

Northumbria University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 23 April 2018 Stage 2: 7 November 2018

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.

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	2	2

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in primary and good in secondary. This is because high-quality training and mentoring prepare trainees and newly qualified teachers (NQTs) to teach well so that they achieve good outcomes.

Across both phases, good leadership by university staff and effective work by school partnerships ensure that the quality of training and mentoring is good.

Key findings

- Strong relationships and effective communication between leaders and partner schools have resulted in coherent, high-quality training and effective mentoring. Leaders' prompt and well-considered actions show their determination and good capacity to bring about further improvement.
- All primary and secondary trainees qualify as good or outstanding trainees and are well prepared to become effective teachers.
- Trainees are highly positive about most aspects of their training programmes. Training and mentoring draw well on the phase and subject expertise of experienced school staff. Trainees develop secure and up-to-date knowledge of their phase or subject, which they use confidently in the classroom.
- High-quality tutoring by university staff contributes significantly to the depth of trainees' understanding and their highly reflective practice. Link tutors and school support partners from the university support trainees' and mentors' professional development well.
- Trainees and NQTs value their experience of schools in different socio-economic contexts. These experiences broaden their understanding and contribute well to their resilience in the first year of teaching.

To improve the ITE partnership should:

- further develop trainees' understanding of how to adapt teaching to maximise the progress of pupils of different abilities
- ensure that trainees' outcomes are consistently high across different primary and secondary programmes
- increase employment rates, especially on the primary undergraduate and secondary School Direct training routes.

Information about this ITE partnership

- Northumbria University is a well-established provider of ITE in the North East. Since the last inspections of primary and secondary ITE, the breadth of training routes on offer has increased, particularly through School Direct.
- Senior leaders' responsibilities span both the primary and secondary phases, including for School Direct. Some leaders also hold wider university responsibilities. The primary phase has a leader for each of the three university-based courses. In the secondary phase, leadership of the art, craft and design course is provided by the university course lead, assisted by a school leader. For the primary and secondary School Direct programmes, university leaders make contracts with school partnerships who lead the recruitment, training, mentoring and assessment of trainees, supported and monitored by university staff.
- Phase committees oversee the primary and secondary partnerships. A programme committee oversees each programme. The committees are made up of university staff and senior leaders from the teaching school alliances.

The primary phase

Information about the primary partnership

- In 2017/18 the partnership offered four routes to the award of qualified teacher status (QTS): a three-year undergraduate BA (Hons) in early primary education; a one-year full-time university-based postgraduate certificate in education (PGCE) in primary education; a two-year part-time blended PGCE in early primary education and a one-year, school-based route into teaching through School Direct (salaried and non-salaried), also leading to the award of a PGCE in primary education. Undergraduates and postgraduates, including those on the School Direct routes, train in either the three to seven or five to 11 age range.
- The partnership consists of approximately 300 schools in 12 local authorities across the North East. It includes 13 teaching school alliances.
- During stage 1 of the inspection, there were 325 trainees on the undergraduate route, 146 trainees accessing the university-led postgraduate programmes and 57 trainees undertaking the School Direct route (seven salaried and 52 non-salaried).

Information about the primary ITE inspection

- Inspectors visited 13 schools during stage 1 of the inspection. They observed 18 trainees teach. All observations were conducted jointly with school-based mentors and included an analysis of trainees' evidence towards meeting the teachers' standards. An inspector also observed a recruitment session.
- At stage 2, inspectors visited 12 schools, including three from outside the partnership, to observe 18 NQTs teach. Inspectors reviewed the quality of work in pupils' books to evaluate the impact of the NQTs' teaching on pupils' learning and progress over time. Inspectors also spoke to two trainees and one NQT, by telephone, to discuss their experience of the two-year, part-time, distance-learning route. Inspectors observed three training sessions. Two of these were for undergraduate trainees based at the university and one was for eight School Direct trainees, delivered in a school.
- Meetings were held with the primary leadership team, two members of the primary partnership committee, lecturers, school-based mentors, headteachers, trainees and NQTs. Inspectors also took account of the 380 responses to the online trainee questionnaire, which was completed in 2018.
- Inspectors considered a wide range of evidence, such as the primary ITT partnership's self-evaluation and improvement-planning documents, employment and resilience strategies, course handbooks, recruitment and selection procedures, trainee tracking and assessment documentation, directed tasks and assignments, the content of the training programmes and the partnership's own trainee satisfaction surveys. In addition, an inspector scrutinised the Northumbria University NQT Twitter page.

