

University of Huddersfield

Initial Teacher Education inspection report

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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. The University of Huddersfield, through its School of Education and Professional Development, works in partnership with schools within the surrounding local authorities to provide initial teacher education (ITE) leading to qualified teacher status (QTS) in both the primary and secondary phases.
4. The courses offered include a Bachelor of Arts (Early Years and Key Stage 1) honours degree in primary education with qualified teacher status and a one-year Postgraduate Certificate in Education (Early Years and Key Stage 1). A one-year Postgraduate Certificate in Education is offered in eight secondary subjects.
5. A particular feature of ITE at Huddersfield is the large scale in-service provision for further education (FE) and lifelong learning sector teachers delivered through an extensive network of 25 partners. The partnership covers a wide area of the north of England and includes colleges in Greater Manchester, Lancashire, Lincolnshire, Humberside and the North-East as well as Yorkshire. This provision is managed through the Consortium for Post-Compulsory Education and Training

(CPCET). Each of the partners offers the in-service Certificate in Education (Lifelong Learning) and Professional Graduate Certificate in Education (Lifelong Learning). The pre-service Certificate in Education (Lifelong Learning) and Professional Graduate Certificate in Education (Lifelong Learning) are available only at the university and the Grimsby Institute. The Postgraduate Certificate in Education (Lifelong Learning) is available only to trainees based at the university's own campuses in Huddersfield, Barnsley and Oldham.

6. In 2007 the University was awarded Centre for Excellence in Teacher Training status and the Huddersfield University Distributed Centre for Excellence in Teacher Training (HUDCETT) was established. HUDCETT, through CPCET and the University, is involved in research, training and the dissemination of good practice.

A commentary on the provision

7. The following are particular features of the provider and its initial teacher training programmes:
 - the outstanding use of human and physical resources, including staff development and professional formation, which aids understanding and learning by staff, trainees and their learners
 - the outstanding anticipation of, preparation for and response to national and local changes which benefit staff, trainees and partner institutions
 - very competent managers and very dedicated staff who model good practice and promote trainees' progress
 - very effective academic and pastoral support which motivate more-able trainees and sustain the involvement of those trainees at risk.
8. There are particularly strong features in some programmes that could be applied to other programmes or aspects of the provision:
 - the consistent quality assurance processes which lead to very effective action planning in the primary phase
 - the very individualised training plans for trainees in the primary sector which set very high expectations and challenge trainees to attain at high standards.
9. The following recommendations should be considered to improve the quality of the outcomes for trainees:
 - increase the rigour of the monitoring of the effectiveness of host teachers in the secondary phase and mentors in the further education phase to ensure that all reach the high standards of the majority
 - increase the effectiveness of improvement planning in the secondary and further education phases so that more trainees attain at higher levels.

Provision in the primary phase

Context

10. The University of Huddersfield works in partnership with 38 schools, which serve diverse communities in seven local authorities ranging from rural to large inner city areas. The partnership includes 13 infant and nursery schools. It offers a Bachelor of Arts honours (Early Years and Key Stage 1) degree in primary education with qualified teacher status and a one-year Postgraduate Certificate in Education (Early Years and Key Stage 1). At the time of the inspection there were 56 trainees following the degree programme and eight following the postgraduate route. Trainee numbers are small and this makes comparisons with national averages of different groups of trainees difficult.

Key strengths

11. The key strengths are:
- the commitment and drive of the course leader and the partnership in ensuring trainees make at least good progress
 - the assessment of the ongoing needs of trainees which ensures high levels of support and personalised training and that trainees make at least good progress
 - the partnership's success in ensuring trainees are very well prepared to teach phonics and early reading in ways that capture the imagination of pupils and ensure their progress
 - the partnership's ability to draw on 'best practice' and resources to extend the learning opportunities of trainees in contrasting settings and contexts
 - the partnership's challenging of more-able trainees and the impact of this work on the pupils they teach
 - the very good professional attributes displayed by trainees and their commitment to their courses
 - trainees' very clear understanding of the diverse nature of pupils and their commitment to inclusivity.

Recommendations

12. In order to enhance trainees' already very good progress and attainment, the partnership should:
- ensure the high quality feedback and target setting that exists in the great majority of cases should be evident in every case.
13. In order to enhance the already very effective systems of quality assurance, the partnership should:
- measure the impact of its actions on the pupils that trainees teach in quantitative as well as qualitative terms.

