

# Leeds Metropolitan University

## Initial Teacher Education inspection report

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**Provider address**

Carnegie Buildings  
Headingley Campus  
Headingley  
Leeds  
LS6 3QQ

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## Introduction

1. This inspection was carried out by 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. Leeds Metropolitan University is a large university with several sites in and around Leeds city centre, including the Carnegie Pavilion at the Headingley cricket ground. It has a long history of initial teacher education (ITE) and celebrated the centenary of this provision in 2007. All ITE courses are part of the Carnegie Faculty. Currently, provision prepares trainees to be teachers of Early Years children and primary pupils. Secondary trainees are trained to teach physical education. Training for all age ranges is offered through a variety of routes. There are approximately 312 primary schools and Early Years settings and 103 secondary schools in the partnership. These schools and settings are varied in context and include small rural schools, inner city multi-ethnic schools, specialist schools and large specialist colleges. The stated vision of the university is 'To be acknowledged for our commitment to student success, our innovation and enterprise, our global reach and strong local impact'.

## A commentary on the provision

4. The provider prepares its trainees well for their chosen age ranges. Its overall effectiveness in securing high quality outcomes for Early Years, primary and secondary trainees is good, as is its capacity to improve. This is because the provider is open and honest in its work with trainees and partners and is always seeking improvement. Trainees are hard working and committed to their chosen profession. Trainers in both phases recognise the need to continue with efforts to broaden the diversity of trainees on the courses.
5. The following are particular features of the provider and its initial teacher training programmes:
  - the provider's openness and honesty in its work with its trainees and partners to seek improvement
  - the strong relationships and levels of respect that exist with trainees and partners
  - the well qualified and experienced staff who are prepared to learn from each other.

## Provision in the primary phase

### Context

6. There are five routes leading to qualified teacher status (QTS): three undergraduate and two post-graduate. Trainees wishing to become primary school teachers are trained on either the four-year Bachelor of Arts (BA) degree in primary education or on the one-year post-graduate certificate in education (PGCE). There are currently 75 trainees on the BA route in their final year and 20 trainees enrolled on the PGCE course. Trainees wishing to become Early Years specialists train on the BA Early Childhood Education four-year course, the BA Early Childhood Education two-year course, or the PGCE Early Years course. Currently there are 52 trainees in the final year of the four-year course, 16 in the final year of the two-year course and 21 enrolled on the PGCE.

### Key strengths

7. The key strengths of the primary training are:
- the openness and honesty of the provider in working with all partners to seek improvements
  - the emphasis on preparing trainees to be creative and practical in their teaching and to reflect well on their own learning and development
  - the commitment of trainees to their chosen profession
  - the good partnership and strong relationships which exists with trainees, schools and settings
  - the well qualified and experienced staff
  - the wide range of resources which encourage trainees to think creatively about their teaching and follow their own interests.

### Recommendations

8. In order to improve further the attainment of trainees, and in particular to secure more at an outstanding level, the provider and partnership should:
- improve the consistency of feedback to trainees by making more rigorous use of the good success criteria already in place and focusing on the impact of trainees' teaching on their pupils' learning
  - provide a range of opportunities for trainees to experience, at first hand, working with children from minority-ethnic backgrounds who speak English as an additional language

- when monitoring the effectiveness of the actions it wishes to take, the provider should identify more clearly the impact those actions are to have on trainees and their pupils.
9. In order to strengthen the good arrangements for recruitment and selection the provider and the partnership should:
- continue with its efforts to broaden the diversity of trainees on its courses.

