

University of Huddersfield ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 9 May 2016

Stage 2: 14 November 2016

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 September 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

	Early years ITT (EYTS)	Primary QTS	Secondary QTS	ITE in FE
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2	2	2	2
The outcomes for trainees	2	2	2	2
The quality of training across the partnership	2	2	2	2
The quality of leadership and management across the partnership	1	2	2	1

Overview of the ITE partnership

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

This is because leaders and managers, across the phases, are effective at adapting the training programmes they offer to ensure that trainees are well prepared for the demands of teaching. Leadership and management of early years ITT and ITE in further education are outstanding. Leaders in these phases are highly responsive to feedback and have ensured that rigorous and well-embedded systems for the monitoring, evaluation and quality assurance of the training programme are in place. As such, the quality of mentoring is exceptionally consistent and the assessment of trainees is unfailingly accurate. All phases show at least a good capacity to improve further.

Key findings

- Employment rates are consistently high. Trainees' strong personal and professional attributes are prized by employers who value trainees' commitment to the teaching profession.
- Relationships between university staff, early years-, school- and college-based colleagues and trainees are excellent. Personal and pastoral support is of the highest quality. Trainees are well supported to cope with the demands of being a teacher.
- Trainees' behaviour management skills show the very highest level of practice so that trainees, former trainees and newly qualified teachers (NQTs) set high expectations of learning and conduct, and create highly productive classroom environments.
- Training in safeguarding and keeping children safe from harm is exceptional. Trainees see beyond the need to comply with policies and actively teach learners about all facets of equality, diversity and inclusion.

What does the partnership need to do to improve further?

- Reduce any remaining inconsistencies between the attainment and completion rates of different groups.
- Ensure that a greater proportion of trainees attain the very highest standards of practice and that those awarded 'outstanding' by the end of their training truly reflect this high level of skill in their teaching.
- Share good practice more widely across all routes of the ITE partnership to support a more rapid and sustained rate of improvement.

Information about this ITE partnership

- The University of Huddersfield is a well-established provider of initial teacher education (ITE). Since the last inspection, trainee numbers (except in relation to ITE in further education (FE)) and the breadth of training routes on offer have increased significantly. The School of Education and Professional Development now provides ITT across early years, primary, secondary and further education.
- The primary and secondary ITE partnerships support the delivery of the primary and secondary BA (Hons) with qualified teacher status (QTS) 'Troops into Teachers' programmes. These routes are accredited through the University of Brighton and did not form part of this inspection.
- The ITE in FE partnership continues to be a large provider, particularly of in-service courses, working with 21 general further education colleges spanning Northumberland, the North West, Yorkshire and the Humber, Lincolnshire and Suffolk. At the time of the inspection, there were approximately 1,200 trainees undertaking qualifications in this phase.

The early years ITT phase

Information about the early years ITT partnership

- The University of Huddersfield provides three early years ITT routes: the one-year part-time graduate employment-based route, the one-year full-time graduate entry route and the three-year full-time undergraduate route. Trainees who successfully complete their training are recommended for early years teacher status (EYTS).
- The university has delivered training leading to the award of EYTS since 2013. Prior to that, the university was involved in early years professional status (EYPS) training. During 2013/14, the university delivered early years ITT as part of the Northern Alliance provision led by Manchester Metropolitan University.
- Two graduate early years ITT training programmes have been offered by the university since September 2014. The undergraduate training route commenced in September 2015. During stage 1 of the inspection, there were nine trainees on the graduate employment-based route, five on the graduate entry route and nine in year 1 of the BA (Hons) Early Childhood Education with EYTS undergraduate route.
- The university will not be recruiting further cohorts to the undergraduate route after the 2016/17 academic year.
- The early years ITT partnership consists of 20 local partnership schools and early years settings and has links with 11 local authorities.

Information about the early years ITT inspection

- The inspector visited a primary school, a private nursery, a pre-preparatory school and a private non-domestic childcare setting at stage 1, observing four graduate employment-based trainees teach. At stage 2, the inspector visited three day nurseries, observing three former trainees from the graduate employment-based and graduate entry routes.
- The inspector reviewed five other trainees' standards files, pen portraits and the 'passport to employment' documentation provided for former trainees. She also held discussions with individual trainees and former trainees, a group of undergraduate trainees from the first cohort, managers of settings, headteachers of schools, setting- and school-based mentors, senior mentors, link tutors, the placement tutor, the course leader and stakeholders from early years ITT partnership settings and schools.
- The inspector reviewed the early years ITT partnership's self-evaluation and improvement planning documents, recruitment and selection procedures, trainee tracking and assessment documentation, directed tasks and assignments, the partnership agreement and the content of the training programmes.

- The inspector also took into account 10 responses to the trainee online survey and the actions taken by leaders and managers to improve training and outcomes between the two stages of the inspection.
- The primary and overall lead inspector checked that the partnership was compliant with statutory requirements, including those in place for safeguarding, and the requirements of the National College for Teaching and Leadership (NCTL) for early years ITT.

Inspection team

Angela Milner HMI

phase lead inspector

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership are:

- leaders and managers are highly responsive and drive the continuous self-improvement of the partnership extremely effectively
- the passion, commitment and hard work of leaders and managers in establishing high-quality training routes and providing well-regarded continuing professional development and support for former trainees
- stringent monitoring, review and moderation processes ensure that the partnership achieves remarkable levels of consistency in the quality of training and the accuracy of assessment across the partnership
- the partnership's growing reputation with employers, its important contribution to improving the quality of the early years workforce and its clear vision for improving early years practice
- trainees' and former trainees' strong understanding of childhood development and learning underpins their ability to enhance children's learning, improve their own teaching and influence other adults' practice
- committed, critically reflective and highly professional trainees and former trainees who provide high levels of education and care for children
- high-quality support and tailored training ensure that former trainees are fully prepared for employment as early years teachers
- excellent communications, comprehensive documentation and regular visits from knowledgeable and experienced link tutors provide effective support for trainees, former trainees and mentors.

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

The partnership should:

- increase the proportion of trainees achieving outstanding levels of attainment by:
 - improving the quality of trainees' professional development targets
 - ensuring that trainees provide appropriate stretch and challenge for all children
 - developing trainees' ability to adapt their teaching and planned activities to maximise the progress that children make in their learning.