- Documents were reviewed to check that the partnership was compliant with the statutory requirements within the ITT criteria, and for safeguarding.

Inspection team

Angela Milner HMI, overall and phase lead inspector (stage 1)

Belita Scott HMI, assistant phase lead inspector (stage 1); phase lead inspector (stage 2)

Fiona Manuel HMI, team inspector (stage 1); assistant phase lead inspector (stage 2)

Kate Rowley HMI, team inspector

Adrian Fearn OI, team inspector

Diane Buckle HMI, team inspector (stage 2)

Overall effectiveness

Grade: 2

Key strengths of the primary partnership

- Strong engagement between university and school partners contributes significantly to the coherence and good quality of the training programmes. Collaboration between university and school staff at all levels shows positive relationships, mutual respect and high expectations. All partners are fully committed to the provision of a high-quality educational experience for every child.
- University and school leaders use comprehensive recruitment and selection procedures to select trainees who have the potential to meet the teachers' standards by the end of their training. Over time, the proportion of trainees who achieve QTS has been above national benchmarks.
- By the end of their training route, trainees teach well. In their first year of teaching, NQTs apply their knowledge, skills and experience diligently to provide meaningful learning opportunities for their pupils. Consequently, most pupils make good progress.
- Training draws on the strengths and expertise of specialist and local leaders of education, subject mentors and university-based tutors. The quality of safeguarding, behaviour management and mathematics training are particularly strong. As a result, trainees and NQTs demonstrate exceptional practice in these areas.
- Timely communication, clear documentation and well-received visits to schools by link tutors and school support partners support trainees' and mentors' professional development well.
- Trainees are very positive about most aspects of their individualised training programmes and are particularly appreciative of the pastoral, academic and

professional care and support they receive. Placements in schools in challenging circumstances prepare trainees well for future employment.

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

The partnership should:

- reduce the variation in trainees' outcomes, across the different routes to QTS, by:
 - improving employment rates, especially on the undergraduate route
 - embedding the planned opportunities for trainees to teach, assess and receive feedback in both the core and foundation subjects, so all are confident to deliver the full breadth of the national curriculum in their NQT year and beyond
- further develop trainees' understanding of assessment, especially how they can adapt teaching to promote the learning and progress of all pupils, especially the most able
- improve the quality of the partnership's plans for improvement further by:
 - gathering, analysing and acting on NQTs' views periodically throughout their NQT year
 - liaising with employers more fully to embed clear progression for trainees and NQTs from initial teacher training, through induction to continuing professional development.

Inspection judgements

1. Leaders, including those on the primary partnership committee, have high expectations of themselves, trainees and the partnership as a whole. They have a strong determination to improve and a good understanding of the partnership's strengths and areas for development. They play a pivotal role in shaping the training programmes undertaken by trainees.
2. The partnership has taken effective action in response to the emerging findings from the first stage of the inspection. However, leaders do not make the most of all opportunities to improve the quality of training and trainees' outcomes. For example, leaders have not liaised fully with employers to collect the views of NQTs in their first year of teaching in order to identify the strengths of training and the aspects to develop. Small samples of employers provide some information on NQTs' strengths and areas for development, but this approach needs to be further extended.

