

Manchester Metropolitan University ITE Partnership

Initial Teacher Education inspection report

Inspection Dates Stage 1: 18 May 2015 Stage 2: 19 October 2015

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

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

	Early Years ITT (EYTS)	Primary QTS	Second ary QTS
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	3	2	2
The outcomes for trainees	3	2	2
The quality of training across the partnership	3	2	2
The quality of leadership and management across the partnership	3	2	2

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in the primary and secondary phases and requires improvement in Early Years ITT. This is because stronger leadership and management, and consistently good quality training, lead to good outcomes for trainees in the primary and secondary phases. Between stages one and two of this inspection, the management of programmes leading to the award of Early Years Teacher Status (EYTS) has moved from the University's Childhood, Youth and Education Studies department to its Primary Teacher Education department.

Key findings

- The partnership has a clear vision for initial teacher training and is heavily involved in improving education and life chances for children and young people.
- Trainees, newly qualified teachers (NQTs) and former trainees are well prepared for their role as teachers. They have a positive work ethic, demonstrate high levels of resilience and willingly take on board feedback to improve their teaching. They develop positive relationships with those they teach and manage individual, group and whole class behaviour very appropriately.
- Centre, school- and setting-based training provide a breadth of useful experiences in different settings, schools and colleges, and a good balance of both theory and practice. This enables trainees to become critical and reflective teachers who are ready for employment.
- All phases of initial teacher training (ITT) provide good professional, academic and pastoral support for trainees throughout their training.

To improve, the ITE partnership should:

- Ensure that the best outcomes for trainees in all phases are achieved and sustained.
- Improve trainees' skills in using assessment information to meet the learning needs of all groups of children, pupils and students, by ensuring that trainees offer sufficient challenge for the most able and support lower achievers more effectively.
- Ensure that new leadership and management arrangements for Early Years ITT build on the good practice in the primary phase and lead to rapid improvements in the quality and consistency of training and outcomes for trainees.

Information about this ITE partnership

- The university is one of the largest providers of initial teacher training in the country. Based at campuses in Manchester and Cheshire, it works in partnership with schools, locally and regionally, to offer a range of routes into primary and secondary teaching. It also offers an Assessment Only route to qualified teacher status (QTS).
- The ITE partnership offers School Direct training, in conjunction with a number of lead schools, teaching school alliances and multi-academy trusts.
- The partnership also provides early years ITT, leading to the award of Early Years Teacher Status (EYTS), for those training to work with children from birth to five.

The early years ITT phase

Information about the early years ITT partnership

- Manchester Metropolitan University works in partnership, with approximately 50 settings in 12 local authorities, to provide programmes leading to the award of Early Years Teacher Status (EYTS).
- During the first year of providing early years ITT, the university offered three training routes for both undergraduate and postgraduate trainees.
- At stage one of the inspection, there were seven postgraduate trainees on the Graduate Entry Mainstream (GEM) route and 34 trainees on the Graduate Employment Based (GEB) route. Both routes are offered to postgraduates as a one-year qualification with Masters level credits. Ten trainees began their training on a three-year undergraduate route for completion in 2014–15.

Information about the early years ITT inspection

- Inspectors observed eight trainees teaching in eight settings during stage one and eight former trainees in eight settings during stage two. One of the settings was visited at both stages of the inspection. At stage one, inspectors met with a further six trainees. Inspectors also met with mentors from different settings, university assessors, headteachers and managers of settings at both stages of the inspection.
- Meetings were held with the partnership committee, leaders and managers and course tutors. Inspectors observed a moderation meeting of trainees' files by university assessors at stage one and centre-based training during both stages of the inspection.
- Inspectors considered a wide range of evidence, including: trainees' and former trainees' files, course handbooks, development plans, data on trainees' progress and outcomes, completion rates and employment rates.

Inspectors also looked at the partnership's self-evaluation and analysis of trainees' outcomes for 2014–15 and the partnership's improvement plan.

- Inspectors took account of the responses to the online trainee questionnaire, the university's own trainee evaluations and information on the university's website.
- Statutory safeguarding and compliance with the initial teacher training (ITT) requirement checks were also completed.

Inspection team

Jan Connor HMI	Early Years phase lead, Stages 1 and 2
Tim Vaughan HMI	Early Years assistant phase lead, Stage 1
Lee Owston HMI	Early Years assistant phase lead, Stage 2

Overall Effectiveness

Grade: 3

The key strengths of the early years ITT partnership are:

- The partnership has a clear vision for improving the quality of practice in early years settings. This focuses on developing professional and effective early years teachers, capable of managing change and leading improvements in early years provision.
- Sound selection procedures ensure that trainees who are recruited are determined, enthusiastic and very clear about why they want to gain an early years teaching qualification.
- Trainees and former trainees model positive values, attitudes, and appropriate behaviours for the birth to five age range and have high expectations for the outcomes of children in the early years. Trainees are conscientious and keen to ensure their practice impacts on young children's learning and development.
- University assessors and centre-based tutors know their trainees well and give valuable support both personally and professionally.
- Centre-based training challenges trainees to think and reflect, linking their practice to educational theory.
- Trainees' behaviour management skills are good and they apply a wide range of strategies that are appropriate for the age of the children and the settings in which they work.