Overall effectiveness

Grade: 1

14. Trainees benefit from outstanding provision, as judged in the provider's self-evaluation. Regardless of their varied backgrounds, they make at least good progress to attain outstanding outcomes. Key strengths include; the very good professional attributes displayed by trainees; their commitment to their courses; their very clear understanding of the diverse nature of their pupils and their commitment to inclusivity. Trainees are very well prepared to teach phonics and to teach in a diverse society. They typically plan lessons which include opportunities for assessment and take account of the different needs of their pupils, including providing an appropriate level of challenge for the more able. As a consequence, trainees use translators for pupils who have English as an additional language very effectively; promote community cohesion to develop friendships with pupils from different heritages in other schools and challenge, through well considered assignments, issues such as homophobic stereotyping in the Early Years Foundation Stage.
15. The arrangements for the selection of trainees are outstanding. Right from the very beginning of the selection stage, trainees are known and valued as individuals. Carefully planned tasks and discussions identify very well which trainees are best suited to the course. Members of the partnership shape the process, for example, in encouraging the use of role play and a range of questioning styles. Such activities, coupled with discussions about current themes in education, make challenging demands on interviewees. Expectations are high which means that although large numbers apply, including those from under-represented groups, not all are successful in gaining a place on the course. Such candidates are provided with helpful and constructive feedback to explain why their applications were unsuccessful. Those who are successful, however, display resilience and the potential for the physical and intellectual demands of teaching in the Early Years Foundation Stage and in Key Stage 1. The information gained at the interview stage is used very effectively to identify areas where individuals and groups of trainees need specific support or additional challenge. As a result, trainees get off to a flying start. Indeed, a key strength of this partnership is the assessment of the ongoing needs of trainees. This ensures high levels of support are provided, training is personalised, and trainees make at least good progress. A wide range of data concerning the progress of trainees is interrogated regularly throughout the training, including analysis by minority ethnic background, gender, age, subject and trainees' grades. Such interrogation ensures that no trainee is allowed to 'coast'.
16. Training and assessment, the effective and efficient use of resources and the extent to which the provision across the partnership is of consistently high quality, are all outstanding. Trainees' and the partnership's satisfaction rates are unsurprisingly high as all elements of the training combine very well to enable trainees to deliver, as expressed by a former trainee, 'active, fun and enthusiastic learning'. Taught sessions are practical in nature. They provide strong opportunities for reflection, evaluation and critical analysis with the learning of pupils, including different groups of pupils, at their heart. First year

trainees enjoy thoroughly the opportunities to develop their own confidence in using a range of simple instruments to create a pirate song complete with drone, singing and actions to the rhythm. Throughout the session, the leader skilfully prompted and questioned the trainees to put themselves in the place of pupils and consider very carefully how activities could be adapted to support the learning of those in Year 1 or in Reception.

17. Taught sessions and wider partnership involvement also provide trainees with extensive coverage of the National Curriculum in Key Stage 1 and the Early Years Foundation Stage, through school-based sessions in information and communication technology. Such training equips trainees very well with additional skills, such as the ability of undergraduates by the end of their training to play five chords on the guitar. The subject knowledge development of trainees is also given high priority, as is its link to pedagogy. Audits for example, in English, mathematics, science and Information and Communication Technology, ascertain quickly and very well trainees' strengths and areas for development. As a result, areas for development are woven into courses and trainees' training plans to provide bespoke opportunities for development. Trainees use their increasing subject knowledge by, for example, creating interesting 'story sacks' which relate to well known books and enhance the mathematical skills of their pupils.
18. A further strength is the partnership's success in ensuring trainees are very well prepared to teach phonics and early reading in ways that capture the imagination of pupils and ensure their progress. Although numbers are small, satisfaction rates recorded in the Training and Development Agency's newly qualified teacher survey are high and rising. Trainees' files show they can plan and assess phonics at least well and understand the preparatory work that is required before Phase 1 to ensure their pupils can access learning at their own levels. Trainees identify pupils' misconceptions well and, importantly, strategies to be taken to secure improvement. Impact studies highlight the increasing confidence and accuracy of those taught by trainees in recognising phonemes and in segmenting and blending.
19. The quality of mentoring is high. Nothing is left to chance. Where, on a very few occasions, issues arise they are resolved quickly and effectively. The progress of trainees is summarised very well. In a very few cases, feedback and target setting are not as sharp as they are usually. Advanced mentors play a key role in providing support to mentors and schools new to the partnership. In addition, they work with groups of trainees in schools with guided reading and writing activities and help design course programmes. The partnership's challenging of more-able trainees and the impact of this work on the pupils they teach is a further key strength. More-able trainees have, this year, worked with a group of underachieving writers in school. Evaluations of impact identify that the pupils make good progress because of this work. The highly effective monitoring of the progress of individual trainees, coupled with the impact on learners and trainees' strong sense of inclusivity demonstrate well that the promotion of equality of opportunity and the valuing of diversity are outstanding.

