

University of East Anglia

Initial Teacher Education inspection report

Inspection Dates Stage 1: 23-25 June 2014

Stage 2: 20-22 October 2014

This inspection was carried out by seven of Her Majesty's Inspectors, and three additional inspectors in accordance with the *ITE Inspector 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
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	2	2

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in primary and in secondary education. This is because of the high quality university-based training and good strategic leadership of both the primary and secondary courses.

Key findings

- The quality of central training is very strong in both primary and secondary education.
- Trainees and newly qualified teachers have great confidence that their training prepares them well to begin their teaching careers.
- Employment rates of trainees are high.
- Trainees and newly qualified teachers' personal and professional conduct is well-regarded by local headteachers.

To improve the ITE partnership should:

- improve completion rates so that they are above the national average
- improve the consistency and quality of school-based mentoring.

Information about this ITE partnership

- The University of East Anglia (UEA) partnership offers postgraduate certificates in education (PGCE) in primary and secondary teacher training. Programmes have been developed in close partnership with schools across Norfolk and Suffolk and are offered through both the School Direct and university-led routes.

The primary phase

Information about the primary partnership

- The University of East Anglia works in partnership with about 160 schools, mostly in Norfolk and Suffolk.
- The partnership offers training in the 3–7 and 5–11 age ranges, leading to qualified teacher status, (QTS) through the award of a Post Graduate Certificate in Education (PGCE) which includes 60 credits at Masters level. In 2013–14 there were 169 trainees on the one year programme.
- Within the two age ranges, trainees can specialise in the early years and in languages for primary school pupils. In 2013, 47 trainees specialised in Early Years and 10 trainees specialised in languages.
- From September 2014 the university offers a School Direct route for 31 trainees based in five schools. This is a school led route leading to QTS and a PGCE with credits at Masters level.

Information about the primary ITE inspection

- Inspectors observed the teaching of 13 trainees, in nine schools, during Stage 1 of the inspection and the teaching of 11 newly qualified teachers (NQTs), in eight schools, during Stage 2. At Stage 1, inspectors met with a further seven trainees in schools and with 19 trainees at the university. They also met with mentors, headteachers, class teachers and professional tutors, members of the partnership management committee and with the course and subject leaders from the university.
- Inspectors considered a wide range of evidence, including trainees' files, course handbooks, development plans, data on trainees' progress, completion and employment rates, and evidence of the partnership's self-evaluation, including that for 2014–15.
- Inspectors took account of responses to recent NQT surveys and to Ofsted's online questionnaire. Inspectors also reviewed the partnership's own trainee evaluations of the programme and information on the university's website.

Inspection team

Robert Lovett, HMI	Primary phase lead inspector
Sheena Macdonald, HMI	Primary phase assistant lead inspector
Juliet Ward	Team inspector
John Williams	Team inspector
Janet Connor HMI (Stage two)	Team inspector
Terry Russell (Stage two)	Team inspector

The key strengths of the primary partnership are:

- The high quality of the university-based training.
- Trainees' and NQTs confidence in the quality of their training, leading to their effective teaching of phonics, early reading skills and mathematics.
- Trainees' preparation to teach the new National Curriculum and good understanding of pupil premium funding and its intended impact on pupils' achievement.
- High employment rates.
- The accuracy of self-evaluation by leaders and managers, leading to the introduction of a new school experience placement which broadens trainees' experience and has improved the quality of provision.
- Trainees' and NQTs' good personal and professional conduct.
- Trainees' ability to form consistently productive and respectful relationships with pupils, parents and colleagues.
- Trainees' and NQTs' willingness to share their areas of expertise for the benefit of colleagues and their readiness to seek advice and help when required.

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

- improve completion rates through strengthening further the recruitment and selection process, and through ensuring that trainees always have high quality school experience placements
- improve the quality of school based mentoring through:
 - better target setting and written feedback for trainees
 - strengthening the focus on pupils' progress
- ensure greater rigour in the assessment of how well trainees are doing at the boundary between good and outstanding grades on the final assessment
- review and improve the mechanisms for sharing information on NQTs targets and performance, at the end of the training, with their employing schools.

