

# Nottingham Trent University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 18–20 May 2015 Stage 2: 5–7 October 2015

This inspection was carried out by Her Majesty's Inspectors and Ofsted inspectors in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from April 2015.

The inspection draws on 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	1	1	1

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## Overview of the ITE partnership

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

### Key findings

- The provision in all phases meets the needs for teachers in the local area and East Midlands region extremely well. The provider recruits trainees in the specialist phases and subjects where there are teacher shortages and prepares them well to become at least good teachers. Almost all trainees secure teaching posts, with the large majority in the local area or region.
- The leadership and management of the provision in all phases are outstanding and secure sustained and rapid improvements to provision that is already good. The continuous process of self-evaluation and review is thorough and rigorous. Leaders and managers have a precise and accurate understanding of what is working well and where some improvement is required. The actions they take are swift and effective.
- Training in primary, secondary and further education phases is consistently good with some that is outstanding. As a result, the outcomes for trainees in all phases are good. All trainees are prepared well to teach in their specialist age range, curriculum area, subject or aspect of further education and skills.
- Trainees in all phases maintain very high standards of personal and professional conduct.
- Across all three phases, the partnership promotes collaborative working and the sharing of best practice and expertise increasingly well. This is supported well by the management structures.
- The university is committed to the ongoing professional development of teachers during their induction and first few years of teaching. The university offers a well-planned framework of professional development courses and further qualifications to meet the diverse needs of teachers and schools, colleges and settings across the region.
- The university has a strong commitment to raising achievement for learners whose circumstances have made them vulnerable and those from disadvantaged backgrounds. It provides enrichment opportunities for these learners and works closely with schools, colleges and other settings in challenging circumstances.
- The provider meets all of the relevant requirements for initial teacher education and training in all three phases. It also meets the

requirements of all other appropriate legislation, including that relating to safeguarding young persons and child protection.

**To improve the ITE partnership should:**

- build on the existing good and outstanding practice in all phases to ensure that all trainees benefit from the highest-quality experiences.

**Information about this ITE partnership**

- Nottingham Trent University, in partnership with schools and colleges, provides training routes for the primary and secondary phases and for teachers in further education and skills.
- In the primary phase, trainees follow one of a four-year undergraduate, a one-year postgraduate or a School Direct, salaried or training route. All lead to the award of qualified teacher status (QTS).
- In the secondary phase there is a three-year undergraduate route in two subjects, a one-year postgraduate route across seven subjects and School Direct, salaried or training routes across a wide range of subjects. All lead to the award of qualified teacher status (QTS) and the award of a postgraduate/professional graduate certificate or diploma in education (PGCE/PGDE).
- The further education and skills provision includes a one-year full-time and a two-year part-time programme leading to a certificate in education, professional graduate certificate in education or postgraduate certificate in education.

## **The primary phase**

### **Information about the primary partnership**

- The primary partnership of Nottingham Trent University comprises nearly 180 schools in 11 local authority areas. The schools are a mixture of local authority maintained schools and academies, and include special schools and a hospital school. All these schools are spread over a large geographical area and include both rural and urban settings that present trainees with a variety of cultural and socio-economic contexts in which to train and hone their teaching skills.
- The primary partnership provides a number of routes into teaching: a four-year undergraduate route; a one-year postgraduate route; School Direct training and salaried routes. All lead to the award of qualified teacher status (QTS) as well as the academic award.
- At the time of stage one of this inspection, the numbers of trainees were as follows: 361 trainees on the undergraduate route; 42 on the postgraduate route; and 46 School Direct trainees.

### **Information about the primary ITE inspection**

- There were four inspectors on the primary team for each of the two stages of the inspection.
- During stage one, inspectors visited 11 schools. Inspectors observed the teaching of 14 trainees representing all routes except for the undergraduate route because trainees on this route were not on placement at the time of the inspection.
- During the visits, discussions were held with trainees and school-based mentors. Inspectors held discussions with a further 27 trainees at the university and three university training sessions were observed.
- Inspectors took into account the findings from recent newly qualified teacher (NQT) surveys and 100 responses from trainees to Ofsted's online questionnaire. Of the responses to Ofsted's questionnaire, 78 were from undergraduates, 10 from trainees following the PGCE programme and 12 following the School Direct route.
- During stage two of the inspection, inspectors visited 14 schools. The teaching of 14 NQTs was observed, including one who had been seen during stage one. Each of these NQTs had completed their training in summer 2015. Inspectors held discussions with pupils taught by the NQTs, school leaders and induction tutors at the schools visited.
- In both stages of the inspection, inspectors looked at a range of evidence, including work in pupils' books and trainees' files. In addition, discussions were held with university and school-based leaders and trainers.

Furthermore, inspectors considered a wide range of documentary evidence provided by the partnership. This included information relating to trainees' attainments, and the provider's self-evaluation. The partnership website was reviewed.

