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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

in

Additional Learning Needs and Working with Others

May 2009–November 2009

by

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

Iechyd ar Waith
CYRRAEDD Y NOD THE CORPORATE STANDARD
Health at Work

SAFON AMGYLCHEDDOL Y DDRAIG WERDD
GREEN DRAGON ENVIRONMENTAL STANDARD

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The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community learning;
- youth support services;
- youth and community work training;
- local authority education services for children and young people (LAESCYP);
- teacher education and training;
- work-based learning;
- careers companies;
- offender learning; and
- Department for Work and Pensions (DWP) contracted employment provision in Wales.

Estyn also:

- provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- makes public good practice based on inspection evidence.

Introduction

In response to the priorities established by the Welsh Assembly Government policy agendas for education and training[1], Estyn inspected the themes of Additional Learning Needs (ALN) and Working with Others across all initial teacher training (ITT) providers in Wales with the exception of Glyndwr University and the Open University.

To attain qualified teacher status (QTS), trainee teachers need to demonstrate competence in a number of standards relating to these two themes.[2] In particular, they are expected to: 'understand the diverse learning needs of pupils and endeavour to provide the best possible education for them to maximise their potential' (S1.1); 'understand their responsibilities under the SEN Code of Practice for Wales, and know how to seek advice from specialists on less common types of special educational needs' (S2.6); and 'recognise and understand the contribution provided by and needed from support staff and other professionals in the learning process' (S1.6).

The purpose of this inspection was to evaluate the quality of initial teacher training in Additional Learning Needs and Working with Others.

The inspection was carried out according to the following principles:

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

In this inspection, inspectors reported against Key Questions 1, 2 and 3 of the common inspection framework only.

The university-based and schools-based elements of the inspection took place from May 2009 to November 2009. 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 additional inspectors who are current practitioners in initial teacher training institutions and/or schools in Wales.

The report was produced in accordance with Schedule 14 (paragraph 13) of the Education Act 2005.

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1 DELLS (2006), The Learning Country: Vision into Action, Cardiff: WAG; WAG (2009) One Wales Delivery Plan 2007-2011, Cardiff: WAG.
2 WAG (2009), The Qualified Teacher Status Standards Wales 2009 (2009 No. 25) Cardiff: WAG

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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Context

The nature of the providers

1   Initial teacher training in Wales is currently provided through eight universities and
     the Graduate Teacher Programme (GTP). For the purposes of this inspection Estyn
     visited six of the university providers: University of Wales, Newport; University of
     Wales Institute, Cardiff; Swansea Metropolitan University; Trinity University College;
     Aberystwyth University and Bangor University. The text of the report applies to all
     undergraduate and postgraduate ITT programmes at these providers unless
     otherwise stated. Glyndwr University, the Open University in Wales and the
     Graduate Teacher Programme were not included in this inspection.

2   All ITT providers visited offer full-time three year undergraduate and one year
     postgraduate courses, except Aberystwyth University which offers only one year
     postgraduate courses. In addition, the University of Wales, Newport and the
     University of Wales Institute, Cardiff offer full-time two year undergraduate courses to
     meet the needs of mature learners and to widen participation.

3   Details of the evidence base which informs this report are given in Appendix 1.

Summary

Table of grades awarded

4   The table below sets out the grades awarded for each of the themes inspected, relating to Key Questions 1, 2 and 3 of Estyn's Common Inspection Framework.

Summary of overall grades

Key Question	Additional Learning Needs	Working with Others
1. How well do learners achieve?	3	3
2. How effective are the teaching, training and assessment?	3	3
3. How well do the experiences meet the needs and interests of learners and the wider community?	3	3

Additional Learning Needs

Standards

5   Most trainees associate the term ALN with 'special educational needs' (SEN) and this limits their understanding of the wider range of needs among pupils; for instance, more able and talented pupils, those with English as an additional language, vulnerable children with particular emotional needs, children of migrant workers and those looked after by the local authority.

