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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Quality and standards in education and training in Wales

A report on the quality of initial teacher training

at

Trinity College, Carmarthen

November 2007 – June 2008

by

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



**BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE**



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- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
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Introduction

Trinity College, Carmarthen, was inspected as part of a six-year national programme of inspections of all post-16 providers in Wales. The purpose of the programme is to identify good features and shortcomings in order that the provider may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of initial teacher training.

All inspections conducted under the arrangements apply the following principles:

- the use of a common framework which is common to all sectors of education and training in Wales;
- an emphasis on the provider's evaluation of its work;
- the involvement of a provider nominee who works with the inspection team; and
- the inspection of a sample of provision.

The college-based and schools-based elements of the inspection took place from 19 November 2007 to 5 June 2008. A team led by Her Majesty's Inspectors from Estyn, a statutory body independent of, but funded by, the Welsh Assembly Government, undertook the inspection. The team included an additional inspector and a peer assessor who is a primary headteacher in Wales.

The team was required to report on standards achieved by learners, the quality of education and training provided, the quality of leadership and management and to judge if the institution provides value for money.

This report was produced in accordance with section 18c of the Education Act 1994 and paragraph 13 of Schedule 14 of the Education Act 2005.

Grade descriptors

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

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Context

Context

The nature of the provider

- 1 The School of Initial Teacher Education and Training (School of ITET) is part of the Faculty of Education and Training, Trinity College, Carmarthen. This faculty was established in 1999. Due to the expansion in the range of provision since then the Faculty now comprises four Schools, the School of ITET, the School of Early Years Education, the School of Education Studies and Social Inclusion and the School of Theology and Religious Studies
- 2 The School of ITET offers the following initial teacher training programmes:
 - BA Primary;
 - PGCE Primary; and
 - PGCE Secondary Religious Education.
- 3 The BA programme lasts for three years and the two postgraduate programmes for one year. In all courses the medium of instruction is either English or Welsh, depending on the preference of the trainees. There is also provision for trainees who wish to learn Welsh and to teach Welsh as a second language in primary schools.
- 4 The School of ITET's mission statement is:

“To train teachers for the twenty first century, who, by our example, will promote the right of every pupil to have the best possible educational opportunities as citizens of Wales and the world. We will, within a bi-lingual context, seek to inspire and motivate our trainees as they explore and develop their vocation to teach in a setting that is creative, inclusive and committed to high educational standards.”
- 5 The BA and PGCE primary and PGCE secondary programmes were previously inspected in the Autumn, Spring and Summer of 2001-02.
- 6 There are 318 trainees following the BA Primary programme (101 of whom are taking the course through the medium of Welsh). There are 67 trainees following the PGCE Primary programme (19 of whom are taking the course through the medium of Welsh) and there are 21 trainees following the PGCE Secondary programme (2 of whom are taking the course through the medium of Welsh).
- 7 Primary partnership schools are located across a wide area of South Wales from Milford Haven in the west to Cardiff in the east. Secondary partnership schools are located across the whole of South Wales from Fishguard in the west to Abergavenny in the east.

- 8 Trainees on primary courses learn to teach pupils from 3-11 years of age. During their studies, all primary trainees will teach at key stage 2 and either at key stage 1 or the under fives. With one exception, all courses are subject to the requirements of the National Assembly for Wales Circular 21/06. The exception is Year 3 of the Primary BA course which is still subject to the earlier Welsh Office Circular 13/98.

Summary

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

Summary of overall grades by training programmes

Training programme inspected	Inspection grade
BA Primary Education	2
PGCE Primary Education	2
PGCE Secondary Education	1

Standards

- 9 The teaching of 67% trainees observed is good or very good. The proportion of good or very good teaching is well above the sector average of 55% for trainees observed during the last cycle of inspections in initial teacher training.
- 10 Nearly all trainees on primary programmes have a good knowledge of the core National Curriculum (NC) subjects. Trainees working in early years' contexts have a good understanding of Desirable Outcomes and the Framework for Children's Learning in the Foundation Phase. Most primary trainees develop their knowledge of other curriculum subjects to a secure level. Most secondary trainees apply their very good subject knowledge well.
- 11 The extent to which primary and secondary trainees have a secure enough knowledge and are able to use incidental Welsh effectively in lessons is too variable.
- 12 Many trainees teaching early years classes develop good skills in planning integrated lessons which include key skills and personal and social development. In many cases, primary and secondary trainees plan well to include key skills in their lessons.

- 13 Most trainees mark learners' work regularly and make comments that help pupils understand the judgements about their work. However, there are considerably fewer cases where comments show pupils clearly how they can improve.