What does the early years ITT partnership need to do to improve further?

The partnership must:

- Improve the leadership and management of the early years ITT to:

- clarify the roles and responsibilities of leaders and managers
 - strengthen quality assurance systems to ensure greater consistency in trainees’ practical experiences and quality of training
 - review monitoring and evaluation processes, so that there is greater clarity in the partnership’s self-evaluation and improvement planning
 - ensure that there is a more formal approach to setting targets for trainees’ continuing professional development in their employment context.
- Improve the quality of training by ensuring that:
- all trainees receive feedback that focuses on the difference their teaching has made to the learning and progress of children and precise targets to improve their practice
 - university assessors and mentors apply the grading criteria for the Teachers’ Standards (Early Years) consistently
 - trainees are better prepared to meet the needs of individuals and groups of children and that appropriate challenge is provided for the most-able children.

Inspection Judgements

1. Manchester Metropolitan University’s Early Years ITT partnership is committed to providing professional and knowledgeable early years teachers, for different types of settings in north-west England. This training programme is in its infancy and leaders and managers acknowledge that adjustments need to be made to ensure all trainees receive consistently high quality training and practical experiences. Inspectors found there is a clear determination within the partnership to make this happen quickly.
2. Trainees who complete their training attain at least the minimum standards expected for the award of EYTS and many exceed this. There are some differences in trainees’ attainment on the GEM and the GEB routes, with trainees on the GEB route achieving higher levels of attainment than those on the GEM route. There are also differences in the outcomes for different groups of trainees on all training routes, including for male trainees and those from minority ethnic backgrounds, who attain lower than their peers.
3. All trainees on the GEB route were in full employment having completed their training. However, some had left their posts by stage two of the inspection. The university did not have a complete list of employment destinations for trainees who had completed the GEM route.

4. Trainees and former trainees establish safe and stimulating learning environments, where children feel confident and secure. They develop positive relationships, based on strong attachments, and have good knowledge of young children's care and welfare needs. This is because of the quality of centre-based training, which prepares trainees and former trainees well in these aspects of the Teachers' Standards (Early Years).
5. Trainees are not as well prepared to teach and lead early years provision and ensure children make progress in their learning, particularly in the prime areas of the Early Years Foundation Stage curriculum. This is because the training they receive does not focus sufficiently well on the impact of trainees' teaching on the learning and progress of all children. As a result, only some of the trainees and former trainees are able to plan learning that is precisely matched to children's needs, particularly for the most-able children.
6. Trainees have very different training experiences. The quality of feedback and the lack of precise targets for their professional development, from university-based assessors and mentors, means that some trainees fail to achieve the potential they demonstrated at the recruitment stage.
7. Trainees experience a variety of placements that cover the birth-to-five age range, including in children's centres, day nurseries and schools. Trainees adapt their teaching appropriately to the setting they are working in and often lead other staff in developing their own skills and practice.
8. The assessment of trainees' progress towards Teachers' Standards (Early Years) is not always as accurate as it should be. Insufficient attention is paid to how the standards interlink and impact upon one another. As a result, assessment at the end of the training is sometimes over generous.
9. In the best instances, trainees have a good understanding of children's learning, and assess their progress carefully. For example, in a session where children were playing outside with a series of containers and pipes filled with water, the teacher used different teaching strategies well to develop the children's understanding of mathematical concepts, social development and communication skills. The children concentrated during this activity for a prolonged period, because it was well planned and the teacher gained valuable insights into their next steps for learning. However, this quality of practice is not replicated across all trainees and former trainees.

10. Trainees and former trainees gain a sound understanding of how babies and young children develop. They communicate effectively with children and respond to their social and emotional needs sensitively, so that they are confident to gain new skills. Trainees and former trainees manage the behaviour of young children well. Trainees who were observed during the inspection developed clear guidelines for children's behaviour at an appropriate level for their age.
11. The training ensures trainees and former trainees become reflective in their practice. The majority of former trainees who inspectors met had a sound understanding of what they wanted to achieve in their first year as an early years teacher. However, leaders and managers do not ensure trainees receive formalised targets at the end of their training.
12. All trainees and former trainees agree that relationships between themselves and their university assessors are a strong feature of the training. Trainees' responses to the online trainee questionnaire confirmed that if they needed support it was provided quickly. Former trainees know they are able to contact their university assessors and receive help and support after they complete their training.
13. Communication between the university and setting-based mentors is inconsistent. While some mentors have a clear understanding of their role and fulfil this appropriately, others reported a lack of clarity in what the university expects of them. As a result, some trainees receive good quality support while others do not. Existing quality assurance systems do not identify the extent of these variations and the impact they have on trainees' support and progress. Consequently, leaders and managers have reacted too slowly to rectify inconsistencies in the quality of setting-based training.
14. Trainees and setting-based managers hold the quality of the centre-based training in high regard. Course leaders ensure trainees receive a thorough grounding in educational theory. Specialist training days are well received. For example, a visit to the 'Early Excellence Centre' inspired trainees to adjust their learning environments to better suit children's needs. A visit by another setting manager supported trainees to understand the challenges children with English as an additional language face when joining a new setting. Trainees and former trainees apply this training well in their practice.
15. Trainees and former trainees use their early reading and early mathematics training well in their settings. They demonstrate a sound understanding of the skills young children need to develop so that they are well prepared for the next stage in their education. For example, children in a nursery class were confidently using newly acquired rhyming skills to make up words for their 'silly soup' song. Although