6   Most trainees have a good understanding of the most common additional learning needs of pupils. They can plan and organise activities well to take account of these needs. Most trainees monitor the work of pupils with ALN well and provide appropriate support when needed, including the effective use of resources. With the support of experienced teachers, most trainees are able to assess the progress of pupils with ALN accurately although the information is not always well used when planning future lessons.

7   Although most trainees can evaluate the general quality of their teaching accurately, only a few trainees reflect well on their own developing knowledge and understanding of ALN.

8   Most trainees have an adequate understanding of their responsibilities under the SEN Code of Practice for Wales, and the roles of the class teacher and Special Educational Needs Co-ordinator (SENCO). A few trainees have taken further opportunities to develop a good understanding, for example in writing Individual Education Plans (IEPs) with the support of experienced teachers.

The quality of education and training

9   There is no agreed definition of additional learning needs (ALN) within the initial
     teacher training community. This limits the planned and actual experiences for
     trainees to work with these groups of pupils.

10   As part of their training programmes, all trainees are required to gather evidence to
     demonstrate their achievement against the standards for qualified teacher status
     (QTS). However, there is inconsistency between providers and partner schools and
     between partner schools in the monitoring of trainees' experiences of working with
     pupils with ALN. As a result providers cannot plan effectively to meet the needs of all
     trainees.

11   Most ITT providers have clearly structured programmes that cover differentiation and
     SEN well. However, trainees do not have sufficient training to support more-able and
     talented (MAT) pupils and those with English as an Additional Language (EAL).

12   Most mentors help trainees to effectively identify pupils with the most common ALN in
     the classes they teach such as those with SEN. Overall, mentors provide good oral
     and written feedback and support trainees in developing a good range of strategies
     to meet pupils' learning and behavioural needs.

13   Many trainees gain good experience of teaching and observing in different school
     contexts so that they are introduced to pupils with a broad range of ALN. However,
     in a few cases this does not occur for the following reasons:
     • trainees do not take responsibility to seek out opportunities within the placement
       school;
     • senior mentors do not plan programmes to meet the trainees' needs; and
     • tutors do not monitor trainees' experiences well enough.

14   Many university-based programmes include well-conceived sessions and
     assignments relating to ALN. However, the details of the programmes are not
     always communicated clearly to partnership schools and many are unaware of
     trainees' starting points in relation to ALN.

Working with Others

Standards

15   Nearly all trainees demonstrate good professional values in working alongside class
     teachers, mentors and other staff in their partnership schools. In particular, they
     establish strong professional relationships with other adults in the classes they teach,
     including Learning Support Assistants (LSAs).

16   All trainees understand the importance of establishing and maintaining good parental
     links, particularly those training in the Foundation Phase. Most have opportunities to
     report to parents about the progress of their children in at least one of their school
     placements.

17   However, many trainees have limited experience of the wider range of people involved in supporting pupils' wellbeing and learning such as education welfare officers, youth support workers, and educational psychologists. As a result they do not gain a full enough understanding of the contribution made by the network of professionals in education, other than teachers.

18   Although most trainees have a good knowledge of child protection issues, a few are uncertain about how they should respond to a pupil who discloses allegations of abuse.

The quality of education and training

19   Most senior mentors and mentors ensure that trainees have good opportunities to work with experienced teachers and LSAs. Most senior mentors provide good seminar sessions to explain the role of the SENCO, subject leaders and pastoral heads. However, trainees' experiences of working with others during their first school placements are not audited sufficiently by themselves, university tutors and school senior mentors to enable them to build on these during their subsequent school experiences. As a result, trainees often miss out on extending their knowledge and experience in working with others.

20   During school placements, many trainees have insufficient opportunities to gain experience of working with the wider range of people involved in supporting pupils' wellbeing and learning, such as education welfare officers, youth support workers, and education psychologists. In the best practice, senior mentors and mentors have ensured that trainees have the widest access to professionals who support pupils' learning and wellbeing. Most partnership schools work with a wide range of other professionals and potentially offer rich and varied opportunities for trainees in this aspect. However, there is insufficient partnership monitoring of the take-up of these opportunities by trainees.

