

# University of Manchester ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 30 April 2018    Stage 2: 8 October 2018

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This inspection was carried out by Her Majesty’s Inspectors and an Ofsted Inspector 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

	<b>Primary QTS</b>	<b>Secondary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for trainees?	1	1
<b>The outcomes for trainees</b>	1	1
<b>The quality of training across the partnership</b>	1	1
<b>The quality of leadership and management across the partnership</b>	1	1

## Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in the primary and secondary phases.

This is because excellent leadership in both phases leads to an extremely high-quality training experience for all trainees. Consequently, primary and secondary trainees emerge as at least consistently good and often outstanding teachers who are sought after within the partnership schools, the local region and beyond.

### Key findings

- Outcomes for primary and secondary trainees are consistently strong. Completion and employment rates are high. Trainees are highly reflective practitioners. This enables them to make excellent progress across the teachers' standards.
- Long-standing and trusting relationships are at the heart of this highly successful partnership. The genuine collaboration that exists between university staff and their school-based colleagues contributes significantly to the outstanding nature of this provision. All partners embrace their vision of 'empowering future generations'.
- School leaders share the university's vision to promote social justice and inclusion. The partnership provides highly trained teachers. A high proportion are employed in the local area, and many take up posts in schools in areas of high socio-economic deprivation.
- A carefully crafted training programme, coupled with high-quality mentoring in diverse placements, means that trainees flourish and are extremely well prepared to teach.
- Trainees' exceptional subject knowledge is a significant distinguishing feature of this partnership. This enables them to be successful, confident teachers from the beginning of their career.
- The positive impact of outstanding leadership is tangible across all aspects of the partnership. Leaders ensure that they recruit and select a high calibre of trainees to the training programmes.

### To improve the ITE partnership should:

- sharpen the quality of information that it provides to employing schools about NQTs' strengths and areas for development.

## Information about this ITE partnership

- The University of Manchester is a long-established provider of ITE in the North West region.
- The partnership offers programmes in the primary and secondary phases, leading to a postgraduate certificate of education (PGCE) with qualified teacher status (QTS).
- The primary programme prepares trainees to teach children in the five to 11 age range.
- The secondary programme offers the following specialist subjects: English (11 to 16 and 11 to 18), mathematics (11 to 16 and 11 to 18), science (biology, chemistry, physics, and physics with mathematics, 11 to 16 and 11 to 18), business education (14 to 19), economics and business education (14 to 19), modern languages (French, German and Spanish, 11 to 16 and 11 to 18), geography (11 to 16 and 11 to 18) and history (11 to 16 and 11 to 18).
- In 2012, provision was expanded to include School Direct training routes for both primary and secondary phases.
- The partnership draws on its position within the Manchester Institute of Education to support the training programmes.

## The primary phase

### Information about the primary partnership

- The primary partnership of the University of Manchester offers a one-year training programme which, on successful completion, leads to QTS and a PGCE. All trainees specialise in primary (five to 11) education. This qualification includes up to 60 credits at Masters level.
- Trainees follow either the core programme or the School Direct training route, which was introduced in 2012. During stage 1 of the inspection there were 104 trainees following the core route and 26 School Direct trainees.
- There are approximately 150 schools, across 15 North West authorities, within the primary partnership. Schools are organised into cluster groups based on their locality.
- School Direct is organised through eight teaching school alliances. School Direct trainees attend the university-led centre training for English, mathematics, science and a number of professional studies sessions.

### Information about the primary ITE inspection

- During stage 1, inspectors visited nine schools and observed 15 trainees teaching. They spoke to headteachers, school mentors, university tutors, professional

tutors and trainees. They also met with members of the primary advisory committee and the School Direct board. Inspectors held discussions with the co-directors of the postgraduate core and School Direct training programme.

- During stage 2, inspectors visited seven schools. They observed 12 newly qualified teachers (NQTs) teaching. They spoke to NQTs, headteachers, and induction tutors while in school. They also met with a group of NQTs from different training routes at the university. Meetings were held with the programme co-directors. Inspectors observed centre-based training for current trainees. They also held telephone conversations with six employing headteachers outside of the partnership. Inspectors took into account 69 responses to the trainee online questionnaire that were received in the summer term 2018.
- In both stages of the inspection, inspectors evaluated a range of evidence, including trainees' files and the work in pupils' books. They also considered a range of documentation provided by the partnership, including information on trainees' attainment, employment and completion. They reviewed the partnership's website and checked safeguarding arrangements and compliance with the ITT criteria.