### **Inspection team**

John Nixon	Her Majesty's Inspector	Lead inspector
Joanne Olsson	Her Majesty's Inspector	Assistant lead inspector
Emma Brown	Ofsted inspector	Team inspector

Stage 1 only		
Jeremy Spencer	Her Majesty's Inspector	Team inspector

Stage 2 only		
Julia Wright	Her Majesty's Inspector	Team inspector

### **Overall effectiveness**

**Grade: 2**

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

- leadership and management of the primary partnership are outstanding; leaders have a clear and passionate vision and actively pursue excellence
- a cohesive team of partnership leaders share a clear vision for excellence; their enthusiasm to make a positive difference to the outcomes of trainees and children is contagious and reflected in the enthusiasm for teaching shown by trainees and NQTs
- because of their rigorous self-evaluation, leaders are aware of areas that are less strong and take swift and purposeful actions to bring about improvement
- the quality of university-based training, particularly in the core subjects of English and mathematics, is at least good; consequently, trainees have high levels of subject knowledge that help them to plan and teach with confidence to secure positive outcomes for pupils
- trainees are equipped well with strategies to promote pupils' good behaviour because of the high-quality training they receive
- trainees and NQTs demonstrate consistently high standards of personal and professional conduct because of the guidance they received during their training
- trainees and NQTs are reflective and actively seek, and respond positively to, guidance and opportunities to develop their teaching

- schools hold trainees and NQTs in high regard because the university recruits the right calibre of trainee and then develops them to become good teachers – the type of teachers that schools want as members of staff
- the sustained high levels of employment and, in particular, the proportions of trainees appointed to local schools, illustrates how the partnership helps meet the local and regional need for teachers very well.

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

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

- develop further trainees' confidence and skills in assessing and using pupils' starting points to ensure they build on what they already know
- ensure all trainees have the best possible school placement experiences by making sure that the quality of mentoring consistently reflects the best practice seen in the partnership by building on the actions already taken
- ensure that the targets set for trainees at the end of their training are consistently demanding and guide trainees to provide this information to their employing school to enable them to make rapid progress as they begin their NQT year.

### **Inspection judgements**

1. The overall effectiveness of the Nottingham Trent University primary ITE partnership is good. Trainees on all courses are prepared well to become good or better teachers and help the university and its School Direct partners meet the local and regional need for teachers. High employment rates show how well the partnership meets local and regional needs.
2. Outcomes for trainees are good overall. All trainees who complete their course meet the minimum requirements of the teachers' standards and meet some of the standards at the highest level. Most trainees successfully complete their course and successful completion rates have been sustained over time and are above national averages for undergraduates. Those for postgraduates are generally in line with national averages. In 2015, completion rates dipped for the postgraduate and School Direct routes. This was because a small number of trainees took breaks from their course for personal reasons that could not have been anticipated by the partnership at recruitment. Leaders have responded quickly to ensure appropriate support and

actions are in place to allow a large proportion of these trainees to complete their course successfully during the next academic year. This is why rates of employment are high.

3. Recruitment procedures are rigorous. The process carefully evaluates candidates' potential to become effective primary teachers. The high expectations and rigorous demands of the course are made clear. The close involvement of headteachers, senior leaders and school-based mentors from partnership schools brings an added dimension to the trainee selection process, and is a role that school leaders and mentors gladly welcome.
4. Trainees predominantly become good teachers by the end of their training, while some are outstanding. Trainees show ability to self-reflect and seek guidance about improving the quality of their practice. They seek opportunities to hone their skills, for example by attending whole-school training sessions. They identify where they need further support to extend their knowledge, such as working with physical education specialists in schools or visiting the Early Excellence Centre in Huddersfield. This constant reflection equips them well to make rapid progress in developing their skills and improve their knowledge as teachers.
5. Trainees routinely demonstrate high standards of personal and professional behaviour, for example through their high standards of dress or by their regular contribution to the wider aspects of school life. Many take the lead in extra-curricular clubs or take responsibility for planning for colleagues who teach parallel classes.
6. The attainment of trainees is good. All who gained QTS in 2014 and 2015 exceeded the teachers' standards. Many met some of the teachers' standards at a high level. There are no significant differences between the attainment of groups of trainees or courses. The proportion of School Direct trainees achieving high levels was slightly less than that seen for other courses in 2014 and 2015. Purposeful and ongoing actions taken by partnership leaders mean the gap is closing rapidly.
7. The quality of training is good overall, and university-based training is particularly strong. As a result, trainees have good subject knowledge across the curriculum and particularly in mathematics, English and modern foreign languages. Where training time is limited, university tutors often make good use of online facilities to share resources and guidance. For example, in modern foreign languages, resources are made available online for trainees to use in schools following training sessions. Not all training across the partnership is consistently of this high quality.



8. Leadership and management of the primary partnership are outstanding. Leaders have a clear vision and actively pursue excellence. Leaders and managers know exactly where provision is good and where it needs to improve.
9. Trainees benefit from good training in phonics that is supplemented on undergraduate and PGCE courses by practical experiences in schools focused on the teaching of phonics. In some schools, trainees benefit from additional opportunities to cement their knowledge of phonics, even when it is not directly related to the year group in which they are placed. This is much appreciated by these trainees.
10. Trainees receive effective support from tutors in seeking employment. Workshops and focused meetings between trainees and their personal tutors develop trainees' skills in applying for jobs and their interview performance.
11. Trainees' skills in managing behaviour are nurtured well throughout their training, both while in university and in schools. This means that by the end of the training most trainees use a variety of strategies effectively to promote learning in their classrooms.
12. Careful management of placements by partnership leaders ensures that trainees have a good breadth of experiences in teaching pupils across different key stages and where possible in contrasting contexts, including working in schools in challenging circumstances and those with a high proportion of pupils who speak English as an additional language. The opportunities afforded to some trainees following the School Direct route are sometimes more restricted. Leaders are fully aware of this and work closely with partnership schools to ensure the best possible placements for all. Leaders endeavour to use their knowledge of schools to match placements to the specific needs of trainees. For example, leaders arrange, where possible, placements in special schools, hospital schools and pupil referral units for those trainees eager to pursue a career in these schools.
13. Mentors regularly monitor trainees' progress and use this to set developmental targets against the teachers' standards. Recent developments have enhanced the role of the school-based mentor in completing evaluations and identifying these targets as they have greater opportunity to observe trainees teaching. Overall, most target setting is accurate but there is some inconsistency across the partnership. This results in a minority of cases where targets are too generic or too sharply focused on the current placement's needs. Leaders have, however, correctly identified this and taken purposeful actions that have tightened and enhanced quality assurance procedures to improve consistency.