The quality of education and training

- 14 The quality of teaching, training and assessment in the primary programmes and particularly in the secondary PGCE programme is good with outstanding features. Much of the rest of the teaching has many good features. Tutors plan sessions very well and they use a wide range of effective and imaginative teaching strategies. They make good reference to recent research, including their own.
- 15 There are shortcomings in a very small number of sessions. These include where tutors over-direct proceedings and where there is not enough variety and pace. In a very few sessions, work is not pitched at appropriate levels for teaching in the primary classroom.
- 16 The overall quality of assessment is generally good and, more than occasionally, outstanding. Many tutors make skilled observations during sessions and use these to build further reflection and understanding from the trainees.
- 17 Most mentors provide good role models of effective practice for trainees on school placement. They show strong commitment to developing trainees' skills and are highly supportive. Many mentors draw skilfully on their own teaching expertise to help trainees explore different approaches to their teaching.
- 18 The training meets legal and course requirements, including the standards for the award of QTS and the national requirements for courses of ITT. Programmes are well structured to meet the needs and expectations of all trainees and provide progression and coherence. School placements are well matched to trainees' training needs.
- 19 A small minority of trainees on the PGCE Primary course teach only one year-group in the key stage they have chosen as their specialist option in both placement schools. This limits their practical experience of teaching.
- 20 The partnership between the college and its partner schools is based on equality and mutual respect where all concerned contribute effectively to the planning, delivery and evaluation of the training. A high quality mentor-training programme supports partnership schools well in making suitable provision for trainees. The college knows its partnership schools well and monitors the quality of placements effectively.
- 21 Trainees have very good opportunities to develop their awareness of the nature of bilingual education in Wales. They also have good opportunities when in college to improve their own competence in Welsh. Courses offer very good coverage of the Cwricwlwm Cymreig. Tutors develop the Welsh dimension effectively during college-based studies and encourage students to use the locality as a learning resource in school-based planning and provision.

- 22 There are good arrangements for selecting trainees. Trainees express a very high level of satisfaction with the quality of care and guidance the School of ITET provides. There are clear procedures for identifying and assessing trainees who require learning support. Trainees training through the medium of Welsh receive good support with improving their oral and written Welsh during both their training period in the college and during the school experience.
- 23 The School of ITET has appropriate child protection arrangements for its own staff and for trainees. Not all schools in which BA trainees are placed enable them to immediately familiarise themselves with school policies and procedures for child protection and additional learning needs.
- 24 Matters relating to diversity and multicultural education receive considerable attention through the Professional Teaching Studies modules. However, these aspects are not given a strong enough focus during a minority of school experiences on the primary courses.
- 25 There are basic systems to monitor trainee attendance but these are not robust enough.

Leadership and management

- 26 Leadership and management has many outstanding features. Senior managers of the college and in the Faculty of Education and Training provide the faculty with a very clear sense of direction that is well linked to the college's overall mission and national priorities in teacher education. Planning is very good.
- 27 Leaders and managers have managed change, such as the restructuring of the faculty, very well and at an appropriate pace. There is very strong corporate management within the initial teacher training team and across the partnership with schools.
- 28 The college is an innovative and self-critical institution. Systems to evaluate quality of provision and standards are very effective. The college has effectively developed the roles of middle managers so that they have a clear impact on monitoring and improving the provision.
- 29 The procedures for gaining trainee evaluations of the programmes in college and their experiences in schools are effective.
- 30 The college's Annual Review process is systematic and robust. The school's quality assurance processes are very inclusive. The training programme to enable trainees to undertake their representative roles on various committees with maximum effectiveness is outstanding.
- 31 There has been very good progress overall in addressing the recommendations from the previous inspection. Progress on recommendations about partnership issues is outstanding. The School of ITET listens carefully to its partner schools and works very effectively with them.

- 32 College staff are well-qualified and have good levels of experience. Managers provide all college staff with good induction programmes. The college has good staff development arrangements in place.
- 33 The college complies fully with disability discrimination legislation (DDA) and the accommodation is good. Overall, most schools have good quality accommodation and there is a good range of equipment for trainees to use. Managers have made good investments in resources in particular in ICT. In RE resources are very good.
- 34 The School of ITET provides good value for money for its provision.

Recommendations

In order to improve, the provider needs to:

- R1 Improve the ability and confidence of a minority of trainees to use incidental Welsh in lessons;
- R2 improve the basic skills of a minority of trainees;
- R3 enable more trainees to give clear advice to pupils on how to improve;
- R4 address the very few shortcomings in teaching in the college;
- R5 promote more consistent coverage of diversity issues in primary school experiences;
- R6 develop a more robust system to monitor trainee absenteeism; and
- R7 promote a more consistent approach by partner schools in detailing their child protection and additional learning needs policies to trainees when they start their school-based experiences.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

Programme	Grade	Grade descriptor
BA Primary	Grade 2	Good features and no important shortcomings
PGCE Primary	Grade 2	Good features and no important shortcomings
PGCE RE	Grade 1	Good with outstanding features

Standards of achievement in the sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	46%	31%	2%	0%