Inspection judgements

1. The overall effectiveness of the early years ITT partnership in securing consistently high-quality training and outcomes for trainees is good. The leadership and management of the partnership are outstanding. Leaders and managers are highly responsive and drive the continuous self-improvement of the partnership extremely effectively.
2. The passion, commitment and hard work of leaders and managers in establishing this highly effective and mutually beneficial partnership in a short time period are clear. Stringent monitoring, review and moderation processes ensure that the partnership achieves remarkable levels of consistency in the quality of training and the accuracy of assessment of trainees across the partnership.
3. Leaders, managers and link tutors are well qualified and have extensive experience of the early years sector. They meet termly to conduct internal moderation meetings and review trainees' progress. This careful tracking process ensures that leaders and managers have a good understanding of trainees' needs and know when additional support is required. Internal and external moderation procedures are used very effectively to confirm the accuracy of assessment judgements. Inspection evidence confirms that the provider's assessments of trainees are extremely accurate.
4. Leaders and managers are highly responsive to feedback. Meticulous analysis of data and very good use of evaluative information from a range of stakeholders enable the partnership to identify what is working well and to address areas in need of improvement. A detailed and considered improvement plan emerges from this comprehensive evaluation process. This plan is used extremely effectively to drive improvements which sustain or further enhance trainees' outcomes.

5. Speedy actions, which make a real difference, are the hallmark of this partnership and evidence of its excellent capacity to improve further. At stage 1 of the inspection, the partnership lacked a formal strategic partnership committee as part of its management structure. This is no longer the case. The early years ITT strategic partnership committee has already met twice. It is now accountable for driving improvement and providing support and challenge to leaders and managers.
6. The committee has revised and enhanced the partnership agreement for 2016/17. This now clarifies the different roles and responsibilities of the university, schools and settings within the early years ITT partnership well. Senior mentors, link tutors and colleagues from partnership settings and schools reported that this new committee has energised members to become more involved in shaping provision and has led to a wider sharing of the partnership's improvement priorities.
7. The partnership is very well regarded and has a growing reputation with early years employers. It makes an important contribution to the quality of the local and regional early years workforce. Very effective partnership working is based on the shared aim of educating and training trainees to become innovative, reflective and self-motivated early years teachers with a clear commitment to improving practice in early years settings and in schools.
8. Trainees and former trainees are inspired by the partnership's vision, the training they receive and the infectious enthusiasm of leaders and managers. They explained how their training had boosted their confidence and stimulated their desire to learn more about effective early years practice. Trainees and former trainees use their strong understanding of childhood development and learning and attachment theory very well to enhance children's learning, improve their own teaching and influence other adults' practice.
9. The quality of outcomes for trainees is good and there are no significant variations in outcomes among different groups of trainees. All trainees surpass the minimum expectations of the teachers' standards (early years) by the end of their training. The partnership has sensibly compared its own attainment data with that of other early years ITT partnerships. This process confirmed that other partnerships have a greater proportion of trainees achieving outstanding levels of attainment at the end of their training. As a result, appropriate interventions have been prioritised to move more trainees from good to outstanding levels of attainment by the end of their training.
10. Trainees and former trainees are committed, critically reflective and highly professional. Placement settings and employers are very positive about trainees' and former trainees' professionalism and their ability to sensitively implement change. Former trainees work very well with other practitioners, parents and carers.

11. Trainees enter early years ITT training with a range of appropriate entry qualifications and practical experience. Applicants' qualifications, previous experience and their suitability to work with children are checked carefully. Thorough recruitment and selection procedures involve leaders, managers and partnership mentors. Selection activities are well designed to ensure that trainees have the necessary skills, attitudes and aptitudes to become effective early years teachers. They also ensure that applicants are placed on the most appropriate training route.
12. The partnership carefully monitors completion rates and conducts detailed trainee exit interviews. This valuable information has been used well to make enhancements to the selection process. This includes paying greater attention to testing applicants' skills of resilience and ensuring that they are aware of the workload demands. As a result, completion rates have improved from 80% to 93% in 2015/16. The very small number of trainees who choose to leave before the end of their training, or choose to defer, do so for health and personal reasons. Their withdrawal or deferral does not reflect any dissatisfaction with their training.
13. Employment rates are high and employer feedback indicates that all former trainees were very well prepared by their training to be effective early years teachers. Inspection evidence confirms this. Former trainees who complete the graduate employment-based route have taken on enhanced roles and responsibilities in schools and settings as a result of their training. One headteacher described the training as 'immensely beneficial' to his school.
14. Former trainees' pen portraits and 'passports to employment' provide a useful summary of trainees' achievements in relation to the teachers' standards (early years). These documents identify accurate priorities for former trainees' professional development in their employment context. Link tutors continue to visit and support former trainees in their employment context.
15. The partnership provides three continuing professional development sessions for former trainees. This, together with the open invitation for partnership colleagues to attend any of the training sessions for trainees, forms part of the university's commitment to improving the quality of the early years workforce. Former trainees and employers report that they are highly appreciative of, and benefit greatly from, this continuing support and 'after care'.
16. High-quality support and tailored training ensure that former trainees are fully prepared for employment as early years teachers. The partnership includes a diverse range of schools and settings, including those in challenging socio-economic circumstances. Some trainees gain practical experience in schools and settings judged to require improvement and a small number of former trainees are employed in such schools and settings.

17. The partnership places a strong emphasis on equality and diversity. Trainees and former trainees have practical experience of supporting children in receipt of early years pupil premium funding. They are confident about meeting the needs of children who speak English as an additional language. This is because they gain a good grounding in inclusion and children's linguistic diversity within partnership settings and schools.
18. New schools and settings are carefully assessed by the partnership tutor to establish their capacity to provide effective mentoring for trainees. Placements are well managed and carefully planned to take place in a range of diverse settings. This ensures that trainees gain sufficient practical experience to cover the birth-to-five requirements and gain a sense of children's progression across the early years foundation stage (EYFS) and key stage 1.
19. Trainees benefit from five additional tutorial visits to partnership schools and settings. These visits are specifically designed to broaden trainees' understanding of the breadth of the early years sector and to facilitate opportunities for trainees to learn alongside good and outstanding early years teachers. Trainees on the two graduate training routes praise the quality of their placements, their training and the 'brilliant' support they receive. This echoes the positive responses most trainees made to Ofsted's online survey.
20. Excellent communications, comprehensive documentation and regular visits from knowledgeable and experienced link tutors provide effective support for trainees, former trainees and mentors in a range of early years settings. Link tutors develop good relationships with schools and settings and play a valuable role in supporting and building the capacity of mentors. Regular joint observations take place between link tutors and mentors and link tutors and leaders and managers. Most mentors and link tutors provide good support and challenge for trainees and effective verbal feedback on how to improve trainees' teaching and children's learning.
21. Leaders and managers are aware that the quality of trainees' written professional development targets is variable and have rightly prioritised this as a major area for improvement in 2016/17. Trainees have received help to ensure that precise targets, rather than required actions, are recorded. Leaders and managers have worked with senior mentors and link tutors to develop an agreed set of principles for effective continuing professional development and target-setting. These principles are being applied on the record of visits forms completed during the current academic year.