3. Leaders ensure that trainees and NQTs exhibit high levels of professionalism. All trainees and NQTs have very positive attitudes and contribute willingly to the wider life of the schools in which they are placed or employed. Many School Direct NQTs are very adept at eliciting reasoned answers from young pupils. They have taken on their new employers' systems and procedures very well.
4. Recruitment is a strength of the partnership. A primary admissions advisory committee oversees comprehensive recruitment and selection activities well. Admissions documentation is of high quality. Effective recruitment and selection procedures accurately identify trainees with the potential to exceed the level of practice expected of trainee teachers. Leaders are endeavouring to recruit more male trainees. Once recruited, the proportion of male trainees achieving QTS and progressing to employment is above national benchmarks over time. Overall, the vast majority of trainees successfully complete their course.
5. The partnership uses an online system to identify patterns and trends in the progress of individual trainees and different groups of trainees effectively. Leaders use this information judiciously to challenge and support trainees who require improvement to become good teachers, and those who are good to become outstanding. As a result, by the end of their training, two thirds of trainees are judged to be outstanding, while the rest are good. Leaders provide effective, bespoke support to the trainees who meet, rather than exceed, the teachers' standards to ensure at least good outcomes.
6. Trainees and NQTs understand the needs of all groups of pupils, for example the most able pupils. However, they do not plan teaching and learning to meet these needs routinely. Sometimes this is because they do not use their assessment of pupils to inform their planning well enough. The partnership has correctly identified the need to improve trainees' ability to adapt teaching precisely to the strengths and needs of all pupils and to make accurate and productive use of assessment.
7. The deployment of additional adults in the classroom is an area for development for trainees and NQTs. Both groups find it difficult to deploy sometimes highly experienced adults appropriately during whole-class teaching. Guidance for trainees does not place enough emphasis on using additional adults effectively to teach and lead pupils' learning.
8. Trainees, mentors and headteachers agree that the training is very successful. Telling examples of this training, in which trainees 'learn from the best', are in safeguarding, behaviour management (including bullying) and mathematics. For example, a local leader of education from a partnership school delivered high-quality, university-based training in safeguarding for Year 3 undergraduates. This school also hosts a visit by undergraduates so that they can experience highly effective safeguarding principles in action.

9. Trainees and NQTs make the most of their behaviour management training, including learning a host of behaviour management strategies, to manage pupils' behaviour very well in schools. They understand the forms that bullying can take and they report instances in accordance with their schools' systems and procedures. As a result, trainees' and NQTs' classrooms are calm and supportive environments for learning.
10. Leaders' quality assurance procedures are not always sharp enough in identifying excellent training. They miss opportunities to improve training for all trainees. For example, a few School Direct trainees benefited from an excellent session on how to support pupils who speak English as an additional language, but this was not offered to other trainees.
11. Strong subject leadership in English and mathematics contributes effectively to the depth of knowledge, quality of skills and subject-specific understanding held by each trainee. Headteachers welcome Northumbria University trainees and NQTs warmly because they bring up-to-date subject knowledge in mathematics, especially in relation to 'mastery'. NQTs' teaching of mathematics is particularly strong.
12. Trainees and NQTs use their knowledge of phonics to teach early reading skills well. Undergraduates benefit from the opportunity to carry out a reading intervention project over several weeks with a small number of disadvantaged pupils. This aspect of training gives Northumbria trainees, as stated on the provider's website, 'the edge'. Trainees support reading effectively, assess continuously and ensure that pupils make rapid progress.
13. Leaders are acting to ensure that all trainees have a comprehensive training experience across the foundation subjects. Newly validated undergraduate and postgraduate programmes place greater emphasis on foundation subjects. Opportunities to teach all the foundation subjects are no longer 'mopped up' during final assessed placements in school. Leaders have introduced more effective systems to check that all trainees plan, teach and assess every national curriculum subject, including physical education (PE). This development has the potential to ensure that current trainees are more fully prepared than their predecessors.
14. University-based provision for PE is delivered effectively by a specialist from a partnership school. The great majority of trainees are confident to deliver all aspects of the PE curriculum. A small minority of trainees and NQTs feel that the opportunity to teach PE is limited due to schools employing specialist PE coaches. Less confident trainees, quite correctly, have a target relating to PE on their career entry and development profile. Many trainees and NQTs deliver and co-deliver extra-curricular sports clubs.

