

Anglia Ruskin University

Initial Teacher Education inspection report

12–15 May 2014

This inspection was carried out by Her Majesty’s Inspectors in accordance with the *ITE Inspection Handbook*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from January 2013.

The inspection draws upon evidence from each phase and separate programme within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	3	3
The outcomes for trainees	3	3
The quality of training across the partnership	3	3
The quality of leadership and management across the partnership	3	3

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Overview of the ITE partnership

The overall effectiveness of the ITE partnership requires improvement in both the primary and secondary phases.

Key findings

- Not enough trainees attain the Teachers' Standards at a good or outstanding level.
- Trainees are very successful in creating positive attitudes to learning and promoting pupils' good behaviour.
- Training in English and in early literacy skills is of good quality.

To improve the ITE partnership must:

- strengthen the focus on pupils' progress, both in lessons and over time, to inform assessments of how well trainees are teaching and what they need to do to improve.

Information about this ITE partnership

- Anglia Ruskin University is a well-established provider of initial teacher education (ITE) across the East of England. It currently provides training for aspiring teachers for primary and secondary schools which leads to qualified teacher status (QTS).
- From September 2012 the university recruited trainees for the one-year postgraduate certificate in education (PGCE) only. The current cohort of third year Bachelor of Arts (Honours) trainees is the last to be trained on this route at Anglia Ruskin University. The provider also offers training and QTS for trainees through the School Direct programme.
- Since the provider was last inspected in April 2012, it has ceased to offer training in ITE for further education.
- Most of the senior leadership team, including the head of the education department, have been in post for less than a year.

The primary phase

Information about the primary partnership

- The partnership offers training in Early Primary Education, Primary Education with modern languages and Primary Education (general) leading to qualified teacher status (QTS). From 2014 Anglia Ruskin University offers ITE at postgraduate level only. There are currently 67 trainees completing the final year of a three-year Bachelor of Arts (BA) Honours degree. Of these, 18 trainees are following the BA Early Primary Education programme, four trainees are on the BA Primary Education with modern languages route and 45 trainees are following the Primary Education general programme. This is the final cohort of undergraduate trainees at the education department of Anglia Ruskin University.
- There are 171 trainees following a one-year full-time postgraduate course leading to the award of the postgraduate certificate in education (PGCE). This course will continue next year. Of these trainees, five are specialising in modern languages and 27 are Early Years trainees.
- The provider also works closely with two primary schools in Braintree to provide a School Direct route for four trainees. This is an employment based route to QTS. School Direct training is closely linked to PGCE provision, sharing teaching and management staff.
- The university works in partnership with approximately 190 schools in 11 local authorities. Most partnership schools are in Essex. There is separate linked provision in Peterborough where 36 of the PGCE trainees are based.

Information about the primary ITE inspection

- Inspectors observed the teaching of 16 trainees and three newly qualified teachers (NQTs). In addition, online discussions were held with a further six trainees from the Peterborough centre, and with mentors, professional tutors, headteachers, members of the schools' consultative group and leaders of the course from the University.
- Discussions about the leadership of the partnership covered both the primary and secondary phases, as these are led and managed through the same processes and by the same people.
- Inspectors considered a wide range of evidence, such as course handbooks, development plans, data on the progress of trainees and evidence of the partnership's self-evaluation.
- Inspectors took account of responses to recent NQT surveys (172 responses) and to Ofsted's online questionnaire completed by 17 trainees. Inspectors also took account of the partnership's own trainee

evaluations of the programme and information on the university website.

Inspection team

Robert Lovett HMI:	Overall and primary phase lead inspector
Philip Mann HMI:	Primary phase assistant lead inspector
Jane Jones HMI:	Team inspector
Lee Owston HMI:	Team inspector

Overall Effectiveness

Grade: 3

Key strengths of the primary partnership

- Trainees' very good professional conduct and bearing, and their excellent promotion of good behaviour and positive attitudes to learning.
- The early impact of recent appointments on better communication with trainees and partnership schools and the improving levels of coherence and team working across the senior leadership team and between the two training sites.
- Significant improvements in trainees' confidence in teaching early reading, phonics and mathematics.
- More effective recruitment and selection procedures resulting in much higher retention rates this year.