22. Training fully equips trainees and former trainees to meet the learning and care needs of children from birth to five years. Training is well structured, progressive and up to date. It includes lectures, seminars and workshops designed to complement the placements and tutorial visits and to meet individual trainees' needs. Centre-based training is of high quality, evidence based and delivered by university staff and a number of visiting experts, from within and beyond the partnership.
23. Trainees and former trainees have a good knowledge of the early years foundation stage, its statutory assessment requirements and age-related expectations. They plan activities well to meet children's learning and care needs. Trainees and former trainees make good use of appropriate strategies to engage children in their learning, assess what children are able to do and gather evidence about the progress children make in their learning. The partnership has high expectations and expects the 2016/17 cohort of trainees to focus their teaching on meeting the needs of children from underperforming groups.
24. Relationships between trainees and former trainees and children are warm, positive and productive. Trainees and former trainees rightly place a strong emphasis on promoting children's personal, social and emotional development. As a result, children in their care are confident, independent and curious to discover more about their learning environment. Some trainees and former trainees, however, miss opportunities to deepen learning and to stretch and challenge children. They are not always confident enough to veer away from their plans, adapt their teaching or ensure that teaching opportunities are used to maximise the progress children make in their learning.
25. Good-quality phonics training ensures that trainees and former trainees understand how phonics can be taught across the early years foundation stage and key stage 1. All of the trainees and former trainees observed had a good understanding of the important role that adults play in promoting language and communication skills. They carefully model language and use vocabulary well. For example, a former trainee engaged children in exploring the sounds they could make by changing the way they moved on different outdoor surfaces.
26. Trainees have a good knowledge and understanding of a range of teaching and learning strategies and the practical resources that can be used to teach across the curriculum, including for early mathematics. One former trainee asked children to 'treasure hunt' for objects of different shapes in the base room. Trainees and former trainees skilfully seize opportunities to bring mathematics into a number of activities. For example, one trainee encouraged Nursery children to enter their forest school via a 'magic gate.' The gate would not open until the children counted forwards and backwards to 20. Trainees use educational technology safely and appropriately with children.

27. Trainees demonstrate a detailed knowledge of supporting those children who have education, health and care plans. Trainees reported that their training in autism spectrum disorder had been particularly valuable. Former trainees are well versed in supporting children who have special educational needs and/or disabilities. They work closely with parents, carers and external specialists to ensure that children's specific and/or additional needs are met.
28. Trainees have a very good understanding of safeguarding and welfare requirements and the important role that early years practitioners play in providing children with a safe learning environment. Trainees are very confident about what to do when they have concerns. One practitioner explained how her training 'opened her eyes' to the importance of spotting any signs that may indicate that children are at risk of radicalisation and extremism.
29. The partnership ensures that it fully complies with statutory and early years ITT requirements, including those for employment-based routes.

Annex: Partnership schools and settings

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

Almond House Nursery, Huddersfield

Bradley Green Primary School, Hyde

Elland Day Nursery, Halifax

Fountain Springs Day Nursery, Huddersfield

Honley Day Care, Honley, Holmfirth

Katie's Kindercare, Cleckheaton

Pippins Nursery, Morley

The primary phase

Information about the primary partnership

- The primary phase has grown considerably since the time of the previous inspection. In 2015/16, the partnership offered three routes to the award of qualified teacher status (QTS): a three-year undergraduate BA (Hons) in Primary Education (3–7); a one-year, university-based Postgraduate Certificate in Education (PGCE) in Primary Education (5–11) and a one-year, school-based route into teaching through School Direct (salaried and non-salaried). Trainees following the School Direct route are also awarded a PGCE in Primary Education, in either the 3–7 or 5–11 age range.
- The partnership consists of 108 schools across six local authority areas, including four teaching school alliances. At the end of the 2015/16 academic year, one teaching school alliance became a stand-alone ITE provider. In September 2016, two new teaching school alliances joined the partnership.
- During stage 1 of the inspection, there were 64 trainees on the undergraduate route, 19 trainees accessing the university-led, postgraduate programme and 41 trainees undertaking the School Direct route.
- A new primary phase leader took up post in January 2016.

Information about the primary ITE inspection

- Inspectors visited seven schools during stage 1 of the inspection, observing 14 trainees teach. All observations were conducted jointly with school-based mentors and included an analysis of trainees' evidence towards meeting the teachers' standards.
- At stage 2, inspectors visited six schools, including three from outside the partnership, to observe nine newly qualified teachers (NQTs) teach. Inspectors reviewed the quality of work in pupils' books to determine the impact of teaching on pupils' learning and progress over time. Inspectors also spoke to two former trainees by telephone who were yet to secure employment.
- Meetings were held with individual trainees and NQTs, the primary course leader, members of the partnership committee, university tutors, school-based mentors and headteachers. Inspectors also took account of the responses to Ofsted's online trainee questionnaire completed in June 2016.
- Inspectors considered a wide range of evidence, such as the primary ITT partnership's self-evaluation and improvement planning documents, course handbooks, recruitment and selection procedures, trainee tracking and assessment documentation, directed tasks and assignments, the partnership agreement and the content of the training programmes.
- They also reviewed documents to check that the partnership was compliant with statutory requirements relating to primary ITT (QTS) and safeguarding.

Inspection team

Lee Owston HMI	overall lead inspector and phase lead inspector
Rajinder Harrison	assistant phase lead inspector
Terry Russell	team inspector (stage 1)
Michael Reeves HMI	team inspector (stage 2)

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- trainees' strong personal and professional attributes; they are resilient, highly reflective and committed to their own continuous development, and employment rates are consistently high
- trainees' well-tuned behaviour management strategies that enable them to quickly form effective relationships with their class and create a positive environment in which all pupils feel safe, secure and confident to learn
- the strong relationships between tutors, headteachers, mentors and trainees that ensure that each trainee receives the personal and academic support they need to achieve at their best and reach their potential
- a coherent training programme that allows the quick application of theory to classroom practice and affords trainees regular opportunities to observe good and outstanding teaching
- the significant breadth of placement experiences, including in schools that are facing challenging circumstances, that ensures that trainees feel confident to teach pupils with an increasingly diverse range of needs
- trainees' knowledge about safeguarding and keeping children safe, including the importance of their own teaching in tackling prejudice, addressing inequalities and fulfilling the requirements of the 'Prevent' duty
- the responsiveness of course leaders, against a backdrop of increasing trainee numbers and training routes, to the feedback from all partnership representatives that demonstrates that they are unafraid to adapt their training for the benefit of current trainees.