14. The university assesses all trainees as at least good teachers by the end of their training. This assessment is accurate. The quality of teaching of former trainees in the early stages of their career is predominantly good, and some is outstanding. The NQTs have good subject knowledge, particularly in English and mathematics, because of the high quality of their training. They use questioning and feedback well to help pupils improve. For example, some NQTs set personalised challenges and investigations for pupils that require them to apply what they have learnt and explain their thinking. As a consequence, these pupils deepen their understanding and make rapid progress.
15. NQTs are confident in the teaching of physical education. This is due to the good training they receive in this subject. The training is supported well by the opportunities schools give them, in many cases working alongside the specialist providers the school uses to deliver the physical education curriculum.
16. Most trainees and NQTs make good use of the assessment skills they have developed during their training to assess pupils' starting points and set work that is appropriately challenging for them. As a result, trainees typically give the least-able pupils the support and guidance they require and make sure the most able do not spend time repeating work they already know. A minority of trainees and NQTs do not make as good use of their assessment skills to assess the attainment and progress of pupils.
17. All NQTs understand what they have to do to improve further in their early teaching career because of the targets they were given at the end of their training. Some of the targets set, however, are not as helpful as they could be when they are too generic or focused on the specific circumstances of final placement schools. As a consequence, a small number of trainees make a slower start to their NQT year. Partnership leaders are aware of this and have enhanced their already robust quality assurance processes further to develop, where necessary, mentors' skills in setting targets. Additionally, leaders are aware that a minority of employers do not always get the information about NQTs' targets as quickly as they should. Leaders have taken purposeful action to address this but it is too soon to see the impact of this action.
18. Leaders have well-established and robust systems in place that allow them to evaluate the quality of the provision accurately. They do not shy away from taking swift actions to address any shortcomings. For example, leaders have taken effective actions quickly put into place to improve already highly effective safeguarding and online safety training. As a result, all trainees are suitably equipped to meet their statutory duties relating to preventing radicalisation and extremism by the time they finish their training.

19. Leaders' commitment to the ongoing development and improvement of the provision is unquestionable. This is clear in leaders' development planning. Leaders use milestones effectively and regularly measure progress to check that actions are on schedule and having the desired impact.
20. The university has a well-established and first-rate partnership with its schools, training school alliances and multi-academy trusts. Leaders frequently seek the views of school leaders and value their input into all aspects of the primary provision. Leaders, however, are not satisfied with the status quo and continually strive to improve how the partnership operates, including how effectively it communicates and seeks the views of its partnership schools, trainees and former trainees. To this end, leaders are actively seeking further NQT representation for the university's 'course boards' to bring an added dimension to how the university evaluates provision. Furthermore, actions by leaders to introduce more diverse locations for mentor meetings have resulted in significantly more mentors attending from further afield. Consequently, more mentors now receive direct information and training about the partnership's expectations and guidance. Leaders track and monitor those who are unable to attend. They use online technologies to share training presentations that include linked 'voice-overs' of the trainers' explanations. All this, coupled with leaders' actions to enhance support and guidance for mentors and sharpen the quality assurance of school-based training, means the university demonstrates the capacity to improve the provision further.
21. The university has a strong commitment to working with all schools in its partnership and beyond, including those in challenging circumstances. It often leads educational initiatives, including hosting visits by pupils and teachers to the university. A good example is an event organised for most-able pupils, including disadvantaged pupils, at the university. They take part in challenging science investigation activities based around the innovative use of hand-held global positioning devices or 'geo-caching'. Activities such as these, which would otherwise be inaccessible to many learners, especially those who are disadvantaged, raise aspirations and provide opportunities for success.
22. The university plays a key role in actively encouraging teachers to continue to enhance their own skills through continued professional development. The university's mentor programme is a popular piece of continued professional development for teachers at all levels that helps them keep up to date and further develop key skills. The university's provision of bursary grants allows some teachers to build their skills and keep up to date with current educational practice through joint educational research activities in partnership with university staff.

23. The university rightly places great importance on the continuing development of, and support for, its former trainees to become the best teachers they can. The recent introduction by the university of its 'NQT Charter' programme formalises this commitment and gives former trainees enhanced opportunities to access professional development such as courses and the resources of the university's library.

