

# University of Hull ITE Partnership

Initial Teacher Education inspection report

Inspection Dates Stage 1: 16-18 June 2014 Stage 2: 6-8 October 2014

This inspection was carried out by seven of Her Majesty's Inspectors and four additional 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 June 2014.

The inspection draws upon evidence from each phase and separate route 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	ITE in FE
<b>Overall effectiveness</b> How well does the partnership secure consistently high quality outcomes for trainees?	<b>2</b>	<b>2</b>	<b>2</b>
The outcomes for trainees	2	2	2
The quality of training across the partnership	2	2	2
The quality of leadership and management across the partnership	2	2	2

## **Overview of the ITE partnership**

The overall effectiveness of the ITE partnership is good in primary; good in secondary and good in further education.

This is because outcomes for trainees, the quality of training across the partnership and the effectiveness of leadership and management are good in all phases.

### **Key findings**

- Outcomes for trainees are improving in all phases as a result of increasingly effective training.
- The personal and professional conduct of trainees, former trainees and newly qualified teachers is rated highly by placement settings and employing institutions.
- The partnership makes a vital contribution to teacher supply in the region.
- Trainees, former trainees and newly qualified teachers have high expectations for those they teach, are well prepared for managing learners' behaviour and skilled in supporting disabled learners and those with special educational needs.
- The partnership provides high-quality support for its trainees in all phases.

### **To improve the ITE partnership should:**

- refine quality assurance, self-evaluation and action planning processes to support the drive for further improvement more effectively.

## **Information about this ITE partnership**

- The partnership is a well-established provider of initial teacher education in the Yorkshire and Humber region.
- The partnership offers teacher training for the early years, primary and secondary phases and for further education.
- Postgraduate certificate in education courses are offered in the early years, primary and secondary phases. Two undergraduate teacher training programmes are also offered for the primary phase, one full time and one part time.

- Initial teacher education for further education is delivered through a number of different courses: a full-time and part-time undergraduate certificate; a full-time and part-time professional graduate certificate; and a full-time postgraduate certificate in education.
- The partnership works with schools, academies and Teaching School alliances to deliver the School Direct training route and the School Direct (salaried) route for primary and secondary trainees.
- The partnership also offers the Assessment Only route into teaching in the primary and secondary phases.

## The primary phase

### Information about the primary partnership

- The university works in partnership with approximately 280 schools and educational settings within a number of local authorities in and around Hull. At Stage 1 of the inspection: 45 trainees were following the postgraduate certificate in education (PGCE) course; 30 were following the early years PGCE (3-7) course based at the Scarborough campus; 249 trainees were following the undergraduate Bachelor of Arts (5-11) course; and 25 part-time trainees were studying a 'top-up' honours primary teaching programme. There were no trainees on the Assessment Only route during 2013/14.
- The university is working with 35 partnership schools, of which five are teaching schools, as part of the School Direct route into teaching. There are currently 19 trainees following the School Direct (salaried) PGCE route and 41 following the School Direct training grant PGCE route.

### Information about the primary ITE inspection

- There were four inspectors in the Stage 1 inspection team. Fifteen schools were visited. During these visits 24 trainees were observed teaching. Most of these observations were carried out jointly with school-based mentors.
- The five inspectors in the Stage 2 inspection team observed 14 newly qualified teachers (NQT) in total; all were former trainees employed in one of 10 partnership schools.
- While in school, inspectors looked at a range of evidence including work in pupils' books and trainees' files. Discussions were held with the trainees and NQTs and also with headteachers and school-based mentors.
- Discussions were held with trainees and NQTs representing the School Direct route. Discussions were also held with university- and school-based leaders during meetings both in schools and at the university.
- A wide range of documentary evidence was also looked at by inspectors. They also considered the findings from recent NQT surveys and 96 responses from trainees to Ofsted's online questionnaire.