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

The partnership should:

- continue to improve completion rates, especially for male trainees
- ensure that all trainees are confident to adapt their teaching as lessons progress so that pupils' learning is fully maximised, especially for the most able pupils

- fully embed the systems already in development to ensure that mentors and tutors, across the different routes within the partnership, are consistent in their judgements of trainees' teaching by:
 - ensuring that the impact of trainees' teaching on pupils' learning and progress is at the heart of decisions about how well they teach
 - making sure that there is greater clarity about the criteria for judging a trainees' teaching over time, particularly that which is considered outstanding
 - working together more closely, throughout a trainee's placement, to moderate judgements
- sharpen the targets set for trainees, particularly at the end of their training programme, so that they are clear about their priorities for further development.

Inspection judgements

1. Leaders are highly successful in fulfilling the partnership's vision to create ambitious, professional and reflective practitioners. Against a backdrop of increasing trainee numbers and a variety of new training routes over the last three years, leaders have remained committed to providing high-quality training. This has ensured that trainees are well prepared for the demands and realities of primary teaching.
2. Trainees and NQTs are resilient and hardworking. They are passionate about the teaching profession and show a strong commitment to their own continuous development. These attributes serve them well while on school placements and during their induction year. Employing headteachers recognise the value of these overarching qualities in helping NQTs to adapt to different school contexts and an increasingly diverse range of school communities. Employment rates have been consistently high over time.
3. Completion rates have been variable over the last three years. After a dip to below sector averages in 2014/15, leaders took decisive action to address the higher proportion of undergraduate trainees leaving their course before its completion. A strengthened personal tutor system, including earlier one-to-one meetings, and greater reflection and study time, have gone some way to ensuring that a greater proportion of trainees finish their chosen training programme. University figures show that these actions have been effective; completion rates have risen in 2015/16 and are now in line with national figures.

4. Leaders are aware that a higher proportion of male trainees than found nationally, particularly those on the three-year undergraduate route, do not complete their studies. While recruitment figures for male trainees are improving year on year, leaders recognise the need to focus their efforts on the retention of this group. Everyone in the partnership is aware of this priority. Plans have already been put into motion to provide more bespoke, personal tutor support and to strengthen the recruitment process by using successful, male NQTs as ambassadors for the profession.
5. Overall, recruitment processes are effective. School-based activities to judge potential trainees' interactions with pupils, as well as their ability to reflect on what pupils have learned, provide the partnership with a good benchmark of trainees' potential. Coupled with university-based interviews and skills tests, leaders have a robust system of assuring themselves that those chosen to study at Huddersfield show the aptitudes, attitudes and likely skills to make a success of their training.
6. At the end of their training programme, all trainees exceed the minimum expectations of their practice, as set out in the teachers' standards, so that overall they demonstrate a good quality of teaching. An increasing proportion of trainees complete their programme with the highest levels of attainment. In 2015/16, this represented approximately half of those who completed their course. However, this level of success is not evenly distributed across the different training routes provided. Although trainee numbers are small, those undertaking the undergraduate route were almost twice as likely to be awarded 'outstanding' than their postgraduate counterparts in the last year.
7. Trainees and NQTs show excellent practice in some aspects of their work but not all. Those observed at stage 1 and stage 2 of the inspection showed particularly strong behaviour management skills. Trainees and NQTs are equipped, through their training, with a vast array of strategies to manage pupils' learning and conduct exceptionally well. Positive praise, the use of rewards systems and the effective use of teacher voice all help trainees and NQTs to maintain discipline and instil effective attitudes to learning. This results in the creation of a productive working atmosphere where all pupils can learn and achieve.

8. Most trainees and NQTs make good use of a range of teaching strategies to meet the needs and abilities of different pupil groups, especially those who have special educational needs and/or disabilities. For example, one NQT made good use of an additional adult to set a group of lower ability pupils off on a task early, so that they did not have to participate in further whole-class teaching that was moving on to more difficult concepts. In this way, the NQT maximised the learning time of all pupils, understanding that to ask some pupils to sit through content that was too challenging would hamper, rather than help, pupils' learning.
9. Trainees and NQTs are not as adept at challenging the most able pupils in their class. In most instances, this is because trainees and NQTs are less experienced at using their assessment skills during the course of a lesson to adapt what they are doing – mid-flow – in response to, for example, a pupil's answer, in order to provide greater challenge or support. In these instances, pupils' learning and progress are not as strong as they could be.
10. High-quality training ensures that trainees constantly see the links between theory, research and practice. Tutors have designed the training programme so that there are frequent opportunities for trainees to apply what they have learned in school. For example, after being taught about the range of special educational needs and/or disabilities that exists, trainees were able to consolidate their understanding by spending a block of time in special schools. Many trainees commented to inspectors that this element of their training had given them new confidence in dealing with more complex needs of pupils because they had observed specialist staff and transferred some of the strategies used to their own practice in mainstream provision. Trainees are universal in their view that the training they receive provides them with the knowledge and skills to become effective teachers.
11. A strength of the training programme, over time, has been the focus placed on early reading and phonics. Inspectors found trainees' teaching of this aspect of the curriculum to be consistently strong. Both tutors and trainees are well aware that being able to read advantages pupils for life and, if this key skill is not secured, can be a substantial barrier to all other learning, including pupils' spelling and transcriptional skills. Leaders are now capitalising on this strength to ensure that other aspects of English, such as reading comprehension, grammar and punctuation, receive equal time in the training programme.

12. Trainees' understanding of how mathematical concepts develop is good. Training emphasises a 'mastery' approach to this aspect of the curriculum, placing greater importance on securing and applying pupils' knowledge before moving them on to more difficult topics. Trainees and NQTs were observed putting this philosophy successfully into practice by using a range of practical resources and images to demonstrate more abstract concepts to pupils. For example, one trainee was observed using pairs of socks to reinforce the idea of doubling, while an NQT used cubes to reinforce the concept of hundreds, tens and ones.
13. Trainees receive comprehensive training to teach physical education. It ensures that they have both the confidence and competence to teach a range of disciplines, including gymnastics, dance and competitive sports. Trainees and NQTs told inspectors that they were particularly appreciative of the practical nature of the training so that they could 'have a go' at more daunting aspects of the subject, such as managing behaviour in large, outdoor spaces or keeping a keen eye on health and safety when using large apparatus. Inspectors found that some trainees were using their training in this area to deliver after-school clubs, helping them to contribute to the full life of the school community.
14. Placements are well planned and effectively timed so that trainees have maximum opportunity to apply their developing knowledge in the classroom. A good mix of short placements to consolidate a particular theme, such as special educational needs and/or disabilities, and longer block placements, where trainees 'become the teacher' ensure that trainees are ready and able to teach. This includes frequent opportunities to work in schools facing challenging circumstances, including those that require improvement. NQTs were exceptionally positive about their training experiences, across all the routes provided. Those who met with inspectors believed that they had been prepared well for the realities of the primary classroom and as such were willing to apply for their first job in a range of different schools, both locally and further afield.
15. Very strong relationships exist between tutors, headteachers, school-based mentors and trainees. The level of pastoral and academic support is excellent. Partnership engagement from all stakeholders is equally strong. Everyone has a voice and every voice is heard. As such, potential issues are raised openly and responded to rapidly. Trainees, in particular, always receive the extra support and encouragement they need when faced with unexpected challenges or difficult times in their lives.
16. Tutors continue to provide strong support for NQTs in their first year of teaching. Many NQTs continue to maintain their close relationships with subject tutors, knowing that staff are willing to offer advice and guidance long after their official training programme has ended. Two conferences, specifically organised for NQTs, are planned each year to keep former cohorts abreast of recent research and allow them to share best practice.