21   Many university-based programmes do not include enough opportunities for trainees to work with those across the wider educational community. This limits trainees' understanding of the full range of support that is available to children and young people.

Recommendations

22 In order to improve training in Additional Learning Needs, ITT providers need to:

R1 agree a definition of ALN to better inform their planning for trainees' experiences in this aspect of training;

R2 further develop trainees' skills in planning for and teaching more able and talented pupils and those for whom English is an additional language;

R3 make sure that partnership schools are aware of the content of university-based courses for trainees relating to ALN, particularly in the undergraduate programmes;

R4 monitor more closely trainees' school-based experiences of ALN so that they can build on and extend these throughout the programmes; and

R5 improve the quality of self-assessment and reflection among trainees.

23 In order to improve training in Working with Others, ITT providers need to:

R6 share examples of good training practice among partnership schools;

R7 monitor more closely trainees' experiences of working with others so that they can build on and extend these throughout the course;

R8 establish opportunities for trainees to work with a wider range of professionals, other than teachers, if they have not been able to do so during their placements; and

R9 ensure that all trainees fully understand Child Protection procedures during school placements.

Additional Learning Needs

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

24   Most trainees associate the term 'additional learning needs' with pupils who have SEN. This limits their knowledge and understanding of other less common groups, such as looked after children and young carers. A few trainees respond well to opportunities to mentor and support pupils with specific additional learning needs, such as looked-after children.

25   Most trainees have a good understanding of the range of SEN and the diverse backgrounds of pupils within the classes that they teach. They plan well to take account of these needs, for instance by setting different tasks, providing suitable resources and modifying their language.

26   Most trainees have an adequate knowledge of what is expected of teachers under the *SEN Code of Practice for Wales*, and the roles of the class teacher and Special Educational Needs Coordinator (SENCO). A few trainees have taken further opportunities to develop a good understanding of pupils' specific needs, for instance by writing IEPs with the support of experienced teachers.

27   The majority of trainees are aware of the need to plan for more able and talented (MAT) pupils. In many cases, trainees provide extension activities. However, most trainees do not have a good enough understanding of how to design activities that stretch and challenge MAT pupils effectively.

28   In a few cases, trainees have good experience of teaching pupils with English as an Additional Language (EAL). These trainees have developed good strategies to ensure that EAL pupils have a good understanding of the work set and can take part fully in class.

29   Most trainees monitor the work of pupils with special educational needs well and provide accurate feedback on their progress. In many cases, however, trainees' lesson evaluations are too broad and do not focus enough on the responses of individual pupils including those with ALN.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

30   There is no shared definition of ALN across providers, which means it is difficult for tutors and senior mentors to plan training programmes effectively. As a result, it is harder for trainees to gain sufficient experience of the wider range of learners' needs.

31   Most mentors help trainees to identify effectively the ALN of pupils in the classes they teach. In most cases mentors give trainees good access to pupils' individual, class and wider records to enable trainees to prepare their lessons well.

32   The majority of mentors provide good opportunities for trainees to observe and/or discuss practice with other teachers in the school who have specialist knowledge of SEN. In many cases, mentors ensure that trainees are included in any in-service training that takes place during the school experience in relation to ALN. In a minority of cases, trainees also work effectively alongside specialists brought into the school to support pupils' ALN (see case study 1).

Case Study 1 - Partnership school training in supporting a pupil with EAL

The partnership school receives a large number of pupils who have English as an Additional Language. The school works closely with the local authority team of specialists to develop pupils' English language skills so that they are able to take part effectively in lessons.

The trainee and the mentor observe the member of the EAL team analyse the pupil's level of English. The EAL specialist agrees a set of targets with the pupil and suggests various strategies to the pupil to encourage independent learning.

Following the meeting with the pupil, the EAL specialist, the mentor and the trainee meet with the EAL specialist to discuss the activities and materials that the pupil needs to access the lesson more easily. The EAL specialist also discusses with the mentor and the trainee teaching strategies that will help the pupil understand what is happening in the lesson and make sense of the lesson content.