### Inspection team

Philip Mann HMI	Phase Lead Inspector (Stage 2 only)
David Townsend HMI	Phase Lead Inspector (Stage 1 only)
Lee Owston HMI	Team inspector (Stage 1)

Assistant phase lead inspector (Stage 2)

Adrian Guy HMI  
John Menendez  
Nicola Whiteside  
Terry Holland

Assistant phase lead inspector (Stage 1 only)  
Team inspector  
Team inspector  
Team inspector (Stage 2 only)

## **Overall Effectiveness**

**Grade: 2**

### **The key strengths of the primary partnership are:**

- Trainees quickly make gains in their subject knowledge and their ability to promote good behaviour for learning; they show a commitment to inclusion and high levels of professional conduct.
- The rigorous recruitment and selection process identifies trainees with the potential to be good or better teachers. An above-average number of these trainees gain employment in local schools and in those further afield within the region.
- The strong integration of university- and school-based training ensures that all trainees make good progress overall across the different courses and training routes.
- The high-quality support trainees receive from university tutors and school mentors has led to a sustained trend of improvement and higher numbers of trainees successfully completing the course than seen nationally.
- The engagement of partnership schools in the design and teaching of the training course across a range of venues, programmes and settings is effectively contributing to wider school improvement and the good professional development of local teachers.
- The strength of teamwork within the leadership team contributes considerably to the capacity to further improve provision across the partnership.

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

#### **The partnership should:**

- ensure that a wide range of evidence sources are used with rigour to assess the impact of trainees' teaching over time on pupils' learning, attainment and progress

- implement robust quality assurance mechanisms to ensure the impact of trainee assessment and university-based provision on trainees' teaching is monitored and evaluated more effectively
- ensure that the priorities and targets set within improvement plans fully support a relentless drive for further improvement and even higher outcomes for all training routes within the partnership.

## Inspection Judgements

1. Leaders demonstrate a clear vision and the necessary capacity for further improvement during a period of change in ITE provision across the partnership. Leaders have been quick to respond to the key areas for improvement identified at Stage 1 of the inspection. All trainees exceed the minimum expected level of performance by the end of the course. There are no significant differences in the overall performance of different groups of trainees on the undergraduate programmes, the core PGCE programmes or the School Direct routes.
2. Completion and employment rates are both above the sector norms. The steady trend of improving outcomes over the last three years is a result of good leadership across the partnership.
3. A strong partnership between lead schools and other providers of ITE within the local area and wider region has been consolidated. There is good involvement of these partnership schools in the recruitment and selection of trainees. Considerable use is made of expertise in these schools to both plan and lead on training. Headteachers of partnership schools value this involvement because it is improving the overall quality of teaching within their schools. Contrasting placement schools provide trainees with the opportunity to work successfully with pupils in challenging socio-economic circumstances and in schools Ofsted judges to 'require improvement'.
4. Leaders of the partnership display an ability to be innovative in their approach to both local and national change in initial teacher training. They are very responsive to trainee and school feedback, adapting aspects of the course quickly. For example, a school-led 'cluster' model of training and placements is being trialled. It is working well because training across cluster schools has been undertaken and mentors routinely identify best practice opportunities, across schools, for trainees to attend. This strengthens the trainees' exposure to further training on key themes, such as the use of effective questioning to challenge more able pupils, and the moderation of pupils' work.
5. The coherence between the taught course and school-based experiences is good. Training based at the different venues provides trainees with

relevant first-hand experience that benefits the needs of pupils within partnership schools. Tutors provide good academic support for trainees.

6. Trainees and NQTs are very positive about the quality of training and support they receive from university tutors and school-based trainers and mentors. This high-quality support has led to an improvement in the numbers of trainees that remain on the respective routes and become competent teachers. Subject knowledge audits are used well from the start of the course and regularly reviewed to consolidate competence and confidence. Interventions include specific one-to-one tutorials and team teaching sessions within the classroom. Assignments are used well to consolidate trainees' learning. Detailed marking and feedback support their progress effectively. Trainees and NQTs say that this support is greatly valued because it enables them to quickly become good or better teachers.
7. As a result of this good training and support, most NQTs are able to teach well-structured lessons that move along at an appropriate pace. This good teaching confirms the accuracy of their end of course assessments. They use resources such as interactive whiteboards and other practical equipment effectively to illustrate key teaching points. Opportunities are taken in lessons to extend links into literacy and numeracy work. The very effective management and promotion of good behaviour is a key strength of all NQTs observed. Additional adults are generally used well in the classroom to support disabled pupils and those with special educational needs. Most NQTs use the skills learnt during their training to ensure those pupils who speak English as an additional language are supported well in class.
8. NQTs generally monitor the progress of pupils in lessons well and they use assessments to support further planning. This assessment is informed by some detailed marking but pupils are not always provided with the opportunity to complete further tasks to eliminate any misconceptions and accelerate their progress. In the small amount of weaker teaching seen, NQTs did not cater sufficiently for the needs of the more able pupils. For example, tasks were not sufficiently challenging and questions were not used well to extend the learning of these pupils further.
9. Trainees and NQTs demonstrate secure subject knowledge. Effective modifications to the taught programmes at the university venues and school 'cluster' settings ensure that trainees and NQTs are well prepared to teach the new National Curriculum. This gives them the confidence to participate with other teachers in planning meetings in either their placement school or within the schools where they are employed. Those trainees following the early years route gain good levels of knowledge and understanding about teaching this age group. However, not all these trainees gain sufficient experience in putting this knowledge and