## **Inspection team**

Joanne Olsson HMI (lead inspector)

Neil Dixon HMI (assistant lead inspector)

Steve Bentham HMI (team inspector), stage 1

Gill Pritchard HMI (team inspector), stage 2

## **Overall effectiveness**

**Grade: 1**

### **Key strengths of the primary partnership**

- This is a united and symbiotic partnership that is extremely successful in nurturing good and outstanding teachers for the future. All partners live up to their vision of 'empowering future generations'.
- Genuine collaboration and cooperation between schools and the university underpin the wider impact that the partnership has in promoting school improvement through purposeful research and professional development.
- The responsive programme directors have forged cohesive and productive relationships through excellent communication, exemplary placement documentation and a finely tuned ear to stakeholders' views and national initiatives.
- Comprehensive recruitment procedures ensure that high-calibre trainees who share a passion for teaching are enrolled on the training programme.

- The extremely effective centre-based training is complemented by high-quality and diverse school placements. This ensures that trainees emerge as well-rounded primary school teachers.
- Trainees and NQTs are especially well prepared to teach in schools that face challenging socio-economic circumstances. They adapt their teaching very well to support those pupils who speak English as an additional language.
- Trainees consistently attain very well against the teachers' standards. Their excellent subject knowledge, especially in science, English and mathematics, and their strong behaviour management techniques mean that they are successful teachers from the very start of their career.
- Trainees and NQTs are highly reflective and resilient. Their excellent professional manner underpins the very strong progress that they make as trainees and new teachers.
- Completion rates are high over an extended period. This is due to the excellent and timely support that trainees receive from programme directors, professional tutors and school mentors.
- Employment rates are above average, with a very high proportion of NQTs remaining within the local area. This indicates the high regard that headteachers have for the training programme and the trust that they place in leaders' accurate assessment information.

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

### **The partnership should:**

- embed the recent changes to the training programme so that trainees and NQTs are well equipped to:
  - shape their teaching to meet the needs of the most able pupils in their care
  - build on children's learning from the early years as they move into Year 1
- refine the quality of targets shared with employing schools so that NQTs are able to make a smoother transition from their training programme to their role as a classroom teacher.

## **Inspection judgements**

1. Trainees flourish in this united, dynamic and cohesive partnership. They emerge from the training programme as well-rounded teachers who are more than ready to take their place in the profession. Employing headteachers, within the partnership and beyond, are overwhelmingly positive about the calibre of their new teachers. Many headteachers report that their NQTs are the most recent appointments in a long line of recruits from this partnership. This is

testament to the trust, confidence and high regard that school leaders have for the excellent initial teacher training programme. The partnership's strong and longstanding reputation as a teacher educator is truly deserved.

2. Trainees attain very well across all of the teachers' standards by the time they exit the training programme. Different groups of trainees, regardless of the route that they follow, exceed the minimum expectations, and almost two thirds emerge from the programme as outstanding teachers. Robust systems for the award of QTS mean that headteachers agree with the partnership's assessments at the end of the training programme. Trainees' exemplary attitudes and striking ability to reflect on their own practice underpin the impressive progress that they make throughout the training year.
3. Over many years, the proportion of trainees who complete the training programme is exceptionally high. Withdrawal rates have decreased steadily over time. They are low compared to the sector average. This is due to the highly effective recruitment procedures and the excellent support that trainees receive. Leaders are alert to any trainee who needs extra help to complete their training to a good or better standard. A wide range of support strategies, including coaching, counselling and mindfulness sessions, are shaped well to help trainees overcome any difficulties that they may face.
4. Employment rates are equally noteworthy. They are consistently above average. Each year, approximately eight out of every 10 trainees gain employment within a 20-mile radius of the university campus. As a result, the partnership is extremely successful in ensuring a steady supply of good and better teachers in the local area. Moreover, NQTs are very well equipped to teach in schools with high levels of socio-economic disadvantage and pupil mobility.
5. Trainees and NQTs share a passion for teaching that is based on a realistic understanding of the challenges that the role brings. They are tenacious in their quest to ensure that the pupils in their care benefit from consistently good and outstanding teaching. As a result, they take responsibility for their own professional development. They seek out advice and respond to feedback with vigour and a 'can-do' attitude in order to develop their strong teaching practice further.
6. Trainees and NQTs are very skilled in creating calm, purposeful and safe classrooms. The warm and respectful relationships that they forge with pupils, coupled with clear expectations and effective classroom routines, underpin pupils' eagerness to work hard and to behave well. Almost all trainees and NQTs have a wide range of effective strategies to promote pupils' good behaviour. They ensure that learning goes ahead without disruption.