The EAL specialist leaves the mentor and the trainee with a written overview of the discussions they have had, the pupil's targets and notes of different strategies the mentor and the trainee might use.

The good features of this activity are:

- the EAL specialist is an additional source of training for the trainee to learn a range of strategies to help EAL pupils improve their level of English and their ability to learn through the medium of English; and

- the mentor also develops their understanding of EAL issues from the process and is better able to support the trainee with this aspect of teaching on a day-to-day basis.

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33   Most mentors provide good quality written feedback about trainees' progress based on the QTS standards. In many cases feedback includes constructive comments on trainees' planning and teaching. Most mentors provide good guidance on the quality of teaching and the general response of learners. However, most mentors do not focus enough on helping trainees plan for the learning needs of particular groups of pupils with ALN, such as more able and talented.

34   In many cases, mentors and tutors do not help trainees enough to link their experiences of ALN in one school experience to the next to enable the trainee to make more coherent progress in this area.

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

> **Grade 3: Good features outweigh shortcomings**

35   Overall, the university-based and school-based programmes provide trainees with a good understanding of SEN. Most trainees gain experience of teaching and observing a good range of needs, age groups and abilities in different school contexts.

36   In most cases, the combined training by tutors and mentors provide trainees with a good theoretical knowledge and good practical teaching experience, particularly in relation to differentiation, SEN and, to a more limited extent, MAT pupils.

37   However, senior mentors and mentors often do not have a good enough understanding of how the university-based course further develops trainees' understanding of ALN. This is particularly the case for undergraduate programmes.

38   The opportunity for trainees to have experience of teaching pupils with ALN, other than pupils with SEN and MAT, is largely dependent upon the cohort of pupils in their allocated school placements. The extent to which this is compensated for varies among providers. In the best practice, partnerships offer well-conceived programmes that include visiting speakers and seminar discussions. In a few cases, senior mentors exploit opportunities to supplement trainees' experiences (see case study 2). But such compensatory activities are not consistently provided across the sector. As a result, many trainees have limited experience of pupils with ALN that are wider than special education needs or more able and talented.

> **Case Study 2 – Partnership school providing in-service training on MAT**
>
> In this case study the senior mentor recognises the potential to enhance the trainee's experience and understanding of MAT pupils. She responded quickly to a school initiative by matching this to the needs of the trainee.
>
> The partnership school is in the process of identifying pupils who the staff consider to be more able and talented. The school runs a number of in-service training days and after-school workshops for its staff to develop their understanding of how more able and talented may be defined and the types of activities and materials they will need to effectively meet this group of pupils' needs. The workshops are led by an advisor from the local authority.

The senior mentor briefs the trainee about the activities that have taken place prior to the trainee's arrival and ensures that the trainee has opportunities to attend the on-going workshops. The senior mentor pairs the trainee with a member of staff who is tasked with developing an aspect of the whole school programme and who is not the trainee's mentor. The trainee contributes to the development of the whole school programme by producing materials. The trainee is able to draw on their own knowledge, the school's in-service training programme and university-based resources.   The trainee is able to try out the activities and materials with the pupils and to analyse their impact. The trainee reports the outcomes back to the school staff and also to other trainees in seminar sessions in the university.

The good features of this activity are:

- the trainee is developing her knowledge, understanding and skills of MAT pupils within a context;
- the trainee is working alongside serving teachers and is able to gain understanding about MAT from their expertise; and
- the trainee can contribute what he learns to university-based discussions on the topic and via the virtual learning environment to help develop other trainees' understanding of MAT pupils and their needs.

39   Most ITT providers include opportunities within their programmes that allow trainees to draw upon their own experiences and interests in the field of ALN. In the best practice, assignments are set that require trainees to undertake further research in less common ALN, sharing their professional interests with others (see case study 3).