What does the primary partnership need to do to improve further?

The partnership must:

- ensure greater consistency in the quality of training so that all trainees make good progress and attain at a high level through:
 - improving guidance for trainers on how to judge the quality of teaching, and ensure the guidance is more consistent across all teaching grades, and trainees are more accountable for pupils' progress in lessons and over time
 - strengthening the quality assurance role of visiting tutors, in regard to the completion of trainees' personal development portfolios, the quality of trainees' reflections and the accuracy of school-based mentor feedback
 - improving training and support for mentors, particularly those new to the role, so that they are better placed to support and challenge trainees.

- develop the role of the new schools' consultative group so that formal processes for consultation, monitoring and accountability are shared and recorded more effectively across the partnership
- improve communication with trainees and schools about school experience placements, and with trainees regarding how their views are taken into account and acted on.

Inspection Judgements

The outcomes for trainees requires improvement

1. The provider believes that all trainees will exceed the minimum standards for qualified teacher status by the end of the course. This has not been the case in the past and inspection evidence suggests this will not be the case this year. While inspectors agree that all trainees are likely to meet the minimum level of practice expected by teachers, they do not agree that all are likely to reach a good or better standard in a timely manner. Nevertheless, the proportion of trainees awarded QTS and exceeding the minimum level of practice for teachers by the end of their training, as defined in the Teachers' Standards, has improved.
2. An increasing number of trainees achieve an outstanding grade in their final assessment. While inspection evidence supports almost all of the predicted final assessments of trainees, grades awarded to trainees in relation to the quality of teaching are not consistently accurate. This is in large part because the new lesson observation grade criteria are not sufficiently clear. As a result, some judgements on the quality of teaching are too high, particularly at the boundary between teaching which requires improvement and that which is good or better. The higher grades place too little emphasis on the impact of the trainees' teaching on pupils' progress in lessons and over time.
3. Over three years, more BA trainees have attained an outstanding grade than PGCE trainees. While female trainees attain more highly than male, there is little difference in the attainment of other groups of trainees.
4. The proportion of trainees completing the course is close to the average for similar partnerships. However, there is considerable variation between the BA and PGCE programmes. Over the last three years the proportion of PGCE trainees completing the course has been below average. As a result of much improved recruitment and support for trainees the current retention rate has improved hugely and is almost 100%.
5. While there have been some fluctuations in employment rates over the last three years, overall, employment rates have been above average,

and look set to be above the sector average in 2013. Already this year, about a quarter of trainees have secured teaching posts for next year.

6. Trainees and NQTs consistently demonstrate high standards of professional conduct. They form strong and effective relationships quickly with pupils and with adults. They are well prepared to ensure that pupils have positive attitudes to learning and become confident and enthusiastic learners. They recognise the essential link between good quality teaching and high levels of pupil engagement.
7. Almost all trainees plan their teaching well. They use the university's lesson planning pro-forma diligently to record what it is that pupils are expected to learn, which resources to use and how they will assess pupils' progress. While some trainees plan very well, others do this more effectively for the most able pupils and those of average ability than for those with special educational needs and the less able. This is because not all have a sufficiently secure understanding of how to plan for the small steps in learning required for some pupils.
8. Where teaching is strongest trainees and NQTs build on good relationships to encourage pupils to respond quickly to questions and to join in with class and group discussions. Trainees and NQTs use a range of resources, such as interactive whiteboards, particularly well.