understanding into practice through well-matched placements over the entire 3-7 age range.

10. A strong focus is placed on the development of trainees' knowledge and understanding in the teaching of systematic synthetic phonics (the sounds letters make that pupils need to know in order to read). Specific observations are made of trainees teaching these sounds to pupils and targets for improvement are set. These actions ensure that these important skills and teaching techniques are fully consolidated while trainees are on school placement. Observations of NQTs and discussions with their induction mentors confirm that the process of systematic synthetic phonics is taught well in these settings and is having a positive impact on the achievement of young pupils.
11. Training in the promotion of good behaviour is a strength of the partnership. This is because university tutors and school-based trainers provide trainees with effective insight into strategies to use with pupils in the classroom, such as in the use of voice, positive reinforcement and praise and the importance of position and presence within the classroom. Lesson observations in Stage 1 of the inspection confirm that trainees can use these strategies effectively to quickly promote good behaviour and establish positive relationships with the pupils in their respective classes.
12. Trainees and NQTs set consistently high expectations of pupils. All contribute to a safe and productive environment. All trainees and NQTs consistently demonstrate positive attitudes, values and behaviours. This is often through effective use of their voice to create excitement, anticipation or interest. Prior knowledge was used well by most trainees to set the correct overall pitch of a lesson and address next steps for the majority of pupils. Self-assessment strategies and time in lessons are used well to ensure pupils reflect on their own learning. However, a small minority of trainees and NQTs do not always have high enough expectations of the most able pupils and this sometimes leads to a lack of challenge in lessons to accelerate the achievement of these pupils further.
13. Trainees and NQTs are highly reflective and take responsibility for their own professional development, regularly participating in training alongside school staff. In the 'cluster' school settings, trainees have access to a wider selection of training across schools and this is beginning to meet their specific needs. All trainees were observed to be highly professional during their placements, including in standards of dress. This professionalism extends to their own pursuit of professional development opportunities to address specific targets for improvement. This is mirrored by NQTs who see the targets set in their NQT induction plan as a further step in their own professional development. However, the quality of the targets in these plans varies. Although many targets are very relevant to the individual needs of each NQT and closely linked to the Teachers'



Standards, they are not effectively prioritised to ensure rapid and sustained progress.

14. Trainees' evidence files are well organised and support trainees' good achievement against the Teachers' Standards. Trainees demonstrate an ability to think critically and reflect accurately on their own practice. These files include evidence from background reading and research undertaken throughout the course.
15. As a result of good training, trainees and NQTs display a good level of awareness about their responsibilities relating to equal opportunities, safeguarding and child protection. They demonstrate a good understanding about how in schools they might tackle issues such as bullying, homophobia and those related to e-safety and social media.
16. School-based mentors observe trainees regularly and meet with them weekly to review their progress against targets set. Analyses of lesson observations are evaluative and linked closely to the Teachers' Standards. Inspection evidence confirms that summative assessments of trainees are broadly accurate. However, the quality of assessments made by mentors is variable, as they do not always make direct reference to the impact of trainees' teaching on the progress of their pupils. Furthermore, the partnership's previous quality assurance procedures have been insufficiently robust to ensure that the assessments made by mentors are consistently accurate across all training routes. The partnership has recognised these weaknesses and made the necessary adjustments to its documentation, quality assurance procedures and mentor training for the start of this academic year. These changes are yet to be fully reflected in outcomes for future trainees.
17. The current partnership improvement plan clearly identifies key priorities for further development with specific timescales. It is based on the accurate self-evaluation of training provision and the views of key stakeholders, such as those from trainees, NQTs and partnership schools. Key responsibilities are identified against success criteria to support effective performance management. However, targets set within each of the priorities and programme action plans are not sufficiently ambitious to support the partnership's determination to become outstanding. Furthermore, key priorities, such as improving aspects of training related to English as an additional language, do not feature in all programme action plans. Consequently, it is not made explicit that this important aspect of training is being covered in sufficient detail in all courses.
18. The partnership meets the statutory and compliance requirements for initial teacher education.