The capacity for further improvement and/or sustaining high quality

Grade: 1

20. The partnership demonstrates outstanding capacity to improve further and sustain high quality. This confirms the partnership's own evaluation. A key contributory factor towards this is the commitment and drive of the course leaders and the partnership in ensuring trainees make at least good progress. The three course team members based at the university are held in very high regard. The partnership's systems for evaluating the quality of its provision and outcomes for trainees are strong, robust, regular and frequent. Evaluations involve all stakeholders, including schools, trainees, former trainees and external examiners, and inform the very clear cycle of quality assurance. Satisfaction rates, including from course evaluations, are high. The course committee, which includes strong representation from trainees across all courses and year groups, has brought about key improvements. These include: the blocking of serial days to allow trainees to get to know pupils well before they start their school experience; the inclusion of the substantial Early Years Foundation Stage portfolios as part of the assessment of trainees (not previously the case); the continuing strengthening of courses to ensure subject knowledge development is ongoing; and, following relatively weak satisfaction rates previously about preparedness to teach pupils from different cultures and with English as an additional language, the establishment of placements in schools where such experience may be gained. In addition, the findings from lesson observations in different subjects are reviewed and courses amended to reflect improvements, such as the subject knowledge development in mathematics.
21. A key strength of the partnership is its ability to draw on best practice and resources to extend the learning opportunities of trainees in contrasting settings and contexts. A wide range of resources found in schools and other settings is available to trainees via taught sessions, the internet and the well equipped schools (most of which have been judged by Ofsted as good or better). Where schools have been judged to be satisfactory, the partnership is rigorous in identifying strengths, such as in the quality of mentoring or the Early Years Foundation Stage. As a result, schools are strong role models for trainees. Schools are willing to allow their skills to be drawn on, for example through leading mathematics schools and sharing expertise in 'Reading Recovery', teaching disabled pupils and those who have special educational needs and pupils with English as an additional language and Information and Communication Technology. Such is the rigour with which the partnership monitors each trainee's entitlement, that each is assured of a range of placements and opportunities that equip them well not only to teach in a diverse society but also to be prepared well to take on important responsibilities in school, such as the role of the special educational needs coordinator.
22. Currently, the partnership's evaluations focus on outcomes for trainees. While this is welcome, necessary and helpful, the partnership recognises its next step is to measure the impact of its actions on the pupils whom trainees teach. This is being attempted with excellent examples of trainees providing photographic

evidence and critical analysis of pupils' improving knowledge and understanding of number bonds. Evaluations, though, tend to be qualitative, concentrating on how pupils feel.

23. As in its last inspection, the partnership anticipates and responds to change outstandingly well. Its ongoing work to develop mentors' understanding of assessing trainees' skills in teaching phonics and its work with disabled pupils and those who have special educational needs has received national recognition. Its leaders keep abreast very well of all national developments through their representation on key groups and publishing in Early Years and dyslexia. The partnership has responded most effectively and in a timely and considered fashion to more recent developments relating to school-based training through its involvement in two teaching schools alliances. In addition, it has created and filled a new postgraduate course. This course is of the same high quality as that of the established undergraduate route. The partnership has responded very well to preparing trainees to meet the demands of the national priorities of behaviour and English as an additional language. Trainees know of, and are able to use, a wide range of strategies to promote positive behaviour. In explaining and demonstrating the use of 'marshmallow claps' and 'fireworks', trainees not only understood the need to keep their pupils fully engaged in their learning, but also the clear link between teaching quality and the behaviour of their pupils.
24. The partnership's ability to plan and take action is outstanding. What stands out is the constant taking of swift action by the course team members and the partnership as a whole. Nothing stands still. The recommendations from the previous inspection report have not only been addressed, they are refined continually. The course and subject action plans are most appropriate and are based on the provider's extensive systems for self-evaluation. They reflect the national priorities very well and promote high quality and inclusion. The partnership is constantly looking at itself and identifying where others, both in and outside the partnership, can contribute. It has, for example, developed links with Kindergartens and Montessori settings in Beijing as well as extending its training in ICT more locally. The true test, though, of the success of the partnership's plans and actions is the impact on the quality of overall provision and the resulting outcomes for trainees. Both are outstanding.