- 35 The primary BA and the primary PGCE programmes have good features with no important shortcomings. The secondary PGCE religious education (RE) programme is good with outstanding features.
- 36 Good features outweigh shortcomings in the teaching of 31% of the trainees observed. The teaching of a further 67% of those observed is good or very good. The proportion of good or very good teaching is well above the sector average of 55% for trainees observed during the last cycle of inspections in initial teacher training. In one lesson observed, the trainee's teaching did not meet the standards for qualified teacher status.
- 37 Nearly all trainees on primary programmes have a good knowledge of the core National Curriculum (NC) subjects. Trainees working in early years contexts have a good understanding of Desirable Outcomes and the Framework for Children's Learning in the Foundation Phase. Most primary trainees develop their knowledge of other curriculum subjects to a secure level. Most secondary trainees apply their very good subject knowledge well.
- 38 Many trainees on all programmes have a good knowledge of the Cwricwlwm Cymreig. However, in a few cases secondary trainees miss opportunities to include Y Cwricwlwm Cymreig in their lessons.
- 39 The extent to which primary and secondary trainees have a secure enough knowledge and are able to use incidental Welsh effectively in lessons is too variable.
- 40 Overall, primary and secondary trainees have good standards of key skills. However, in a very few cases, primary trainees do not provide good language role models. They use language that is too colloquial and make spelling and grammatical mistakes. This has a poor effect on pupils' learning.
- 41 Most trainees have good personal ICT skills. They use ICT well to keep records and produce good quality resources. They make good use of a wide range of ICT in their teaching. Many trainees on primary and secondary courses make appropriate use of cameras to record visual evidence of pupils' progress.

- 42 Nearly all primary trainees plan well for the medium and short term. All primary and secondary trainees use the college lesson plan template effectively for the age and ability of the pupils. In a few cases on the primary BA programme, trainees plan objectives that are too broad for the time available to meet them. Most trainees plan well to meet the broad spectrum of pupils' learning needs. However, overall, trainees are less confident in planning to meet individual pupil needs.
- 43 Many trainees teaching early years classes develop good skills in planning integrated lessons which include key skills and personal and social development. In many cases, primary and secondary trainees plan well to include key skills in their lessons.
- 44 Many primary PGCE trainees plan very well to include learning support assistants (LSAs) in their lessons. They explain clearly how they would like the LSA to help and assess pupils in the lesson.
- 45 Nearly all trainees observed have a good presence in the classroom. They establish a purposeful atmosphere through well structured lessons with clear objectives which they share with pupils. They use praise, voice, pace and clear instructions to good effect.
- 46 Most trainees use questioning techniques well to help pupils learn. Nearly all trainees use a wide range of methods and activities to meet pupils' differing learning needs. At their best, these include very creative ideas and activities in their lessons which inspire and motivate their pupils very well. Most trainees use a variety of good quality resources in their teaching.
- 47 Nearly all primary and secondary trainees have high expectations of pupils' behaviour and learning. They use a good range of positive discipline strategies to keep pupils focussed on learning. Most trainees on the PGCE RE programme manage pupils' behaviour very well.
- 48 Many trainees monitor pupils' learning well. They use their knowledge of pupils' progress to good effect. Most trainees use the lesson objectives to provide good feedback to pupils during the course of the lesson. Many trainees encourage pupils to assess their own progress. Overall, trainees set well-focused targets to help pupils further their learning. Most trainees mark learners' work regularly and make comments that help pupils understand the judgements about their work. However, there are considerably fewer cases where comments show pupils clearly how they can improve.
- 49 Across all primary programmes, trainees have begun to develop an understanding of how to assess pupils' work against the NC level descriptors. They are also developing an understanding of how to report to parents.
- 50 Nearly all trainees demonstrate good professional qualities. They regularly complete self-critical evaluations of their lessons. They show good insight into teaching and learning. Most trainees develop valid assessments of their own performance in lessons and their overall progress against the qualified teacher standards. However, a few trainees on the primary BA programme do not analyse enough what the pupils learned in the lesson and therefore are not able to assess how well they are teaching. In most cases, trainees act promptly on targets to improve their teaching.

- 51 Nearly all trainees understand well the importance of reviewing and updating professional knowledge, understanding and skills. They are aware of key school policies, including child protection. They attend college and school-based practice regularly and are punctual. They often seek opportunities to take part in wider school activities and contribute well. Most trainees establish effective working relationships with the school staff and are able to work well as part of a team. Trainees across all programmes keep very well organised and up-to-date files which show their progress.
- 52 The proportion of undergraduate primary trainees who gained qualified teacher status (QTS) in 2005-2006 is 93%. This is just below the overall figure for Wales of 97%. The proportion of postgraduate primary trainees who gained QTS is 94%. This is the same as the overall figure for Wales of 94%. The proportion of postgraduate secondary trainees gaining QTS in 2005-2006 is 93%. This is near the overall figure for Wales of 94%.
- 53 In the latest official statistics that are available show the proportion of undergraduate primary trainees gaining teaching posts in Wales in 2005-2006 is 60%. This is well below the overall Wales figure of 82%. The proportion of postgraduate primary trainees gaining teaching posts in Wales in 2005-2006 is 58%. This is just above the overall Wales figure of 56%. The proportion of postgraduate secondary trainees gaining teaching posts in Wales in 2005-2006 is 62%. This is above the overall Wales figure of 58%.
- 54 The college's unverified data for 2006-2007 indicates that over 80% of newly qualified trainees from undergraduate and post graduate courses are teaching. This figure includes all types of teaching contracts.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with some outstanding features