7. A stand-out feature of trainees and NQTs from this partnership is their excellent subject knowledge, especially for English, mathematics and science. This means that trainees and NQTs plan, teach and deliver programmes of work that secure pupils' knowledge and skills over time. For example, they use equipment very effectively to introduce new mathematical ideas. In science, accurate modelling enables pupils to grasp abstract concepts, and in English a focus on vocabulary ensures that pupils are able to write accurately and with imagination.
8. Trainees' subject knowledge for teaching phonics is also notable. Many NQTs are confidently putting this aspect of their training to good use as they effectively support those pupils who are at the early stages of speaking English as an additional language. This means that this group of pupils, including those who have recently arrived in the country, are settled and able to access learning.
9. Trainees and NQTs plan and teach well-structured and interesting lessons that meet the needs of most pupils. At stage one of the inspection, despite some very strong centre-based training, trainees were less competent in teaching those pupils who have special educational needs (SEN) and/or disabilities. Leaders' swift action meant that this gap was picked up while trainees were on their final placement. The impact of this intervention was clearly evident in the NQTs' teaching. Good use of additional adults and effective adaptation of tasks enabled pupils who have SEN and/or disabilities to shine.
10. In contrast, leaders' work to ensure that trainees and NQTs meet the needs of the most able pupils has been less successful. Trainees and NQTs understand their role in supporting this group of pupils. However, pupils' books show that, over time, not enough thought has gone into learning activities that enable these pupils to excel.
11. Trainees and NQTs use day-to-day assessment well. They check pupils' learning and reshape their teaching to meet most pupils' needs when they notice misconceptions. At stage one of the inspection, some trainees were unsure how to assess pupils' progress over time. Immediate action by leaders ensured that trainees were able to consider their placement school's assessment system and national tests by the end of their training. As a result, NQTs, with the support of their employing schools, are competent in assessing pupils' learning over a sequence of lessons.
12. NQTs start their first day in school as 'ready-made' teachers because they understand the wider role of teaching in a primary school. For example, they are well equipped to set up their classrooms, ensure smooth transition between lessons and to work collaboratively with other teachers in the school. This is due to the emphasis that the training programme places on the wider responsibilities of teachers. It also reflects trainees' willingness to become absorbed in the life of the school.

13. Trainees and NQTs demonstrate relevant and up-to-date knowledge about how to keep pupils safe. They know the signs that may indicate a pupil is at risk of abuse, such as female genital mutilation, and they know the steps that they should take to protect pupils. Similarly, they have sensible strategies tucked away to tackle incidents of bullying, including those related to transphobia and homophobia.
14. 'The training programme provides a blueprint of an effective teacher.' This comment, shared by a headteacher, perfectly sums up the quality of training that trainees receive. The structure, breadth and depth of the training programme is quite remarkable. Time is used exceptionally well. From start to finish, trainees, regardless of the route that they follow, enjoy a diet that is jam-packed with high-quality training opportunities. This explains the extremely positive views that trainees and NQTs hold about their training year.
15. Masterful and expert centre-based training equips trainees with up-to-date knowledge to teach well across the primary curriculum, including subjects such as physical education (PE) and modern foreign languages. Centre-led sessions are grounded in relevant research, pedagogical approaches and subject knowledge development. Current school practice is seamlessly intertwined into the taught programme. Teachers and leaders from partnership schools lead centre sessions or host groups of trainees for particular themes, such as PE. This approach is highly effective in ensuring that trainees can make the connection between theory and practice.
16. The excellent grounding that trainees receive during centre-led sessions is built on extremely well during school placements. This is due to leaders' commitment to the programme and the high-quality mentoring that trainees receive. Mentors ensure that trainees receive their core entitlement, but also shape the programme to meet the needs of each individual. The quality of mentors' oral feedback is especially good. Mentors are very skilled in encouraging trainees to reflect and then identify the next steps in their development journey.
17. School-based placements are incredibly well organised to ensure that trainees learn from best practice but also plan, teach and assess sequences of lessons across the primary curriculum, including PE. Close and effective quality assurance of school placements ensures that all trainees have the opportunity to teach subjects other than English and mathematics. This accounts for NQTs' confidence and competence in teaching a broad range of subjects.
18. School-based learning is enhanced by additional placements that extend trainees' experience of different schools, age phases and learning needs. For example, trainees are offered opportunities to take part in placements in a special school. All trainees spend time in key stage 3. This ensures that they understand the next stage of education for primary pupils. Thoughtful and relevant school-based tasks ensure that trainees can make the most of these



shorter placements. Assignments, including school-based enquiry projects, enable trainees to underpin their teaching practice with relevant research.