Provision in the secondary phase

Context

25. The University of Huddersfield works in partnership with approximately 60 secondary schools and other educational establishments to offer initial teacher education leading to the award of qualified teacher status. Through successful completion of assignments and teaching placements, trainees are able to gain the award of a postgraduate certificate in education (PGCE), which includes academic credits at masters level. The provider offers training in the 11 to 16 age range in biology, chemistry, design and technology, mathematics, music and physics. It offers a 14 to 19 course in business studies with optional citizenship enhancement (which allows coverage of Key Stage 3) and an 11 to 18 course in information and communication technology. Approximately 90 trainees were recruited to start in September 2011.

Key strengths

26. The key strengths are:
- highly personalised training programmes that are adapted very effectively to meet the individual needs of trainees and support them to complete their training successfully
 - the high level of coherence between the professional and subject-specific courses and the timeliness of the assignments, so that trainees make good progress
 - excellent resources, both material and human, that are used effectively and highly efficiently across the partnership to support trainees' good and improving outcomes
 - excellent relationships between all partners in the training and easy communication followed by speedy responses when needed, leading to high levels of trainees' satisfaction
 - the excellent links members of the partnership have with national networks that enable them to have a very good ability to foresee future needs and plan effectively for them.

Recommendations

27. In order to improve trainees' progress and attainment, the partnership should:
- increase the proportion of trainees who are outstanding by the end of the training by developing further their ability to reflect on their own practice
 - reduce the variability in the quality of mentoring by ensuring all partners are clear about their responsibilities for monitoring the effectiveness of the feedback that trainees receive

- increase the rigour and incisiveness of development planning in order to accelerate improvements.

Overall effectiveness

Grade: 2

28. Overall effectiveness is good and this agrees with the partnership's own judgement. Trainees' attainment is rising, with a higher proportion of trainees being graded good or better each year. Trainees have high expectations of pupils in their classes. They are very good at building relationships with their pupils because they have good 'people skills' in relation to their teachers' role. They project a confident classroom presence and develop good behaviour management strategies. They manage activities in their classrooms well so that learning proceeds at a steady pace.
29. The selection process is rigorous, but applicants feel confident and supported enabling them to give of their best. Schools are very actively involved in the process, ensuring that the interview tasks reflect current lesson experiences. The course is popular and the provider meets its recruitment targets, even in subjects where this is often difficult. The recruitment of trainees from under-represented groups is above average. The provider is willing to take a risk with applicants who do not fit the average profile, but who nevertheless appear to have the potential. The effective support they are given allows them to complete the course successfully.
30. Subject enhancement is a strong feature of the training, building on thorough identification of need with timely interventions, so that trainees with a range of qualifications make good progress. No trainees make inadequate progress, although the number withdrawing from the course is relatively high. Some return to complete their training at a later date, but for others, the reality of life in the classroom does not match their expectations. The provision is making a good contribution to local needs, with many trainees finding employment in local schools. The retention of former trainees in the profession is high and many become mentors on the course.
31. Trainees are very satisfied with the course, which provides them with an appropriate range of experiences and complementary school experiences. Opportunities are built in to allow for any gaps in trainees' experiences to be filled where necessary. Theoretical and work-based elements of the training combine well. Assignments and topics are timely. For example, the early work on behaviour builds trainees' confidence and the primary experience has a positive impact on their awareness of issues that span the key stages.
32. Systems and procedures for passing on information about trainees' progress between placements are good. However, the quality of targets set for trainees is variable and the level of challenge does not always increase sufficiently in order to ensure more make outstanding progress. Documentation has been revised to provide helpful prompts to guide discussion and support reflection. These are

not yet fully effective and, as a result, a weaker aspect of trainees' development is their ability to reflect critically on their practice.

33. The effective, efficient and generous use made of a wide range of resources has a beneficial impact on trainees and on partnership schools, their staff and pupils. Excellent facilities at the university replicate the classroom environment, supporting the development of trainees who are confident and comfortable in their teaching areas. Resources can be borrowed for use in placements, supporting the link between the theoretical university-based input and trainees' in-school practice. Trainees have very good access to information and communication technology and easy access to resources and additional support services in the university. Additional collaboration with other providers and outside agencies makes the use of resources extremely cost-effective.
34. All members of the partnership are highly committed to securing the best possible outcomes for trainees. Training for new mentors is good. Collaborative training, held in partnership with other providers, supports good attendance by providing a range of venues. Generous funding is provided to allow newly appointed professional mentors to be inducted quickly. Very good communication, at all levels, ensures that trainees are fully supported both personally and professionally.
35. Variability in the quality of mentoring, however, is evident across the partnership, particularly in the quality of the targets set for trainees and in the monitoring of their progress towards those targets. This limits the development of trainees' ability to reflect on their progress. Documentation has been streamlined and this supports consistency between subject and professional courses well, but is still not providing a clear and consistent vision of what an outstanding trainee might look like. The impact of this is seen in the variability of trainees' targets. A mentor website has recently been introduced, but not all mentors are accessing this.
36. The provider attracts applications from under-represented groups successfully, and recruits above average numbers of trainees from minority ethnic backgrounds. Highly personalised and effective support is provided for all trainees and the training promotes tolerance and understanding actively. University-wide strong systems in relation to equality and diversity matters mean that rigorous attention is paid to policy monitoring and development. This ensures positive images of all groups in marketing and resources, good relationships and high expectations of tolerance. All data on trainee progress are carefully analysed by groups to ensure any issues are quickly identified and resolved. Trainees with dyslexia or needing other additional support are enabled to succeed in their training. The subject coordinators are also personal tutors and so develop a deep understanding of the needs of the trainees in their groups. Placements are very carefully chosen to ensure they provide experiences that will support trainees to be successful in teaching in a wide range of school contexts.