55 The quality of teaching, training and assessment in the sessions observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	60%	13%	2%	0%

56 The quality of teaching, training and assessment is good with outstanding features.

57 The outstanding features in the teaching in the primary programmes and particularly in the secondary PGCE programme are:

- consistently creative and highly resourceful use of ICT;
- very skilled integration of theory and practice, with precise and finely tuned applications to primary classroom work;
- highly skilled questioning techniques which stimulate good quality discussions in PGCE sessions;
- very well developed use of trainees' contributions to further consolidate and extend knowledge and understanding;
- using accessible and lively development of expert subject knowledge;
- very good teaching of how trainees can develop and explain complex concepts and issues in RE; and
- the highly skilled use of Welsh with English-medium teaching groups.

58 Much of the rest of the teaching has many good features. Tutors plan sessions very well and they use a wide range of effective and imaginative teaching strategies. This helps trainees to become familiar with the qualities of good lesson planning and delivery. Sessions have well-defined aims and clear learning outcomes. There is a good balance of tutor led work and trainee involvement. Learning activities are varied and link directly to session aims and outcomes, many of which focus on how work in sessions and assignments relates to meeting the standards for qualified teacher status. Teachers skilfully use a wide range of resources. Sessions include very well developed plenary sessions. However, in a few sessions closing plenary work does not link sufficiently to stated learning objectives.

59 Tutors successfully plan and deliver key skills. There are especially strong applications of ICT, working together and communication. There are also good applications of number, but this is not always developed to its potential. Tutors often make skilful use of incidental Welsh, but this is not consistent within and across sessions.

- 60 Many tutors make good reference to recent research, including their own. This is part of a more general strength whereby tutors develop consistent and expert reference to how what they are teaching links to good quality teaching and learning in schools. Most tutors display strong enthusiasm for their subject alongside a very strong, shared conviction about teaching as a career to which to aspire.
- 61 There are shortcomings in a very small number of sessions. These include where tutors over-direct and over-dominate proceedings and where there is not enough variety and pace. There are also a very few sessions where work is not pitched at appropriate levels for teaching in the primary classroom.
- 62 The overall quality of assessment is generally good and, more than occasionally, outstanding. Many tutors make skilled observations during sessions and use these to build further reflection and understanding from the trainees. Tutors often provide well-timed and effective prompts and interventions when trainees are working on tasks in order to either confirm trainees' understanding or to move their work forward to the next stage.
- 63 Overall, tutors' marking is clear, perceptive and supportive and set against shared objectives and criteria. Marking is thorough without being over-detailed and provides trainees with useful targets for improvement.
- 64 Most mentors provide good role models of effective practice for trainees on school placement. They show strong commitment to developing trainees' skills and are highly supportive. Many mentors draw skilfully on their own teaching expertise to help trainees explore different approaches to their teaching. They often arrange opportunities for trainees to observe other experienced teachers, although this practice is not consistent across partner schools.
- 65 Many mentors skilfully involve trainees in focused discussion and generally succeed in enabling trainees to reflect thoughtfully. They offer constructive criticism, set well thought-out targets for improvement and suggest new challenges. The great majority of schools work very well with college tutors. Overall, mentors and college tutors develop a very good professional dialogue about evaluations of trainees' progress.
- 66 In most cases mentors know trainees' strengths and weaknesses. Most work effectively to build on the former and improve the latter. Mentors generally provide clear, perceptive evaluations of trainees' lessons, taking care to maintain trainees' commitment and enthusiasm. Many feedbacks to trainees are detailed, focused and firmly based on the standards for qualified teacher status. These feedback sessions often provide good opportunities for mentors to fully engage trainees in the discussions. There are a few examples where shortcomings in trainees' teaching, especially subject knowledge, are not discussed fully enough.
- 67 Criteria for lesson evaluations are shared by mentors and trainees. Mentors' judgements are usually fair and well supported by evidence. However, occasionally grading is either not focused enough on the stated criteria or the mentor mis-interprets the criteria. A few gradings are over-generous, while a few others err too much on the side of caution.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features with no important shortcomings