## Overall effectiveness

## Grade: 2

10. The overall effectiveness of Leeds Metropolitan University in securing high quality outcomes for Early Years and primary trainees is good in all respects.
11. The provider is open and honest in its working with all partners to seek improvements. This openness is characterised by good partnerships with schools, settings and other agencies and strong relationships with trainees. The result is that the well qualified and experienced staff place a good emphasis on preparing trainees to be creative and practical in their teaching. This creativity is enhanced by the availability and use of the wide range of resources and initiatives which encourage trainees to follow their own interests. Staff also encourage trainees to embrace a variety of learning strategies in order to reflect on their own learning and development.
12. Partnerships with schools, settings and other agencies are good. They, along with the good quality training and assessment, enable trainees to make good progress in reaching the Standards. This is because the right trainees are selected for the courses – trainees who are identified not just on academic ability but on the personal attributes they demonstrate during application and interview. The provider is able to identify these well through the involvement of colleagues from school and Early Years settings who enhance the process through pertinent questioning and real-life scenarios. The information gained at this stage is used well to inform individual targets for trainees, including activities and learning to be undertaken before the commencement of the courses.
13. The partnership goes beyond those with schools. It supports training provided at the university well. It is wide ranging and includes museums such as The National Gallery and Royal Armouries, outdoor centres, after-school clubs, Children's Centres, overseas placements and Early Years centres for excellence. This means that trainees are able to have practical experience in a wide range of schools and settings, of different groups of pupils including those with special educational needs and/or disabilities, and in different key stages. All partners are committed to high quality training for trainees and providing mutual support. As one partnership headteacher reported, 'The continuing professional development and support in her cluster of schools ... benefits

university tutors and school staff in strengthening outcomes for pupils'. This mutual support is also evident in strong partnership input into the training and assessment that underpins all the courses.

14. All aspects of training and assessment combine well. Courses are well structured, current and encourage creativity. Trainees correctly report how they have the opportunity to put theory into practice and then reflect on both, through tasks and assignments such as, for example, making and evaluating a mathematics game. Trainees make good progress in securing suitable subject knowledge in the core subjects of English, mathematics, science and information and communication technology (ICT). They are making particularly good progress in the teaching of phonics and mathematics through improved quality training and in their preparedness to teach pupils with special educational needs and/or disabilities. The 'Inspiring Maths Champions' programme for example, is successfully engaging trainees and their pupils in taking risks in mathematics. The good quality training is informed by good practice and making use of, for example, leading teachers, leading schools and the most up-to-date thinking around the Early Years Foundation Stage.
15. Further features of training which prepare trainees well for their chosen profession and ability to teach across the primary age-range include the availability and use of the wide range of resources and initiatives such as the outdoor learning area and alternative placements. Key amongst these resources are the staff. They, and especially personal tutors, support trainees well. They are well qualified with a wide range of experience, including in research and publishing. Facilities enhance trainees' progress well with teaching spaces, particularly at the Carnegie Pavilion, conducive to different teaching and learning styles. Facilities such as these and the high quality library enable staff to encourage trainees to reflect on their own learning and development. ICT, including the virtual learning environment are used effectively.
16. Other features include the alternative placements which range from international comparative placements, Early Years in Spain for example, through to more local experiences, such as looking at 'wrap around' care through after-school clubs. A wide range of elective modules and the strong focus on problem-based learning in professional studies also contribute well to trainees' good progress. In addition, the provider participates fully in initiatives such as The National Gallery's 'Take One Picture' scheme, enabling trainees and pupils to develop cross-curricular work based on pieces of art. It is also enabling trainees to meet the demands of primary schools for teachers of modern foreign languages by providing subject knowledge training in French. Trainees are further prepared for the demands of teaching today through voice coaching.
17. Despite these strengths there are a number of inconsistencies in provision which the provider is seeking to improve. For example, the checking of the e-portfolios produced by trainees does not always clearly report strengths or what needs to be done to improve. Some portfolios highlight trainees' thoroughness in their own investigations and research while others are just

pages of photographs and lists of resources; in some, trainees evaluate their own strengths and areas for development well, for example, needing to improve their subject knowledge and teaching skills in geography and music, while others show little reflection. In addition, the feedback that trainees receive is variable in terms of assignments and lesson observations, including the use of the good existing success criteria already in place and matching against the Standards. The result is that while most trainees receive good guidance on how to improve, not all do so. Here, the focus of trainers and trainees is more on what trainees do rather than the impact of trainees' teaching on pupils' learning. This is one reason why, although the provider is broadly accurate in its assessment of trainees, some trainees graded as outstanding displayed features more in common with good. Nonetheless, trainees are very committed to their chosen profession, get involved in the wider aspects of school life and most go on to quickly secure employment as teachers.