## **Annex: Partnership schools**

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

### **Stage 1**

Marfleet Primary School  
Appleton Primary School  
Driffield Infant School  
Pearson Primary School  
Sidmouth Primary School  
Biggin Hill Primary School  
Filey Infant School  
Newby and Scalby Primary School  
Brigg Primary School  
Bellfield Primary School  
Friarage Primary School  
Gladstone Road Primary School  
Swanland Primary School  
Spring Cottage Primary School  
Martongate Community Primary School

### **Stage 2**

Spring Cottage Primary School  
Cleeve Primary School  
Endike Academy  
Collingwood Primary School  
Molescroft Primary School  
St Mary's C of E Primary School  
Clifton Primary School  
Fairfield Primary School  
Wellholme Primary School  
Broughton Primary School

## **The secondary phase**

### **Information about the secondary partnership**

- Partnership schools are located in a broad geographical area across the East Riding of Yorkshire, North Lincolnshire and North East Lincolnshire. There are approximately 80 schools in the secondary partnership. Trainees who successfully complete either the core programme or train through the School Direct route gain a postgraduate certificate in education (PGCE) with qualified teacher status (QTS).
- The core programme and School Direct routes cover training in the 11-16 age range with post-16 enhancement. In the 2013/14 training year, there were 114 trainees enrolled on the core programme and 20 trainees on the School Direct training route. There were no School Direct (salaried) trainees. There were no trainees on the Assessment Only route during 2013/14.
- Training is offered in the secondary subjects of English, geography, history, mathematics, physics with mathematics, biology, chemistry, physics and the modern languages of German, Spanish or French. A small number of School Direct trainees study a secondary generic PGCE qualification.

### **Information about the secondary ITE inspection**

- Inspectors observed 19 trainees during Stage 1 of the inspection and eight newly qualified teachers (NQTs) during Stage 2. Inspectors also observed the feedback given by school-based colleagues to 18 of the trainees observed at Stage 1.
- Over the course of the two-stage inspection, inspectors held meetings with trainees, NQTs, school-based mentors, a number of headteachers and school leaders with responsibility for training and induction, university subject tutors and the partnership's senior leaders.
- At Stage 1, inspectors scrutinised trainees' teaching files, a range of documents including details of trainees' performance in relation to the Teachers' Standards, examples of target-setting and feedback to trainees and the partnership's evaluation of its performance. Inspectors also took account of the views expressed by trainees who completed Ofsted's on-line survey, partnership exit surveys and the data from the national survey of NQTs.
- At Stage 2, inspectors evaluated a sample of induction plans for NQTs, scrutinised a sample of books from two classes taught by each NQT and examined evidence of the partnership's progress since Stage 1 of the inspection.

- Inspectors carried out checks during Stage 1 and 2 to determine whether the partnership meets all the statutory criteria and requirements for initial teacher training.

### **Inspection Team**

Katrina Gueli HMI	Lead inspector
Michael Maddison HMI	Assistant phase lead inspector
Helen Lane HMI	Team inspector (Stage 2 only)
Gordon Laing	Team inspector
Paul Rafferty	Team inspector (Stage 1 only)

## **Overall Effectiveness**

**Grade: 2**

### **The key strengths of the secondary partnership are:**

- Trainees' teaching by the end of the course and that of NQTs enables the pupils they teach to make good progress over time.
- Trainees' strong specialist subject knowledge and their ability to plan and teach well-structured, engaging lessons enable pupils to make good gains in their knowledge, understanding and skills.
- Trainees are much sought after and, as a result, employment rates are above the sector average.
- Trainees are strongly committed to becoming very effective practitioners; they are reflective, professional and extremely willing to contribute in their subject department and the wider life of the school.
- The high-quality support provided by university tutors and school-based colleagues, combined with a coherent and effective training programme, help to ensure trainees make good progress in developing their teaching skills and their understanding of how pupils learn.
- The involvement of partnership schools in centre-based training and the review and development of the course ensure that training continues to be of good quality and is responsive to national priorities and curriculum developments. As a result, trainee outcomes are good and improving.
- The drive and determination of all those involved in the partnership to recruit trainees who have the potential to become good or better teachers demonstrate the partnership's commitment to providing training that meets trainees' needs well.