37. The partnership promotes equality of opportunity, values diversity and eliminates harassment and unlawful discrimination outstandingly well. Trainees understand issues relating to inclusion exceptionally well, as a result of the focus in their training on meeting individual needs, but also through additional opportunities to strengthen their understanding. Examples include a one-day conference on equality which includes schools and pupils, and the requirement for all trainees to gain experience working as a classroom assistant in a different subject area from their own. Every trainee has an opportunity to teach pupils with English as an additional language and students from the university who were looked after as children, have given presentations on their perceptions of education. Groups in professional sessions are carefully constructed to promote collaboration. Subjects contribute to developing cultural awareness. For example, cultural elements are explored in music, and science trainees explored planning a lesson from a Muslim perspective.

The capacity for further improvement and/or sustaining high quality

Grade: 2

38. The provider demonstrates good capacity to improve because there is a steady improvement over time in the outcomes for trainees. This confirms the accuracy of the partnership's self-evaluation. Leaders at all levels have a very good ability to foresee developments and be prepared to plan for and take successful action in response to national and local issues. Good self-evaluation ensures priorities for improvement are based on evidence from improved data analysis and then set out in good plans for future developments. Despite this good capacity, some variability remains in the quality of mentoring.
39. The quality of the systems for monitoring and evaluating the effectiveness of the provision is good. As a result, the provider knows its strengths, weaknesses and areas for development well. The inspection validated the vast majority of the grades in its self-evaluation. The systems for assessing and moderating judgements, for both practical and written work by trainees, are comprehensive. These ensure judgements are accurate. The process for evaluation is shared across all partners which ensures consistency in both process and understanding. This in turn strengthens developmental work.
40. The course leaders are supported by university systems for monitoring the quality of the provision which are strong and provide a good structure for internal monitoring. An annual evaluation report is completed relating to the previous academic year and is presented each December. This evaluates and comments on actions over the year, trainees' achievement, retention and completion rates and applications analysed by gender, disability, ethnicity and age on entry. Regular quality assurance activities take place and increasingly include joint observations with mentors of trainees' lessons and of the feedback. The provider is decisive and firm when weaknesses are found. This leads to schools being deselected where necessary to safeguard trainees' progress. The impact of this approach is evident in the high levels of trainees' satisfaction with

their placements and the stable nature of the partnership which has many long-standing members.

41. Evidence to support self-evaluation is taken from a good range of sources including from trainees and partners. The partnership steering committee includes trainees and professional mentors who give examples of how they instigate and drive improvements. External examiner instructions are clear and their reports are used well in development planning. Recently, the feedback forms, used after quality assurance visits have taken place, have been extended to include comments on the quality of mentoring within the school. The provider has improved the analysis of tracking data and analysis of progress by groups, although the systematic use of the process is not yet fully embedded.
42. Subject leaders are at the heart of their subject networks and the partnership includes training schools. This provides excellent links to external debates, renewing and enhancing expertise within the team, and an excellent ability to be prepared for necessary changes. As a result, the provider has made highly effective and very timely responses to government initiatives. For example, the increased focus on teaching disabled pupils and those who have special educational needs and the focus on literacy through participation in national projects. Trainees have improved their practice in these aspects and partnership schools have benefitted through the staff development opportunities these initiatives have afforded them.
43. Many course tutors act as external examiners for other providers, including for Teach First. This allows the provider to evaluate its provision against a range of benchmarks accurately. Managers have used innovative and creative solutions to improve provision in a national climate of diminishing resources. Developments are built into training programmes speedily, because of the flexibility of the course. The clear integration of different strands of the training ensures consistency is not compromised. Excellent communication across the partnership ensures all are aware and can respond promptly.
44. There has been a steady pattern of improvement in outcomes for all groups of trainees over time. Priorities for improvement are accurately identified, flowing as they do from good self-evaluation. Development plans have been improved since the last inspection, but still lack sufficiently clear success criteria with measurable targets in order to accelerate the rate of improvement. They lack clarity regarding who will be responsible for delivering the improvements and who will monitor and evaluate progress. Trainees' outcomes are included in the success criteria and the means to analyse data on progress and outcomes has improved, with the result that attainment is rising. However, development planning is still not incisive enough to drive improvements and lead to outstanding progress for a greater proportion of trainees.