- 68 Programmes are well structured to meet the needs and expectations of all trainees. The programmes provide a good balance of written assignments, oral presentations and practical work. Trainees' school placements are well matched to trainees' training needs. Well thought out directed learning tasks and problem-based learning encourage trainees to think critically and undertake personal enquiry.
- 69 The training meets legal and course requirements, including the standards for the award of QTS and the national requirements for courses of ITT. The course that final-year BA Primary Education trainees are completing meets the requirements of Welsh Office Circular 13/98. The PGCE Primary and PGCE RE courses meet the requirements of National Assembly for Wales Circular No 21/2006.
- 70 Both the BA Primary Education and PGCE Primary programmes cover the whole pupil age-range. Trainees following these programmes gain experience of the Foundation Phase and all subjects of the National Curriculum in key stage 2. Trainees on the secondary RE course are prepared to teach the full range of courses for 11-18.
- 71 The programmes are structured to provide continuity, progression and coherence and programme organisation is effective overall. Trainees undertake substantial periods of class teaching in more than one school in order to meet the standards for the award of QTS. However, a small minority of trainees on the PGCE Primary course teach only one year-group in the key stage they have chosen as their specialist option in both placement schools. This limits their practical experience of teaching. Trainees take part in most aspects of the work and life of their placement schools, but they do not have enough opportunities to report to parents.
- 72 At the end of their final teaching practice, trainees complete a Career Entry Profile, which enables them to consider their training needs for their induction year. This year's cohort of trainees have yet to complete these profiles. The evidence from those completed over recent years shows that many trainees do not identify their weaker subjects or aspects of their teaching as areas for development in their first year of teaching. This may mean that as newly qualified teachers trainees may not be able to get the continuing professional development they need.
- 73 The college makes every effort to ensure that the courses meet the needs of all trainees. It assesses all trainees' competence in basic skills and key skills, and their knowledge of the core subjects. It provides them with good support so that they can achieve the necessary standards.
- 74 Primary training programmes offer a wide range of enhancement activities, including educational visits to Botswana, Birmingham and London and workshops. PGCE Secondary RE trainees take part in a wide variety of challenging and interesting activities in South Wales, London and Italy. The college offers a range of sports clubs and arts events.

- 75 Day-to-day life in the college, including the pastoral support system, provides a good foundation for trainees' social, moral and cultural development. Tutors and other staff set a good example of professional behaviour. Preparation to support spiritual, moral, social and cultural development in schools helps to promote trainees' own personal development.
- 76 The partnership between the college and its partner schools is based on equality and mutual respect. It enables all concerned to contribute effectively to the planning, delivery and evaluation of the training. A high quality mentor-training programme supports partnership schools in making suitable provision for trainees. The college knows its partnership schools well and monitors the quality of placements effectively. Partnership committees made up of headteachers, senior mentors and college staff promote very effective dialogue between partner schools and the college about teaching practice. Almost all schools report that they benefit from having a trainee in their school as they bring current thinking and new ideas to school staff and allow staff time to reflect on their own practice.
- 77 Trainees have very good opportunities to develop their awareness of the nature of bilingual education in Wales. They also have good opportunities when in college to improve their own competence in Welsh. Trainees are also provided with teaching suggestions that equip them to use Welsh incidentally during their teaching experiences and to teach Welsh as a second language. Welsh-language trainees receive very good support both at college and in partnership schools. All Welsh-medium trainees undertake a language enrichment ('Gloywi Iaith') module as part of their training. These sessions are delivered effectively and are very well attended. Almost all tutors within the School of ITET are able to teach bilingually and many do so to good effect. However, on occasion, opportunities are missed to model the use of incidental Welsh.
- 78 The School of ITET provides very good coverage of the Cwricwlwm Cymreig in its courses. Tutors develop the Welsh dimension effectively during college-based studies and pay close attention to trainees' inclusion of using the locality as a learning resource in school-based planning and provision. The college has provided schools with training and course materials to help improve trainees' access to the Cwricwlwm Cymreig in school-based training.
- 79 The PGCE RE team has recruited members of minority faith groups onto the course. However, in spite of well-thought out participation strategies, the School of ITET experiences continuing difficulties in recruiting trainees from groups under-represented in higher education.
- 80 The promotion of sustainable development and global citizenship is well-embedded in the training and is an outstanding feature of provision in college-based primary work in geography. The training takes good account of employers' needs and shows a commitment to national priorities for lifelong learning and community regeneration. For example, the college's commitment to bilingualism, basic skills, inclusion and diversity and to sustainable development and global citizenship is a particularly prominent feature.

Key Question 4: How well are learners guided and supported?

Grade 1: Good with outstanding features
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The quality of the care, guidance and support for learners