these children were new to their setting, they were already well on their way to becoming confident early readers.

16. The recruitment and selection of trainees is effective. Recruitment responsibilities are shared between leaders and managers and the partnership committee. Interviewers use and apply a well-considered set of criteria to ensure that only the most suitable applicants gain entry to the different training routes. As a result, those selected have the necessary attributes to undertake a career in early years teaching. Completion rates are high and those who achieve EYTS are fully committed to this role.
17. Although leaders and managers are passionate about striving for excellence in early years and are committed to instilling this in trainees, systems to underpin robust quality assurance remain under-developed. These do not give leaders the quality of information they need to act quickly or to address shortcomings in trainees' experiences. Since stage one of the inspection, faculty leaders and managers have acted decisively and moved the programmes that lead to the award of EYTS to sit within the Primary Teacher Education Department. However, roles and responsibilities are not, as yet, clearly defined.
18. The partnership's self-evaluation is not based securely enough on outcomes for trainees. This resulted at stage one in improvement planning that was imprecise and difficult to measure. A more appropriate improvement plan was in place by stage two of the inspection. Actions for improvement are now better defined and success criteria have measurable outcomes for trainees. Leaders and managers have also developed new materials to support the assessment of trainees' progress.
19. A more robust quality assurance system has been adapted from primary ITT, to ensure all placements are of good quality and meet trainees' learning needs. It is too early to judge the impact of these improvements on the quality of training or outcomes for trainees at this early stage. However, the swiftness of leaders' and managers' actions demonstrate clear capacity to bring about the necessary rapid changes.
20. The partnership committee is fully committed to ensuring it achieves the best possible outcomes for trainees. The advice it gives on employers' needs and the support it offers for training is very good. However, deficiencies in the partnership's self-evaluation and improvement planning means that the partnership committee has not been able to hold leaders and managers to account as well as it should.
21. Appropriate safeguarding arrangements are in place. Trainees' qualifications and their suitability to work with children 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/settings

The following schools were visited to observe trainees' and former trainees' teaching:

Disley Primary School
Foundation Years Nursery
Grange Community School
Hale Day Nursery
Jeffrey's Corner Private Day Nursery
Kid's Planet Nursery
Kids Unlimited Nursery
Kids Unlimited Nursery St Mary's
Little Spuds Day Nursery
Mather Street Pre-School
Moorside Primary School
Norris Bank Primary
Rope Green Day Nursery
Simmondley Pre-School
St Patrick's RC School

The primary phase

Information about the primary partnership

- Manchester Metropolitan University's primary ITE partnership consists of over 900 schools, including 21 offering School Direct and School Direct (salaried) training, in 34 local authorities in north-west England and neighbouring regions. Training for the majority of trainees is based at the university's Manchester campus; other training is based at the university's Cheshire campus.
- Trainees who successfully complete their training are recommended for qualified teacher status (QTS). The University offers a BA (Hons) primary education undergraduate route with QTS (3–11), covering the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, and a PGCE primary education route with QTS (5–11), covering Key Stages 1 and 2, at both the Manchester and Crewe sites. The PGCE primary education with QTS (3–7) route, covering the Early Years Foundation Stage and Key Stage 1, is offered at the Cheshire site only. The university also offers a primary Assessment Only route.
- During stage one of the inspection, the partnership was training: 1174 undergraduate trainees on three- and a four-year training routes; 17 early years and 201 primary PGCE trainees; 43 School Direct and three School Direct (salaried) trainees. Three trainees were in the process of completing the Assessment Only route.

