

Anglia Ruskin University

Initial Teacher Education inspection report

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Introduction

1. This inspection was carried out by two of Her Majesty's Inspectors supported by a team of specialist inspectors in accordance with the *Framework for the Inspection of Initial Teacher Education (2008-11)*.
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

Key to inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Explanation of terms used in this report

Attainment is defined as the standard reached by a trainee at the end of their training.

Progress is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

Achievement is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

The provider

3. Anglia Ruskin University offers initial teacher training provision in the primary phase at undergraduate and postgraduate level. There are 175 trainees following the three-year BA (Hons) Primary Education General programme; 40 trainees on the BA (Hons) Primary Education with Modern Foreign Languages programme and 63 trainees on the BA (Hons) Early Primary Education programme. At postgraduate level, there are 82 trainees following the one-year General PGCE programme, 2 trainees specialising in modern foreign languages and 12 Early Primary trainees. There are approximately 218 schools in the new partnership implemented from September who have been involved in school-based training. A specific training facility focused on local need is provided for PGCE trainees based in the Peterborough area.

Provision in the primary phase

Key strengths

4. The key strengths are:
 - the coherent approach to the teaching of phonics which has had a positive impact on trainees' confidence and proficiency in teaching early literacy skills
 - the investment in and deployment of additional human resources to ensure trainees make at least satisfactory progress
 - the effective use of trainees' views to inform further development of the course programmes
 - the improved levels of communication across the partnership
 - the drive and ambition of the leadership team which has been successful in addressing the weaknesses identified at the previous inspection and laying foundations for further improvement.

Required actions

5. In order to improve the quality of provision, the provider must:
 - ensure consistently accurate assessments of trainees' teaching across the partnership
 - ensure that all mentoring is of the highest quality in all partnership schools
 - improve the use of data directly linked to the outcomes of all trainees to inform future planning of programmes for each trainee.

Recommendations

6. In order to improve trainees' progress and attainment, the provider/partnership should:
 - improve the quality of action planning at subject and aspect level.

Overall effectiveness

Grade: 3

7. Overall effectiveness is now satisfactory and all requirements are met. The leadership team has addressed with determination the issues related to provision noted at the previous inspection. As a result, the quality of training and assessment across the partnership is satisfactory and trainees speak very highly about what has been achieved in a relatively short time. Comments such as, "There is a greater sense of clarity about what is expected – it feels like a different institution!" are fully representative of the vast majority of trainees who spoke to inspectors. A shared vision and commitment to training teachers of the future is now clearly apparent across the partnership.

8. Modifications to the recruitment process now facilitate the more precise selection of trainees with the potential to teach. Criteria for the initial grading of trainees are used appropriately to inform the prediction of final grades and monitoring of individual progress over the year. Subject audits are used well to identify individual strengths and weaknesses for each trainee and their progress is regularly monitored by staff and reassessed later in the course. However, not enough use is made of data gained from these audits to fully inform the planning of programmes for each trainee and thereby facilitate more rapid progress from the outset. Through increased levels of promotion the recruitment of mature trainees, and particularly males into primary education, has been successful. Minority groups are appropriately represented and overall reflect regional diversity. This is especially so at the Peterborough centre where trainee selection is more representative of the local population. However, the proportion of minority ethnic trainees is below the sector average overall. Withdrawal rates are broadly in line with the sector and many trainees go on to be successful teachers within the region.
9. Trainee outcomes are similar to those seen at the last inspection but non-completion rates are improving for both pathways. Inspection evidence confirms that trainees are making at least satisfactory progress with about one in five predicted to attain outstanding characteristics in their teaching by the time they complete the course. These trainees often demonstrate high levels of confidence in using equipment well, such as interactive whiteboards and a range of digital equipment and media to actively engage pupils in learning. Most trainees manage successful classroom environments and work with support staff well to ensure pupils make at least satisfactory progress. Lesson planning is often detailed to ensure lessons are well structured to cater for the individual needs of pupils.
10. Trainees quickly develop positive relationships with pupils during school placements. In response to the increased levels of input within the university taught course, many trainees demonstrate an ability to use a growing range of strategies to manage the behaviour of pupils in class. Furthermore, trainees demonstrate a growing level of competence and confidence in the teaching of systematic synthetic phonics based on a secure knowledge of the stages and structure of phonics teaching. This is a direct result of the greater emphasis placed on the teaching of systematic synthetic phonics within the taught course. However, many trainees are yet to use assessment techniques well to monitor the progress of pupils in phonics and some find it difficult to provide good opportunities for pupils to learn independently in lessons.
11. The quality of training and assessment is satisfactory with some emerging strengths. A modified curriculum includes a greater focus on school experience and directed tasks. Through a combination of centre-based training and school experience, trainees feel well prepared in areas such as behaviour management, special educational needs and equality and diversity issues. Trainees now feel well supported because of these improvements and comments such as, "The university is really training us to be teachers by modelling best practice in lectures," exemplify the views of many. The coherent approach to the teaching of systematic phonics and early literacy skills is a growing strength. This is