Initial teacher education for the further education system

Context

45. The University of Huddersfield works in partnership with 25 colleges across the North of England to provide initial teacher education for teachers and trainers in the further education system. Courses lead to the University's Certificate in Education (Lifelong Learning); Professional Graduate Certificate in Education (Lifelong Learning) and Postgraduate Certificate in Education (Lifelong Learning). The latter award is currently available only to trainees based at the University's own campuses. The qualifications meet the statutory requirements, were endorsed by Standards Verification UK, and are registered on the Institute for Learning's ITT/E Qualifications Register. Provision is offered across the partnership on a part-time, in-service basis. In addition, the University offers pre-service courses at its campuses in Huddersfield, Barnsley and Oldham as well as at the Grimsby Institute. Currently, over 2,500 trainees follow ITE for further education courses, of whom approximately 240 are on pre-service provision.

Key strengths

46. The key strengths are:
- very effective managers and highly gifted and dedicated course teams who model 'best practice' consistently
 - good partnership arrangements that support trainees and trainers well
 - high quality academic, pastoral and specialist support for, and responsiveness to, trainees which make a good contribution to their progress
 - the good development of trainees' reflective practice which helps them to contribute to their own action planning, complemented by the good constructive feedback which improves practice
 - a well balanced programme with a clearly defined structure which drives the development of effective teaching practice
 - outstanding resources which lead to innovative use of creative and innovative technologies in trainees' own practice.

Recommendations

47. In order to improve trainees' progress and attainment, the partnership should:
- develop ways to provide evidence to demonstrate the quality of attainment of trainees
 - ensure that mentor support across the consortium is consistently effective.

48. In order to increase the rigour of the recruitment and selection processes, the provider should:
- obtain more specific details relating to applicants' suitability to work with children and vulnerable adults.

Overall effectiveness

Grade: 2

49. The overall effectiveness of the provider in securing high-quality outcomes for trainees is good. This agrees with the partnership's own judgement. Success rates on the in-service and pre-service programmes have been high but constant between 2008 and 2011. On the in-service programme, male success rates are consistently but not significantly lower than female success rates. There are no significant differences in success rates by gender on the pre-service programme. Trainees with disabilities generally outperform those without disabilities on the in-service programme, but the reverse is true on the pre-service programme. The assessments by programme tutors of both trainees' lessons and trainees' overall achievement are accurate. Although the provider has now introduced grading based on trainees' self-assessment, it has not previously had reliable grading data. Consequently, it has judged trainees' outcomes mainly on retention, achievement and success rates, rather than by using quantitative assessments of trainees' attainments.
50. Trainees are enthusiastic and motivated and apply what they have learned on the programme to their own teaching and learning. They make good use of effective resources. They apply a wide range of activities creatively to engage their learners and enliven and enrich their learning. Trainees' lesson planning and clear learning outcomes ensure that their learners are aware of the progress they make in lessons. Trainees plan for differentiation well and use a variety of strategies to meet their learners' needs. Trainees' reflection on developmental needs and effective preparation for, and evaluation of, their lessons is good. Trainees identify learners' support needs accurately and are adept at meeting them. Trainees' good subject knowledge, understanding of their sectors and their relevant industrial/commercial experience have a positive impact on learners' progress and achievement. Trainees have good knowledge of the minimum core and incorporate numeracy and literacy in their lessons to develop their learners' skills. Trainees are confident, articulate and present themselves well. They are well prepared to promote good behaviour and demonstrate effective classroom management skills.
51. Recruitment and selection are good. The recruitment process is rigorous. Selection criteria are clear and managers apply them consistently across the partnership. Managers collect and analyse recruitment data by gender, disability and ethnicity routinely. Staff conduct diagnostic testing to identify trainees' literacy and numeracy support needs after enrolment and induction. The use of a common electronic admissions procedure and an on-line application form has shortened the admissions process and enabled quicker feedback to applicants. Staff use outcomes from the initial assessment and trainees' self assessment to determine a definite starting point for each trainee. Trainees identify areas they

need or wish to develop and staff monitor their progress against these during the programme. Many trainees use the period between year 1 and year 2 to take additional intermediate level qualifications or work on other clearly identified targets. On the pre-service course, university staff use their comprehensive knowledge of sector institutions to arrange appropriate trainee placements. The quality assurance of the provision in placement institutions is rigorous. The provider asks in-service applicants (and their referees) to confirm that they have current checks on their suitability to work with children and young people, but does not request the associated reference numbers and dates.