- 81 There are high quality systems for the care and welfare of trainees. The School of ITET's analyses of trainees' questionnaires reflects a very high level of trainee satisfaction with the quality of care and guidance. Trainees confirmed this in interviews conducted during the inspection. The extremely prompt and focused manner in which the School of ITET responds to concerns and difficulties raised by trainees and partnership schools is an outstanding feature of the provision.
- 82 The School of ITET has good arrangements for selecting trainees. Headteachers and school mentors are present at initial interviews, and trainees who are accepted have a broad range of suitable previous experience. The School of ITET makes effective use of mathematics, Welsh and English tests in order to identify trainees' levels of basic skills proficiency at the beginning of courses.
- 83 The School of ITET prepares trainees well for their period of school training. Tutors give careful consideration to the specific needs of trainees when arranging teaching practice placements for them. The schools partnership website provides comprehensive information about all aspects of the partnership and trainees receive helpful 'survival guidelines' during the college induction period.
- 84 The college has invested heavily in training school mentors and this has resulted in an excellent quality of support for trainees in the schools. This is an outstanding feature. Trainees praise highly the willingness of college tutors to respond immediately and very effectively to any difficulties which arise during their school experience. The link tutor scheme for a cluster of partner schools is the most recent initiative by the School of ITET in its work with partner schools. This scheme will be extended to all schools in the partnership during the next academic year. Although the scheme is already working very well in some schools there are others who are uncertain about the role of the link tutor.
- 85 Trainees receive very well focused guidance about personal, welfare and financial matters.
- 86 There is very effective support and guidance for trainees' career development in both college and in many partnership schools. Trainees benefited well from the mock interviews provided in both Welsh and English by the college.
- 87 The School of ITET has appropriate child protection arrangements. Every member of college staff has received a CRB check. The School of ITET requires trainees to complete a CRB check before they are accepted onto the course and provides clear guidelines to trainees on how to identify children who may be at risk and the subsequent action to take. However, not all schools in which BA trainees are placed enable them to immediately familiarise themselves with school policies and procedures for child protection and additional learning needs.

- 88 Subject tutors make extensive use of Blackboard, a very comprehensive, user-friendly and high quality college network system, to share a wide variety of resources and lecture notes. This includes very useful interactive materials for self-study by trainees. However, in more than a few instances, trainees noted that they do not receive adequate notice through Blackboard about when lectures are either postponed or their times changed.
- 89 The college attendance policy sets out clear expectations about attendance during training in the college. Appropriate arrangements are in place when a trainee's absence level falls below the 80% threshold. There are basic systems in place to monitor patterns of absence but these need further development. The School of ITET has recently produced a discussion paper on this issue and this suggests useful options for implementing appropriate procedures. The school has effective procedures for dealing with cases of trainees who fail to satisfy attendance expectations during the school experience periods.

The quality of the provision for additional learning needs

- 90 There are clear procedures for identifying and assessing trainees with learning difficulties such as dyslexia. There are appropriate arrangements in place to screen trainees to identify additional learning needs during the registration period with further investigations being undertaken as required. Trainees with individual difficulties receive good support from the college's student services department, and detailed records are kept of progress.
- 91 Trainees training through the medium of Welsh receive good support with improving their oral and written Welsh during both their training period in the college and during the school experience.

The quality of the provision for equal opportunities

- 92 Matters relating to diversity and multicultural education receive considerable attention through modules on the Professional Education Studies Course. However, these aspects are not given a strong enough focus in a minority of school experiences on the primary courses.
- 93 While many schools meet the costs of producing learning resources for the use of trainees during their school experience, for example photocopying, a minority ask trainees to pay for this themselves.
- 94 The college complies fully with disability discrimination legislation. Some parts of the campus used for lectures are inaccessible for trainees with severe physical disabilities.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 95 The leadership and management of initial teacher training programmes is good with outstanding features. Senior managers of the college and in the Faculty of Education and Training provide the faculty with a very clear sense of direction that is well linked to the college's overall mission and national priorities in teacher education, such as addressing training in the Foundation Phase and the reconfiguration of initial teacher training in Wales. There are clear aims and values which senior managers articulate well and share with tutors, trainees and partnership schools.
- 96 Leadership roles are clearly thought out and there are detailed job descriptions in place. The college has effectively developed the roles of middle managers so that they have a clear impact on monitoring and improving the provision. The principal and other senior managers of the college take an active interest in initial teacher training and teacher education.
- 97 A member of the governing body is linked to the Faculty of Education and Training and regularly attends faculty meetings. This helps senior managers at the highest level in the college to have a very good overview and understanding of developments and issues in initial teacher training. As a result, senior managers make well informed decisions.
- 98 Trainees who are course representatives sit on faculty and school committees. They contribute very well to planning and decision-making about initial teacher training programmes.
- 99 Planning is very good. There is very clear linkage between strategic and operational planning for initial teacher training and institutional, faculty plans. Action plans take very good account of a wide range of evidence, including evidence from external examiners, student surveys, partnership surveys and Estyn inspections. Targets are specific, measurable, achievable, resourced and time-related (SMART). Actions are not removed from plans or agendas until they have been fully completed. There are appropriate committee structures in place that include all teaching staff. Meetings have clear agendas and well written minutes. On many agendas the opportunity to share good practice is a standing agenda item.
- 100 Leaders and managers have managed change such as the restructuring of the faculty very well and at an appropriate pace. There is very strong corporate management within the initial teacher training team and across the partnership with schools. College tutors and staff in the partnership take good ownership of the provision and issues that arise. They work systematically to resolve issues and to develop improved ways of working. The partnership steering committees regularly contribute to improving course provision and procedures. As a result, leaders and managers have made very significant improvements to the provision since the last inspection, particularly in relation to partnership arrangements. There is very good communication between tutors, trainees and mentors. Between them, they resolve most issues promptly and effectively.