Inspection Judgements

1. The University of East Anglia (UEA) does a good job in helping to meet an urgent need for able and well qualified teachers for local schools.
2. All trainees who complete the course exceed the minimum standards for qualified teacher status. Outcomes for almost all trainees and groups of trainees are at least good. In 2014, almost three quarters achieved an outstanding grade in their final assessment. Over time, male trainees attain more highly than female trainees, particularly at an outstanding level. Attainment across the different age bands and specialisms is broadly similar. There is no significant variation in the outcomes for different groups of trainees in terms of gender, age or ethnicity.
3. While inspection evidence mostly supports the accuracy of the provider's assessments of trainees, a small number are assessed too generously. This is particularly true at the boundary between trainees whose teaching is judged to be good and those with teaching deemed outstanding. As a result, a few final assessments of trainees are not an accurate reflection of their capacity to be outstanding NQTs on appointment. While the vast majority of headteachers have great faith in the accuracy of the partnership's final assessments, a few are disappointed that some NQTs require more support than their final assessment grade would indicate.
4. The proportion of trainees completing the course is close to the national average. Completion rates for male trainees improved in 2014 and were similar to those for female trainees.
5. Employment rates have been high for a number of years. This supports the provider's assertion that its NQTs are in strong demand. Trainees are well prepared for their school experience placements. Headteachers say that trainees and NQTs are particularly adept at working well with colleagues as part of an effective team. They also say that NQTs work well with learning support assistants to promote pupils' progress. Headteachers say that NQTs are rapidly building positive relationships with parents. Some have received excellent responses following recent parent consultations.
6. Trainees and NQTs demonstrate high levels of professional conduct and behaviour. They often make a valued contribution to the wider life of the schools they work in, leading after school clubs and activities. They quickly form good relationships with their class, so that pupils feel confident, well supported and eager to learn. Trainees are utilising a range of effective strategies to ensure that pupils behave well. Trainees and NQTs recognise the important link between high quality teaching

and pupils' positive attitudes to learning. Trainees and NQTs talk confidently about how they would recognise and deal with different forms of bullying, such as cyber-bullying and that based on sexual orientation or gender.

7. Trainees and NQTs work well as part of a team. They get along with colleagues and are not afraid to ask for help and advice if they need to. They are equally prepared to share their own particular skills and knowledge with colleagues and have led staff meetings looking at computing and the new National Curriculum. Trainees' good or excellent personal and professional conduct, coupled with their desire to improve and do well, are strengths.
8. Trainees and NQTs plan their teaching very well. They ensure that the needs of particular groups of pupils are well met, including those at risk of underachievement. Trainees and NQTs make good use of assessments of how well pupils are doing, which enables them to respond quickly. They annotate and edit their plans particularly well in order to make sure their teaching matches what pupils need to learn and that misunderstandings are addressed.
9. Particularly effective teaching by trainees using a wide variety of approaches was seen. For example, trainees use creative and imaginative resources well to support and enliven learning. This includes both commercial resources such as equipment to promote pupils' understanding of key concepts in mathematics, the effective use of interactive whiteboards to engage and enthuse pupils, and home-made resources, such as a Pandora's Box used as a stimulus for creative writing.
10. The quality of training is good overall but within this there is some variation. The university's centre-based training is strong. High quality training in mathematics enables trainees to develop secure subject knowledge and confidence in their ability to teach. NQTs have good subject knowledge and teach mathematics well. This is confirmed by what schools told inspectors. Training in literacy, phonics and the promotion of early reading is also strong and systematically builds on trainees' subject knowledge. Subject audits of trainees' knowledge are thorough. Additional support to enable all trainees to teach well is proving very effective. One NQT, trained in the 7-11 age phase, described how he had applied his phonics knowledge to teaching Year 5 pupils about homophones and writing imaginative rhymes to help them improve their spelling. The high quality of university training in mathematics and English skills is reflected in the high levels of confidence expressed by trainees and NQTs. Trainees are well prepared to teach the full range of primary subjects. NQTs join schools with a good understanding of recent changes to the National Curriculum and

how these might affect what, and how, they teach. University support for trainees does not stop when they achieve QTS. NQTs are made aware of the university's eagerness to continue to provide support and encouragement. One NQT spoke about the excellent support he had received after seeking advice on how to engage reluctant readers. He has put this advice into effect and already has evidence of the positive impact on pupils' reading habits. Another described prompt and effective action to support an NQT and school-based induction tutor, when both were struggling with their respective roles.