The quality of training across the partnership requires improvement

9. The quality of training requires improvement because it is too variable. Some aspects are particularly strong, such as those linked to ensuring that pupils have positive attitudes to learning, that they behave well, and the training in early reading and phonics. Others, such as training for the early years and for some aspects of the new national curriculum are not sufficiently detailed or up-to-date.
10. An increasing proportion of trainees join the course with prior experience in schools, most often as teaching assistants. They make good use of this prior learning to enhance their teaching. For example, a knowledgeable former teaching assistant made very good use of her experience of teaching mathematics to encourage pupils to explore a range of strategies for solving problems.
11. NQT responses to the annual National College for Teaching and Leadership questionnaire indicate below average levels of satisfaction with the quality of training, including key areas such as mathematics and safeguarding. While discussions with trainees, the university's own surveys and the online inspection survey of trainees' views indicate an improving picture, trainees continue to be unhappy about the timeliness of school experience placements. They are also concerned about the leadership and management of the programme and the ways in which

trainees' views are listened to and acted on. The partnership has recently taken action to address this through improved communication with trainees using regular online bulletins and the introduction of an NQT action plan. This is intended to ensure the university is better informed and more able to respond quickly to concerns. Trainees say they are becoming increasingly confident in the overall quality of the course and in the range of school experience placements.

12. Training in English and phonics is improving strongly. This is reflected in the views of trainees and schools, who report increasing levels of trainees' confidence and competence in teaching early reading skills and phonics.
13. Training in mathematics provides trainees with the necessary skills and knowledge required to teach this subject. However, course materials and samples of pupils' work indicate that trainees have not been introduced sufficiently well to models, images and practical apparatus to support pupils' conceptual understanding and their progression to efficient methods of calculation. Initial subject knowledge audits of trainees are not followed-up as rigorously as they should be and discussions indicate weaknesses in some mentors' own subject knowledge.
14. The preparation of trainees to teach the new National Curriculum requires improvement. A review of available documentation and discussion with course leaders confirms that there has been some success in planning to meet this national priority. Appropriate modifications have been made to the course programme for 2013-14. However, discussions with trainees indicate that there are inconsistencies in their awareness and preparation to teach some subjects within the new National Curriculum. This is especially so in the teaching of mathematics and computing. Trainees based at Peterborough demonstrate very secure knowledge and understanding about the proposed changes in these subjects and can talk confidently about how they might teach aspects of computing. This was not the case for trainees based in Chelmsford. The new course leadership team has recently implemented weekly briefing sheets on several subjects to address these inconsistencies but it is too early to see the impact.
15. Training for early years trainees requires improvement. Too little training is specifically tailored to meet the needs of this group. Existing school experience documentation has been adapted rather than specifically designed to meet the requirements of working in early years settings, particularly in nurseries. The increased involvement of two experienced and successful nursery school headteachers is designed to improve the impact of this aspect of training.
16. School placements provide an appropriate range of experiences for trainees. They are able to teach in schools with different characteristics

and across year groups, and are observed in a good range of subjects. Trainees said they had greatly enjoyed the half-day physical education training at a partnership secondary school.

17. Inspectors observed mentors give some very high quality feedback on the quality of teaching. Trainees were challenged to identify what had gone well and what needed to improve. The feedback had a sharp focus on how well groups of pupils were doing and the progress they made. Not all mentors are confident in giving feedback and making accurate judgements. Lesson observation documents are not sufficiently focused on pupils' progress and sometimes result in over-generous grades. Some visiting tutors are not as quick to identify inconsistencies in the grades between pupils' progress and the quality of teaching as they should be. Tutors do not offer sufficiently rapid support for new mentors.

The quality of leadership and management across the partnership requires improvement

18. The joint senior leadership has recently been significantly strengthened following the appointment of a course leader for primary PGCE in January 2014. As a result communication with schools and trainees has improved and partners are expressing increased confidence in the provider as a whole and its vision for improvement. The reinvigorated management team has increased the provider's capacity to improve markedly.
19. It is already apparent that the two campus sites, Chelmsford and Peterborough, are working together more closely. This is intended to result in greater coherence and consistency. It is also intended to allow sharing and, crucially, adopting of best practice. While there is some early impact, such as the construction of an NQT action plan, and improved communication with schools and trainees, it is too early to see any significant improvements as a result of these long overdue actions.
20. Lecturers and visiting tutors have a good range of skills and knowledge in the subjects they teach and in primary education. Many are experienced and successful former teachers and headteachers.
21. The very recent schools' consultative group, representing both primary and secondary courses, is well placed to contribute to improving outcomes for trainees. This joint working reflects the increasingly collegiate management style the partnership is committed to adopting. The partnership's self-evaluation covers both phases in a single document and much of the documentation is shared. This approach has both strengths and weaknesses, with the joint recording of the quality of teaching observed being a key weakness.

