparing them well to meet the standards for qualified teacher status. All trainees believe that their tutors and mentors help them to reflect on their progress.

Most undergraduate trainees and a majority of postgraduate trainees think that the programme is planned effectively. All undergraduate trainees and most postgraduate trainees think that their initial teacher training programme had a helpful induction period which helped them settle into their studies.

All undergraduate trainees and most postgraduate trainees enjoy their studies. However, a minority of trainees do not think that their tutors and mentors encourage them to manage their work life balance.

Nearly all trainees feel safe and free from harassment in university and in school.

Most undergraduate trainees and many postgraduate trainees think that the training programme has improved their attitudes to keeping healthy and safe, and that they are developing well their ability to deal with stressful situations.

Most trainees think that their tutors give them learning opportunities in Welsh and/or English according to their choice. Most trainees feel that their tutors help them to learn and make good progress. However, a few undergraduate trainees do not think that they receive helpful feedback on their written assignments, and a few postgraduate trainees do not think that the university based programme helps them to improve their teaching.

Most trainees believe that they have good quality school placements that meet their training needs. Most trainees think that they have good ongoing support from their tutors and mentors. All undergraduate trainees and most postgraduate trainees feel that they receive regular feedback that helps them to improve their skills, and that they have plenty of opportunities to observe good teaching. Most undergraduate trainees and many postgraduate trainees think that their senior mentors help them to understand whole-school issues.

Most postgraduate trainees think that they have good access to books and equipment, including computers to do their work. However, a few undergraduate trainees disagreed with this statement.

Appendix 3

The inspection team

Sarah Lewis	Reporting Inspector
Ceri Jones	Team Inspector
Penny Lewis	Team Inspector
Sarah Jane Morgan	Team Inspector
Dyfrig Ellis	Team Inspector
Maldwyn Ellis Pryse	Team Inspector
Steven William Pringle	Team Inspector
Mamta Arnott	Team Inspector
Lowri Jones	Team Inspector
Eleanor Clare Kynaston	Peer Inspector
Russell Grigg	Peer Inspector
Susan Wyn Jones	Nominee