17. Leaders have created a positive and proactive culture around safeguarding. Training in this area is about more than acquiring knowledge through a one-off lecture. Although knowledge is important, leaders have gone one step further by ensuring that trainees understand their social responsibility to actively teach pupils about equality and diversity. They encourage pupils to develop reasoned views of their own and to celebrate what makes us both similar and different across the varied cultures and traditions that make up modern Britain. Trainees and NQTs are equipped not only to tackle prejudice-based bullying, but prevent it occurring in the first place. They fully understand their role in safeguarding children.
18. Over time, virtually all trainees have been graded as good or outstanding on completing their course. While inspectors agree that trainees show that they can teach well and their pupils make at least expected and often good progress, the evidence collected by the partnership to support the proportion of trainees it judges to be outstanding is not always robust. Mentors do not always use information about pupils' progress to support their judgements. Some over-generous grading is also due to a lack of clarity around the criteria for judging the very best classroom practice. While leaders have already started a programme of professional development for mentors, there is still further work to be done to ensure that all those observing trainees teaching arrive at the same judgement of its quality.
19. Leaders acknowledge that, as the primary partnership continues to grow, university tutors cannot be solely responsible for the moderation of trainees' grades. Currently, the primary phase leader conducts regular visits to check the accuracy of mentors' work across the different training routes. Consideration is now being given to how mentors themselves can carry out this role. While senior mentors regularly make checks on the different class-based mentors within their own school, this triangulation needs to happen across schools and across routes to ensure that the quality assurance system is rigorous and robust. It will also act as effective professional development for the mentors themselves.
20. Leaders show a clear drive to improve. Actions to address the inconsistencies in practice revealed by inspectors at stage 1 have been prompt. In particular, there has been a rapid review of the target-setting process used by tutors. A more streamlined and focused approach now exists. Targets are no longer a list of day-to-day actions to act as an aide-memoire. Instead, they provide a clear focus to trainees' work by referencing only one or two aspects of the teachers' standards that need to be prioritised. The targets set for trainees at the end of their training programme need similar refinement. While NQTs appreciate the opportunity to reflect on their practice at the point of transition between training and employment, targets are too woolly. They are rarely focused on the context, classes or communities where NQTs will be working.

21. Self-evaluation is accurate. Leaders demonstrate a good capacity to improve. The new course leader has reshaped the roles and responsibilities of the leadership team so that each member now has a strategic role to play in driving improvement. This has empowered the team to be more self-critical and evaluative. Improvement planning now includes a range of measurable targets that are focused on improvements to training and trainees' outcomes. Monitoring and evaluation mechanisms now feed directly into this plan so that the partnership committee is aware, as the year progresses, of the pace of change and, importantly, whether new approaches are making as big a difference as they anticipated to the overall quality of trainees' practice.
22. The partnership meets legislative requirements regarding equality and diversity, discrimination and safeguarding. Trainees have their qualifications and suitability to work with children checked and recorded. The partnership fully complies with the statutory criteria for ITT (QTS).

Annex: Partnership schools

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

Ackton Pastures Primary School, Castleford

Beech Hill Infant and Junior School, Halifax

Birkby Junior School, Huddersfield

Boothroyd Primary Academy, Wakefield

Holy Trinity Primary School, Halifax

Lindley Church of England VA Infants School, Huddersfield

Moorlands Primary School, Huddersfield

Mount Pleasant Primary School, Huddersfield

Paddock Junior, Infant and Nursery School, Huddersfield

Spring Grove Junior, Infant and Nursery School, Huddersfield

Swillington Primary School, Leeds

Whitehall Primary Academy, Halifax

The secondary phase

Information about the secondary partnership

- The partnership provides teacher training for graduates across a wide range of subject specialisms, including shortage subjects such as mathematics, science, modern foreign languages and music. The partnership offers training through a one-year, university-based Postgraduate Certificate in Education (PGCE) or a one-year School Direct route through local teaching school alliances. Trainees are recommended for qualified teacher status (QTS) when they complete their training successfully in either the 11–16 or 14–19 age phase.
- The partnership includes 31 schools across seven local authorities in the North East and the Yorkshire and the Humber region. This includes two teaching school alliances.
- During stage 1 of the inspection, 66 trainees were being trained, of which 12 were on the School Direct route, specialising in physical education, drama, chemistry, English, geography, music, modern foreign languages and history.

Information about the secondary ITE inspection

- Inspectors observed trainees' and newly qualified teachers' (NQTs') teaching. They scrutinised trainees' planning, sampled pupils' workbooks and considered the progress pupils make. Inspectors also considered the views of school-based mentors.
- Discussions were held with course leaders, university tutors, school-based mentors and representatives of the partnership through discussions with the programme development group and the strategic committee.
- Inspectors also took into account the views of trainees and NQTs through discussion and the returns made to Ofsted's online trainee survey.
- A wide range of documents, including details of training programmes, self-evaluation and improvement planning, were scrutinised. Inspectors checked that the training routes complied with the statutory requirements relating to secondary ITT (QTS) and safeguarding.

Inspection team

Chris Campbell
Kathleen Harris

phase lead inspector
assistant phase lead inspector

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- consistently high rates of employment, which have been above the sector average over the last three years and increased further in 2016
- the rapid improvement in completion rates in the current academic year due to the determined efforts of leaders to improve the quality of training and trainees' overall attainment
- trainees' high levels of commitment, self-reflection and professionalism that allow them to build positive relationships with their peers, school-based colleagues and pupils quickly
- trainees' excellent personal and professional conduct, based on a real desire to promote pupils' well-being and learning
- the high-quality academic and personal support for trainees, which plays an important part in enabling trainees to make good progress towards the teachers' standards
- the clear partnership roles and responsibilities, together with a strategic committee for quality assurance, established since stage 1 of the inspection, which provide the necessary rigour and accountability to support further improvement.

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

The partnership should:

- improve trainees' skills in making effective use of assessment to challenge and support pupils from all starting points, enabling them to make good and better progress in their learning, including those who have special educational needs and/or disabilities
- continue to develop the use of the more rigorous quality assurance framework to increase the proportion of trainees who achieve outstanding levels of attainment at the end of their training
- tackle the remaining inconsistencies in the quality of mentoring across the partnership
- sharpen the partnership's evaluation of its performance across subject specialisms, alongside the performance of different groups, to reduce any remaining variations in trainees' attainment.