Case study 3 – Opportunities for trainees to research collaboratively areas of professional interest relating to ALN

In one university on both the BA(Ed) and PGCE primary programmes, trainees are set an assignment that requires them to focus on an aspect of ALN, synthesise information, and produce a leaflet that will be made available to other trainees on the course.

In seminars, trainees work in groups of three and choose an aspect of ALN to research. Topics include conditions such as: Asperger's Syndrome and speech and language difficulties as well as the learning needs of groups of pupils, such as more able and talented learners.

Working together to research and select information, trainees produce an information leaflet, which provides guidance for teaching and learning as well as references to further information. The leaflets provide a resource that trainees are able to refer to on their school placements.

This work feeds into a subsequent assignment on 'inclusion' that enables trainees to use and extend their knowledge and understanding of ALN matters.

The very good features of the assignment are that:

- there are opportunities for trainees to research areas of ALN that are of particular interest to them;
- trainees gain a valuable resource bank of information on a wide range of ALN issues; and
- trainees are required to work together as a team.

Working with Others

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

40   Most trainees work well with mentors and other staff in their partnership schools. In particular, they liaise effectively with class teachers and LSAs to inform planning and teaching. Many trainees deploy additional adults well to support pupils during the lesson. In a very few cases, trainees provide LSAs with good written guidance. Most trainees listen carefully to the feedback from LSAs and they take the outcomes of pupils' work into the planning for the next lesson.

41   The majority of trainees have an adequate awareness of the SENCO's role. Most trainees who have opportunities to work with the SENCO develop good practical understanding of pupils' needs and how to meet them.

42   The majority of trainees have a good understanding of how to report to parents about their child's progress. Many attend a parents' evening in at least one of their school-based experiences and they report effectively to parents under the class teacher's supervision. Where these opportunities are not available, there are well-designed alternative arrangements to support trainees' in meeting the relevant QTS standards in reporting to parents; these include preparing 'mock' reports and role-play exercises.

43   Many primary trainees working in the Foundation Phase have more regular contact with parents, for example at the beginning and end of the day, and discuss pupils' wellbeing and progress professionally with parents on a daily basis. The majority of trainees reflect analytically on how contact with parents helps them to better understand and support individual pupils.

44   There are insufficient opportunities for trainees to discuss the role and responsibilities of the governing body of the school. In a few cases, the governors invite trainees to attend a governor's meeting so that they have first-hand experience of the work of the governing body (see case study 4).

45   Most trainees demonstrate good understanding of the school's role in the wider community. In the best practice, this is reflected in their own lesson planning, involvement in charity events and organisation of local visits. The majority of trainees work effectively with staff to provide extra-curricular activities, for example by contributing their expertise in sport, music and drama. This helps trainees to extend their understanding of pupils' needs and abilities and how such activities contribute to pupils' wider learning and skill development.

46   Most trainees have a good knowledge of child protection issues and they know who the designated child protection officer is in the partnership school. A few trainees are uncertain about how they should respond to a pupil who discloses allegations of abuse.

47   Most partnership schools are involved in working with a wide range of other professionals and agencies. Trainees do not always take advantage of meeting the wider range of people, such as speech and language therapists, local authority advisers, youth workers or school councillors, who support pupils' wellbeing and learning in school, unless they are directly linked to the classes the trainees teach. In a few cases, secondary trainees have no contact with staff who provide learning coach support for 14 to 19-year-old learners and they do not understand the role well.

48   Many trainees have a good understanding of professional values, such as trust and confidentiality; they know who they may or may not share information with, and the importance of keeping confidential information safe.

Case Study 4 – secondary school governor discusses her role with trainees

In a secondary school, a member of the governing body has a responsibility for liaising with initial teacher trainees and newly qualified teachers.

The governor offers opportunities for trainees to meet with her on a group and one-to-one basis to discuss and develop a greater understanding of the role of the governors in school life. Where the trainees' school experience coincides with a governors' meeting, she organises an opportunity for the trainees to attend the meeting. She meets with the trainees to discuss the meeting afterwards and to answer any questions the trainees may have.