Information about the primary ITE inspection

- Inspectors visited 13 schools and observed 22 trainees teaching at stage one: 12 were on the PGCE route, four on the School Direct route and six were Year 2 undergraduate trainees undertaking their first solo teaching practice. At stage two, inspectors visited nine schools and observed 12 newly qualified teachers (NQTs) teaching. Three NQTs had completed the three-year route, seven the four-year route, one the PGCE and one the School Direct route.
- Inspectors held discussions with: individual NQTs, trainees and groups of undergraduate trainees; leaders and managers; mentors, induction coordinators and headteachers; and members of the primary partnership steering group (PPSG).
- At stage one, the lead inspector observed an Assessment Only recruitment evening and a one-day conference for Year 1 primary undergraduate trainees. At stage two, inspectors observed a Year 2 lecture on experiential learning and formative assessment, a Year 2 science and a Year 1 physical education (PE) training session at the university.
- Inspectors reviewed a range of documentation, including information on: recruitment and selection, samples of trainees' files and standards records, Assessment Only portfolios and assignments, the partnership's

analysis of outcomes for trainees and its self-evaluation and improvement planning documents.

- Inspectors evaluated the partnership agreement, external examiner reports and the partnership's website and portal. They also took into account responses to the online trainee questionnaire.
- Statutory safeguarding and compliance with the initial teacher training (ITT) criteria checks were also completed.

Inspection team

Angela Milner HMI	Primary and Overall lead inspector, Stages 1 and 2
David Carter HMI	Primary Assistant lead inspector, Stages 1 and 2
Paul Tomkow, HMI	Team Inspector, Stages 1 and 2
Rajinder Harrison OI	Team Inspector, Stages 1 and 2
Terry Holland OI	Team Inspector, Stages 1 and 2

Overall Effectiveness

Grade: 2

The key strengths of the primary partnership are:

- The partnership's vision for excellence, consistently good quality training and improving levels of attainment for trainees.
- Reflective, professional and committed trainees, who willingly act upon advice to improve their teaching and fulfil their wider professional responsibilities well.
- Well-structured documentation, which ensures trainees receive regular feedback and focused targets linked to the Teachers' Standards.
- The nurturing ethos and the quality of pastoral, academic and professional support provided for trainees.
- Excellent opportunities for trainees to work in a breadth of contrasting schools and settings, including those in challenging socio-economic circumstances.
- High-quality training in Teaching Studies, English, mathematics and science prepares trainees well for their induction year and ensures that employment rates are high.
- Training that equips trainees well to teach about the values associated with life in modern Britain, the Prevent duty and social, moral, spiritual and cultural education.

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

The partnership should:

- Reduce the variations in outcomes achieved by different groups of trainees.
- Enhance trainees' ability to:
 - make better use of assessment information to support pupils' learning and progress
 - refocus learning or explain difficult concepts to pupils during lessons
 - meet the needs of different groups of pupils, including more-able pupils, disabled pupils and pupils with special educational needs.
- Ensure final assessment information is clear about the impact of trainees' teaching on pupils' progress over time and provides sharp targets to address during the induction year.

Inspection Judgements

22. The overall effectiveness of the Manchester Metropolitan University's primary ITE partnership is good. The partnership complies fully with the initial teacher training (ITT) criteria and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding. The partnership also ensures that the additional ITT criteria, which apply to the Assessment Only route, are met. Effective moderation procedures ensure the consistency of assessments against the Teachers' Standards and the award of QTS.
23. The partnership has a clear vision for excellence, 'to train outstanding, critically literate, professional teachers, who will challenge and inspire their learners'. The partnership's vision is clearly evident in its conscientious and committed trainees, who make a positive contribution to the schools in which they work as newly qualified teachers, and in trainees' well-researched assignments that focus on relevant topical issues, including the management of change and school improvement.
24. Trainees are critically reflective and act upon advice to improve their own teaching and its impact on pupils' learning. Highly praised, 'Teaching Studies' modules are well designed to ensure trainees can link theory and practice in their teaching and their wider professional roles in schools. Lead lecturers model effective primary practice. They introduce trainees to a range of different approaches to teaching and learning, help them to recognise underachievement and to understand how to use continuous assessment and summative tests to monitor the progress of

pupils. Detailed prompts on planning templates and good quality training for mentors ensure that evaluations of teaching and learning are built into centre- and school-based training and that trainees are encouraged to be critical and reflective in everything they do.

25. Well-structured documentation ensures that trainees receive regular, constructive feedback and focused small-step targets to improve their teaching from mentors and tutors. As a result, trainees are clear about how well they are doing and receive specific feedback and appropriate targets for their professional development in relation to the Teachers' Standards. Very good phonics and mathematics workbooks ensure that trainees gain relevant practical experience and subject-specific feedback to develop their teaching skills in these important areas. These documents also provide clear evidence of trainees' good subject and curriculum knowledge.
26. Trainees who complete their training have the necessary skills, attitudes and aptitudes to become effective teachers. NQTs quickly establish themselves as members of staff and get fully involved in the life of the school. Trainees and NQTs establish safe and stimulating learning environments for their pupils. They understand how pupils learn and plan creative activities, which motivate them. Trainees make effective use of information and communication technology in their teaching and understand how to use technology and social media safely.
27. Trainees understand the importance of meeting the needs of the pupils they teach. They complete a useful contextual analysis of available data on schools and classes for each placement, but some make better use of this assessment information in their teaching than others. NQT survey responses in 2014 identified concerns about training in assessment and the use of pupils' data to support teaching. Trainees are aware of effective strategies to support the learning and progress of different groups of pupils. They are not always able to use this information to provide the necessary support for disabled pupils and pupils with special pupils and more-able pupils. Some trainees and NQTs lack the skills to refocus learning or explain difficult concepts to pupils during lessons.
28. Well-qualified trainees, from a range of backgrounds and educational experiences, are recruited and placed on appropriate training programmes. Increasingly rigorous recruitment and selection procedures have resulted in improving completion rates on the undergraduate route, as well as for male trainees and those from minority ethnic backgrounds. The partnership places a strong emphasis on nurturing trainees and provides very good pastoral, academic and professional support for trainees.
29. Trainees' performance is carefully monitored and early interventions take place, providing additional support when necessary. The recent