Inspection judgements

1. Employment rates are consistently above the sector average. This reflects the good quality of training, much improved completion rates and the success of the partnership in meeting local and regional employment needs. At the time of the inspection, 95% of trainees awarded QTS had secured employment, around two fifths of them in local schools.
2. In previous years, completion rates have been well below the sector average. Outcomes in summer 2016 show a rapid improvement, with completion rates now matching the sector average. This is due to leaders' focused work between stage 1 and stage 2 of the inspection. Even higher completion rates would have been achieved if not for the unusually high incidence of significant personal issues faced by some trainees. Completion rates for trainees from minority ethnic backgrounds are higher than for those from White British backgrounds.
3. Despite high levels of commitment to their training and the best endeavours of school and university tutors, the extraordinary difficult personal circumstances of a number of trainees meant that they were unable to take the last step to achieve outstanding levels of attainment by the end of their training. As a consequence, the proportion of outstanding trainees has remained at 42%, as it was the year before. Leaders accept that this remains an area for further work. All trainees meet the minimum standards of practice, as defined by the teachers' standards, to be awarded QTS, and most exceed these standards.
4. There is some variation among different groups of trainees in achieving the highest grades in some standards. For example, trainees from Black minority ethnic groups attain less well than others. Leaders recognise from their analyses, and inspectors agree, that the attainment of trainees in some subject specialisms, for example in science, is not as strong as in other areas. Additional subject training days have been introduced to secure trainees' subject knowledge and develop their teaching skills further. Analysis of current cohort data reveals that more trainees are on track to attain higher levels of attainment than in previous years. The training provided in numeracy and literacy and additional subject-specific sessions contributes effectively to trainees' readiness to teach.
5. Much of the trainees' teaching over time is at least good and some is outstanding. Schools confirm that, broadly, pupils taught by trainees make and sometimes exceed expected progress. This corroborates evidence from the checks that university tutors make on the impact of trainees' teaching during their quality assurance visits to schools. Inspectors found that pupils' learning during lessons, the work they produce over time in their books and records of school-based pupil assessments confirm trainees' ability to promote pupils' progress.

6. Trainees acquire the knowledge and skills they need to achieve outstanding practice in some of the teachers' standards. Strengths were seen in trainees' and NQTs' ability to consistently establish a productive learning climate in the classroom by maintaining high expectations of pupils' conduct and attitudes to learning. Trainees know how to make good use of technology to plan and support pupils' learning and employ a range of techniques to manage learning in lessons. Trainees and NQTs have developed the skills they need to reflect on their practice, so they can consider and amend their planning and approaches to teaching to promote pupils' learning. This stands them in good stead when they take up their teaching posts as NQTs.
7. Core training and school-based experiences support trainees to effectively develop the skills and knowledge they need to teach well. The effectiveness of training is demonstrated by trainees' good subject and curriculum knowledge in their specialist subject. They understand the requirements of the national curriculum and examination course requirements in their phase. Effective training means that trainees and NQTs talk knowledgeably about their subjects and use an increasingly secure range of teaching and learning strategies to underpin their planning. This enables them to make a valuable contribution in their departments and schools.
8. University- and school-based tutors ensure that the training programme is adapted each year so that trainees have up-to-date training that meets their needs. As a result, NQTs feel well prepared to teach in their specialist area. Both trainees' and NQTs' files confirm that individual lesson planning forms a relevant part of training in enabling pupils to achieve well. However, trainees and NQTs do not use information about pupils' progress precisely to offer well-judged challenge during lessons to pupils with different starting points, including those who have special educational needs and/or disabilities. Nevertheless, trainees are prepared well to access and use the school's assessment framework and processes so that they are well informed about what progress pupils are making currently and what is expected. This helps them to shape their planning and check pupils' progress over time.
9. Core and subject training, combined with the practical experiences trainees have in well-chosen and contrasting school placements, ensures that trainees receive the broad experiences and opportunities needed to develop and hone their skills. This includes placements in schools with different socio-economic contexts and those that currently require improvement.

10. Trainees show good knowledge and awareness of safeguarding issues that affect pupils. Some have had to apply their training in practice and felt confident to make necessary referrals. Timely and well-focused training makes sure that trainees understand the risks to pupils of extremism and radicalisation. Well-considered approaches to training on fundamental British values enable trainees to understand how they can incorporate this aspect of learning into their subject teaching.
11. Leaders have established positive relationships with partnership schools, so that the interaction between university tutors and school mentors is effective in personalising training to meet individual trainees' needs. Trainees and NQTs are very positive about the quality of their training and the impact it has in preparing them to teach well.
12. The work of mentors is increasingly effective. They have benefited from recent training and the more rigorous quality assurance of their work. However, there remains a small number of cases where mentoring is not of a sufficiently high standard. Mentors value the role they have in the training programme and the training that they receive to fulfil their roles effectively. Good communication between schools in the partnership and university mentors has led to prompt and effective interventions, including support where trainees were not making the progress they should.
13. The effectiveness of mentors' work is quality assured formally and feedback is given. Checks on the quality of mentoring are sharp because leaders have introduced more precise processes for quality assuring the impact it has on trainees' progress and the impact that trainees' teaching has on pupils' learning. Leaders ensure that the training that mentors receive is of high quality and responds to mentors' needs. Correctly, leaders pursue their goals to eradicate variations in the quality of mentoring by offering a range of ways for schools to access training. Almost all schools do so.
14. Partners have direct involvement in the recruitment of trainees and the development and delivery of the training programme, and provide additional capacity to offer training in a widening range of subject specialisms. As a result, the partnership makes a significant contribution to securing the best trainees and, ultimately, to the supply of teachers both regionally and nationally, including in shortage subjects. Recruitment processes are effective at ensuring that those who join the training programmes have the drive and ambition to join the teaching profession, as well as the subject knowledge and personal attributes to meet the rigours and demands of the job.