because centre-based training makes effective use of lead literacy schools and is closely linked to assessed tasks and observations within trainees' school experience to effectively develop trainees' confidence and proficiency.

12. Assessment has improved. The rapid development of the complementary roles of personal and visiting tutors means that the provider knows trainees well as individuals. As a result there is now an increasing focus on trainees' professional as well as personal development. Systems for monitoring trainees' progress are very detailed and facilitate the early identification of trainees who are at risk of failing or not reaching their potential. Targets are set on a weekly basis and help focus trainees on what they need to do next to improve in their teaching but sometimes fail to identify where they can improve in their subject knowledge. Furthermore, the wealth of data gathered is not yet used well enough to accelerate trainees' progress, and in particular to ensure that those with the potential to be excellent teachers are sufficiently challenged.
13. Communication across the partnership is now good. There has been a significant leap forward in establishing the systems and processes that are needed to ensure consistently high quality experiences for trainees and accurate assessment of their progress. For instance, organisation of placement schools into geographically based 'training hubs' is leading to better communication and more efficient use of resources. Documentation has been redesigned to facilitate ease of use and quality assurance. However, these procedures are not yet sufficiently well-embedded and consistently applied to ensure that all trainees make good progress within all placement schools.
14. Since the previous inspection there has been a strong focus on improving the skills of school-based mentors in providing detailed feedback to trainees that supports their progress. However, some inconsistencies in school-based training remain which slows the rate of progress for trainees. For instance, despite increased levels of training there is still a tendency for mentors to give feedback on what the trainees did rather than what the pupils learnt as a result of the trainees' teaching. Some mentors, despite finding the new criteria for grading trainees very useful, are not yet sufficiently proficient in using them. This leads to inaccuracies in assessment that are not helpful in clearly identifying what a trainee does well and what they still need to work at to improve. Furthermore, the timings of the school placements clash with some of the Masters level assignments. This has an adverse impact on accelerating or maintaining the momentum of trainees' progress.
15. The overall quality and quantity of resources at both the university and Peterborough Centre are satisfactory. The combination of new staff posts and redefinition of roles of existing positions has made a significant contribution to student support. Morale amongst trainees is much improved. The investment in phonics resources and extra tutors, staff and senior leaders is impacting positively on provision. Better knowledge of schools within the partnership has resulted in the provider being able to effectively draw on local expertise to improve the overall quality of training provision.

16. The requirements related to equality and diversity are now fully met. There is a clear focus within the taught course on diversity and the Every Child Matters agenda. The module 'Themes, Theories and Issues' has been particularly effective in influencing trainees' understanding in all aspects of inclusion. For instance, many trainees are able to discuss in detail how they might plan for the all round development of learners including those with special educational needs and/or disabilities and those who speak English as an additional language.