For trainees in their final school placement, the governor works with the headteacher to offer support to trainees in applying for their first teaching posts. The support takes the form of helping trainees understand how to complete application forms clearly to make a good initial impression. The headteacher and the governor also offer the trainees mock interviews with feedback after the interview to help trainees understand how best to present themselves and answer questions.

The very good features of this activity are:

- a member of the governing body and the headteacher are involved with the trainees' school experience; and

- their involvement enables the trainee to understand in greater detail how a school functions at a strategic level to provide the best opportunities for its pupils.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

49   All ITT providers do not monitor rigorously enough the progress of trainees with regard to their experiences of working with others. As a result, they are not able to provide sufficient opportunities for trainees to fill the gaps in their training.

50   Most senior mentors and mentors ensure that trainees have good opportunities to work with experienced teachers and LSAs during the school-based experience. Most mentors provide good training in how to plan lessons to include LSAs effectively and how to monitor their work professionally and sensitively.

51   Most senior mentors provide good seminar sessions which explain the role of the SENCO, subject leaders and pastoral heads to trainees well. In the majority of cases, senior mentors and mentors provide good opportunities for trainees to observe teachers who demonstrate good and innovative teaching.

52   In a few cases, through carefully planned training, schools raise trainees' awareness of their links with a wide range of agencies who contribute to supporting and developing pupils' learning and wellbeing (see case study 5). This good practice is not, however, well established across the sector.

53   Many primary headteachers provide trainees with a good overview of their role. In a very few cases, governors work with the headteacher to offer trainees mock interviews for first posts in school. The governors and headteacher provide constructive feedback to help the trainees know what to expect at interview and how to improve their performance.

Case Study 5 – raising trainees' awareness of multiple agencies

At a primary school, the senior mentor recognises that for trainees to fully understand how the school supports the needs of pupils, they should have opportunities to learn about the role and responsibilities of a wide range of staff, stakeholders and agencies. To provide this overview, the senior mentor has drawn up the following list of contacts with whom teachers work:

- a range of school staff, such as the SENCO, assessment co-ordinator and LSAs;
- the educational psychologist;
- speech and language therapists;
- social workers;
- the community police officer;
- governors;
- the school nurse;
- parents;
- the linked Mother and Toddler play group;

- the LEA's EAL support service;
- the Education Welfare Officer; and
- the LEA's link school improvement officer.

During the school experience, she ensures that trainees have opportunities to meet or receive information about the roles and responsibilities of the people and groups listed above.

To gain the most benefit from meetings, the senior mentor has produced a proforma that helps trainees consider questions to ask, as well as helping trainees to reflect on the contribution of this work to pupils' learning.

The good features of this activity provide:

- a comprehensive view for the trainees of the range of people and agencies which provide support to pupils; and
- a well organised system which provides equal access for all trainees in the school to better develop an understanding of the wider support context.

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

Grade 3: Good features outweigh shortcomings

54 Many trainees on undergraduate, but more often on postgraduate courses, have very good prior experience of working with children and young people in contexts other than school. However, when planning their training programmes, ITT providers do not take full account of these prior experiences.

55 Many training programmes do not provide sufficient experiences for trainees to work with those across the wider educational community. This limits trainees' understanding of the full range of support that is available to children and young people. However, in a few cases, ITT providers ensure that all trainees have access to a wider range of professionals who support pupils' learning by providing specialised events during the university-based training (see case study 6).

56 ITT providers ensure through the university-based work that trainees have an understanding of current initiatives and changes in education policy, such as the introduction of community focused schools, 14–19 Learning Pathways and the agenda to ensure that there is coherent multi-agency support for pupils where it is needed.

57 Most partnership schools work with a wide range of adults and potentially offer rich and varied opportunities through which trainees can develop their practical knowledge, understanding and skills in working with other professionals to support pupils' learning and well-being. However, there is insufficient monitoring of how well trainees take up these opportunities.