19. The two-week early years placement is especially strong. It is very well designed to equip trainees with an understanding of how young children learn. Good opportunities are provided for trainees to plan, teach and assess phonics, early writing and mathematics. As a result, trainees and NQTs have a good understanding of children's starting points. However, trainees do not apply this rich learning well enough when considering how to secure effective transition as children move into Year 1.
20. There are few differences in the training programme experienced by School Direct trainees. They attend a large amount of the centre-based training and complete similar school-based tasks. They have the same opportunity as their peers who follow the core programme to benefit from quality school placements and expert mentors. Central training for subjects other than English, mathematics and science and some aspects of professional studies is led within the School Direct Alliances. Rigorous quality assurance ensures that, while this may be a different approach, the training is equally strong in quality.
21. This is a true partnership, built on long-standing relationships, mutual trust and respect. Every partner, regardless of their role, plays their part in shaping teachers for the future. Responsibilities are clearly understood. School leaders and mentors take their role as teacher trainers very seriously. This is reflected in the excellent attendance rates at strategic board meetings and mentor training sessions.
22. This shared commitment to the partnership, in addition to exceptionally comprehensive placement documentation, has ensured extraordinary levels of consistency in the training. This in turn means that all trainees, regardless of their school placement or training route, have an equal chance to thrive.
23. The partnership is rich in diversity. As a result, trainees gain experience in a wide range of schools with different contexts. This includes schools that face challenging socio-economic circumstances and schools that have been judged less than good by Ofsted. This accounts for NQTs' strong ability to teach pupils from different minority ethnic groups, pupils who speak English as an additional language and disadvantaged pupils.
24. Leaders have successfully overcome the challenges of managing a large partnership that is geographically spread across a number of regions. The grouping of schools into local clusters works very well, not just in supporting trainees' progress but also in promoting school-to-school improvement work.
25. The professional tutors have proven themselves to be a crucial to the success of these cluster arrangements. They form an essential bridge between centre-

and school-based training. Professional tutors know the schools and the trainees exceptionally well. Their rigorous checks on school placements ensure that all trainees make strong progress against the teachers' standards. Furthermore, professional tutors are alert to any trainee at risk of not succeeding. They make sure swift support is on hand to get trainees back on track.

26. Schools are at the heart of the training programme. Members of the primary advisory committee and the School Direct board help to shape, review and amend the training programme. Schools open their doors to enable groups of trainees to learn from best practice, while others deliver quality centre-based training. Recruitment of trainees onto the core and the School Direct programme is very much an equal partnership between schools and programme directors.
27. The core and School Direct programme directors are ambitious. They are not content to rely on past successes but are constantly looking towards further improvement. Their desire to ensure that trainees become the very best teachers is matched by their excellent communication skills. They listen to partners and trainees and take swift action when it is needed. As a result, they are held in high regard within the partnership.
28. Programme directors are highly attuned to national issues, such as workload reform, and react quickly to ensure that the training programme is meeting the needs of schools, trainees and, ultimately, pupils. Self-evaluation is thorough and built on a range of sources so that priorities for the future are accurate.
29. Leaders' response to stage 1 of the inspection was thorough, detailed and in some respects far-reaching. This response, in addition to the improvements since the previous inspection, signals the capacity of this partnership to sustain outstanding outcomes for trainees. Leaders in the primary phase work closely with their secondary colleagues to ensure that strong practice is shared across the whole partnership.
30. Another exceptional feature of this partnership is the influence it is having on system-wide school improvement. This goes beyond the reach of initial teacher education. Using the university's expertise, schools work together on research-based projects to improve aspects of teaching and pupils' outcomes. Similarly, course tutors support mathematics and science subject leaders in their leadership role at school. The very well-attended annual 'Inspiration and Inclusion' conference enables teachers and trainees to access up-to-date ideas and initiatives to support pupils in school.
31. This approach to school improvement extends to NQTs, who can attend a number of events at the university once their training is complete. However, the move from trainee to NQT is not as seamless as it could be. While NQTs

leave the training programme with targets for the next stage of their career, these are not sharp enough. They do not reflect the comprehensive targets that arise from the rigorous and accurate final assessments.