- 101 There is a clear expression and demonstrated commitment to equality of opportunities for staff and trainees. Staff are regularly appraised. They identify individual professional development needs with their line manager. The college-wide staff development committee considers professional development requests and allocates funds appropriately.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features
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- 102 The college is an innovative and self-critical institution. Systems to evaluate quality of provision and standards are very effective. These include the college's Annual Review process, various committees and boards and the Partnership Management Committee. The effective collation and analysis of a wide range of performance data, external examiner reports and reports from other external bodies such as the QAA is well-used to analyse performance and plan improvements.
- 103 The procedures for gaining trainee evaluations of the programmes in college and their experiences in schools are extremely effective. The views of senior mentors, subject mentors and class mentors are also regularly gathered and skilfully analysed. The rapid and focused analysis of these findings is outstanding. It results in clearly set out reviews with action points which are quickly and effectively followed up. These include training programmes for mentors and college-based workshops for trainees. Useful procedures are also in place for gaining the views of past trainees, newly-qualified teachers and their headteachers.
- 104 The college's annual review process is systematic and robust. Annual review meetings consider reports for each programme area. Partnership schools and trainees are represented at these meetings, all of which result in action plans. There are very good arrangements for review and completion of these plans. Areas for further development within School-Based Studies are identified from the School-Based Studies Quality Assurance Reports and lead to a range of mentor training programmes. The school's quality assurance processes are extremely inclusive. The training programme to enable trainees to undertake their representative roles on various committees with maximum effectiveness is outstanding.
- 105 There is very good communication between all concerned parties, further improved through the Partnership Website. This creates a responsive dialogue, for example about the annual review. Although many partnership schools use this platform during School-Based Studies, the School of ITET is working to engage more schools to do so.
- 106 The School of ITET listens carefully to its partner schools. It looks at and considers proposals from them very seriously. It acts upon suggestions from schools, for example, introducing consistent procedures about the transfer of information about a trainee's performance and development needs from one school experience placement to the next.

- 107 The appointment of a school-based quality assurance officer in 2005 provides up-to-date evaluation and analysis of trainees' performance during school-based experiences. These result in end of practice reports and action plans to address issues arising from them. The recent production of position papers on bilingualism and assessment for learning has resulted in good quality seminars and training for tutors and mentors.
- 108 Evidence from a range of sources, including meetings and discussions with teachers, show that partnership arrangements with schools are outstanding. The college produces high quality documentation for mentors. It responds quickly and effectively not only to occasional crises, but also to routine queries and concerns. The college makes very good use of the ITET Strategic Fund to plan and provide a high quality programme of mentor training. This has included training to address recommendations from the previous inspection, such as improving the work schools do with trainees on the Cwricwlwm Cymreig and ensuring that trainees have good access to ICT.
- 109 The School of ITET has recently established a system of link tutors. Each link tutor visits a cluster of schools. Link tutors use a bank of qualitative and quantitative data to help them to promote as much consistency as possible in the quality of training offered by schools to trainees. The criteria for selection and de-selection of schools in the partnership are clear and shared.
- 110 There are well thought through methods for evaluating and improving trainees' school-based experiences. Trainees record targets for improvement at the end of each practice. These are shared with the next school the trainees go to and form the main basis for further training in this practice.
- 111 There is a well-planned system of peer observation. Initially this involved tutors from the same subject/curriculum area, but the School of ITET is now expanding beyond this. Staff skilfully analyse the outcomes and make good use of these for planning improvements such as on issues of differentiation or trainee participation in lectures.
- 112 The School of ITET produced a concise, focused self-evaluation report, using a very wide range of evidence to support its findings. The inspection team agreed with the college's grades for four key questions. In three other key questions, the inspection team identified a number of outstanding features and consequently awarded a grade higher than School of ITET. There has been very good progress overall in addressing the recommendations from the previous inspection. Progress on recommendations about partnership issues is outstanding.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

- 113 College staff are well-qualified and have good levels of experience. Staff who teach on primary courses, particularly those who teach history and geography have good experience of all-age teaching. Almost all tutors speak Welsh, nearly all of them fluently. This helps Welsh speaking trainees with their spoken and written Welsh.