58   In many cases, ITT providers do not tailor the school experiences to the individual
      needs of trainees. They do not plan sufficiently for progression and continuity from
      one school experience to the next. This does not always enable trainees to build
      systematically on their experiences.

Case Study 6 – university-based conference on working with others

Although ITT providers place trainees in contrasting and complementary partnership
schools so that trainees can gain a wide range of teaching and learning experiences,
the location and nature of the partnership schools will always offer experiences which
place more or less emphasis on aspects of the ITT course.

To enable all trainees to fully address the working with others aspects of the course,
one ITT provider has introduced a two-day university-based conference during the
spring term.

The conference is organised on the basis of keynote inputs and a series of
workshops run by people other than teachers and agencies who commonly support
children and young people in school. Contributors include, among others, youth
workers, social workers with a particular specialism in pupils' mental health, learning
coaches and the police.

Trainees are encouraged to choose workshops about those aspects of support with
which they are unlikely to come into contact in their partnership school placements.

The very good features of this activity are:

- the ITT provider acknowledges the potential inequality of experience for
  trainees in partnership school placements in respect of working with others;
  and
- the ITT provider has put in place an activity mediated by tutors which allows
  trainees to address those aspects of working with others they cannot address
  through their school placements.

Appendix 1: The evidence base of the inspection

The inspection took place between May 2009 and November 2009. For the purposes of this inspection, Estyn focused on observing and interviewing trainees on the final school experience. The inspection team visited a minimum of 10% of each ITT provider's trainees on each of the undergraduate and postgraduate courses and primary and secondary programmes. The chosen sample reflected trainees of different grade levels and nominations from the ITT provider. The sample also included a proportionate number of trainees who trained in Welsh medium schools.

Inspectors interviewed trainees, headteachers, senior mentors, mentors and other staff involved in supporting trainees' learning in the themes when visiting schools.

Inspectors visited the university base of each provider for a day. Inspectors interviewed senior leaders and tutors with responsibility for each of the themes. Inspectors reviewed a range of documentation: for example, trainees' assignments, activities set by the ITT provider, partnership school and trainees' handbooks and data related to the themes.

Appendix 2: The inspection team

Penny Lewis HMI	Reporting Inspector
Wendy Young HMI	Team Inspector
Iolo Dafydd HMI	Team Inspector
Gerard Kerslake HMI	Team Inspector
Russell Grigg AI	Additional Inspector
Karen Morris	Nominee, University of Wales, Newport
Alan Cooke	Nominee, University of Wales Institute, Cardiff
Duncan Hawley	Nominee, Swansea Metropolitan University
Dylan Vaughan Jones	Nominee, Trinity University College
Malcolm Thomas	Nominee, Aberystwyth University
Magi Gould	Nominee, Bangor University

Appendix 3: Additional Learning Needs as defined by Estyn

Through its sector guidance handbooks for 2010, Estyn defines Additional Learning Needs as follows: [3]

Learner and other stakeholder views are sources of evidence for all key questions. Inspectors must ensure that evaluation of the ten quality indicators includes the achievements, attitudes and wellbeing of all learners, taking particular account of outcomes for learners with Additional Learning Needs (ALN).

The term ALN applies to learners of all ages, adults and children, whose learning needs are additional to the majority of their peers. Learners with ALN include those who:

- are children and young people with special educational needs (SEN);
- are disabled;
- have medical needs;
- have emotional, social and behavioural difficulties and/or mental health needs;
- are more able and talented;
- are learning English as an additional language; and
- have basic skills needs.

Learners are more likely to have ALN when they also belong to vulnerable groups including:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children (LAC);
- young parents and pregnant young women;
- young offenders;
- adults, children and families in difficult circumstances;
- learners at risk of homophobic bullying;
- young carers;
- pupils educated otherwise than at school; and
- gypsies and travellers.

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[3] Estyn (2010), *Guidance for the inspection of primary schools from September 2010*, Cardiff: Estyn; and Estyn (2010), *Guidance for the inspection of secondary schools from September 2010*, Cardiff: Estyn.