## **Annex: Partnership schools**

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

Alderman Richard Hallam Primary School  
Arno Vale Junior School  
Berridge Primary School  
Brooke Hill School  
Burton-on-the-Wolds Primary School  
Catmose Primary  
Hartsholme Academy  
Heymann Primary and Nursery School  
Hillside Primary and Nursery Academy  
Intake Farm Primary School  
Lantern Lane Primary and Nursery School  
Latimer Primary School  
Longford Church of England Primary School  
Netherfield Primary School  
Old Basford School  
Peafield Lane Academy  
Pudsey Bolton Royd Primary School  
Radcliffe-on-Trent Infant School  
Southwark Primary School  
Sparken Hill Academy  
Stanhope primary and Nursery  
St Margaret Clitherow Catholic Primary School  
Sutton Road Primary and Nursery School  
Underwood CE Primary School  
West Bridgford Infant School

## **The secondary phase**

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

- In the secondary phase there is a small undergraduate route in design and technology and in science and a new route in mathematics, a one-year postgraduate route across seven subjects and School Direct routes, salaried or training, across a wide range of subjects. All lead to the award of qualified teacher status (QTS).
- Postgraduate courses are provided in business education, computer science, design and technology, English, mathematics, music and science (biology, chemistry and physics). The School Direct routes attract trainees across a wide range of secondary subjects.
- Most trainees are trained to teach across the 11–16 age range, although most are provided with additional training and experiences of post-16 courses in their subject. Some subjects, such as business studies, prepare trainees to teach across the 14–19 age range.
- At the time of stage one of the inspection, there were 152 trainees on secondary routes.
- At the end of 2014/15, 138 trainees had successfully completed their programme: 10 on the undergraduate route; 63 on the postgraduate route and 65 on School Direct routes.

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

- The secondary team contained three of Her Majesty's Inspectors (HMI) and two Additional/Ofsted inspectors at both stage one and two.
- Inspectors visited 14 schools in stage one, observed the teaching of 22 trainees and interviewed a further 11.
- Inspectors took into account the findings from the most recent newly qualified teacher (NQT) surveys and the responses from trainees to Ofsted's online questionnaire.
- Inspectors visited 10 schools in stage two, observed the teaching of 19 NQTs and interviewed another five. Eight of these NQTs had also been observed as trainees at stage one.
- Meetings were held with university staff and documented evidence, including that on the university's website and virtual learning environment, scrutinised in both stages. In schools, inspectors interviewed subject mentors, ITE coordinators and senior staff in the school and looked at records of trainees' progress.

## Inspection Team

James Sage	Her Majesty's Inspector	Lead inspector: secondary Overall lead inspector
Janet Palmer	Her Majesty's Inspector	Assistant lead inspector
Jason Howard	Her Majesty's Inspector	Team inspector
Paul Metcalf	Ofsted/additional inspector	Team inspector
Stage 1 only:		
Terry Russell	Additional inspector	Team inspector
Stage 2 only:		
Kathleen Harris	Ofsted inspector	Team inspector

## Overall effectiveness

**Grade: 2**

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

- meeting the need for secondary teachers in schools in the local area, East Midlands region and more widely, including in shortage subjects
- the outstanding leadership and management of the provision that establishes a powerful culture of improvement and striving for excellence
- high-quality continuous self-evaluation and monitoring leading to rapid improvements in the quality of the provision
- the coherence and quality of the training in developing trainees' subject teaching
- the high quality of the training that leads to trainees promoting learners' behaviour and attitudes to learning well
- the high standards of trainees' and NQTs' personal and professional conduct
- the high quality of the relationships within the partnership to support trainees' development as teachers
- the provider's commitment to working with and raising achievement in schools in challenging circumstances.

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

### **The partnership should:**

- ensure that the excellent experience that some trainees have in developing their understanding of progression from upper primary to lower secondary is extended to all trainees to build on the good training in subject sessions at the university
- build on the excellent coherence between university and school-based training in preparing good subject teachers and on the high quality of many university-based 'wider context' sessions to ensure that schools give similar emphasis to the wider aspects of a teacher's role
- support and guide trainees more in sharing their strengths and areas for development as teachers, identified at the end of the training with their employing school, to plan their further professional development through their induction period and beyond
- build on the good connections with local and regional partners to ensure that all trainees have good experiences of working with disadvantaged learners, those learning English as an additional language and other groups whose circumstances have made them vulnerable, as identified in the Ofsted East Midlands Challenge report.

## **Inspection judgements**

24. The provider is meeting the need for secondary teachers in schools in the local area, East Midlands region and more widely, including those schools in challenging circumstances, extremely well. This is the overall strength of the provision. The university and its School Direct partners recruit trainees in secondary subjects where schools in the region need teachers, including in those subjects for which schools find it difficult to recruit teachers.
25. The outcomes for trainees are good overall. All trainees who complete the course meet the requirements of the teachers' standards by the end of their training and meet some of the standards at a high level. There are no discernible differences in outcomes for different groups of trainees. Most of the trainees successfully complete the course and successful completion rates are above the national average. Those that take time out of training mostly return and are successful. Trainees are recruited in shortage subjects, such as mathematics and physics, and, while the aptitude for teaching of these potential trainees is carefully evaluated, the provider is prepared to take some risks in these subjects. These usually pay off, but not always; however, the risk taking is to be

applauded. Schools very much appreciate the provider's efforts to meet demands in these shortage subjects.