22. Recommendations from the last inspection have been addressed but not built on as effectively as they should have been. While trainees have received advice and training on critical reflection, and how to improve their practice and pupils' learning, not all trainees are putting this into action. This weakness is not always identified, and rapidly addressed, by mentors or visiting tutors.
23. There are recent examples of a significant strengthening of the partnership and an increased commitment to supporting schools where pupils are at risk of under-achievement. While it is too early to measure the impact of the oracy project at a primary school on Canvey Island or of supporting groups of pupils in Peterborough, early indications are positive. The partnership is working closely with the schools involved in School Direct. Headteachers speak positively about the commitment and flexibility of the partnership in meeting the needs of trainees. The partnership is very responsive in seeking to meet local employment needs. Most trainees go on to teach in local schools. Capacity for recruiting trainees in Peterborough has been increased to meet a predicted increase in the number of children in the locality.
24. Recruitment and selection of trainees has improved this year. There is greater involvement of schools and more activities designed to test trainees' basic skills and their ability to teach. As a result of a greater focus on trainees' capacity to complete the course, withdrawal rates have fallen sharply.
25. Appropriate safeguarding arrangements are in place. Trainees in both the primary and secondary programme have their qualifications and their suitability to work with pupils checked and recorded. The partnership fully complies with regulations concerning the recruitment of trainees, including those on the School Direct route.

Annex: Partnership schools

The following schools were visited to observe teaching:

Lyons Hall School
Maylandsea Primary School
Montgomery Infant School
Queen Boudica Primary School
St Francis Catholic Primary School
West Horndon Primary School
White Court Primary School
Woodcroft Nursery School
Woodham Ley Primary School

The secondary phase

Information about the secondary partnership

- The partnership provides training in the 11-16 age range. Successful completion of the one-year full-time postgraduate course leads to the award of the postgraduate certificate in education (PGCE) and 60 of the 120 credits on this course are at Master's degree level.
- At the time of the inspection, there were 40 secondary trainees. Subjects offered include mathematics, computer science with information and communication technology, science (with specialisms in biology, chemistry or physics), modern languages and English.
- The university works in partnership with approximately 42 secondary schools across the East of England to deliver the programme.
- Twelve of the current trainees are on the School Direct route. They follow the same central training and receive the same award.

Information about the secondary ITE inspection

- Inspectors observed eight trainees teaching and four newly qualified teachers. In addition, discussions were held with a further three trainees, mentors, professional tutors in schools, headteachers and course leaders from the university.
- Discussions about the leadership of the partnership covered both the primary and secondary phases, as these are led and managed through the same processes and by the same people.
- Inspectors considered a wide range of evidence such as course handbooks, development plans, data on the progress of trainees and evidence of self-evaluation.
- Inspectors took account of 85 responses to recent NQT surveys and to Ofsted's online questionnaire completed by 10 trainees. Inspectors also took account of the partnership's own trainee evaluations of the programme and information on the university website.

Inspection Team

Elaine Taylor HMI
Ian Middleton HMI

Secondary phase lead inspector
Secondary phase assistant lead inspector

Overall Effectiveness

Grade: 3

Key strengths of the secondary partnership

- Excellent training in behaviour management, so that trainees develop good relationships with their classes and a very positive climate for learning.
- Good quality training in some subjects such as English.
- Training that is closely matched and adapted to suit the different needs of trainees.
- A well-structured, coherent training programme with some innovative and creative features.