focus on making better use of trainees' progress data to enhance outcomes for specific groups of trainees, and in particular areas of the Teachers' Standards, is helping to raise the overall attainment of trainees. It is also narrowing the gap between the attainment of female and male trainees, and between all trainees and those from minority ethnic backgrounds. As a result, the overwhelming majority of trainees exceed the minimum expectations of the Teachers' Standards by the end of their training. All trainees demonstrate high levels of personal and professional conduct.

30. Trainees have excellent opportunities to gain practical experience and observe good and outstanding teachers in a range of contrasting schools and settings, including those in challenging socio-economic circumstances, within their chosen age phase. Trainees, on the undergraduate and postgraduate routes, undertake additional placements in settings where there are a substantial proportion of disabled pupils and pupils with special educational needs pupils. Responses from both groups of trainees to the online survey indicate this is an area where they feel they need additional training. Undergraduate trainees have additional opportunities to gain useful hands-on experience of reading intervention work with Key Stage 3 pupils.
31. Training is comprehensive, up to date, highly relevant and strongly linked to evidence-based research. It is carefully designed and delivered, by schools and the university, to build on individual and cohort training needs and trainees' previous experience. Training has a strong focus on English, mathematics and science within the broader Early Years Foundation Stage and the primary National Curriculum, and draws on relevant guidance from subject associations. High-quality training in Teaching Studies focuses on becoming a teacher, planning and learning, professionalism and preparation for the induction year. This thorough grounding ensures that trainees are well-prepared for their induction year and explains why employment rates are high.
32. Trainees' competence in teaching reading, writing and phonics is well developed because of the very good quality training they receive and the opportunities they have to practise their teaching skills in schools. All trainees are expected to plan, teach and assess phonics during their placements and are also observed and assessed doing this. Trainees demonstrate a good understanding of communication, language development and good subject knowledge when teaching English.
33. At stage one of the inspection, trainees reported that they had limited opportunities to gain practical experience of working with pupils for whom English is an additional language (EAL). By stage two of the inspection, the partnership had put in place a number of sensible actions

to embed the teaching of EAL, bilingualism and diversity in all aspects of the primary training. A well-conceived staff development programme was also in place to upskill tutors' knowledge and understanding of these issues.

34. Trainees are well prepared to teach mathematics and have a clear understanding of a range of effective teaching strategies and the new National Curriculum. NQTs who were observed included problem solving and reasoning as part of the mastery curriculum in their mathematics teaching. Audits are used well to identify any gaps in trainees' subject knowledge and to provide appropriate support. A number of trainees and NQTs spoke about their growth in competence and confidence in teaching mathematics during their training. NQTs reported that they received positive feedback on their mathematics teaching, when observed as part of the interview process for their posts.
35. Training in PE is designed appropriately to develop trainees' subject knowledge and their awareness of different teaching strategies. At stage one, inspectors identified that some trainees had limited opportunities to teach this area of the curriculum during their training. Leaders and managers have taken speedy action to address this and ensure that all trainees have opportunities to teach PE during their placements this academic year. It is too early to assess the impact of this development on outcomes for trainees.
36. University tutors are experienced teachers and experts in their specialist subjects and areas. The partnership also draws on the expertise of schools, local authority colleagues and consultants from beyond the partnership in the design and delivery of the training. Training is increasingly flexible and responsive to the needs of School Direct partnerships and the development of hub models of partnership, where schools take on greater responsibilities for: placing trainees; quality assuring their experiences; supporting mentors and providing focused professional development for trainees. The university is involved in researching school and local authority improvement, and a significant proportion of NQTs are employed in schools in challenging circumstances when they complete their training.
37. Effective training in behaviour management and tackling bullying enables trainees to build a repertoire of strategies to use with different pupils. Trainees and NQTs have high expectations and foster very good relationships with their pupils and the adults supporting learning in their classrooms. They promote and manage good behaviour well, by engaging pupils in their learning and through their effective teaching.
38. Trainees are well equipped to teach about the values associated with life in modern Britain, the Prevent duty and social, moral, spiritual and

cultural education. Trainees also receive useful training on safeguarding, e-safety, child protection and first aid.