26. Trainees become predominantly good teachers by the end of their training, and some are outstanding. All are prepared well to continue to improve as teachers in the early stages of their teaching careers. Almost all of those who successfully complete the course secure teaching posts, the large majority in the local area or region. Employment rates are consistently high and look set to be so for the most recently completed cohort. The provider's own tracking of former trainees' careers suggests that retention in teaching after three and five years is also very strong.
27. The quality of training is good overall. The good outcomes for trainees are a result of training that is consistently good and some that is outstanding within the university and across the partnership. The elements of the training combine well to support trainees' progress as subject teachers. Occasionally this coherence is less effective and, as a consequence, a small number of trainees do not have access to high-quality experiences in all aspects of their training. The training ensures that trainees have a good breadth of experience in teaching their subject to students across the age and ability range, including some post-16 experience for many, to prepare them well for becoming a newly qualified teacher. The arrangements to ensure that all School Direct trainees have a high-quality and complementary second school placement have been strengthened further this year. All trainees gain valuable experience of working in schools in challenging circumstances.
28. The leadership and management of the partnership are outstanding and have led to rapid and sustained improvements in the quality of the provision. Leaders and managers in the university and across the partnership are uncompromising in their drive to improve the quality of provision further. They know precisely where practice is strong and where it needs to be improved or where they need to ensure greater consistency to make sure that all trainees have high-quality experiences. Actions are swift and effective and lead to rapid improvement. Leaders and managers are careful to promote equality and value diversity in all of their policies and actions.
29. All trainees are at least good teachers by the end of the training and some are outstanding. The assessment of trainees at the end of the course is accurate. The teaching of former trainees in the early stages of their career as newly qualified teachers is predominantly good and some is outstanding. Trainees' and NQTs' personal and professional conduct is excellent and this is testament to the training and guidance they receive. The NQTs are calm, authoritative and confident classroom practitioners and they create good learning environments that promote learners' good behaviour and positive attitudes to learning. They build well on the



outstanding training in behaviour management they receive as trainees in the university and in their placement schools.

30. The training has a very strong focus on ensuring that individual trainees receive the guidance and support they need. There are many examples of the effectiveness of this approach in ensuring that trainees stay on the course, are successful and achieve well. The progress of individual trainees and groups of trainees is monitored extremely carefully throughout the training. They are given mostly good or better feedback and are set targets that promote their further progress. Interventions, when necessary, provide additional support and are swift and effective.
31. The training to develop trainees' understanding of how to teach their subject is outstanding. The subject-specific elements of the training, on all routes, combine very well so that trainees become at least good subject teachers. Their subject, curriculum and pedagogical knowledge is developed extremely well, enabling them to use this effectively in their planning and teaching. There is strong coherence between the different subject-specific elements of the course: university and school-based training. As trainees, they receive very helpful feedback on their subject teaching.
32. The 'wider context' sessions in the university support subject sessions to prepare trainees well for the wider aspects of the teacher's role. Plans have already been implemented to ensure that all School Direct trainees can access all of this high-quality training. However, trainees are not always supported in schools to use this training in practice in their teaching. As a consequence, some NQTs do not, for example, develop learners' reading, writing, speaking and mathematical skills well through their subject teaching. More emphasis is now being placed on this in training.
33. NQTs use their excellent subject knowledge and understanding of how to teach their subject to plan lessons and sequences of lessons that help learners make progress. They mostly know how to check this progress in lessons and over time, although often they do not focus enough on different groups of learners. Some do not pick up those learners who are at risk of falling behind or those who need to catch up and are over-reliant on tests to check learners' progress. Some school-based training does not prepare trainees well enough to focus on the progress of those learners who are disadvantaged, those who are disabled or have special educational needs and the most-able learners. Questioning of learners is used extensively as a teaching strategy, but some NQTs do not use questioning to check learning and deepen understanding effectively enough.

34. A minority of NQTs are less confident in their understanding of progression from upper primary to lower secondary classes. Some had excellent experiences during their training, but others far too little. Many also lack confidence in their understanding of the need to build on learners' prior achievement and starting points. They do not establish clearly enough what learners can and cannot do, what they know and understand and what they do not and use this to check further learning. This is not emphasised strongly or consistently enough in school-based training. Leaders and managers are fully aware of the changes in assessment arrangements in schools and the training has already been adapted to prepare trainees well for this.
35. All NQTs are clear about what they need to do to improve further as a teacher to build on the summative feedback they were given at the end of their training. Some do not share this with their employing school to plan their further professional development through their induction year and beyond. The provider is aware of this and has recently written to schools to make them aware of what the former trainees should bring with them when they take up their teaching posts. NQTs have extended the skills they learned as a trainee in reflecting on learners' progress to help determine what they need to do to improve their teaching. This has been improved even further through changes to the training in lesson planning and in providing trainees with feedback that models this well for them.
36. The university has an excellent and extremely well-planned framework that provides a continuum of training and qualifications from initial training, through the induction year to the ongoing professional development of teachers. Many former trainees are taking advantage of this. The recently introduced 'NQT Charter' is a key part of this process. The university also has a high-quality and popular programme of mentor development. This not only develops mentoring and coaching skills, but contributes very effectively to participants' all-round professional development; for example, in ensuring they are up to date with current educational policy and practice and with developments in their subject. Many mentors are former trainees from this provider maintaining very close links between the university and schools.
37. The training programmes are continuously reviewed, amended and/or improved when necessary and kept up to date. For example, trainees are prepared very well for the current safeguarding arrangements and in their obligations under schools' 'Prevent duty'. Despite this, NQTs are much less clear about how they support, for example, learners' social, moral, spiritual and cultural development and their understanding of types of bullying and aspects of safeguarding through their subject teaching. As trainees, they receive less effective feedback on these aspects of their teaching. Excellent attention is given to ensure trainees'

safe use of technology and social media and to make sure that trainees transfer this understanding and safe practice to their work in schools.