What does the secondary partnership need to do to improve further?

The partnership must:

- improve the quality of mentoring to ensure all mentors are skilled in developing trainees' understanding of how to plan for and enhance the quality of pupils' learning over time
- increase attendance at meetings for mentors and ITE coordinators to better support the improvement required in mentoring
- use a wider range of evidence on the progress that trainees are making in order to ensure that the data collected:
 - makes a stronger contribution to the development of the course
 - accelerates trainees' progress
 - ensures all trainees complete the course at a level that exceeds the Teachers' Standards and in a timely fashion.

Inspection Judgements

The outcomes for trainees require improvement

26. While outcomes for trainees are improving, not all are yet at a good or better standard. The proportion of those awarded QTS and exceeding the minimum level of practice for teachers, as defined in the Teachers' Standards, by the end of their training is growing. In the last three years a small number have met, but not exceeded, the Standards and there is insufficient evidence to suggest that all will exceed the minimum expectations this year. The small sample of NQTs, from the partnership, observed during school inspections included some whose teaching was graded less than good.

27. An increasing proportion of trainees achieve an outstanding grade in their final assessment. This group and the groups who defer or withdraw from training come from a range of subjects. All groups of trainees, including mature trainees, trainees of either gender or those from minority ethnic backgrounds are represented in the most and least successful outcomes.
28. The number of trainees completing the course is in line with the average for similar partnerships. A number of trainees suspend their training and return to complete the course in the following year. This allows some to exceed the minimum expectations by taking longer over their training. Others, together with the small number who withdraw completely, do so for personal reasons.
29. A particular strength of the training is in the very high numbers gaining employment in schools in the partnership or geographically near to the university. Already this year, a quarter of trainees have secured teaching posts for next year.
30. Some trainees have had very useful prior experience in schools. Some trainees have degrees that are not exclusively in the subject for which they are training. Good auditing and access to enhancement courses ensures that they have the required level of subject knowledge to teach successfully. Many use their subject knowledge well to promote good learning for their pupils.
31. Trainees and NQTs manage behaviour very well and create a positive climate for learning in their classrooms. They make good use of technology to interest and motivate their pupils, to reinforce the main points they are learning and to maintain the pace at which the lesson proceeds.
32. Trainees plan well for the different needs and levels of ability in the groups they teach. They show a good understanding of the needs of disabled pupils and those who have special educational needs and how they can support them. However, they are less skilled at putting their plans into action.
33. Trainees do not consistently reflect on what their pupils have learnt when evaluating their work. The very best trainees make good references to the prior learning of their pupils and use this information well to promote good progression over time. This is a weaker aspect of other trainees' teaching.

The quality of training across the partnership requires improvement

34. Training is good in some subjects, for example, in English, and has improved, or is improving, in others such as modern languages and Physical Education.
35. The various elements of the training combine well so that topics in the central training at the university are appropriately timed and clearly relevant to the stage in the trainees' development. For example, the training on behaviour management is timely and well delivered and has a positive impact on trainees' teaching. School training complements the university-based training, especially in those schools that are committed to, and heavily involved in, teacher education.
36. Generic training sessions are followed up in subject-specific training well. For example, the training on assessment ensures trainees understand how to measure the progress pupils are making in lessons. Nevertheless, the quality of delivery varies and some trainees reported that it does not always model good teaching.
37. An innovative aspect of the training is the Patchwork Text project which develops trainees' creativity and enhances their understanding of inclusion. In this project, trainees have to demonstrate how to deliver an aspect of their subject without using text. The materials they produce show how much they value this work, as they are expertly crafted and highly imaginative.
38. Assignments are relevant and tackled well by trainees. Marking provides helpful developmental feedback. Cross-curricular themes such as the promotion of literacy and developing pupils' spiritual, moral, social and cultural development are less effective because they are not followed up in sufficient detail on school placements.
39. Good use is made of alternative placements to enhance trainees' experiences. Special schools and other placements, such as the Shakespeare Birthplace Trust, linked to subject specialisms are among the places available. An annual diversity conference gives trainees a good understanding of planning to meet the needs of different groups of pupils.
40. The trainees gain good experience of post-16 provision. Primary placements are timed well and supported by helpful prompts to ensure trainees use the experience profitably. A missing element of these prompts is the focus on attainment in Key Stage 2 to increase trainees' understanding of transition to Key Stage 3 in their subjects.