39. The primary partnership includes a wide range of types of schools, including those that are judged to require improvement. Schools work in partnership cluster groups, supported by partnership tutors. Schools value their involvement in the partnership, provide good quality training environments and are committed to training the next generation of teachers and leaders. Partnership agreements ensure schools are involved appropriately in the recruitment and selection process, training and assessment and the partnership's leadership and management. Membership of the PPSG enables school leaders to be involved fully in reviewing and evaluating the partnership's work and shaping its continuous development.
40. There is good communication between the university and its partnership schools. A comprehensive partnership website contains useful documentation, prompts and policies, together with placement briefings and podcasts for mentors. Headteachers are appreciative of the staff development opportunities provided for mentors and the high-quality training materials. These provide helpful policy and research updates for school-based colleagues as well as trainees. Headteachers also reported that the university is swift to provide support for trainees and schools when issues arise during placements.
41. Leaders and managers are aware that there is some variation in the way in which the partnership's policies and procedures are applied in school-based training. The partnership has worked hard to provide bespoke training for mentors and introduce a number of well thought-out strategies to improve the quality assurance of school-based training. This includes major investment in ten new partnership tutors, a greater focus on joint observations and the moderation of the quality of placement reports and a revised quality designation process, specifically designed to determine three different levels of partnership responsibilities.
42. Employers indicate high levels of satisfaction with the quality of NQTs. Schools are strongly committed to the partnership and reported on the consistent high quality of its trainees and NQTs, and how well prepared they are for employment and induction. A pilot project, using partnership tutors to provide support for 40 partnership schools employing more than one NQT in 2015–16 has been well received by those schools who have already been visited.
43. A significant number of trainees are appointed to posts in schools beyond the partnership, in the North West and in neighbouring regions. NQTs are able to access additional support from the university via the

alumni network and conferences. The partnership provides references and trainees complete their own career entry and development profiles. Final assessment information is, however, not always clear about the impact of trainees' teaching on pupils' learning and progress over time, and does not always provide sufficiently sharp targets for the induction year.

44. Leaders and managers actively seek feedback. Quality assurance systems involve trainees, who feel their views are valued and taken into account. Improvement priorities are shared with schools within the partnership. The partnership's improvement plan has been revised, adding the areas that inspectors identified for improvement at the end of stage one to ongoing partnership priorities. This plan now includes measurable targets related to outcomes for trainees. The partnership's succinct self-evaluation uses a range of data, including national and comparative regional benchmarking data and stakeholder evaluations.
45. Areas recommended for improvement at the last inspection have been tackled. For example, grading criteria have been refined to ensure leaders and managers have a rounded and realistic understanding of trainees' performance and what they need to do to improve. This, together with improvements made to Year 1 assessment criteria, and the training in how to support pupils for whom English is an additional language, since stage one of the inspection, provide clear evidence of the partnership's good capacity to continue to improve. Leaders and managers are proactive in ensuring that the partnership continually reviews and enhances the quality of its training and are increasingly focused on improving outcomes for all groups of trainees.

Annex: Partnership schools

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

Alexandra Park Primary School
Ball Green Primary School
Barrow Hall Community Primary School
Bexton Primary School
Bickerstaffe Church of England Primary School
Brereton Church of England Primary School
Christ Church Ainsworth Church of England School
Christ the King RC Primary School
Elmridge Primary School
Lacey Green School
Norris Bank Primary
Oasis Academy, Harper Mount
Offerton Hall Nursery

St John with St Mark CE School
St Joseph's Catholic Primary School
St Mark's CE Primary School
St Peter's CE Primary School
The Marlborough Primary School
Tottington Primary School
Turncroft Nursery
Webster County Primary School
Woodley Primary School

The secondary phase

Information about the secondary partnership

- There are approximately 411 schools involved in the secondary ITE partnership at Manchester Metropolitan University, covering 47 local authorities. Trainees who complete either the core programme, or who follow the School Direct route, gain a postgraduate certificate in education (PGCE) with qualified teacher status (QTS). The partnership also provides an Assessment Only secondary route to QTS.
- The core and School Direct routes prepare trainees to teach the 11–16 age range and gain experience of the post-16 sector throughout their training. In the 2014–15 academic year, a total of 562 trainees were registered: 441 were on the core and 121 on the School Direct routes.
- The university offers training in the following subjects: art and design; biology; business studies; chemistry; computing with information and communication technology; drama; design and technology; English; French; French and German; German; geography; history; music; music with specialist instrument teaching, physical education; physics; physics with mathematics; psychology; religious education; Spanish; and social science.
- The PGCE secondary training is delivered on two sites. Most subjects are based in Manchester. However, the English PGCE is offered at both the Manchester and Cheshire campus, and business studies at the Cheshire campus.
- The university offers pre-entry subject knowledge enhancement programmes and booster courses for national priority subjects.