- 114 Managers provide all college staff with good induction programmes. The college has good staff development arrangements in place. Managers deploy staff on all ITET courses well. However, in a very few cases team teaching is under-utilised.
- 115 College staff make good use of the skills and experience of visiting speakers to benefit trainees, particularly those on the PGCE RE course, to deal with specialist topics or current practice in schools. College staff provide good, and in RE very good, training and ongoing support for both senior and subject mentors. This is an outstanding feature of the PGCE secondary provision.
- 116 All senior mentors hold senior management positions in their schools. Most schools give trainees on all ITET courses good and appropriate involvement in the school's INSET and continuous professional development activities, and they treat trainees as full members of staff. This is a very strong feature of the overall programme. Most schools give trainees good opportunities to work directly with support assistants in class.
- 117 The accommodation in the college is good. Most staff use accommodation to good effect, for example for group work or in team teaching. Managers have made good investments to ensure that accommodation and resources are appropriate for ITET students. For example, there has been an improvement in the accommodation for music since the last inspection. Staff put up informative, attractive displays in teaching rooms, for example in the Foundation Phase classroom. Overall, in most schools visited there is good quality accommodation and equipment for use by trainees.
- 118 Across all courses, there are good levels of resources and for secondary RE they are very good. Managers allocate funds well and prioritise them effectively in line with strategic and operational plans. The opening hours of both the good quality college learning centre and the college shop are appropriate and trainees are able to access them easily. Trainees on school-based experiences make effective use of the very good on-line systems to renew loans, for example, of artefacts for use in secondary religious education lessons. However, in a very few cases there are not enough of certain reference books, at pressure times, such as when assignments are being written.
- 119 Managers have made good investments in resources and accommodation, in particular in ICT, including interactive whiteboards to benefit trainees on all courses. Senior managers undertake a thorough audit of room usage. Managers at departmental level undertake a detailed annual course review and a good review of both course take-up and use of accommodation. However, in a very few cases staff are not fully involved in auditing resources.
- 120 The School of ITET provides good value for money for its provision.

Provider's response to the report findings

Trinity College Carmarthen is delighted with this excellent report on the quality of initial teacher education and training (ITET) at the college and its partner schools. The college has a long and proud tradition of teacher education and to receive such a positive report at a period of considerable uncertainty within initial teacher education in Wales is particularly pleasing. The college would like to thank Estyn for the professional, sensitive and diligent manner in which they conducted the inspection and for their perceptive report. To have most aspects of the college's provision rated as 'outstanding' is an unparalleled achievement within ITET in Wales; an achievement which staff, trainees and partner schools can be justifiably proud and upon which we can move forward with both pride and confidence.

Estyn notes (para. 28) that the 'college is an innovative and self-critical institution' and the fact that the grades awarded by Estyn for three of the seven key questions are slightly higher than those the college awarded itself within its Self Evaluation Document (SED) reflects the fact that the college is never content with the '*status quo*' but continually strives to improve the range, relevance and quality of its provision. Since the last inspection, the college has invested heavily in developing its partnership with schools and welcomes the fact that Estyn considers that 'progress on recommendations about partnership issues is outstanding' (para. 31). The college would wish to publicly acknowledge the excellent support and co-operation that it has received from its partner schools during the last few years as it has sought to further improve the quality of its school-based provision.

Several of the areas identified within the report's main recommendations had indeed been identified within the college's SED as areas it wished to develop and these aspects will now be taken forward as part of the college's quality assurance procedures.

The College is particularly pleased to note Estyn's positive comments on the high quality Welsh medium provision within the School of ITET. The fact that 'trainees have very good opportunities to develop their awareness of the nature of bilingual education in Wales' (para. 77) highlights Trinity College's key future role in the training of teachers in support of a bilingual Wales. Almost a third of the college's trainees currently follow their course through the medium of Welsh and it is the College's aim to significantly increase this proportion during the next few years.

As part of the ongoing reconfiguration of ITET in Wales it is likely that the School of ITET, working in collaboration with Swansea Metropolitan University, will form part of a new South West Wales Centre for Teacher Education. Trinity College looks forward to working with Swansea Metropolitan University to ensure that the new Centre builds on the college's existing strengths in terms of its Welsh medium provision and the numerous outstanding features highlighted within this report.

Appendix 1

The evidence base of the inspection

Estyn scrutinised in depth the self-evaluation report and related evidence produced by the college prior to the inspection.

Estyn inspected the school-based and the college-based elements of programmes during the academic year 2007-2008. Inspectors observed 53 lessons taught by a representative sample of about 25% of trainees on their final school placements. Inspectors evaluated the BA year 3 trainees' teaching against the standards for qualified teacher status, set down in Welsh Office Circular 13/98 and the PGCE trainees' teaching against the standards for qualified teacher status, as set down in National Assembly for Wales Circular 21/06. During the inspection of the school-based provision, inspectors held interviews with trainees, class teachers, mentors, senior mentors, headteachers and college tutors.

During the inspection of college-based work, inspectors observed training sessions and they held interviews and discussions with trainees, tutors, senior staff in the School of ITET and members of the Senior Management Team including the Principal of the College. They also held meetings with representative groups of headteachers and mentors. Inspectors reviewed samples of trainees' files and assignments, as well as a range of documentation provided by the college.

Appendix 2

The inspection team

Alun Morgan	Reporting Inspector
Penny Lewis	Team Inspector
Iolo Dafydd	Team Inspector
Angharad Reed	Team Inspector
Bev Jenkins	Team Inspector
Jo Fowler	Team Inspector
Gareth Adams	Additional Inspector
Hefin Jones	Peer Assessor
Russell Grigg	Provider nominee