11. While school-based training is generally at least good, it varies in quality. In some schools, mentors are models of good practice, particularly in respect of the verbal feedback they provide on the quality of teaching. However, some mentors do not focus their feedback sharply enough on pupils' learning or progress. Written feedback is not of a consistently high quality. Some improvement targets set for trainees are too vague and lack explicit advice on exactly what to improve and how. While written feedback from university tutors is generally much more helpful and specific, some have not addressed weaknesses in the quality of mentors' feedback quickly enough. Not all of the targets set for trainees are followed-up in subsequent observations of teaching, so that sometimes the same target is identified in more than one observation, with no indication of trainees' progress. The university has taken prompt action to address this issue, with written feedback to trainees' now focusing more explicitly on the impact of teaching on pupils' progress. Successful teachers from partnership schools provide valued lectures and workshops for trainees on subjects such as phonics, English as an additional language, special educational needs and restorative justice.
12. NQT responses to the annual National College for Teaching and Learning survey indicate well above average levels of satisfaction with almost all aspects of training, including key areas such as understanding pupil progress, subject knowledge, linking theory and practice, and safeguarding. They are confident in their ability to teach phonics, language comprehension, writing and mathematics. These positive outcomes are fully reflected in the online inspection questionnaire completed by trainees in June 2014. They are very positive about the overall quality of their training and their preparation to teach English, mathematics, computing and other subjects such as physical education.
13. Links between university and school-based training are strong. All written assignments and reflective tasks have an element of school-based research. These are well designed to develop and deepen trainees' understanding of the links between theory and practice. For many trainees, this explicit link between education theory, practice and research is a significant strength of their training. The impact of this approach can be seen in the eagerness of the most able trainees to

explore new ways of teaching and learning from an academic research-based perspective.

14. Training, associated tasks and assignments develop trainees' understanding of nationally underachieving groups well. Trainees and NQTs recognise the need for pupils, supported through the pupil premium, to do better and can convincingly describe strategies to improve these pupils self-esteem, motivation and achievement.
15. University tutors are highly qualified and passionate about the subjects they teach. They are active within the national academic community and instil in trainees a passion for teaching a range of subjects.
16. Some schools say they are not aware of the end of training targets for NQTs or trainees' final achievement grade. The partnership is eager to work more closely with schools to ensure this new expectation is fully met.
17. Not all partnership schools provide a high quality training environment. In a small number, the quality of teaching is not good enough for trainees to benefit sufficiently from the experience. The university is now working more closely with local strategic partners to share information and improve the quality assurance of partnership schools' contribution to the training.
18. Leadership and management are good. Senior leaders provide strong strategic leadership. The last inspection report asked the provider to ensure that the training programme was revised so that trainees were well prepared for forthcoming curriculum changes. This has been very successfully achieved. The partnership is eager to improve further. It communicates high expectations to both trainees and partnership schools. The University of East Anglia has a deservedly high reputation among schools, many of whom have a well-established track record as members of the ITE partnership and as employers of the partnership's NQTs. Trainees know that they are embarking on a course of good practical training, firmly underpinned by a sharp focus on education theory. As a result, trainees and NQTs are well placed to select the most appropriate teaching methods and to adapt their practice to meet the needs of pupils. For example, both trainees and NQTs spoke confidently about how to assess pupils' work in different ways and about current research into the most effective forms of feedback. The partnership has taken prompt action to begin to address the areas for improvement raised in Stage 1 of this inspection. Advice given to mentors on how best to support trainees has improved as have the forms used to provide feedback to trainees. In addition, further improvements have been put in place to quality assure the training schools provide to trainees. However, it is too early to see the impact of these actions on outcomes.