15. Inspectors agree with school leaders' views that the assessment of trainees is accurate. Targets agreed at the end of their training are relevant to the trainees' profile of achievement. However, targets do not consistently provide sufficient focus on trainees' subject specialisms or the context in which they will be teaching, where this is known.
16. The sharp improvement in completion rates and the sustained high level of employment of former trainees reflect the ambition and determination of leaders, across the partnership, to provide high-quality training. The development of a much more rigorous quality assurance and accountability framework communicates the high expectations they have of themselves, trainees and providers. It provides confidence that leaders have proven capacity to bring about further improvement.
17. There is a much sharper definition of roles among leaders and partners than at stage 1 of the inspection. This has included setting up a strategic committee, with oversight of quality assurance, which has introduced increased rigour and accountability to support further improvement. Leaders use sharper analysis and partners' views to improve the programme.
18. Leaders and managers are increasing the depth and accuracy of their monitoring. They analyse trainees' progress and outcomes in greater depth and use this information to identify key areas for improvement in training and outcomes. Leaders and managers use stakeholders' views to inform changes, and this enhances the quality of training. The priorities and targets they now set themselves are more precise and quantitative than in the past. This retains an unerring focus on the key improvements that are needed.
19. Leadership of training and development and the recent establishment of a strategic committee to oversee quality assurance ensure that there is broad representation and involvement from a diverse range of partners. These mechanisms support the provider well in responding to regional and national teacher supply needs, including in shortage subjects. The range of subject specialisms supported through the partnership is increasing as a result.
20. The partnership fully complies with the statutory criteria for ITT (QTS).

Annex: Partnership schools

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

Almondbury Community School, Huddersfield

Brighouse High School, Brighouse

Colne Valley High School, Linthwaite (Huddersfield)

Holmfirth High School, Holmfirth

Netherhall Learning Campus High School, Rawthorpe, Huddersfield

The Mirfield Free Grammar and Sixth Form, Mirfield

The Brooksbank School, Elland

Initial teacher education for the further education system

Information about the FE in ITE partnership

- The University of Huddersfield's further education (FE) in ITE partnership, the Education and Training Consortium (ETC), comprises the university and 21 general further education colleges. Centres are located across a wide geographical area, including Northumberland, the North West, Yorkshire and the Humber, Lincolnshire and Suffolk.
- The partnership offers a one-year, full-time pre-service programme (or two-year, part-time programme, which is available only at Barnsley) and a two-year, part-time in-service programme (or one-year, part-time programme for suitably experienced and qualified applicants), validated by the university. Courses lead to four possible awards: the Certificate in Education (Lifelong Learning) – Level 5; the Professional Graduate Certificate in Education (Lifelong Learning) – Level 6; the Postgraduate Diploma in Education (Advanced PGCE in Lifelong Learning) – Level 7; and the Postgraduate Diploma in Education (Lifelong Learning) – Level 7.
- At the time of the inspection, there were 1,200 trainees; the majority were on in-service courses.

Information about the FE in ITE inspection

- Inspectors observed 18 trainees teaching during their training at stage 1 and 22 former trainees teaching at stage 2. In addition, they interviewed trainees, course leaders, mentors and employers on the sites visited. They also held focused discussions with individual trainees and groups of former trainees to evaluate the impact of the training on the quality of their teaching.
- Inspectors scrutinised trainees' and former trainees' assessed work, planning for teaching, lesson observation records, and progress and development records, including associated tracking documentation.
- Inspectors also considered: the partnership's self-evaluation; assessment information related to trainees' outcomes; improvement plans; quality assurance procedures; and compliance with legislation, in particular with regard to safeguarding requirements. In addition, inspectors reviewed trainees' responses to the Ofsted online questionnaire.

Inspection team

Christopher Jones HMI
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Overall effectiveness

Grade: 2

The key strengths of the FE partnership are:

- leaders' relentless focus on sustaining and improving the quality of training and ensuring high-quality outcomes across the partnership
- the highly respected, strong, inclusive and collaborative partnership which adds significant value to the work of partner centres through networking, the provision of effective teachers and the extensive professional development opportunities offered to staff across the partnership
- the consistently high-quality, centre-based training, delivered by skilled and experienced trainers, which contributes very effectively to improving trainees' outcomes overall
- the highly reflective, committed and enthusiastic trainees who are positive role models for their learners, demonstrate good subject knowledge and promote good standards of behaviour in lessons
- the very well-received subject-specialist conferences which are a significant strength of the provision and are effective in developing trainees' very good subject knowledge further
- trainers' responsive and well-regarded academic and pastoral support for trainees, which contributes effectively to good and improving completion rates
- the innovative and creative use of digital technology to bridge the geographical constraints of the partnership, and the potential to extend the reach of continuing professional development beyond the end of the training.

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

The partnership should:

- continue to reduce the variations in completion rates between partnership centres
- address the remaining inconsistencies in the quality of mentor support, so that all trainees make rapid progress and more of them are able to evidence outstanding teaching and learning over time
- develop further trainees' understanding of the requirements of 16 to 19 study programmes and broaden their experience of teaching, at different levels, across the range of further education provision.

Inspection judgements

1. The partnership continues to provide good-quality training and has sustained good outcomes overall for trainees since the previous inspection. This success has been achieved through a period of particular turbulence and change for the further education sector. It is a testament to the partnership's relentless focus on securing high-quality provision.
2. Although completion rates overall are improving, some variations across centres remain. Nevertheless, after a period of underperformance, male trainees now do at least as well as their female counterparts on in-service courses. Over the three-year period to 2016, completion rates for in-service trainees declaring a disability have improved significantly. This group of trainees outperformed others for the first time this year. The difference in outcomes for Black and minority ethnic trainees and those of other trainees is diminishing.
3. At the end of their training, the vast majority of trainees perform well against the 2014 professional standards for teachers and trainers. Typically, the former trainees observed by inspectors, at stage 2 of the inspection, demonstrated very effective teaching skills.
4. The partnership's carefully developed recruitment processes ensure that pre-service trainees have the resilience to withstand the demands of teaching in the sector, as well as the qualifications, skills and characteristics they need to succeed. These rigorous procedures, coupled with the appropriately defined entry criteria for in-service trainees, contribute effectively to trainees' good outcomes. Progression to employment for pre-service trainees is good. As a result of the challenges currently inherent in the further education system, much of this employment is in part-time teaching roles.
5. The high-quality programme of centre-based training and the skilful training teams at the university and in partner colleges are successful in developing trainees' knowledge of the theoretical concepts underpinning good teaching and learning. Trainers are well qualified and experienced in modelling good practice. Their successes are clearly evidenced in the very effective teaching skills that most trainees demonstrate by the end of their training. Both trainers and trainees have access to an excellent range of physical and online resources. The use of technology to develop critical thinking and action research is impressive.
6. The strong focus that trainers place on improving trainees' teaching through reflective practice, against the 2014 professional standards, is mirrored in the discussions inspectors held with them. It was well evidenced in many personal development plans and in the teaching seen. As a result of this systematic reference to the standards, trainees are very familiar with the characteristics of good teachers; their self-reflection is meaningful and so they are very clear about what they do well and what they need to improve.