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

### **The partnership should**

- clarify trainees' minimum entitlement to post-16 enhancement, communicate this clearly to partnership schools and trainees, and monitor the delivery and impact of this aspect of training more robustly so that trainees feel better prepared to teach their specialist subject beyond GCSE
- ensure that all trainees plan and teach to meet the needs of their most able pupils well
- ensure that all trainees are fully prepared for managing the expectations of marking as a qualified teacher and are well-skilled in providing high-quality written feedback to pupils.

## **Inspection Judgements**

1. By the end of the course, all core and School Direct trainees are exceeding the minimum level of practice expected as defined in the Teachers' Standards. Their personal and professional conduct is judged very highly by placement schools and employing institutions. They are confident, capable practitioners who can teach well. Trainees and NQTs have strong subject knowledge and can plan well-structured, engaging lessons that enable pupils to make good gains in their learning. They have a secure knowledge of the new National Curriculum requirements in their subject and have accurately identified the implications for their practice. The majority of trainees were judged to be outstanding at the end of the 2013/2014 training year, reflecting the partnership's high aspirations for trainees and improvements in training.
2. Professional studies sessions and subject-specific training at the university, school placements and assignments combine well to enable both core and School Direct trainees to make meaningful links between theory and practice. As a result, they have a good knowledge of how pupils learn and they understand the barriers to learning that pupils may need to overcome. Training to meet the needs of disabled pupils and those with special educational needs is strong and, consequently, trainees and NQTs are skilful in planning to meet the needs of these particular groups.
3. For a small proportion of trainees, on the core and School Direct programmes, their skills and confidence in meeting the needs of the most able pupils in a particular class remain less well developed by the end of their training.. For example, a few of the trainees and NQTs who were observed did not plan sufficiently challenging tasks from the outset

of the lesson or move learning on quickly enough when the most able pupils had clearly grasped a concept or mastered a skill.

4. Trainees and NQTs have a secure knowledge of the needs of pupils who speak English as an additional language and some trainees benefit from placements that enable them to apply their knowledge and develop their skills well. For other trainees, placements provide more limited opportunities in gaining first-hand experience and they feel less well prepared as a result.
5. Most trainees develop a secure understanding of how to support the learning of disadvantaged pupils and to motivate those who are less keen to learn. A small minority of trainees do not feel confident in using data relating to pupils' prior attainment to inform their lesson planning.
6. Trainees and NQTs are able to successfully use a range of strategies in the classroom to assess how well pupils are learning and make adjustments to their teaching if needed. They are not as consistently well skilled in providing pupils with written feedback and clear guidance about how to improve. A small minority of NQTs feel that their training did not fully prepare them for managing this aspect of their work and meeting the high expectations of their employing schools.
7. Trainees and NQTs fully understand their role in contributing to the development of pupils' literacy skills through their subject teaching and this is clearly reflected in their classroom practice. Opportunities for speaking, reading and writing are carefully planned, with good attention given to pupils' subject language development and accurate spelling, punctuation and grammar. While trainees and NQTs recognise that they must also help pupils to develop their numeracy skills they are less confident in this respect.
8. Centre-based training and placement experiences enable trainees to develop the skills and confidence needed to manage pupils' behaviour well. Trainees and NQTs observed were able to use a range of strategies, including the application of school-specific policies, to manage behaviour successfully. Their calm approach in the classroom and their ability to build positive relationships with pupils based on mutual respect also make a positive contribution to this aspect of their practice. Trainees and NQTs are well prepared to tackle bullying and discrimination. They understand clearly their responsibilities with regard to safeguarding pupils.
9. Partnership schools are very impressed by the willingness of trainees and NQTs to become involved in the wider life of the school. Trainees and NQTs make valuable contributions within their subject departments, for example through the development of schemes of work and sharing resources. Many have also become involved in activities, such as extra-

curricular clubs, trips and visits, cross-curricular events, primary school liaison or supporting revision classes. These experiences have not only helped them to develop positive working relationships with pupils in differing contexts but also to make good use of the many personal skills and qualities they bring to their role.