32. Leaders ensure that there are effective procedures in place to keep trainees safe, and free from harassment and any form of inequality. All of the ITT requirements are met in full.

### **Annex: Partnership schools**

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

Armitage CofE Primary School, Ardwick

Broken Cross Primary Academy and Nursery, Macclesfield

Claremont Primary School, Moss Side

Crowcroft Park Primary School, Longsight

Heald Place Primary School, Rusholme

Hursthead Junior School, Cheadle Hulme

Meadowbank Primary School, Cheadle

St Thomas' Church of England Primary School, Heaton Chapel

Oasis Academy Harpur Mount, Harpurhey

Oldfield Brow Primary School, Altrincham

Spotland Primary School, Rochdale

St Andrew's CofE Primary School, Eccles

St Anthony's Catholic Primary School, Wythenshawe

St Kentigern's RC Primary, Fallowfield

The Deans Primary School, Swinton

The Divine Mercy Roman Catholic Primary School, Rusholme

## The secondary phase

### Information about the secondary partnership

- The secondary partnership of the University of Manchester provides training in secondary initial teacher education, leading to QTS through the award of a PGCE. This qualification includes up to 60 credits at Masters level. The provision includes a university-led postgraduate certificate in education core programme, closely aligned with a School Direct training programme.
- The following specialist subjects are offered through both routes: English (11 to 16 and 11 to 18), mathematics (11 to 16 and 11 to 18), science (biology, chemistry, physics, and physics with mathematics, 11 to 16 and 11 to 18), business education (14 to 19), economics and business education (14 to 19), modern languages (French, German and Spanish, 11 to 16 and 11 to 18), geography (11 to 16 and 11 to 18) and history (11 to 16 and 11 to 18).
- The partnership consists of 144 schools and colleges, most of which are located in Greater Manchester, but with some in the wider region extending into neighbouring counties.
- At stage 1, there were 181 trainees across all routes, including 168 postgraduate core trainees and 13 School Direct trainees. These were distributed across large subject cohorts, including science, mathematics and modern languages, and smaller cohorts including business education and economics, history and geography.

### Information about the secondary ITE inspection

- Inspectors visited 18 schools, one of which was visited at both stages of the inspection. They observed 11 trainees during stage one and nine NQTs at stage 2. At stage 1, they observed mentors giving feedback to trainees.
- Over the course of the two-stage inspection, inspectors met with trainees, NQTs, school staff with responsibility for teacher training and NQT induction, headteachers, programme leaders, university subject leads, school-based subject mentors, members of the strategic partnership board, professional mentors, school liaison officers and representatives from the School Direct lead schools.
- Inspectors scrutinised a range of documentation, including: self-evaluation and improvement planning documents; trainees' files; and information on trainees' attainment, employment and completion. Inspectors took account of the 84 responses to the trainee online questionnaire, which trainees completed in 2018. In addition, inspectors carried out checks to determine whether the partnership meets all statutory criteria and requirements for ITT.

## Inspection team

Anne Seneviratne HMI (lead inspector)

Jonathan Smart HMI (assistant lead inspector)

Kath Harris OI (team inspector)

## Overall effectiveness

**Grade: 1**

### Key strengths of the secondary partnership

- Leaders ensure that the programme provides the right balance between academic rigour and pastoral support, and between theory and practice. This contributes significantly to trainees' high attainment. Completion and employment rates are also consistently high.
- A coherent approach to high-quality training ensures that trainees have the knowledge, skills and understanding to get off to a flying start in their teaching career.
- The subject expertise of course tutors is exceptional. Their depth and breadth of subject pedagogy inspires trainees to develop their own subject knowledge to a high level.
- Social justice and inclusion are at the heart of this partnership. The partnership makes a real difference to young people's lives in the region. A high proportion of trainees become teachers and leaders in the North West, many in schools in challenging socio-economic circumstances.
- The centre-based training programme equips trainees well to embrace the wider aspects of the role of the teacher. They understand the importance of promoting equality and diversity in their classrooms.
- All trainees receive highly personalised support to help them succeed, particularly those who are vulnerable. A very effective bespoke support programme has improved the completion and attainment rates of vulnerable groups of trainees.
- Leadership at all levels of the partnership is outstanding. Leaders routinely evaluate the impact of their actions. The programme leader empowers subject leads to innovate and shape pedagogical developments in their respective areas.
- Remarkable collaboration exists throughout the partnership. Members of the partnership form strong and mutually respectful relationships. Trainees flourish in this collegiate and supportive environment.
- A culture of reflective practice is tangible throughout the partnership. Leaders are extremely reflective. They model this quality to trainees, who in turn become highly reflective and resilient practitioners. Well-designed documentation for recording trainees' progress supports this.