The capacity for further improvement and/or sustaining high quality

Grade: 3

17. The weaknesses identified in provision at the previous inspection have been addressed successfully by a newly formed and dedicated leadership team. Teamwork is a growing strength. Senior and middle leaders have worked effectively to ensure that actions identified within the Primary Recovery Plan (PRP) are followed through to meet tight deadlines. Together they demonstrate the expertise and capacity to drive forward further improvement. However, some inconsistencies in provision still remain and a trend of improvement in trainee outcomes is yet to emerge. Taking all factors into account, capacity to improve is satisfactory.
18. Self-evaluation is accurate. The range of procedures used to evaluate the success of the training programme throughout the year is developing well. There is appropriate involvement of key stakeholders in the process of self-evaluation. For instance, the annual conferences and training events for headteachers and mentors provide useful opportunities for the provider to engage with key stakeholders. The restructuring of the visiting tutor role has provided a further layer of quality assurance that is impacting positively on the quality of school-based training across the partnership. Discussions with headteachers and mentors in schools confirm that lines of communication between all parties have improved considerably since the previous inspection. Trainee feedback is gathered at every opportunity to inform decisions about any modifications to the course programmes and modules. Course leaders analyse this information well to identify areas for further improvement. Detailed feedback is then provided to all trainees about any response and this is greatly valued by trainees. They express great levels of satisfaction about the changes being made and comment very positively about this development by saying, 'staff are going the extra mile to make improvements to the course modules'. As a result of this development, morale amongst trainees on undergraduate and postgraduate courses is high.
19. In partnership with national bodies, senior leaders and core team members regularly review progress made on the identified priorities for improvement in the PRP and actions are measured carefully against trainee outcomes. Initiatives are monitored carefully by course leaders and senior leaders and there are clear examples of focused reports that measure the impact of these developments; for example in evaluating the improvements in teaching phonics. Good use is made of reports by consultants and external examiners to review provision further. Extensive information related to individual trainees is now gathered to facilitate

better monitoring of their progress and provision across the partnership. However, this data is yet to be analysed systematically and with rigour to support accurate self-evaluation, inform strategic planning and improve the performance of trainees.

20. Reaction to the issues identified in the previous report has been rapid and there is a successful track record of initiating change emerging. Consequently, leadership is now in a better position to anticipate and respond to change in the future. Staff have responded quickly to feedback from trainees and schools about changes in the relevant programmes, modules and training procedures. The Masters level components and associated assignments provide trainees with a deeper understanding related to teaching pedagogy and opportunities for more in-depth reflection. Improvements to the teaching of phonics both within the taught programme and school experience have been a clear success and are mirrored by improvements in trainees' outcomes. Redesigned modules such as 'Themes, Theories and Issues' have been well received by trainees and recognised by external consultants as examples of good practice in developing the trainees' knowledge and understanding about a wide range of current issues related to education and schools.
21. Improvements have been firmly driven by the need to implement the required actions related to the last inspection report. These are clearly itemised in a detailed PRP drawn up by the provider with very tight timescales and clear lines of accountability. This has been used effectively to identify actions and record progress against improving provision and its impact on trainee outcomes. However, some systems and procedures are new and yet to impact significantly on improved outcomes for all trainees. The newly formed Strategic Partnership Group maintains effective oversight of these developments. Key stakeholders are becoming increasingly more involved in the activities of this group.
22. The quality of improvement planning at subject and aspect/ module level is more variable. The underlying action planning for English and the teaching of phonics appropriately identifies actions needed to improve provision in this area and the quality of this plan is satisfactory. Action plans for the development of mathematics and information and communication technology identify some key priorities for development in these subjects but they are too general in nature and share some generic text. Furthermore, targets in these action plans are not specifically linked to trainee outcomes. Timescales are highlighted but these plans are too general in nature to have a direct impact on trainee outcomes. There is no action plan for science.

Summary of inspection grades¹

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Overall effectiveness

		Primary
How effective is the provision in securing high quality outcomes for trainees?		3
Trainees' attainment	How well do trainees attain?	3
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	3
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	3
	To what extent are available resources used effectively and efficiently?	3
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	3
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	3

Capacity to improve further and/or sustain high quality

		Primary
To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?		3
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		3
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		3
How effectively does the provider plan and take action for improvement?		3

¹ The criteria for making these graded judgements are in the *Grade criteria for the inspection of ITE 2008-11*; Ofsted November 2009; Reference no: 080128.

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