52. Training and assessment are good. The development of trainees' reflective practice is good and this helps them to contribute to their own action planning. Assessment processes are very effective and use good, constructive feedback to improve trainees' practice. Tutors provide feedback skilfully to trainees on their lesson observations in order to ensure a balance of formative practical suggestions for improvement and to develop trainees' own skills in self-evaluation. Trainees appreciate tutors' modelling of good pedagogical practice in their teaching. The quality of academic, pastoral and specialist support for, and responsiveness to, trainees is high. These support systems contribute strongly to trainees' progress. The well balanced programmes have clearly defined structures which enable the development of effective teaching practice. On the pre-service programme, the leading lecture programme is challenging and provides a stimulus for developments in trainees' practice. On the pre-service course, university tutors' subject specialist knowledge is a real strength of the training. In-service trainees across the partnership benefit from this as part of The Subject Specialist Module. The associated conference and on-line networking are very effective. Most mentors add considerable value to trainees' learning experiences. There is a valuable culture of mentoring across the colleges that embraces both formal and informal systems. Mentor pairs are carefully matched and the reciprocal sharing of skills and knowledge between subject specific mentors and their mentees is good. In a minority of cases, however, mentors' feedback is too generic and lacks subject-specific guidance. Mentors benefit from the training and support given by the university. University staff have extended mentor training considerably since the last inspection. Staff track trainees' progress effectively using the personal development planner. Often a strong, clear trail from one observation to the next is evident in which a mentor or tutor monitors progress made by trainees. The preparation of trainees for teaching observations is excellent. It requires trainees to specify development points, a rationale for planning and how they intend to assess learning, support differentiation and address literacy and numeracy issues. Trainees evaluate their lessons systematically. Most tutors mark assignments thoroughly and provide detailed developmental feedback. Assessment is thorough and is improved by using good cross-moderation processes.
53. The provider is outstanding in the extent to which available resources are used effectively and efficiently. Teaching accommodation across the partnership is well equipped and provides good learning environments conducive to learning. Tutors and most mentors are well qualified and experienced. Trainees are encouraged to adopt a creative approach to the use of teaching and learning strategies. The university has developed a range of high quality e-learning

resources which are accessible across the partnership and which benefit trainees considerably. Library resources are accessible to all trainees across the partnership. The subject specialist conference is well supported by on-line tutors to stimulate and oversee discussions and to support trainees in their preparation for the conference. The use of the on-line forum exemplifies good practice which some trainees are beginning to incorporate into their own training and workplaces. The specialist conference is of considerable value to trainees. The university encourages trainees, especially in their subject specialist groups, to share their practice through Facebook, blogs and Twitter.

54. The quality of the provision across the partnership is good. Tutors play an active part in partnership and university cross-marking/moderation meetings. Programme teams at partner colleges are extremely positive about the partnership with each other and the university. This offers excellent administrative support, accessible tutors, access to development days and conferences. Trainees benefit from responsive and supportive college staff, especially when they experience difficult personal circumstances. At one college, staff provided a revised and tailored tutorial programme and alternative progress routes. At another, staff provided empathetic and practical support when one trainee had to extend end dates due to personal issues.
55. The extent to which the provision promotes equality of opportunity, values diversity and eliminates harassment and unlawful discrimination is good. Equality and diversity are frequently a central part of training sessions. Tutors challenge stereotypical comments. Equality of opportunity and valuing diversity are embedded in the courses and in the observation process. Trainees are valued and supported. Trainees are well aware of diversity and address the implications in teaching and learning effectively. They consider equality and diversity in their lesson plans and schemes of work. Trainees express confidence in ensuring inclusive classroom practice and speak confidently about equality and diversity related to their practice. They are well prepared for teaching disabled learners and those who have special educational needs, and embedding inclusivity. Many staff attend the university's equality and diversity related events and place materials on virtual learning environments for use with trainees to good effect. There are no instances of unlawful discrimination or harassment of trainees or staff.