10. Completion rates have improved and are now above the sector average. This is because the partnership is tracking trainees' progress more carefully, intervening more quickly when concerns about progress are identified and providing very effective support for trainees' individual needs.
11. The partnership and its trainees are very well regarded in the locality. This high regard is reflected in the large majority of trainees who gain employment as NQTs in partnership schools. School leaders are heavily dependent on the partnership for supplying well-trained teachers within the region where the recruitment of good or better teachers is a long-standing challenge.
12. There are no notable differences in outcomes for different groups of trainees on either the core programme or the School Direct route.
13. Trainees are highly positive about the quality of their training. The trainee on-line questionnaire, partnership exit surveys and the national survey of NQTs all concur with the very positive views expressed by trainees and NQTs who spoke with inspectors. Most commonly, the support provided by university tutors and school-based mentors was highlighted as the most valued element in promoting their learning and development during their training.
14. Contrasting placement schools, including those judged to require improvement and those in challenging socio-economic circumstances combined with the opportunity for trainees to learn from good and outstanding practitioners, make a strong contribution to the development of trainees' teaching skills.
15. Close monitoring of trainees' progress during the course and information shared as trainees move between placements and into their NQT year, help to ensure training is well-matched to their needs. Feedback to trainees on their performance in relation to the Teachers' Standards is clear and used effectively to identify targets and their next steps. The partnership's assessment of trainees is accurate.
16. Mentoring across the partnership is of at least good quality, helping trainees to quickly improve their professional knowledge and skills during their time on the programme. Mentor training is well received and viewed as valuable professional development. Where mentoring is

at its best, it typically features: skilful mentor questioning that prompts trainees to reflect on the impact of their teaching on pupils' progress; focused discussion of the trainee's subject knowledge and/or pedagogy; the capture of the key strengths; and agreement on the next steps. However, for a small proportion of trainees, the evaluation of the impact of their teaching on pupils' progress is not given sufficient emphasis when the quality of their teaching is being discussed.

17. There is a clear vision and strong commitment across the partnership to produce high-quality teachers to meet local and regional recruitment needs. Schools are highly supportive and are fully involved in recruitment, the development and delivery of training, and review to inform improvement. The partnership has worked closely with multi-academy trusts and teaching schools in the region to develop the School Direct route and is keen to work with partnership schools to further increase regional teacher training opportunities, such as the Assessment Only route.
18. Increasingly, the partnership is supporting wider school improvement through the facilitation of subject and leadership networks and themed events. The university is also seen by schools as a valuable resource to support the on-going professional development of NQTs and more experienced staff.
19. The partnership is fully compliant with the statutory requirements and criteria for initial teacher training. However, during Stage 1 of the inspection, a potential technical non-compliance issue was identified. This issue highlighted that systems to quality assure the accuracy of programme information for trainees and the monitoring of the development of their understanding of post-16 teaching and learning lacked sharpness. These issues are now being addressed.
20. Recruitment and selection processes are rigorous. This ensures that all the core and School Direct trainees selected have the potential to be successful teachers who demonstrate high professional standards and a commitment to ensuring the pupils that they teach achieve their full potential.
21. The partnership draws widely and regularly on the views of trainees, school-based colleagues and external surveys to identify strengths in training and where aspects of provision could be improved. Action plans incorporate the key priorities identified through self-evaluation but success criteria lack precision so the extent of improvement sought is not clear.
22. Leaders have acted swiftly on the findings of Stage 1 to address the emerging areas for improvement that were identified. For example, the



links between professional studies, subject sessions and placement activities have been more closely aligned to further improve the coherence of training. In addition, documentation to support trainees' post-lesson reflection and discussion with their mentor place a greater emphasis on evaluating the impact of trainees' teaching on pupils' progress. This is a common agenda item for all training for mentors in the autumn term.

23. Since the last inspection the partnership has secured improvements in trainees' attainment, completion rates and the proportion of trainees progressing into employment at the end of the course. This confirms the effectiveness of leaders and managers and the partnership's good capacity to improve further.