- Trainees and schools within the partnership benefit from the research and development work of the Manchester Institute of Education. The link with current educational research significantly enhances the quality of the training programme.

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

### **The partnership should:**

- ensure that the information shared with employing schools precisely reflects the NQTs' strengths and areas for development in relation to the teachers' standards
- ensure that trainees use their excellent subject expertise to sequence learning that builds more effectively on pupils' prior knowledge.

## **Inspection judgements**

33. The attainment of trainees is outstanding. All trainees who successfully complete their course of study gain QTS, and exceed the minimum required by the teachers' standards. In the last four years, the quality of teaching of over half the cohort has been judged to be outstanding by the end of the programme.
34. Completion rates are consistently high. This is a result of highly effective recruitment and selection procedures, coupled with the exceptional pastoral care that trainees receive throughout the course. Completion rates are high across all subjects, but particularly impressive in mathematics and science. In the last two years completion rates have been significantly higher than the national averages in these two subjects.
35. Employment rates are high and compare favourably with the sector average. Trainees are successful in gaining employment in different types of schools, both within the partnership and further afield. A high proportion of trainees become teachers and leaders in schools that are in areas of high socio-economic deprivation.
36. Assessment is thorough and accurate. Course tutors know their trainees extremely well and are fully aware of how they progress through the different stages of the programme. University staff and school-based colleagues draw on a range of evidence to assess trainees' performance in relation to the teachers' standards at the end of the course.
37. The pastoral support that trainees receive is exceptional and this has a significant impact on the progress that they make. All trainees receive highly personalised support throughout the course and, if required, during their NQT

year. Where trainees encounter difficulties or challenges, the support that they receive is exemplary.

38. The partnership is quite rightly proud of the work that it does with vulnerable trainees. Selection procedures are rigorous but also focused on recognising where trainees, particularly those from vulnerable groups, have the potential to develop during the training programme. The partnership makes excellent use of the university's Widening Access and Participation (WAPP) fund to provide additional support to minority ethnic trainees and those with disabilities. There are consistently high and improving completion rates for these groups. This year the proportion of minority ethnic trainees attaining a grade 1 at the end of the course was slightly higher than the proportion of white trainees.
39. So successful has the WAPP programme been that the partnership has extended the scheme to provide support to a wider range of vulnerable groups. For example, in the last two years, mature trainees and those dealing with mental health issues have received support through this programme. The partnership is very aware of the particular issues that mature trainees may face, such as parental responsibilities and adjusting to a different working environment. The impact of this personalised support is evident in the year-on-year increase in completion rates for mature trainees.
40. Where personal circumstances result in trainees having to take time out of their training, the highly personalised support that they continue to receive means that when they return they go on to gain success. Often, they attain as highly as their peers.
41. In the last three years, the proportion of trainees who leave the training programme has been no higher than 2%, significantly lower than the sector average. Nevertheless, leaders are continually reviewing and evaluating their procedures to reduce this figure even further. For example, at the selection stage they have honed their interview questions to probe trainees' motivation for choosing the teaching profession. They also use all the information gathered about the trainee at the selection stage to ensure that appropriate support is put in place right from the start of the programme.
42. There are no significant differences in attainment, completion or employment rates between any groups of trainees. This is also the case between trainees on the core and School Direct routes.
43. Trainees know that their mental health and well-being is a very high priority in this partnership. Leaders have adapted their programme in light of the Teacher Workload Review, particularly in relation to planning and marking. Course documentation has been streamlined so that it is not over-burdensome for trainees, yet still focuses on recording progress and supporting reflective practice. Throughout the course, trainees develop resilience and are well

prepared to cope with the challenges that they may face as NQTs and beyond. They are also well equipped to care for their pupils' mental health and well-being.