41. School placements give contrasting experiences to trainees. The partnership is working to engage more trainees in schools in challenging circumstances.
42. The course is tailored to meet trainees' needs and support is provided for those struggling. Trainees are positive about the personal support they receive. As a result, the majority complete the course, but not always in a timely fashion.
43. The final assessment of trainees is accurate. NQTs seen teaching during the inspection demonstrated that their assessment grades had been correct. However, the ongoing, formative assessment of trainees is a weakness. The partnership has been experimenting with a system to improve the grading of trainees' teaching, but the guidance used is inaccurately calibrated and is sometimes leading to over-generous judgements. It is currently not providing the partnership with enough detailed information to allow early intervention, when progress is slowing, or to accelerate the progress of the best trainees.
44. Mentors are supportive and the most effective give critical but developmental feedback that ensures trainees make good progress. There is some variability in the quality of feedback. A common weakness in the feedback to trainees is the lack of reference to the progress that the pupils are making. Another weakness is the setting of targets that encourage trainees to consider pupils' progress over time when planning their lessons. Trainees' files contain few examples of their pupils' work. As a result they are not encouraged to reflect sufficiently on the impact of their teaching on students' progress.

The quality of leadership and management across the partnership requires improvement

45. The joint senior leadership has recently been significantly strengthened. As a result, communication with schools and trainees has improved and partners are expressing increased confidence in the provider as a whole and its vision for improvement. The reinvigorated management team has increased the provider's capacity to improve markedly.
46. Subject leaders in the secondary phase bring a useful range of expertise to the provision. They are closely involved in research and some are practising teachers or trained school inspectors. This ensures the course is up-to-date and that trainees are prepared appropriately for changes to the National Curriculum and to teach personal, social and health education. In all subjects trainees have been introduced to the new curriculum requirements through the university-based training. Subject audits are currently being reviewed to align more accurately with new areas of skill, knowledge or understanding required. The way the work is

followed up in schools varies so that not all trainees receive high quality support on their placement.

47. The very recent schools' consultative group, representing both primary and secondary courses, is well placed to contribute to improving outcomes for trainees. This joint working reflects the increasingly collegiate management style the partnership is committed to adopting. The partnership's self-evaluation covers both phases in a single document and much of the documentation is shared. This approach has both strengths and weaknesses, with the joint recording of the quality of teaching observed being a key weakness.
48. Partnership schools benefit from some professional development opportunities for staff, such as training in English by the university subject leader.
49. Recruitment and selection procedures for the secondary course currently include no teaching task. This means there is no opportunity for candidates to demonstrate their subject knowledge or communication skills through teaching an aspect of their subject.
50. Developmental training for mentors does not ensure consistency in their feedback to trainees or focus sufficiently on pupils' progress. Low attendance at meetings is limiting the partnership's opportunity to address these weaknesses.
51. Although the partnership's development plans are fit for purpose, their self-evaluation is based on the analysis of data collected about trainees' progress. Inaccuracies in the data are inhibiting the effectiveness of the analysis of outcomes for trainees.

Annex: Partnership schools

The following schools were visited to observe teaching:

Chelmer Valley High School
The Deanes School
The FitzWimarc School
Great Baddow High School
Notley High School and Braintree Sixth Form
The Plume School
St Martin's School

ITE partnership details

Unique reference number	70000
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Lead inspector	Robert Lovett
Type of ITE partnership	HEI
Phases provided	Primary and secondary
Date of previous inspection	23–27 March 2012
Previous inspection report	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70000
Provider address	Faculty of Education Bishop Hall Lane Chelmsford Essex CM1 1SQ