38. Leaders and managers undertake continuous, extremely robust and thorough evaluation of all aspects of the provision. This enables them to quickly identify best practice that can be built on and detect what needs to be improved or more consistently applied to ensure that all trainees benefit from high-quality experiences. All of the weaker aspects of training and trainees' practice identified through the inspection were already known about and actions already in place or implemented for the start of the current programmes. A good example of the quality of this self-evaluation and improvement is the rigour and depth of the analysis of trainees' achievement against each of the teachers' standards. This analysis is used highly effectively to support and challenge trainees, to identify why some subjects or groups of trainees do better than others, to share best practice, and to develop subject programmes and implement overall course improvements.
39. While much school-based training is of very high quality, leaders and managers know exactly where there are occasionally weaker aspects. Monitoring procedures, including the timing and nature of review points and tutor visits, have been improved even further for the current cohort to address any concerns. In addition, where necessary, schools now have a much clearer understanding of the high expectations the university has of them.
40. The university has excellent partnerships with schools, training school alliances, multi-academy trusts, providers of 16–19 education and training, and employers in the local area and the region. This is a very strong and cohesive partnership. The university has a strong commitment to working with schools and other settings in challenging circumstances to help raise educational achievement. It plays a key role, and often leads, in many educational initiatives in the area. For example, it has become involved in the response to Ofsted's East Midlands report on the challenges facing the region in improving the achievement of specific groups of learners.

## **Annex: Partnership schools**

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

All Saints Academy  
Ashfield School  
Carlton le Willows Academy  
Catmose College  
Chellaston Academy

Garibaldi College  
Nottingham Academy  
Paget High School  
Paulet High School  
Retford Oaks Academy  
St Benedict's Catholic Academy  
St George's Academy  
The Becket School  
The Carlton Academy  
The Fernwood School  
The Redhill Academy  
Tuxford Academy  
Walton Girls' High School

## **Initial teacher education for the further education (FE) system**

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

- Entry to the course depends on having good honours degree and/or level three qualifications with significant experience in the specialist subject area. The level at which the trainees qualify is not restricted by the entry level, but is based on their achievement. A full-time and a part-time pre-service programme can lead to a range of outcomes:
  - Postgraduate Diploma in Education (PGDE). Trainees will join this level if they have a good honours degree. They will also be able to study for 120 Masters-level credits.
  - Postgraduate Certificate in Education (PGCE). Trainees join this level if they have a good honours degree and want to study for 60 Masters-level credits.
  - Professional Graduate Certificate in Education (ProfGCE). Trainees can progress to this award from the Cert Ed.
  - Certificate in Education (Cert Ed). Trainees with the equivalent to A-levels or with significant experience in their intended subject specialism will join the Cert Ed.
- The programme offers three specialist routes:
  - Cert Ed / PGCE / ProfGCE Post-Compulsory Education and Training (with English and literacy)
  - Cert Ed / PGCE / ProfGCE Post-Compulsory Education and Training (with mathematics and numeracy)
  - Cert Ed / PGCE / ProfGCE Post-Compulsory Education and Training with special and inclusive practice pathway
- During the past year the programme enrolled 39 trainees: 32 full time and 7 part time year 1. 32 trainees completed in 2014/15 (25 full time and 7 part time year 2) and 5 withdrew before final assessment.
- Eleven trainees qualified for the PGDE, nine for the PGCE, 11 for the ProfGCE, and one for the Certificate in Education. Full-time trainees make up around 76% of the intake.

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

- The further education team comprised one of Her Majesty's Inspectors (HMI) and one Ofsted inspector at both stages one and two.

- Inspectors visited five colleges and one private training provider in stage two, observed the teaching of six former trainees and interviewed a further nine. No trainees were observed in stage one.
- Meetings were held with university staff and documented evidence scrutinised in both stages. In colleges, inspectors interviewed subject mentors, ITE coordinators and senior staff in the college.

### **Inspection Team**

Richard Beynon  
Alan Winchcombe

Her Majesty's Inspector  
Ofsted Inspector

Lead inspector  
Team inspector

### **Overall effectiveness**

**Grade: 2**

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

- much of the trainees' teaching is good and some is outstanding
- trainees have adopted the Professional Standards to develop the characteristics of a highly professional teacher which is evident in their conduct in the classroom
- trainees demonstrate good critical thinking about their own professional conduct and a clear willingness to develop and improve
- trainees develop independent professional self-management skills rapidly, becoming valued additions to staffing in employing institutions
- trainees develop strong habits of peer support and collegiality, best seen in the 'communities of practice' that are maintained beyond the end of training and into employment
- trainees' skills and attributes are recognised and valued by employers – thus a very high proportion of trainees have secured relevant professional employment
- assessment is constructive and developmental so that trainees understand their strengths and their areas for development; reviews of trainees' progress effectively test and support these
- the strong recruitment and selection process, which involves partners very well, and the way the interview very clearly forms the start of journey through the programme for trainees

- support for trainees is very strong, especially for the many trainees with little or no sector experience; trainers make thoughtful adjustments to training to support individual needs very well
- trainers and leaders are reflective and forward looking, demonstrating an uncompromising and highly successful drive to improve provision and outcomes
- leaders and managers demonstrate an excellent capacity to improve and have been highly successful in adapting the programme to meet changing sector needs and respond to areas for improvement identified in previous inspections
- leaders and managers have made a smooth transition to a new programme and partnership structure that demonstrates highly responsive management that meets sector and local employment needs.