## **Annex: Partnership schools**

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

### **Stage 1**

Snaith School  
Tollbar Academy  
Longcroft School  
Newland School for Girls  
Sir John Nelthorpe School  
Winifred Holtby School  
Malet Lambert School  
Driffield School  
South Hunsley School  
Cleethorpes Academy  
Hessle High School and Sixth Form College

### **Stage 2**

Hessle High School and Sixth Form College  
Cleethorpes Academy  
St John Fisher Catholic High School, Harrogate  
Hornsea School  
St Mary's College, Hull  
Kelvin Hall School  
Healing School  
Wolfreton School

# **Initial teacher education for the further education system**

## **Information about the FE in ITE partnership**

- The partnership offers full-time and part-time undergraduate certificates in higher education at level 4 and level 5 for those training to work in the post-compulsory sector. In addition, the partnership offers full-time and part-time courses through the professional graduate certificate in education (at level 6) and the postgraduate certificate in education at level 7. Part-time courses are available for in-service and pre-service trainees, whereas full-time courses are predominantly for pre-service trainees. Trainees can gain further qualifications through their work in educational settings or through further study that leads to Masters Degrees.
- At Stage 1 of the inspection, there were 88 trainees on full-time and part-time programmes leading to a teaching qualification. Twenty-six of these trainees were studying on in-service programmes.
- The partnership represents lifelong learning settings throughout Humberside and South Yorkshire. The majority of trainees gain placements in general further education and sixth form colleges. An increasing number are employed in school settings. A small proportion is employed in community and work-place settings.

## **Information about the FE in ITE inspection**

- Over the course of Stage 1 and Stage 2 of the inspection three inspectors carried out 41 observations of trainees and former trainees, at different stages of their studies, in 13 colleges, schools and other settings from the partnership. Inspectors also observed sessions in which mentors or tutors gave feedback on what they had observed. In eight cases inspectors observed interim and final review sessions, during which trainees, tutors and mentors discussed the progress that trainees and former trainees made.
- Wherever possible, inspectors interviewed trainees, mentors and tutors, senior leaders and managers and former trainees.
- Inspectors also looked at the trainees' individual learning plans and held discussions with trainees and former trainees to evaluate the impact of their training on the quality of their teaching.

## **Inspection Team**

Christopher Jones HMI	Phase lead inspector
Shaun Dillon HMI	Assistant phase lead inspector
Patrick McKinley	Team inspector

**The key strengths of the FE partnership are:**

- Completion rates are above average and trainees achieve well.
- As a result of good training the partnership provides good quality further education and skills (FE and skills) teachers who make a valued contribution to the colleges and settings in which they work.
- Trainees and former trainees plan and teach lively, interesting and challenging lessons that enable learners to make progress and achieve well.
- Good-quality mentor and tutor feedback and a focus on reflective practice enable trainees to develop their skills as teachers quickly and effectively.
- High-quality mentor and tutor support helps trainees and former trainees to develop a deeper understanding of their professional role beyond the classroom.
- Trainees have very good experiences of working with a wide range of learners from challenging socio-economic backgrounds.
- Former trainees use their individual learning plans and end-of-training targets to continually improve the quality of their teaching, learning and assessment.
- Trainees and former trainees improve their learners' English and mathematics skills effectively.

**What does the FE partnership need to do to improve further?****The partnership should:**

- ensure that trainees experience a wider range of settings so that they understand more fully the breadth and range of the FE and skills sector
- increase the flexibility of the programme to respond to emerging trends and issues, such as the increasing prevalence of learners who present with mental health issues
- review and extend the initial advice and guidance that partners provide during recruitment so that trainees are aware of the many and varied routes into teaching and are better able to choose courses that meet their career aspirations

- formalise the review process so that former trainees are more able to give feedback about which aspects of their training impacted most on their working lives, and which did not.

## **Inspection Judgements**

24. The partnership has provided good training and sustained good-quality outcomes for trainees during a period of significant change in the FE and skills sector. Good leadership and management have extended the scope of provision to provide good quality FE and skills teachers in the Yorkshire and Humber region. Over the last three years retention, completion and attainment rates have improved and are now consistently good. The capacity to improve provision further is good. The provision is fully compliant with all the regulations affecting teacher education and training in the FE and skills sector.
25. On both full-time and part-time courses, because their training programme focuses well on the needs of the individual, almost all trainees make good progress. They meet the professional standards for FE teachers and become thoughtful, effective teachers. At the end of their training, all trainees are good or better teachers. They teach on a range of courses and at different levels in their placement settings. This means that former trainees begin employment confident that they can develop further as able practitioners in their chosen field. A large proportion gain employment in colleges, schools and other settings. Their colleagues and managers value the teaching and support they give to learners to make sure they make the progress they should. The small proportion of trainees who defer part of their training benefit from high levels of support from university tutors and placement mentors to return to their studies later. Trainees are of varying ages and backgrounds. There are no evident discrepancies in the outcomes achieved by different groups of trainees.
26. Trainees and former trainees develop and extend their teaching skills quickly through the well-crafted support provided by their tutors and mentors. They understand and demonstrate what is required to be a good or better teacher and the impact that this has on their students. Trainees and former trainees prepare well for their teaching. They use their individual learning plans to reflect carefully on what they need to do to ensure that their teaching meets the varied and individual learning needs of those they teach. This means that learners make good or better progress.
27. Trainees use extensive, and often imaginative, resources in their teaching. They make sure that their teaching helps learners to improve their English and mathematics skills. All trainees demonstrate their