Information about the secondary ITE inspection

- Inspectors visited 28 schools, three of which were visited at both stages of the inspection. They observed 21 School Direct trainees during stage one of the inspection and 13 newly qualified teachers (NQTs) during stage two.
- During the two stages of the inspection, inspectors met with trainees, NQTs, school-based staff with direct involvement in teacher training or the induction of new teachers, headteachers, university subject tutors, the university's secondary phase leaders and managers and a group of staff representing the schools in the wider teacher training partnership.
- At stage one, inspectors examined trainees' teaching files and a number of documents, including trainees' progress against the Teachers' Standards. They also looked at trainees' personal reflection logs on the quality of their professional practice, examples of the targets set for

trainees' professional development and the feedback given by mentors on their performance against them.

- Inspectors also took into account responses from the online trainee questionnaire and the national NQT survey.
- During stage two, inspectors considered the induction plans for NQTs, including how these plans have been informed by end-of-training reviews. Inspectors scrutinised work in students' books and evaluated the quality of marking. They considered evidence of the partnership's progress on emerging areas for improvement, since stage one of the inspection, including the revised self-evaluation and improvement plan.
- Inspectors carried out the required checks at both stages of the inspection to ensure that the partnership complies with all the statutory requirements for initial teacher training.

Inspection Team

Charles Lowry HMI	lead inspector, Stages 1 and 2
Anne Taylor OI	Assistant lead inspector, Stage 1
Helen Lane HMI	Assistant lead inspector, Stage 2
Julia Wright HMI	Team inspector, Stage 1
Gordon Laing OI	Team inspector, Stage 1
Rebecca Lawton OI	Team inspector, Stage 1
Kathleen Harris OI	Team inspector, Stages 1 and 2
Vincent Ashworth SHMI	Team inspector, Stage 2
Julie Yarwood HMI	Team inspector, Stage 2
Philippa Darley HMI	Team inspector, Stage 2
Terry Russell OI	Team inspector, Stage 2

Overall Effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- NQTs are highly regarded by their employing schools. They demonstrate resilience and flexibility and, as a result, are able to face challenges and opportunities in their day-to-day roles.
- Trainees are effectively monitored, throughout their period of training, by subject tutors, subject mentors and professional mentors. Consequently, they make good progress in their development as teachers and use their understanding of teaching and learning to ensure students make good progress.
- The majority of trainees achieve outstanding levels of attainment. By the end of their training, most trainees' subject knowledge is strong, they are well organised and their class management skills are effective.

This enables them to create classroom environments that are conducive to learning.

- Trainees and NQTs are reflective practitioners, able to engage in productive dialogue about their professional practice with their tutors and mentors, and act effectively on the advice they receive.
- The close collaboration between partnership schools and the university ensures that trainees receive coherent training and a range of useful experiences to prepare them well for their future roles in a diverse range of settings.
- The partnership has a strong commitment to community engagement, improving attainment in local schools and widening participation.
- Leaders and managers are taking effective action to address each of the areas for improvement identified at stage one of the inspection.

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

The partnership should:

- Ensure that all trainees:
 - make better use of available information on students' attainment and progress, including their marking, to inform lesson planning and address students' misconceptions
 - provide suitable levels of challenge for different groups of students.
- Improve employment rates.
- Improve the recruitment of high-quality trainees from minority ethnic backgrounds.

Inspection Judgements

46. By the end of their training, all trainees who successfully complete and gain QTS exceed the minimum level of practice expected in the Teachers' Standards. The majority of trainees achieve outstanding levels of attainment. The proportion of trainees who successfully complete their training is consistently above the sector average.
47. Trainees and NQTs characteristically display high levels of professional and personal conduct and take their responsibilities seriously. Consequently, they are valued by their placement schools and employing institutions.
48. Trainees and NQTs plan well-organised lessons. Their secure subject knowledge ensures that learning tasks are purposeful. However, some

trainees and NQTs do not always make full use of the assessment information available to them in planning to meet the needs of different groups of pupils, including the most able, disadvantaged and those with special educational needs. Consequently, some tasks are too easy for the most able and too difficult for weaker pupils. When this happens, the progress of pupils in these groups is not as rapid as it could be. A few NQTs, interviewed by inspectors, expressed their lack of confidence in using school systems for recording, analysing and evaluating the information on pupils' attainment and progress in order to inform their lesson planning.