15. All trainees teach in at least two different schools during their training. These are contrasting schools: some in leafy suburbs, others in small rural villages and some in areas of high social and economic deprivation. The partnership also ensures that placements take place in schools with a wide range of Ofsted judgements. These placements widen trainees' experience and prepare them well for future employment in a range of school contexts.
16. The partnership places a strong emphasis on equality and diversity. Trainees and NQTs gain practical experience of teaching pupils from a diverse range of ethnic backgrounds, including those who speak English as an additional language or who may be new to learning English. Leaders ensure that trainees' knowledge and understanding of spiritual, moral, social and cultural understanding are developed well during placements in school, alongside their knowledge and understanding of fundamental British values.
17. Trainees and NQTs have a good understanding of the code of practice for pupils who have special educational needs and/or disabilities (SEND). They understand the nature of support plans and education, health and care plans. Trainees and NQTs use these plans assiduously to plan lessons for pupils who have additional needs.
18. Leaders have taken assertive and successful action to improve the quality and consistency of mentors. Results from the trainee online questionnaire show that the proportion of trainees who say they have been trained effectively by mentors is well above national benchmarks on all four routes.
19. Over time, the proportion of trainees who achieve QTS is at least in line with national benchmarks. However, completion rates are not consistently high.
20. Employment rates, although higher than the regional benchmarks, are an issue for the partnership across all routes, but especially for undergraduate trainees. Leaders are trying a 'multi-pronged' approach to improving employment. They are beginning to exploit out-of-region employment opportunities. Leaders have introduced an early opportunity for undergraduates to prepare an employment statement. The previous year's trainees who have not yet secured a teaching post can attend job application workshops. NQTs receive up-to-date information about job opportunities by Twitter. Leaders have introduced an internship for Year 3 undergraduates. It is too soon in the academic year to judge whether these new strategies are having the desired impact.
21. Leaders have improved the trainee assessment documentation to focus more sharply on the impact of trainees' teaching on pupils' progress. Trainees on the part-time, blended, distance-learning route confirm they are sure of what is expected of them, and by when, and can plan their time accordingly.

22. The partnership meets its 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 NQTs' teaching:

Archbishop Runcie Church of England First School, Newcastle-upon-Tyne

Bernard Gilpin Primary School, Houghton-le-Spring

Brunton First School, Newcastle-upon-Tyne

Glebe Academy, Stockton-on-Tees

Hope Wood Academy, Peterlee

Horton Grange Primary School, Blyth

Hotspur Primary School, Newcastle-upon-Tyne

Kings Priory School, Tynemouth

Langley First School, Whitley Bay

Lord Blyton Primary School, South Shields

Redesdale Primary School, Wallsend

Richardson Dees Primary School, Wallsend

Shotley Bridge Primary School, Consett

St Bede's Catholic Voluntary Aided Primary School, Redcar

St Mary Magdalene RC School, Seaham

St Peter's Roman Catholic Voluntary Aided Primary School, Gateshead

Thomas Bewick School, Newcastle-upon-Tyne

Throckley Primary School, Newcastle-upon-Tyne

West Jesmond Primary National Teaching School, Newcastle-upon-Tyne

Western Community Primary School, Wallsend

Wyndham Primary School, Newcastle-upon-Tyne

The secondary phase

Information about the secondary partnership

- In 2017/18 the partnership offered two routes to the award of QTS: a one-year, full-time, university-based PGCE in art, craft and design and a one-year, school-based route into teaching through School Direct (salaried and non-salaried) also leading to the award of a PGCE in secondary education (11 to 16). Postgraduates train in the 11 to 16 age range with post-16 enhancement for art, craft and design trainees.
- The partnership consists of approximately 35 schools in 10 local authorities across the North East. It currently includes three teaching school alliances.
- During stage 1 of the inspection, there were 15 trainees on the university-led postgraduate programme and 21 non-salaried trainees undertaking the School Direct route.