19. Self-evaluation is robust and accurate and leads to effective improvement planning. As a result of an identified need, an additional school experience placement was introduced in 2012. This was intended to increase trainees' experience in their specialist areas and in teaching in the national priority areas. These include working with disabled pupils and those with special educational needs, minority ethnic pupils and those supported through additional pupil premium funding. This has proved very successful and the opportunity is highly valued by trainees.
20. Recruitment and selection of trainees are strong in many respects. Trainees, NQTs and school staff say the process is thorough and rigorous. Experienced school leaders are appropriately involved. Candidates are asked to complete a written task on a given theme and to make a presentation, to interviewers and fellow candidates, in order to assess their communication and interpersonal skills. While this process results in the recruitment of good quality trainees who go on to exceed the Teachers' Standards, too few complete in a timely manner. The partnership is very inclusive and values equality. It works hard to encourage applications from less advantaged trainees and from under-represented groups. It has been very successful in increasing the proportion of male trainees.
21. Partnership schools are highly committed to the success of the training. The partnership management committee provides effective strategic oversight and challenge. They regularly review how well the partnership is doing and contribute well to course evaluations and revision.
22. Appropriate safeguarding arrangements are in place. Trainees' qualifications and their suitability to work with pupils are checked and recorded. The partnership fully complies with regulations regarding the recruitment of trainees and the criteria for initial teacher training

Annex: Partnership schools

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

Astley Primary School
Avenue Junior School
Bawdeswell Primary School
Blofield Primary School
Catton Grove Primary School
Cliff Lane Primary School
Colman Infant School
Cringelford Primary School
Edward Worlledge Community Junior School

Great Ellingham Primary School
Hemblington Primary School
Lionwood Infant and Nursery School
Meadow Primary School
Mulbarton Infant School
St Mary's RC VA Primary & Nursery
Trowse Primary School
White Woman Lane Junior School

The secondary phase

Information about the secondary partnership

- The secondary partnership trained 165 students during 2013-14, mainly on courses leading to a postgraduate certificate in education (PGCE) for the 11-16 age range. A small number of trainees follow the School Direct route. This is a school led route leading to QTS and a PGCE with credits at Masters level.
- Training is offered in the following subjects: English, geography, history, mathematics, modern foreign languages, physical education, science (biology, chemistry, physics or physics with mathematics). Partner schools are located across Norfolk and Suffolk.

Information about the secondary ITE inspection

- Inspectors visited 13 secondary schools during both stages of the inspection. Inspectors observed the teaching of 14 trainees and 10 NQTs. Trainees' teaching was observed jointly with their mentors. Inspectors then observed the feedback given by mentors to trainees.
- During their visits, inspectors also held discussions with groups of trainees from both the PGCE and School Direct routes and met with trainees' mentors, professional tutors, senior leaders and headteachers.
- Inspectors took account of responses to recent NQT surveys and to Ofsted's online questionnaire. Inspectors also took account of the partnership's own trainee evaluations of the programme and information on the university's website.
- Inspectors held meetings with course and programme leaders, and school leaders from the partnership. They considered a wide range of documentary evidence, which included trainee tracking and assessment data, trainees' teaching files and evidence about how well trainees are meeting the Teachers' Standards. Inspectors also scrutinised the partnership's analysis of trainees' attainment data, completion and employment outcomes over time, and the partnership's self-evaluation and improvement plan.

Inspection Team

Adrian Lyons HMI	Overall lead inspector
Susan Wareing HMI	Assistant lead inspector, modern foreign languages specialist
Jacqueline Pentlow	Team inspector, science specialist
Terry Russell	Team inspector, mathematics specialist
Russell Bennett HMI (Stage two)	Team inspector

The key strengths of the secondary partnership are:

- trainees' excellent understanding and effective application to their teaching of up-to-date research regarding subject specific pedagogy
- particularly strong relationships between the university and partner schools, as evidenced by the extensive involvement of school-based staff in training, their attendance at mentor training and at partnership meetings
- the high level of pastoral support for trainees, which leads to rapid and effective action by the university when trainees encounter difficulties
- the high quality of the professional development programme and the integration of university-based and school-based elements, with subject specific training. This leads to trainees and NQTs who are very self-critical and who reflect positively, and routinely, on how to improve the experience of the students they teach
- highly effective training in behaviour management, resulting in trainees who are confident in promoting pupils' good behaviour in the classroom
- training that ensures trainees have a very good understanding of the different key stages, including post-16 provision
- highly effective procedures to ensure that schools, where trainees begin their teaching career, have up to date information on the trainees' strengths and areas for further development, so that they are able to improve quickly
- the high standard of trainees' and NQTs' personal and professional conduct, leading to a positive reputation within schools in the region and high employment rates for NQTs.