The capacity for further improvement and/or sustaining high quality

Grade: 2

56. The capacity to improve and/or sustain high quality is good. This disagrees with the partnership's judgement of outstanding. The effectiveness with which the management at all levels evaluates performance in order to improve or sustain high quality is good. As in the previous inspection report, the self-evaluation document demonstrates that managers are clear in their understanding of the key strengths of the provision and of the main areas to develop to secure improvements in trainees' outcomes. The provider uses a wider range of data on trainees' outcomes than at the last inspection. Managers use these data

consistently and effectively to evaluate the progress which individuals, groups and cohorts of trainees make, given their different starting points. They use the data to inform planning and target setting for improvement at centre and partnership level. They note carefully the views of external examiners and include relevant recommendations in their self-evaluation. All partners are involved in the university's self-evaluation process fully. Managers intervene when they become aware of areas of concern. These are identified through monitoring of 'student panel reports', feedback from centre tutors, discussions in network meetings and reports from designated academic liaison officers. The evaluation of the quality of trainees' experience indicates good practice in tutors' support, detailed and constructive feedback to trainees and the 'Study Buddy' system for trainees. However, the limited breadth of teaching experience for pre-service trainees based outside colleges, the variable quality of placements, the monitoring of progress towards targets and grading are areas for development. The trainees' voice is prominent in evaluation particularly through student panels and on-line questionnaires.

57. The extent to which the leadership at all levels anticipates change, and prepares for and responds to national and local initiatives is outstanding. The partnership has responded pro-actively to change in the sector and helps to shape, as well as respond to, developments at national level. This is particularly so with the establishing and sustaining of HUDCETT. This incorporates an on-line subject specialist initiative and includes the consortium as a means of developing the reform agenda for Further Education teacher training. HUDCETT has raised the profile of teacher education and its value and has been particularly active in skills development, especially in e-learning and information and communication technology. A particular achievement has been the publication of a journal to inform and improve practice which is disseminated nationally across centres for excellence. Key university staff are active in monitoring, researching and informing national developments in the sector. Course-related publications are extensive and demonstrate a high level of research and scholarship, often involving collaboration across the consortium. Changes in the profile of trainees have led to the development of several research and publication projects to inform and support the partnership's work. These include textbooks on creative teaching and a monograph on young people not in employment, education or training and their experiences of programmes aimed to increase their employability. A second edition of a widely used textbook on teaching in lifelong learning, with over thirty contributors from the university and consortium colleges, is currently in preparation and will provide discussion of relevant changes in the sector, which are also reflected in the regular updating of course modules. These developments have a beneficial impact on trainees and their development. The provider's teacher training courses and national developments underpin the delivery of good teaching and learning amongst the partner colleges.
58. The extent to which the provider plans and takes action for improvement is good. The improvement plan is developed by partner staff alongside university colleagues in workshop settings. The provider's improvement planning is detailed and systematic with specific, measurable proposed actions, clear allocation of responsibility and realistic target and completion dates. The partnership has

addressed rigorously the required actions and recommendations of the last inspection report. It considers its main priorities for improvement against each of the Ofsted key inspection questions systematically. Particular developments since the last inspection relate to: grading; quantitative analysis of trainees' progress; enhancement of the monitoring of progress and of subject pedagogy; increased availability to trainees of scholarly work; improvements in mentor training, recording and support; integration of equality and diversity issues with the subject specialist module; training for tutors; and measures to maintain and increase retention and achievement rates at a time of contracting employment opportunities in the sector. However, the provider is limited at this time in being able to demonstrate the impact of these improvements on trainees' outcomes. Success rates on both pre-service and in-service programmes over the last three years, although high, do not show a clear trend of improvement. With the development of the grading of trainees' attainment in its early stages, the provider is not yet able to demonstrate clearly improvements in the levels of attainment of its trainees.

Annex: Partnership colleges

The partnership includes the following colleges:

Accrington and Rossendale College
Askham Bryan College
Bishop Burton College
Boston College
Calderdale College
Craven College
Dearne Valley College
East Riding College
Grimsby Institute
Harrogate College (part of the Hull College Group)
Hull College
Kirklees College
Leeds City College
The Manchester College
Nelson and Colne College
North Lindsey College
The Northern College
Rotherham College of Arts and Technology
Selby College
South Tyneside College
Stockton Riverside College
Tameside College
Wakefield College
York College
Yorkshire Coast College (part of the Grimsby Institute Group)

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	Secondary	ITE for FE
How effective is the provision in securing high quality outcomes for trainees?		1	2	2
Trainees' attainment	How well do trainees attain?	1	2	2
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	1	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?	1	2	2
	To what extent are available resources used effectively and efficiently?	1	1	1
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1	2	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	1	2

Capacity to improve further and/or sustain high quality

		Primary	Secondary	ITE for FE
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?		1	2	2
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		1	2	2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		1	1	1
How effectively does the provider plan and take action for improvement?		1	2	2

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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