excellent and wide-ranging subject and curriculum knowledge. They use a range of teaching and learning strategies well. Many of their placement and induction mentors and colleagues comment on how the fresh ideas and teaching approaches that trainees and former trainees from the partnership bring, improve their own practice.

28. Learners are interested and contribute well in learning activities because they are taught by trainees and former trainees who manage behaviour well and who have high expectations of what their learners can achieve. As a result of their training, trainees and former trainees ensure that learners have equality of opportunity, and are prepared well for living and working as effective citizens in a diverse society.
29. Trainees benefit from the flexible training that university centre tutors, placement and induction mentors provide. This is evident in the support that mentors and tutors give to the very small proportion of trainees who need additional help to become good or better teachers. The training ensures that trainees become knowledgeable teachers who are highly regarded by their placements and employers.
30. Interviews during recruitment ensure that trainees are well matched to placement settings, including schools, to train in subjects that are primarily taught to learners over the age of 14. For some trainees, the discussions at interview do not explore fully the range of options open to them.
31. Trainees and teachers respond well to detailed feedback about their teaching. Consequently, they prepare and deliver well-crafted lessons in which students, regardless of their background, make good progress.
32. Trainees spend much of their time at a single placement. In larger placements trainees benefit from being able to observe and work with colleagues teaching in other subjects and to work, for example, on developing a wider range of behaviour management techniques. For some trainees, especially those in schools and community development settings, these opportunities are underdeveloped. Trainees have a good understanding of issues such as study programmes or employability skills, but do not necessarily experience them as part of their teaching practice.
33. Trainees value the training sessions at university centres very highly. Former trainees and trainees commented on how much the training had improved, and continued to improve, their teaching. Many, however, did not feel they had sufficient opportunity to give feedback about what aspects of their training benefited them most once in work, and which did not.

34. Mentors and university tutors prepare trainees well so that they are able to use assessment effectively to measure the progress that their students make. Effective questioning and the use of more formal assessments show that trainees can change and develop their teaching strategies so that individual learners meet the high expectations for their achievement.
35. The course is well structured and prepares teachers well to meet the changes to the FE curriculum, including the study programme and the raising of the participation age. All new teachers, and their induction tutors and managers, commented favourably on their training. However, many felt that they needed more support in dealing, for example, with the larger numbers of students presenting with mental health issues.
36. The partnership is strong; stakeholders at all levels work well together to the benefit of trainees and former trainees. Throughout the partnership, each partner recognises and values the knowledge, skills and experience that each partner contributes to the training. The improved mentor toolkit and the community of professional practice prepare tutors and mentors well to meet the exacting demands of their role.
37. The partnership uses data very well to monitor and evaluate the effectiveness of the training. Leaders, managers and lead mentors from the partnership review self-evaluation and development plans to improve the quality of teacher training. However, targets for improvement are not always sufficiently clear.

## **Annex: Partnership colleges**

University Centre, Doncaster  
University Centre, Grimsby  
Rotherham College of Arts and Technology



## ITE partnership details

<b>Unique reference number</b>	70031
<b>Inspection number</b>	434190
<b>Inspection dates Stage 1</b>	16-18 June 2014
<b>Stage 2</b>	6-8 October 2014
<b>Lead inspector</b>	Katrina Gueli HMI
<b>Type of ITE partnership</b>	HEI
<b>Phases provided</b>	Primary, secondary and FE
<b>Date of previous inspection</b>	23-27 May 2011
<b>Previous inspection report</b>	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/434190">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/434190</a>
<b>Provider address</b>	Faculty of Education University of Hull Cottingham Road HU6 7RX



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