Information about the secondary ITE inspection

- Inspectors visited six schools during stage 1 of the inspection, observing 10 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 eight schools, including four from outside the partnership, to observe nine NQTs teach. Inspectors reviewed the quality of work in pupils' books to determine the impact of the NQTs' teaching on pupils' learning and progress over time.
- Meetings were held with the overall leader for secondary and the programme leaders for art, craft and design and School Direct. An inspector met members of the School Direct development committee at stage 1 and members of the secondary partnership committee at stage 2. Meetings were held in schools with trainees and NQTs, subject and professional mentors, headteachers and senior school leaders responsible for ITE and the induction of NQTs. Inspectors also took account of the 36 responses to the online trainee questionnaire completed in 2018.
- Inspectors considered a wide range of evidence, including the secondary partnership's self-evaluation and improvement-planning documents, recruitment and selection procedures, course handbooks and training programmes, trainee monitoring and assessment documentation, including trainee portfolios, standards and progression documents, and the external examiner's reports.
- Inspectors reviewed documents to check that the partnership was compliant with the statutory ITT criteria and advice for secondary programmes and for safeguarding.

Inspection team

Bernard Campbell HMI, overall and phase lead inspector (stage 2); phase lead inspector (stage 1)

Nick Whittaker HMI, assistant phase lead inspector (stage 1)

Debbie Redshaw HMI, assistant phase lead inspector (stage 2)

Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- High-quality training and effective professional, subject and academic mentoring enables trainees to become reflective practitioners and 'classroom-ready' teachers.
- The well-led art, craft and design programme has strong and deep-rooted links with the arts community in the region. This contributes significantly to trainees' subject knowledge, their consistently high levels of satisfaction and their effectiveness as teachers.
- Trainees, NQTs, leaders of teaching school alliances and the headteachers of schools employing NQTs hold the partnership in high regard. Trainees are well prepared for employment in the teaching profession.
- The partnership engages effectively with schools in challenging socio-economic circumstances and those requiring improvement. This contributes to trainees' resilience when they become NQTs.
- Leaders and managers continuously adapt and refine provision to better meet the needs of trainees, in close partnership with schools.

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

The partnership should:

- ensure that trainees' understanding of how to adapt teaching to enhance the learning and progress of pupils and their skills in managing behaviour are as high on the School Direct programme as on the art, craft and design programme by:
 - ensuring that the quality of mentoring is consistently high across programmes and school partnerships
 - sharpening leaders' analysis of data to review provision and improve performance
 - developing the role of the secondary partnership committee in reviewing performance and promoting best practice in training and mentoring

- increase rates of employment in science and humanities by giving more effective support for trainees to experience and gain confidence in teaching their second subjects during school placements.

Inspection judgements

23. Effective leadership of the art, craft and design programme and the School Direct programme has resulted in coherent and high-quality training and mentoring across the partnership. Trainees are well equipped to teach their subject when they become NQTs.
24. The art, craft and design programme leader's clear vision and passion generate strong commitment from staff in schools and lead to high-quality support and guidance for trainees. Surveys show consistently high levels of satisfaction by art, craft and design trainees. In most years all, or almost all, art, craft and design trainees gained QTS. In 2016 and 2017 combined, all but one of those who qualified gained a teaching post within six months.
25. The School Direct partnership contract gives teaching schools well-defined responsibilities for recruitment and selection, the quality of subject training and the quality of mentoring. Teaching schools and their partner schools value highly the expertise and wisdom of university school support mentors, who provide a valuable coordinating role across the partnership. University staff effectively check the accuracy of assessments and the progress and development of trainees.
26. At the end of both training programmes, all trainees exceed the minimum expectations for their practice, as set out in the teachers' standards. In the past four years, almost all trainees completed their course as either good or outstanding trainee teachers. In the most recent year, the majority of trainees gained an outstanding overall grade in their final assessment. In 2018, the majority of art, craft and design trainees demonstrated outstanding practice in all standards. On the School Direct programme, a majority demonstrated outstanding practice in some of the standards. Outcomes were higher on the art, craft and design programme than the School Direct programme.
27. The partnership responded effectively to the emerging findings from stage 1 of the inspection. Leaders produced well-considered improvement plans. They have implemented timely and targeted actions to improve the consistency of mentoring and increase employment and completion outcomes. However, it is too early to judge the impact. At stage 1 of the inspection, the partnership did not scrutinise the overall quality and outcomes of the secondary provision with enough clarity because oversight was separated into School Direct and postgraduate committees. The new secondary partnership committee has begun to acquire a more comprehensive overview of performance and of best practice across the secondary programmes.