18. The provider's promotion of equality of opportunity, valuing of diversity and elimination of harassment and unlawful discrimination is good. This is a provider committed to recruiting from a more diverse range of applicants. It has made good in-roads through its involvement in various initiatives including those funded by the Training and Development Agency. The impact of these actions is yet to be seen. Once recruited the provider analyses outcomes for trainees by group. These analyses show no significant differences in performance. Trainees are, through a range of modules, prepared well to teach in a diverse society and meet the needs of different groups of pupils. The provider agrees this could be enhanced through more first-hand experience of pupils from different backgrounds. Nevertheless, trainees' commitment to inclusion and disapproval of stereotyping is strong. This is demonstrated by the comments of an external examiner who reported that Early Years trainees were '...able to understand the diverse nature of children's lives'.

## **The capacity for further improvement and/or sustaining high quality**

**Grade: 2**

19. The provider's capacity to improve is good. It evaluates its performance openly and honestly utilising the views of its partners well, including trainees and external agencies. It knows its strengths and areas to develop well. Partners report that the provider listens and acts. For example, in listening carefully to former trainees and trainees currently in year four of the BA primary course, the quality of training in phonics has been improved. The result is that trainees are able to draw on a range of strategies for teaching systematic synthetic phonics and early reading and articulate the benefits well of such strategies for children and pupils throughout the Early Years Foundation Stage and primary age groups and beyond. Trainees, for example, see not just benefits in terms of reading, but recognise that to negate the economic implications of poor literacy skills in adulthood, action is required at an early age.



20. The provider and partnership know its schools and settings well. The quality of both is monitored by, for example, the checking of inspection reports and link-tutor visits. Schools and settings where quality dips are rested. Where strengths are identified these are utilised to enhance training, for example, in providing trainees with experience of the challenges faced by hospital schools. The partnership steering committee evaluates the work of the partnership well and has overseen improvements such as additional teaching time in Year two of the BA course and a greater focus on Key Stage 1 in a professional studies module. Indeed, improvements and enhancements to professional studies overall have been welcomed by trainees as such modules provide timely opportunities for them to put theory into practice, try out ideas and be encouraged to take risks. Partnership headteachers value the self-critical approach adopted by the provider.
21. As a result of the evaluations contributed to by trainees and partners there are clear plans which address the right priorities for development and link together well. The provider has begun to use a range of success criteria, for example, in quantifying targets for recruitment and selection and measuring trainee satisfaction. It recognises that its work in measuring the impact of its actions on trainees and the pupils they teach is still developing.
22. The provider anticipates change and prepares for and responds to national and local initiatives well. It has responded well to the demands of providing trainees with a good basis from which to teach phonics by providing new tasks to support modules. These include planning, teaching and evaluating a dialogic reading session and assessing children's decoding and comprehension skills. Trainees value these improvements greatly. Other aspects of assessment, such as why teachers moderate each other's writing in order to find which National Curriculum level is 'best fit' along with trainees' use of assessment for learning is developing. Nonetheless, the provider makes good use of its partners such as Leading Literacy Schools, and continually seeks out good practice. It is responding to primary curriculum guidance through its strong focus on ICT and creativity, the preparation of trainees to teach French, for example, and the consideration of global dimensions of learning.
23. The result of the university's good capacity to ensure the training it provides is preparing trainees well to meet the demands of teaching in the 21st century is demonstrated by the positive attitudes and attributes displayed by the trainees. These include: their commitment to hard work and willingness to get involved in the wider community of school life; the confidence to seek ways in which to inspire children; their pro-activity in improving their own knowledge with independent research; and their confidence in using ICT in the classroom. In addition, the trainees are able to make the important links in their planning between the Early Years Foundation Stage and Key Stage 1; they display up-to-date knowledge of mathematics and systematic synthetic phonics, and they are aware of the importance of maintaining confidentiality around child protection issues.

## Provision in the secondary phase

### Context

24. There are two routes leading to QTS: one undergraduate course leading to the award of BA (Hons) and one post-graduate course. Both routes prepare trainees to teach physical education to secondary-aged pupils. There are 62 trainees on the undergraduate course with 20 in their final year. There are 17 trainees on the PGCE course.

### Key strengths

25. The key strengths of the secondary training are:
- the honesty and openness of the provider in working to seek improvements
  - the ways in which the provider, schools and trainees work together as a partnership to expand trainees' abilities
  - the clear sense of direction evident among the capable team of trainers at all levels, which is leading to improvements
  - the commitment, enthusiasm and hard work of trainees
  - trainees' knowledge of their subject and effective approaches to teaching it.