7. Trainees have well-developed academic and research skills. They are very professional in their demeanour and typically excellent role models. The very good working relationships they establish with their learners ensure that they promote the expected values of equality and diversity, respect and tolerance effectively.
8. Trainees' strong subject knowledge is supported and enhanced by the excellent annual subject conferences hosted by the university. Trainees use their knowledge to good effect to enliven lessons and to make learning interesting. In a GCSE English class for 16 to 18 year olds, whose main subjects were vocational, the former trainee skilfully used film clips, images and extracts from the text of the book to prompt discussion and interest in creative writing. The careful planning and confident delivery of the lesson ensured that learners stayed focused and on track.
9. The vast majority of trainees are adept in promoting good behaviour in their lessons. In much of the teaching seen during stage 2 of the inspection, former trainees demonstrated very high-order skills in this respect. They make very effective links between good classroom behaviour for learning and the professional values and standards of behaviour expected in the vocational areas their learners are training to enter. For example, in a travel and tourism lesson, a large class of level 2 learners was reminded frequently of ways that customer service professionals would need to behave to maintain good standards.
10. In another lesson, electro-technical engineering apprentices were frequently reminded of ways that a professional engineer would behave, and of the responsibilities for safety and well-being that are assumed by site electricians and installations workers. The apprentices took their tasks seriously and engaged in careful calculations of light outputs and power ratings in a simulated building design.
11. Trainees are very aware of their responsibilities to help learners improve their skills in English and mathematics. Most of them are confident in developing learners' literacy skills through their specialist subject. For example, they promote relevant discussion to ensure that learners use technical language correctly, they correct grammatical errors in learners' work, and they check spelling for accuracy. Although the development of learners' numeracy skills is covered well in training, trainees are less confident in developing these skills with their learners.

12. Most trainees know their learners and understand how to adapt their planning to meet the needs of individual learners. However, for some trainees, the opportunity to secure a well-developed understanding of learning and assessment over time is restricted by constraints in their access to teaching practice. For example, for trainees who are reliant on voluntary teaching, their experience is often fragmented. A few trainees do not have a broad enough range of opportunity to teach across different age groups and levels.
13. Typically, trainees use questions well in their lessons. In a small minority of cases, their questioning techniques are insufficiently refined to ensure careful checking and consolidation of learning before moving on to the next stage. Occasionally, the questions asked are too generic, such as 'have you got that?' As a result, the most able learners are not always challenged enough to extend their understanding and a few learners make slower progress or fall behind. Not all trainees plan well enough to make the best use of support staff and teaching assistants present in their lessons.
14. Trainees understand their statutory responsibilities in relation to the 'Prevent' duty and safeguarding. They are sensitive to the risks that learners face in their lives and in employment, including risks to their personal safety and the potential risks of radicalisation and extremism. These important aspects are addressed appropriately within the central training and enhanced further, for most trainees, in their workplace and placement settings.
15. Trainees are very well supported in their studies and typically in the workplace. Most trainees speak very positively about their mentors. During discussions with inspectors, current and former trainees were able to outline ways in which they had successfully sought advice and guidance from them to improve their teaching. Written feedback to trainees from mentors' observations of their teaching practice is often detailed and well focused on the professional standards that trainees need to develop further. However, the quality of this feedback is not always of the highest standard. For example, some comments are too vague and lack sufficient evaluation of the impact of trainees' teaching on learning. Not enough mentors ensure that their feedback sustains a consistent focus on developing trainees' ability to develop learners' English and mathematics in the context of their specialist subject.
16. In the light of concerns raised by some pre-service trainees, the partnership has taken swift action to ensure that suitable placements are secured quickly. Nevertheless, course leaders are aware that there is more to be done to make sure that trainees understand fully the requirements of 16 to 19 study programmes, and receive a broad experience of teaching, in different settings, across age groups and levels.

17. Leadership and management of the partnership are outstanding. Leaders and managers focus relentlessly on sustaining and improving the quality of training and ensuring the best outcomes for trainees. The partnership is highly respected, inclusive and collaborative. It adds significant value to the work of partner centres through networking, sharing good practice, the provision of effective teachers and the extensive professional development opportunities offered to staff across partner centres.
18. The partnership's evaluation of its performance is rigorous, accurate, detailed and thorough. Very good account is taken of trainees' views in developing the provision. All partners are involved in reviews and held to account for outcomes across the partnership and in their own centres. Where performance falls short of the high standards expected, swift action is taken to put improvement plans and appropriate support in place. Stronger performing centres work closely with centres needing extra support. In one of the many excellent examples of rapid improvement, one partner college, in very challenging circumstances, improved completion rates on the pre-service course from just under 70%, in 2015, to 100% in 2016.
19. Communication links between the university and its partners are strong and effective. Partners, at all levels, speak highly of the collegiate culture and the wide-ranging professional development opportunities open to them. Network events and partnership meetings are well attended. The sharing of good practice is generous and encouraged.
20. Effective action has been taken to address the emerging findings from the first stage of the inspection. The partnership is aware that some inconsistencies in mentors' practice remain. Access to training for mentors has been strengthened, and support and events focused on standardisation are in place.
21. In order to improve the coherence and streamline the tracking of trainees' progress, reflection and development planning, a new electronic portfolio has been introduced. As a result, former trainees will be able to transfer the information from this system to a free personal account when graduating. This aims to encourage lifelong career development planning, from the end of the training, and a seamless transition from trainee to full professional.
22. The partnership maintains a strong focus on the national priorities, changes and challenges related to the sector. As a result, trainees are well equipped to teach in it and are valued by their employers. At a time of particular turbulence in the further education sector, the partnership has sustained a commitment to the provision of high-quality initial teacher training. The university continues to engage in high-profile research with a focus on the continuous improvement and development of further education teacher training locally and nationally. This culture and the outstanding leadership and management of the provision continue to ensure that the partnership has good capacity to improve further.

Annex: Partnership colleges

The partnership includes the following colleges:

Accrington and Rossendale College, Lancashire

Barnsley College, Barnsley

Bishop Burton College, Beverley

Calderdale College, Halifax

East Riding College, Beverley

Easton and Otley College, Ipswich

Harrogate College (part of Hull College Group), Harrogate

Hull College, Kingston-Upon-Hull

Kirklees College, Huddersfield

Leeds City College, Leeds

The City of Liverpool College, Liverpool

The Manchester College, Manchester

Nelson and Colne College, Lancashire

North Lindsey College, Scunthorpe

The Northern College, Barnsley

Northumberland College, Ashington

Oldham College, Oldham

Selby College, Selby

ShIPLEY College, Saltaire

Wakefield College, Wakefield

York College, York

ITE partnership details

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Inspection number	10010266
Inspection dates	9–11 May 2016
Stage 1	
Stage 2	14–16 November 2016
Lead inspector	Lee Owston HMI
Type of ITE partnership	Higher education institution
Phases provided	EYITT, primary, secondary, FE
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Previous inspection report	https://reports.ofsted.gov.uk/70030
Provider address	School of Education and Professional Development University of Huddersfield Queensgate Huddersfield HD1 3DH



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