28. Some evaluation is highly effective. For example, leaders on the art, craft and design course carefully considered how to improve the attainment of male trainees, which was lower in 2017. Mentors, including where possible male mentors, gave male trainees guidance on managing workload and relationships. As a result, a higher proportion of male art, craft and design trainees gained outstanding grades in 2018. However, leaders' analysis and evaluation of data are not precise enough to ensure consistently high standards across both programmes. Some evaluation of the training is over-reliant on the trainees' perspectives and is not fully triangulated with evidence from school partnerships or the schools that employ NQTs.
29. Completion rates were above national averages between 2013 and 2016 and average in 2017 and 2018. A few science trainees chose to go into other areas of employment, either during the course or after they qualified. Employment rates were in line with the national averages for 2016 and 2017. The partnership has prioritised correctly the need to improve the rates of completion in science and the rates of employment, especially in science and humanities subjects.
30. Programme leaders have set up a tailored programme for new single science trainees to ensure that they manage the demands of teaching a second and third science subject. A few history trainees had difficulty in gaining employment because they did not have enough experience of a second or third humanities subject to compete for humanities posts. Programme leaders are introducing opportunities for a second subject experience in the humanities in trainees' longer placement this year.
31. Overall, recruitment processes are effective. The partnership works closely to identify the recruitment needs in local schools. Leaders recognise the challenges in recruiting trainees in key subjects and have taken steps to improve recruitment. They carefully consider the potential of recruits at interview and selection. For example, two redundant steelworkers, who successfully retrained as teachers, are now employed in schools. School, subject and university leaders assess trainees' subject knowledge and curriculum knowledge accurately and provide timely subject enhancement training, where necessary. Since stage 1 of the inspection, the university has improved the marketing of the secondary School Direct programme on its website. However, both programmes have recruited fewer trainees for 2018/19 than in the previous year.
32. Comprehensive online records provide up-to-date and accessible information to key staff in schools and the university about trainees' progress and targets. Strong relationships and effective communication between university staff and school partners result in quick action to support any trainee at risk of not

becoming a good or better teacher. As a result, trainees become at least good teachers.

33. Trainees establish rules and routines and promote positive behaviour effectively. Experiences on placements in schools with different socio-economic contexts give NQTs useful knowledge and resilience as they continue to refine their strategies for managing behaviour. In 2018, a lower proportion of School Direct trainees gained outstanding grades for managing behaviour compared with art, craft and design trainees. Generally, NQTs manage behaviour well. However, this is typically an area for continuing development, especially with more challenging lower-ability classes and in schools in more challenging socio-economic contexts.
34. Trainees and NQTs have good subject and curriculum knowledge and teach their subject well. NQTs have strong pedagogical knowledge and plan a variety of activities which ensure that pupils are engaged and interested in their work. One NQT demonstrated a deep understanding, from her PGCE research, of how to consolidate and extend pupils' geographical knowledge through careful curriculum planning and regular low-stakes quizzes. NQTs are proactive in filling any gaps in knowledge that they may have themselves, for example completing a pottery course to enhance skills in GCSE ceramics or arranging to observe more experienced teachers in their weaker areas.
35. Trainees have a good awareness of how to promote pupils' literacy and numeracy skills. A few NQTs systematically teach key words in their subject and give feedback on the accuracy of pupils' English. In addition, a few take excellent account of the school's information about strategies to meet the individual needs of pupils with SEND. However, NQTs vary in the consistency with which they highlight key words and ensure that lower-ability pupils have the reading skills they need to understand the text.
36. Training in teaching pupils with SEND or who speak English as an additional language has developed trainees' awareness and given practical guidance on how to adapt lessons. For example, one trainee successfully used a blue background on her class presentation slides to meet the needs of a dyslexic pupil.
37. NQTs are skilful in engaging lower-ability pupils in learning through their strong relationships, classroom presence and good subject knowledge. Some lack higher-level skills in breaking down the task into precise steps to ensure that lower-ability pupils make rapid progress.
38. School leaders, mentors and trainees praise the strong link between academic theory and teaching practice. Trainees' own research challenges them to be thoughtful, analytical and reflective. The academic programme deepens