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

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

- develop trainees' ability to fully engage with all elements of wider teacher roles and responsibilities; for example, in having confidence in the use and manipulation of data capture and analysis systems, being well informed and confident about the tutorial role, understanding the impact of funding and provision types on teachers' work and learners' lives
- consider ways to make broader and more frequent reference to the experience of part-time trainees to supplement the input from sector experts and trainers
- implement well-advanced plans to inform and develop trainees' understanding of the wider further education and skills sector and the varieties of working opportunities within it, and continue to explore opportunities for giving trainees experience in, for example, independent learning providers, offender learning and other settings
- put into practice plans to further enhance the effectiveness of mentoring across all settings, to ensure a uniformly high-quality experience for all trainees
- fully establish the thoughtful interventions and actions for further improvement put in place by the training team during the past year in order to raise outcomes and the quality of training to consistently outstanding levels.

## Inspection judgements

41. The provider is meeting the need for further education teachers in the local area and in the East Midlands region extremely well. Trainees make a very strong contribution to their employing institutions and are highly valued in the setting where they have placements or gain employment. The part-time and full-time routes meet trainees' needs very well and enable many to enter training who otherwise would not have been able to do so.
42. The outcomes for trainees are good overall. A high proportion of trainees successfully complete the course and completion rates are above the national rates for similar provision. Tracking of reasons for withdrawal and/or deferral is thorough and trainees experiencing difficulties benefit from very high levels of support to remain in or return to training. Employment rates in the sector are good. Trainees' skills and attributes are recognised by employers, thus a very good proportion have secured relevant professional employment. All successful former trainees clearly meet the Professional Standards for Teachers and Trainers (Professional Standards), as rightly identified by the provider. The vast majority of trainees gain employment in further education colleges, though a growing proportion now explore opportunities in independent learning providers, community learning settings and schools.
43. By the end of training, much of the trainees' teaching is good and some is outstanding. Trainers are highly effective in communicating to trainees the university's 'vision of a teacher' that underpins the programme. Trainees make excellent progress in assimilating and adopting the Professional Standards for further education teachers in their attitudes, practice and behaviour. They develop the strong characteristics of a professional teacher which is evident in their success in the classroom. Trainees are highly enthusiastic and committed to helping learners. They frequently demonstrate resilience in responding very effectively to the challenges presented by working across a wide range of learner groups working towards qualifications at different levels.
44. In their teaching, former trainees put the skills they have learned on the course into practice. For example, they build rapidly very strong professional relationships with their classes so that learners feel secure and are motivated to achieve the best they can. For example, in one session, a former trainee had agreed very clear classroom rules with a group of learners with challenging needs and behaviour. The former trainee's excellent use of body language and eye contact, combined with an inclusive and encouraging manner, maintained a calm and productive atmosphere in the lesson, and the learners made strong progress.



45. Trainees and former trainees demonstrate a very firm grasp of their subject areas and a strong willingness to expand and build on their professional knowledge and understanding. In one example, a trainee used high-level previous experience of working with Olympic athletes to draw on real-life examples which enthused the learners and made learning relevant and meaningful.
46. In employment, former trainees use the skills they have developed in independent professional self-management, so that they become valued additions to staffing in employing institutions. They demonstrate a strong enthusiasm to take on wider responsibilities which broaden their existing understanding of the professional role of teachers in further education. For example, several former trainees have already become course leaders or personal tutors. Their line managers and employers spoke of the former trainees' growing contribution to their departments and colleges. Employers also praised former trainees' highly collegiate approach to working with, and learning from, other teachers and staff.
47. Although all trainees demonstrate strong professional understanding of their primary role as teachers, and have become successful and competent teachers, a minority of former trainees are less well informed and confident about the wider systems, processes and roles which frequently form part of the further education teacher's responsibilities. For example, not all previously full-time trainees were fully aware of how funding impacts on the range and types of provision within a college, or how further education teachers routinely use information systems to monitor student retention and progress. Additional familiarisation with these aspects would further smooth trainees' already very successful transition from full-time study to employment. Up to now, course leaders have not fully considered ways to make broader and more frequent reference to the experience of part-time trainees working in the sector to supplement input from sector experts and trainers to help all trainees to understand the wider roles and responsibilities that apply in a range of further education settings.
48. The quality of training is good overall, with a number of features of particular strength. The high-quality programme has coherence and integrates professional standards exceptionally well throughout. A strong, experienced and highly cohesive training team provides trainees with very good support, stretch and challenge so that they reach their full potential.
49. The programme provides coherent and effective training in both theory and practice, and trainees make frequent reference to and use of theory to underpin and inform their classroom practice. Trainers very effectively integrate and embed the Professional Standards for further education throughout all aspects of the programme, so that trainees progressively

develop strong professional attributes as they move through the programme.