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

- further improve the recruitment and selection process, so that a greater proportion of trainees are recruited with the potential to become outstanding teachers, especially in science and mathematics
- ensure that the recently improved systems to promote consistently high quality mentoring across the partnership have the required impact.

Inspection Judgements

23. The proportion of trainees successfully completing the programme and then securing employment as NQTs is consistently high. Leaders in the schools visited by inspectors were very positive about university-based training and the high quality of the partnership's trainees. School leaders are keen to employ the partnership's NQTs because they know they will enhance the quality of education in their schools. One headteacher summed up the view of others by saying that, when inviting a partnership trainee for interview 'you know what to expect before they enter the room'. Other headteachers commented that the university's trainees are contributing to improving standards and raising the quality of teaching in Norfolk's schools.
24. In most subjects, the majority of trainees are judged to be outstanding by the end of the course. In science and mathematics the overwhelming majority of trainees are judged to be at least good. Headteachers confirm the accuracy of the partnership's assessments and inspectors agree. As one headteacher commented, 'one of the really positive things about the University of East Anglia (UEA) is that they will not inflate the grades. If they say a trainee is outstanding they really are.' The proportion of trainees who start and successfully complete the course is average in relation to other ITE providers nationally.
25. Outcomes for trainees across the secondary partnership are good. All trainees and NQTs who were observed teaching and who spoke to inspectors exceeded the minimum level of practice expected of teachers. There is no significant variation in the outcomes for different groups of trainees in terms of gender, age or ethnicity. However, the outcomes for trainees in science and mathematics are not as strong as for other subjects offered. The university has found it more difficult to recruit potentially outstanding trainees to these subjects, and to develop recruitment strategies to enable it to do so. It has taken the principled position that it will continue to offer these subjects in order to contribute to the acute local and regional need for science and mathematics teachers.
26. Trainees are very confident classroom practitioners whose teaching promotes good behaviour and positive attitudes to learning. They have excellent knowledge of their subject. This is combined with a strong understanding of why, and how, to choose effective strategies to enable pupils to make good progress in lessons. Trainees are highly reflective and self-critical. They think carefully about how to improve their own performance in order to improve the experience of their students. They have high expectations of themselves and of their students'

achievement. Trainees and NQTs plan and teach well-structured lessons and sequences of lessons.

27. Through UEA's centre-based training and diverse school placements, trainees and NQTs gain a very secure grounding in adapting their teaching to meet the needs of different groups. For example, in working with students with disabilities and/or special educational needs, or those who are gifted and talented. Trainees are very well-prepared to teach the wide range of students in the increasingly diverse cultural and linguistic context of East Anglia.
28. Central training is of a very high quality. The professional development programme is well-regarded. It is comprehensive, well-structured and links effectively with school-based training. The coherence of the whole training experience is very strong. Many trainees, across all subjects, say they are 'inspired' by the quality of subject tutoring at the university curriculum sessions. Trainees benefit from training that is delivered by nationally recognised experts. The quality of central training is enhanced by its responsiveness to student feedback. Evaluations of guest lecturers, as well as university staff, are robust and shared with lecturers to drive further improvement. The doubling of the time for curriculum taught-sessions, led by experienced and effective subject tutors, has strengthened the depth and breadth of trainees' subject knowledge.
29. The quality of school-based training is evaluated by the trainees and this is shared with schools in discussions with university staff. This influences whether schools and subject departments are selected for future training placements.
30. The transition points between placements are planned effectively. Information from the previous school experience is used well to plan for transition to the next. There is a good sense of getting trainees to move on swiftly in their second placement. Contrasting school placements are used well. Support for transition from the training programme to the NQT year is developing well. Headteachers employing NQTs were impressed to receive updated references at the end of the course giving information on how the trainee had developed since their job interview and highlighting their strengths and areas for further development as they begin their careers.
31. There is strong personal support for trainees, which helps the large majority make good progress. Occasionally, personal support has become necessary because the partnership's quality assurance systems have failed to pre-empt potential problems caused by a very small proportion of inexperienced mentors. In response, the university's systems for monitoring school-based training have been improved.