trainees' knowledge and understanding of teaching, assessment and the management of behaviour.

39. School-based subject training provides trainees with expert guidance for planning and teaching lessons. Mentors' specific weekly targets enable trainees to incrementally improve aspects of their teaching and to develop rapidly. Trainees develop their skills in applying school procedures for assessment well. Target-setting at the end of the training programme gives an accurate focus for NQTs' continuing professional development.
40. Art, craft and design trainees receive help from the strong community of art, craft and design professionals and educators in the local region, who share their high-level expertise with trainees. Subject mentors in schools show strong commitment to trainees' development and their close support enables trainees to gain wide experience and knowledge of teaching art, craft and design.
41. Effective training and development gives trainees and NQTs a strong understanding of their safeguarding responsibilities. They recognise signs of concern and know what to do. A headteacher praised one NQT for her knowledge and maturity in dealing with a safeguarding issue in her first half term of employment.
42. Trainees make a positive contribution to the wider life of the school through an extensive range of school activities. Trainees build positive relationships with colleagues and respond positively to the advice and feedback they receive.
43. The partnership provides strong support for promoting the quality of mentoring through regular high-quality training and systematic observation and checks of the quality of mentoring in schools. Subject mentors accurately assess trainees' ability to teach. On the School Direct programme, there is some variability in mentors' ability to pinpoint where aspects of a trainee's practice are less effective in supporting pupils' learning and progress.
44. Since stage 1 of the inspection, leaders have audited the effectiveness of mentoring against the national mentor standards. They have taken well-considered action to improve the consistency of mentoring. They have sharpened mentors' focus on how well trainees promote pupils' learning and progress through a revised assessment framework. A training programme is in place for mentors to work with each other to moderate judgements and to develop an understanding of best practice across secondary programmes and school partnerships.
45. The partnership meets its legislative requirements about equality and diversity, discrimination and safeguarding. The partnership fully complies with the statutory criteria for ITT (QTS).

Annex: Partnership schools

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

Burnside Business and Enterprise College, Wallsend
Castle View Enterprise Academy, Sunderland
Churchill Community College, Wallsend
Kenton School, Newcastle-upon-Tyne
Nunthorpe Academy, Middlesbrough
Ponteland Community Middle School, Northumberland
Ponteland High School, Northumberland
Rye Hills Academy, Redcar
Sacred Heart Catholic High School, Newcastle-upon-Tyne
Sandhill View Academy, Sunderland
St Robert of Newminster Catholic School, Washington
Walbottle Campus, Newcastle-upon-Tyne
Wellfield School, County Durham
Whitley Bay High School, Whitley Bay

ITE partnership details

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Inspection number	10040494
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Stage 1	
Stage 2	7 November 2018
Lead inspector	Bernard Campbell HMI
Type of ITE partnership	HEI
Phases provided	Primary, secondary
Date of previous inspection	Primary: 27 April 2009
	Secondary: 1 January 2007
Previous inspection report	https://reports.ofsted.gov.uk/provider/41/70125
Provider address	Northumbria University Coach Lane Campus Newcastle upon Tyne NE7 7XA



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