44. Trainees benefit enormously from the culture of reflective practice that exists throughout the partnership. Leaders model to trainees the benefits of this reflective practice, and this contributes significantly to the strong progress that trainees make throughout the course.
45. The outstanding training that is the hallmark of this programme provides the right balance between academic rigour and pastoral support, and between theory and practice. The balance between centre-based and school-based training also ensures that trainees enjoy a rich and varied experience. This coherent approach to training contributes significantly to trainees' success on the course. School leaders confirm that, by the end of their course, trainees have the knowledge, skills and understanding to get off to a flying start in their teaching career. As one school leader said, 'There's a real level of confidence when we appoint from the University of Manchester.'
46. Trainees benefit from very strong mentoring in high-quality, contrasting placements. Leaders ensure that trainees have experience teaching the full age range. The programme is flexible enough to accommodate trainees' particular interests and needs when deciding on placements. Mentors are very skilled at giving incisive feedback. They do this in a supportive way that encourages trainees to reflect on their own practice and identify their next steps.
47. For the high proportion of trainees who secure a teaching post during their course, there is an opportunity for them to do a short transition placement in their employing schools. School leaders speak positively about this, as it really helps trainees to 'hit the ground running' in September.
48. The report that trainees write on this transition placement forms part of their personal development profile. This is the document that supports the transition from trainee to NQT. Trainees record their own personal reflections on their main strengths and key areas for development as they approach the end of their training. Inspectors agree with school leaders and induction tutors who feel that it would be more helpful to receive information that is linked more closely to the teachers' standards. This would contribute more effectively to identifying initial targets and development points at the start of the NQT year.
49. The programme leader empowers subject leads to innovate and shape pedagogical developments in their respective areas. The subject expertise of course tutors is exceptional. They form a very strong group of professionals who have an impressive depth and breadth of knowledge in their respective areas. They are involved in regional, national and international educational issues and research, and some are principal examiners for their subjects.



Consequently, they are extremely well equipped to develop trainees' subject knowledge to a very high level. They radiate a passion for their subjects. This inspires trainees and NQTs to develop that same love for their subjects in their own pupils.

50. As well as developing trainees' subject knowledge to a very high level, course tutors also encourage them to think deeply about curriculum intent and implementation. This prepares them well not just for their role as class teachers but also future leadership positions. Observations during the inspection provided clear evidence of how trainees and NQTs use their strong subject knowledge to help pupils to make good progress and achieve high standards. However, their awareness of the importance of how learning is sequenced to address any gaps in pupils' knowledge, and build more effectively on what pupils already know, is not developed strongly enough.
51. Social justice is at the heart of this partnership. Leaders are acutely aware of their responsibilities and how the work of the partnership can really make a difference to young people's lives in the region. Ensuring that trainees understand the barriers to learning that disadvantaged pupils face is a high priority in the programme. Between stages 1 and 2 of the inspection, leaders explored how they could more effectively ensure that all trainees understand the important role that teachers play in helping disadvantaged pupils to overcome these barriers. Trainees now have a session on this topic earlier in the programme. In addition, meeting the needs of disadvantaged pupils is now an ongoing focus in lesson observation feedback. Mentors have received additional training to support them in this aspect of their role. The next step for leaders is to develop trainees' understanding of how curriculum planning links to overcoming disadvantage, for example by building pupils' cultural capital.
52. Trainees and schools within the partnership benefit from the research and development work of the Manchester Institute of Education. The link with current educational research significantly enhances the quality of the training programme. Trainees benefit enormously from being at the heart of such a breadth of research, both subject-specific and that related to wider educational issues. One course tutor described this as 'research-informed practice', and this clearly adds depth and substance to the quality of the training.
53. The quality of the centre-based training is outstanding. Trainees rate this aspect of the course very positively in surveys. A high priority is given to inclusion, diversity and equalities. Training related to safeguarding and bullying is very strong, as is that related to personal, social, health and economic education. This means that trainees are well equipped to embrace the wider aspects of a teacher's role.
54. The warm relationships that trainees are able to form with their pupils have a positive impact on the learning environment in their classrooms. High-quality

training on behaviour management means that almost all trainees and NQTs deal effectively with any low-level disruption in their classes. The positive relationships that they form with their pupils are based firmly on mutual respect. This helps them to manage any potential behaviour issues in a calm and confident manner. Trainees and NQTs understand how important it is for pupils to feel safe and valued in their learning environment.