### Recommendations

26. In order to improve further the attainment of trainees, and in particular to secure more at an outstanding level, the provider and partnership should:
- sharpen the focus on the learning and progress of all students when evaluating trainees' teaching
  - encourage trainees to reflect critically on their progress towards meeting the Standards for QTS (building on what has been learned from, for example, the e-portfolio pilot)
  - provide a range of opportunities for trainees to understand how to teach students from minority-ethnic backgrounds and/or who speak English as an additional language.
27. In order to strengthen the good arrangements for recruitment and selection the provider and the partnership should:
- continue efforts to broaden the diversity of trainees on its courses.

## Overall effectiveness

## Grade: 2

28. The overall effectiveness of Leeds Metropolitan University in securing high quality outcomes for secondary trainees is good in all respects.
29. The hallmark of this provider is the open and honest way in which it works with all of the partners to improve. On the basis of a clear understanding of its strengths and areas to develop, the course leaders have a clear direction which they are pursuing with concerted energy. Through good partnerships with schools and strong relationships with trainees it develops coherent and up-to-date courses. These effectively expand trainees' knowledge and understanding of the National Curriculum for physical education and approaches to teaching it well. Good partnership working also underpins the wide range of resources which enhance trainees' learning.
30. Trainees make good progress in reaching the Standards. This is partly because the provider selects trainees with useful experience and personal qualities as well as academic ability. The selection process has been improved to capture a fuller picture of applicants' potential. Applicants work through testing real-life scenarios with current trainees and are interviewed by questioners, who include school colleagues. The information gained at this stage is used well to inform individual targets and learning activities to be undertaken before courses formally begin.
31. Trainees make particularly good progress in securing suitable subject knowledge. They greatly appreciate their 'master classes' which make good use of the facilities and expertise of the Carnegie Faculty, the residential experience in outdoor centres and the practical learning about physical and sports education which takes place in a wide range of schools. The positive impact of subject knowledge enhancement is illustrated by the number of trainees, male and female, who spoke about their new-found confidence in teaching dance. Trainees learn how to plan sequences of lessons linked to the National Curriculum for their subject. They also learn how to create effective resources and how to use cameras and analytical software to raise pupils' achievement. Altogether, they acquire a good understanding of the breadth of the physical education curriculum and the practical skills to teach it effectively.
32. Courses are well structured to enable trainees to reflect on and apply new understanding. The tasks and assignments set give trainees good opportunities to put theory into practice and reflect on both. This has helped trainees to see clear links between current research on, for example, equality of opportunity in sport and physical education and their role in combating stereotyping in schools. Visits, to work with students with special educational needs and/or disabilities in a variety of special schools have led trainees to reflect on how they can overcome obstacles to achievement for all the students in their mainstream classes. The course has a good impact on trainees' awareness of equality of opportunity in sport and physical education.

33. All partners are committed to high quality training for trainees. Mentors are experienced teachers who offer much more than the stipulated minimum support. They assess trainees accurately and provide helpfully clear, subject-specific feedback and advice. As a result of close links with university colleagues, mentors are well aware of current priorities for training. They give trainees good opportunities to learn by observing a variety of teaching and learning in and beyond their own subject. Some trainees shadow the work of schools' sport coordinators, for example, or get involved in initiatives to improve students' speaking and listening skills. They receive useful training on whole-school as well as subject issues and are fully involved in the life of the school as fellow professionals.
34. Trainees' knowledge, skills and understanding are well monitored. Whether in school or at the university, good use is made of the helpfully exemplified 'Characteristics of Achievement' booklet written for the course. Trainees' action plans set increasingly challenging targets during and between school placements. Link tutors, who may be university or school-based, moderate assessments. The good support provided by school-based trainers complements that given by the university staff. Trainees appreciate highly the respected and unfailing guidance of personal tutors and describe some lectures and discussions as inspiring. Staff are well-qualified and have a wide range of experience, including in research. They have taken steps to guide trainees to research and reflect more deeply on their learning, for example, by integrating study skills within the course, giving fuller formative feedback on written assignments and using the interactivity of modern technology to monitor and encourage critical analysis.
35. Trainees are very enthusiastic and committed to their students and most secure employment as teachers. However, there are some inconsistencies in provision. It is left to trainees to brief schools about their individual training plans, leading to some variability in how well their training opportunities meet their needs. Not all trainees build on their central training by planning sequences of lessons independently when in school. The feedback trainees receive on their assignments and lesson observations does not always refer clearly to the Standards, missing a further opportunity to clarify which areas they need to prioritise. Trainees are not always effectively guided to focus their lesson evaluations on students' learning or the Standards. Lesson evaluations by trainees and trainers in some cases pay more attention to trainees' teaching than to students' learning. The quality of their research and their evaluation of their own strengths and areas for development varies, tending to be higher in terms of analysis and reflection for those who had chosen to use e-portfolios than others.
36. The provider's promotion of equality of opportunity, valuing of diversity and elimination of harassment and unlawful discrimination is good, as is illustrated by trainees' notable commitment to inclusive teaching and their good preparation to meet the needs of different groups of pupils. However, at this stage of training, trainees do not reliably plan to support and challenge the range of students in their classes, tending to teach to the middle range. Nor do all trainees gain practical experience of how to teach students from minority-