32. Trainees and NQTs are very positive about the course, as reflected in the NQT survey completed by previous trainees. They identify particular strengths in leadership and management, NQTs preparedness for ensuring equal opportunities and in promoting literacy in their subject teaching, and their confidence in ensuring pupils' good behaviour. A review of trainees' responses to the partnership's internal satisfaction monitoring over time clearly indicates that any areas of relative dissatisfaction in one year are rectified for the next year.
33. Trainees are prepared well for the revised National Curriculum and changes to 16–19 education. Careful consideration is given to enabling trainees to teach students in a wide range of academic and social contexts. NQTs' high expectations are seen in the wide range of tasks they set for students. Their good progression is evident across year groups. Often, NQTs' marking is diligent, challenging and helpful in signalling next steps in learning. However, the amount of marked written work in some books scrutinised, and the detail and quality of marking is variable, even when taking account of the fact students had been in school only for half a term. Training in giving written feedback is not as strong as in other elements of the programme. Sometimes NQTs do not have the confidence to transfer the best practice seen in their training to their employing department. School leaders have worked with the university to find effective solutions to the potential problem that many placement schools are not required to follow the national curriculum.
34. Leaders have engaged positively with national changes to teacher training, for example, in their support for School Direct. Schools have been keen to have the university as their partner in School Direct training because they value the rigorous academic foundation it provides to teachers' training. The university has decided to discontinue providing support for the 'salaried' route because it has found it difficult to ensure that trainees receive the same high quality training as provided for the 'non-salaried route'. In response to the government's allocation of places, the provider is increasingly transferring its provision from the traditional PGCE route to the School Direct 'non-salaried' route. School leaders report that they are happy with this arrangement, because they know there is a consistency in the quality of trainees completing a teacher training course at UEA.
35. The partnership continually makes changes to provision in response to identified national priorities. There is a strong focus on developing trainees' knowledge and understanding of how to develop their students' spiritual, moral, social and cultural (SMSC) understanding. Each subject makes a presentation on how it contributes to students' development of SMSC. In addition to relevant lectures, trainees' opportunities to participate in the delivery of personal, social, health and economic

education in schools (PHSE) is monitored and trainees are encouraged to reflect on their experiences.

36. Training for 'link teachers' and for mentors, combined with strong relationships and effective communication between subject tutors and mentors, have led to an increase in high quality mentoring. However, there is some variation in the quality of mentoring, especially in science and mathematics.
37. The partnership has shown a good capacity to improve further by its speedy response to issues discussed during the first stage of the inspection. The provider's self-review process is effective. Over the summer, improvement planning based on the analysis of trainees' progress against the Teachers' Standards has become more rigorous and systematic. NQT survey and mentor evaluations have all improved year-on-year since the last inspection. The partnership is fully compliant with the criteria for initial teacher training.

Annex: Partnership schools

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

Bungay High School, Norfolk
City of Norwich School, Norwich
County Upper School, Bury St Edmunds
Dereham Neatherd High School, Norfolk
Hartismere School, Eye, Suffolk
Hellesdon High School, Norwich
Hobart High School, Norfolk
Northgate high School, Ipswich
Notre Dame High School, Norwich
Norwich School, Norwich
Sprowston Community High School, Norwich
Thetford Academy, Norfolk
Wymondham High Academy, Norfolk

ITE partnership details

Unique reference number	70076
Inspection number	428983
Inspection dates Stage 1	23-25 June 2014
Stage 2	20-22 October 2014
Lead inspector	Adrian Lyons HMI
Type of ITE partnership	HEI
Phases provided	Primary and secondary
Date of previous inspection	19 March 2010
Previous inspection report	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70076
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