55. Trainees and NQTs have high expectations of themselves and their pupils. Observations during the inspection show that many of them challenge their pupils to make the best-possible progress to achieve their full potential. They use effective questioning to probe and develop pupils' knowledge and understanding. Their teaching provides sufficient challenge to enable the most able pupils to achieve the high standards of which they are capable.
56. Trainees receive effective training on how to meet the needs of pupils who have special educational needs (SEN) and/or disabilities. Following stage 1 of the inspection, leaders explored how they could improve this aspect of training further by more effectively translating theory into practice. Meeting the needs of pupils who have SEN and/or disabilities is now an ongoing focus in lesson observation feedback. Trainees also have more opportunities to take part in short placements in special schools within the partnership. During stage 2 of the inspection, inspectors saw evidence of NQTs meeting the needs of pupils who have SEN and/or disabilities effectively, helping them to make good progress.
57. Lesson observations and scrutiny of pupils' books provide strong evidence of trainees' and NQTs' ability to assess pupils' learning accurately and confidently. The quality of their feedback helps pupils to make good progress. Trainees and NQTs successfully develop pupils' literacy and numeracy skills through their subject teaching.
58. Trainees and NQTs have nothing but praise for the support and guidance that they receive from their subject tutors. Outside of the formal scheduled sessions, trainees value enormously the availability of their tutors, and their willingness to provide support when it is needed. Survey responses, including the responses to Ofsted's trainee online questionnaire, show that trainees are extremely positive about the overall quality of their training. They feel that they have been supported effectively to potentially develop all aspects of the teaching standards to a high level.
59. Leadership at all levels of the partnership is outstanding. Leaders are absolutely committed to continuous improvement. This accounts for the high-quality outcomes for trainees. Leaders routinely evaluate the impact of their actions and respond swiftly to any areas of concern that are raised through either external or internal review. The programme leader welcomed the small number of areas for improvement identified at the end of stage 1 of the inspection as

an opportunity to hone provision further. During stage 2 of the inspection there was clear evidence of leaders' thoughtful and evaluative response to these areas.

60. Leaders in the secondary partnership work closely with their colleagues in the primary phase to ensure that strong practice is shared. For example, the very successful annual 'Inclusion and Inspiration' conference is a joint venture. Joint research and development takes place across both phases, for example in areas such as disadvantage and special educational needs. This collaboration enables the partnership to have a greater influence on system-wide school improvement in the region.
61. Highly effective collaboration exists throughout the partnership. University staff genuinely work alongside their partners in schools. All partners play their part in shaping and honing the training programme. Members of the partnership form strong and mutually respectful relationships. Leaders and mentors in school value the supportive relationships that they have with the university staff, particularly the school liaison officers and course tutors. Excellent communication exists across all aspects of the partnership. Trainees flourish in this collegiate and supportive environment.
62. School liaison officers and course tutors know their individual trainees and schools very well, despite the size of the partnership. Leaders combine this detailed knowledge with a clear strategic focus that ensures that the partnership continues to develop and improve further. Leaders' development planning, at both a strategic and subject level, is very effective and their self-evaluation is thorough and accurate. Strong quality assurance procedures mean that, even in such a large partnership, there is a remarkable consistency in the quality of the training.
63. The partnership has a strong track record of working with schools in challenging socio-economic circumstances or ones that are judged to require improvement. The benefits of this are two-fold. This engagement prepares their trainees to teach effectively in similar types of school. It also confirms the partnership's commitment to contributing to raising the achievement of pupils in the region, particularly those who are disadvantaged or vulnerable.
64. The partnership complies fully with all requirements for ITT and has robust systems in place to check and verify this. Safeguarding requirements are fully met. Equality of opportunity is threaded through all areas of provision, including recruitment and selection, and support for trainees.

## **Annex: Partnership schools**

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

Blessed Thomas Holford Catholic College, Altrincham

Essa Academy, Bolton

Kingsway School, Cheadle

Levenshulme High School, Manchester

Loreto Grammar School, Altrincham

Lymm High School, Lymm

Manchester Enterprise Academy, Manchester

Manchester High School for Girls, Manchester

North Cestrian School, Altrincham

Oasis Academy MediaCity UK, Salford

Oldham Sixth Form College, Oldham

Parrs Wood High School, Manchester

Saint Ambrose Barlow RC High School, Worsley

Saint John Rigby College, Wigan

Sir John Deane's College, Northwich

Whalley Range High School, Manchester

Wilmslow High School, Wilmslow

Wright Robinson College, Manchester

## ITE partnership details

Unique reference number	70046
Inspection number	10040484
Inspection dates	30 April to 2 May 2018
Stage 1	
Stage 2	8–10 October 2018
Lead inspector	Anne Seneviratne HMI
Type of ITE partnership	Higher education institution
Phases provided	Primary and secondary
Date of previous inspection	17–21 January 2011
Previous inspection report	<a href="https://reports.ofsted.gov.uk/provider/41/70046">https://reports.ofsted.gov.uk/provider/41/70046</a>
Provider address	Ellen Wilkinson Building The University of Manchester Oxford Road Manchester M13 9PL



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