ethnic backgrounds or who speak English as an additional language. The provider has made good efforts to recruit from a more diverse range of applicants, through initiatives including those funded by the Training and Development Agency. The indications are that recruitment of identified groups will be in line with the sector in the coming year, suggesting that improved recruitment and selection processes are showing early signs of positive impact. The provider monitors outcomes for trainees by group, and its analyses show no significant differences.

## **The capacity for further improvement and/or sustaining high quality**

**Grade: 2**

37. The provider's capacity to improve is good. Its searching and rigorous self-evaluation draws on the views of its partners, including trainees, school-based trainers, headteachers and external examiners. The partnership steering committee evaluates the work of the partnership rigorously, not shirking any awkward messages in outcome data or critical feedback. Evaluation and planning meetings and discussions are described by those involved as 'open and listening'. The partnership has been instrumental in key developments in selection and assessment which underpin the improvement plan to broaden recruitment and raise attainment. Mentors have helped design and deliver imaginative new training initiatives, such as the Sports Education module, which are contributing to rising attainment. Current and recent trainees say their suggestions are taken seriously and lead to action. Examples include the more practical training in behaviour management, using role play, early in the course. Trainees' satisfaction with their preparation to teach students with special educational needs and/or disabilities has risen markedly, as a result of recent improvements in training. The practical approach used provided a model now being applied to aspects of inclusive teaching in which trainees feel less well prepared, such as teaching students from minority-ethnic backgrounds or who speak English as an additional language. This typifies the provider's systematic, reflexive and productive approach to improvement.
38. The partnership knows its schools well, selects rigorously and uses a developing database of what schools offer to match placements to trainees ever more effectively. Schools are flexible and helpful in ensuring trainees have positive experiences even when practical problems such as amalgamation programmes cause difficulties. However, steps to resolve organisational problems at the university have not always satisfied all trainees.
39. The provider anticipates and responds well to change and to national and local initiatives. Trainees have a good understanding of developments which affect their subject, for example, in the curriculum and qualifications for 14 to 19 year olds. Maintaining good behaviour ranks alongside overcoming other obstacles to good achievement in being an area for continuing development more frequently identified by trainees and recent trainees. However, the balance of

evidence indicates that they are well prepared in this respect, and equally to teach literacy, numeracy and team-work skills through their subject.

40. The provider's improvement plan is clearly focused on priorities arising from rigorous evaluation. It uses a range of success criteria to quantify targets for widening recruitment and to measure the impact of training on the extent to which trainees demonstrate the Standards. Where trends can be identified, they are moving upwards. The secondary programme continually seeks out good practice, whether in the primary course, current research or other providers.

## Summary of inspection grades<sup>1</sup>

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

### Overall effectiveness

		Primary	Secondary
<b>How effective is the provision in securing high quality outcomes for trainees?</b>		<b>2</b>	<b>2</b>
Trainees' attainment	How well do trainees attain?	2	2
Factors contributing to trainees attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	2	2
	To what extent are available resources used effectively and efficiently?	2	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	2	2

### CAPACITY TO IMPROVE FURTHER AND/OR SUSTAIN HIGH QUALITY

		Primary	Secondary
<b>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?</b>		<b>2</b>	<b>2</b>
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		2	2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		2	2
How effectively does the provider plan and take action for improvement?		2	2

<sup>1</sup> 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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