50. Programme leaders and trainers generally maintain close links with the further education sector and respond well to the changing needs and priorities of the sector. For example, training on the 'Prevent' agenda was introduced to trainees during the current year. However, not all trainees have sufficient insight or experience of the very wide range of further education settings to gain full understanding of the sector's diversity. For such individuals, employment opportunities are limited by a lack of knowledge about potential employers beyond further education college settings. Leaders have fully recognised the need for trainees to have a broader range of experiences, and plans are already well developed to provide extended placements in prison, independent learning providers and other settings next year.
51. Trainers give very careful consideration to developing trainees' individual research and communication skills and encouraging the trainees to take responsibility for their own learning. The success of this practice brings benefits for trainees during their course, and later brings benefits for the learners that the trainees teach. For example, in one class for learners training to work as support assistants in schools, learners summarised and presented key aspects of child development from their previous learning. Other learners were then invited to provide feedback on the accuracy of the information and the effectiveness of the communication process.
52. Training very successfully develops trainees' critical thinking about professional conduct and a willingness and keenness to develop and improve. As a consequence, trainees seize every opportunity to broaden their teaching experience and range, ask for support, and share ideas with other teachers. Trainees demonstrate impressive openness and collegiality in their dealings with peers and work colleagues. Trainers have very successfully encouraged social media groups and nurtured valuable online communities of practice that provide peer support and are maintained beyond the end of training and into employment. These communities of practice ensure that a valuable professional dialogue between former trainees continues into employment and across providers.
53. Assessments of trainees' teaching are constructive and developmental so that all trainees are clear about their progress and areas for future development. Review meetings effectively test and support these judgements and sustain trainees' confidence during their placements. Assessment of trainees' written work is accurate and supportive so that trainees understand their strengths and know how to improve their next piece of work.

54. Personal support for trainees is exceptionally strong, especially for the many trainees with little or no previous sector experience. Trainers make thoughtful and successful adjustments to training to support individual needs very well. A number of trainees who experienced difficulties during the course, or at placements, received high levels of support that allowed them to remain on the programme and successfully complete their training.
55. Trainers make frequent and effective use of electronic and remote learning technologies. As a consequence, trainees develop confidence and more readily make use of such technologies in their teaching. The vast majority of former trainees make good use of learning technologies within their lessons to support learning. For example, one former trainee used extracts from a popular film to translate a connected series of complex principles of psychology into real-life examples which learners readily grasped.
56. The vast majority of mentors provide strong subject specialist support and development for trainees' subject specialist skills. They work hard to provide as wide an experience as possible within their institutions that will raise trainees' awareness of the very diverse nature of the further education sector. The best mentors and employers treat trainees on placements as full members of staff and welcome them into their institutions. For example, they ensure that in addition to their teaching, trainees gain insight into and practical experience of assessment processes, both formative and summative, at different stages of learners' programmes. Such rich experience during placements benefits trainees when they look for, and obtain, employment at the end of the course. Trainers have drawn up clear strategies to monitor more rigorously the effectiveness of mentoring across all settings, so that trainees benefit from a uniformly high-quality experience.
57. Leadership and management of the provision is outstanding. Leaders and trainers demonstrate an uncompromising and highly successful drive to improve and sustain the highest levels of provision and outcomes.
58. Leaders and all members of the trainer team are reflective and forward-looking, so that they demonstrate a determination to work together for the benefit of trainees and in order to recognise and meet the needs of employer partners. Leaders and trainers maintain very good relationships with a wide and growing range of partners. Strong collaborative working with a broad range of representatives from across the further education sector enhances trainees' skills, knowledge and employability. For example, one former trainee gained employment in a further education college because college leaders had such a positive

experience of placement trainees that they sought out and encouraged newly qualified trainees to apply for the post.

59. Leaders and managers demonstrate an excellent capacity to improve and have been highly successful in adapting the training programme to meet changing sector needs and respond to areas for improvement identified in previous inspections. Leaders are energetic in their search for ways to improve the programme, which is held under a constant, constructive review.
60. Leaders and managers work hard to ensure that the university provides a very responsive programme that is flexible enough to meet the needs of trainees and the sector. Although the programme was fully reviewed and revalidated for 2012/13, further iterative improvements have been made, for example in the observation documentation, in action plans for improvement and in thoughtful interventions to support and challenge trainees. Leaders recognise the need to establish fully the thoughtful interventions and actions for further improvement that have been put in place by the training team during the past year in order to consolidate improvements and raise outcomes and the quality of training to consistently outstanding levels.
61. The new programme provides very effective compliance with Professional Standards, and in addition managers have thoughtfully mapped the teachers' standards criteria to the programme. Transition to the new full- and part-time pre-service programmes has been made very smoothly. Leaders have maintained and continued to strengthen existing partnership relationships while developing new links that reflect changing priorities in the sector. Leaders in the sector regard the provider as a valuable partner in helping to raise standards of teaching and professionalism in further education.
62. Managers are committed to raising the academic aspirations of trainees and have ensured that programme design and validation meets this aim. For example, all trainees are able to gain Masters-level credits based on their achievements, even when trainees are initially enrolled on the level 5 Certificate in Education pathway.
63. Managers and trainers actively seek the views of trainees and respond quickly to make iterative improvements to the programme and rise to the challenges of sector changes. Trainees have very high levels of confidence that their views are heard and that they matter. Trainees were able to describe numerous ways that training arrangements had been flexed or adjusted to better meet needs.
64. A strong recruitment and selection process ensures that trainees enter the right programme with clear and realistic expectations of the

demands and benefits of the course. The rigorous but supportive interview process very clearly forms start of trainees' journey through the programme and involves partners very well.

## **Annex: Partnership colleges**

The partnership includes the following colleges and other FE and skills settings:

Access Training (to observe an employee in an NHS community location)  
Grantham College  
Lincoln College  
NTU Animal and Veterinary Sciences Centre, Brackenhurst Campus  
Vision West Nottinghamshire College  
Wyggeston and Queen Elizabeth College, University of Leicester

## ITE partnership details

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