49. Trainees and NQTs make time to get to know their pupils, build positive relationships and manage pupils' behaviour well. They are confident practitioners, able to maximise learning time by keeping pupils engaged and on task. They have a good grasp of the issues around tackling discrimination and dealing with bullying. Their understanding of their role in keeping pupils safe from harm is secure.
50. Members of the partnership draw on colleagues with relevant expertise to deliver effective subject specific and professional studies training at the centre and in schools. For example, a group of pupils from one school devised and then delivered a training module for trainees on identifying the causes of radicalisation and extremism. As a consequence, trainees are well versed in the Prevent agenda and know how to identify children at risk from those who seek to harm them in this way. In addition, this training reinforced the importance to trainees of teaching about fundamental British values.
51. There are inconsistencies in the quality of trainees' and NQTs' marking of pupils' work. In the best examples, marking is regular and consistent with school policy. Feedback given to pupils is detailed, identifying the strengths in a piece of work and what they need to do to improve it; with comments that promote higher order thinking. However, not all marking is of this quality. A small proportion of trainees and NQTs mark work infrequently, and some marking is unhelpful. Consequently, they are missing opportunities to assess pupils' level of understanding and adjust their planning to address misconceptions.
52. As a result of effective training, trainees and NQTs have a secure understanding of how to develop pupils' literacy skills within their subject areas. In the best lessons, opportunities for pupils to hone their speaking, listening, reading and writing skills are planned for. Furthermore, the use of subject-specific key words and the correct use of English are given appropriate attention. However, opportunities for pupils to use and apply their numeracy skills beyond their time-tabled mathematics lessons are less in evidence. Senior leaders are aware of this and are addressing this shortfall in trainees' practice by introducing a numeracy training package during the 2015–16 academic year.

53. Trainees are afforded opportunities to experience a diverse range of schools as part of their training, including those in challenging circumstances and schools with significant numbers of students for whom English is an additional language. Alongside learning from highly experienced and effective practitioners, trainees are able to develop their professional practice and polish their teaching skills.
54. University- and school-based tutors review trainees' development regularly and very carefully. As a result, they are able to identify quickly any trainees in need of additional support. Tutors help them successfully overcome barriers to their progress in meeting the Teachers' Standards. Accordingly, the partnership's assessment of trainees is both accurate and reliable and the pass/fail boundary for the award of QTS is secure.
55. The final review of the training year, Review 6, is shared with trainees' future employers. As a result, it smooths their transition from training to induction, provides key information about NQTs' training needs and enables them to confidently assume the role and responsibilities of a teacher.
56. Trainees' responses to the online trainee questionnaire about the quality of their training are very positive. University staff are actively involved in research. This ensures that teacher trainers are kept abreast of the latest developments in professional practice and that this has a positive impact on developing trainees' classroom skills. The partnership's training is highly regarded by schools. Senior leaders, interviewed by inspectors, said that NQTs from the partnership are well prepared for their roles as teachers and their future careers. However, employment rates have been in line with sector averages for the past two years, and the recruitment of trainees from minority ethnic backgrounds has been in decline. The partnership is aware of these issues and is taking steps to address them in order to meet the local, regional and national demand for teachers.
57. The partnership is strongly committed to community engagement, improving attainment in local schools and widening participation. Attainment at Key Stage 2 and Key Stage 4 in local schools is rising, and there has been a reduction in the number of pupils not in education, employment or training at the end of Key Stage 4.
58. Senior leaders are taking rapid action to address each of the areas for improvement identified at stage one of the inspection. For example, trainees have had to show in their planning how they are meeting the needs of different groups of pupils and how they are monitoring their progress. It is as yet too early to evaluate the impact of these new approaches on trainees' practice.

59. Although completion rates are consistently high in comparison with national averages, senior leaders have introduced greater rigour into the recruitment process to reduce further the number of withdrawals during the training. Potential trainees undergo effective selection procedures to determine their suitability to become teachers. Much greater emphasis is now being placed on determining an applicant's resilience, drive and determination.
60. Recommendations from the last inspection report have been successfully addressed. Improvement planning is much sharper and provides the partnership with a helpful blueprint for improving provision and outcomes for trainees further. Careful tracking is in place to ensure trainees' development of subject knowledge is monitored in all subjects. In taking steps to secure improvements since stage one of the inspection, including strengthening the quality of school-based mentoring and providing greater coordination of the training across the partnership, leaders and managers are demonstrating good capacity to improve further.
61. The partnership complies fully with the initial teacher training (ITT) criteria and meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity, and eliminating discrimination. The partnership also ensures that the additional ITT criteria, which apply to the Assessment Only route, are met.

Annex: Partnership schools

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

Abraham Moss Community School
All Hallows Catholic High School
Alsager School
Altrincham College of Arts
Bramhall High School
Castlebrook High School
Cheadle Hulme High School
Chorlton High School
Great Sankey High School
Harrop Fold High School
Holmes Chapel Comprehensive School
Marple High School
Sandbach Boys' School
St Ambrose Barlow Catholic High School
St Matthew's Roman Catholic High School
St Peter's Roman Catholic High School
Stretford Grammar School
Stretford High School
Stockport School
The Albion Academy
The Barlow Roman Catholic High School
The County High School
The Kingsway School
The Radclyffe School
Trinity Church of England High School
Wellington School
Werneth High School
Wilmslow High School

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