

University of Nottingham

The School of Education, The Dearing Building, Jubilee Campus, Wollaton Road,
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Inspection dates

7 to 10 March 2022

Inspection judgements

	Primary age-phase	Secondary age-phase
Overall effectiveness	Outstanding	Outstanding
The quality of education and training	Outstanding	Outstanding
Leadership and management	Outstanding	Outstanding
Overall effectiveness at previous inspection	Not applicable	Outstanding

What is it like to be a trainee at this ITE partnership?

Trainees are proud to complete their teacher education at the University of Nottingham. They appreciate the remarkable efforts taken by leaders, tutors and mentors to ensure that they succeed. One trainee spoke for very many when they said: 'Tutors and mentors are constantly on hand to support with any aspect of the course. I cannot recommend this course highly enough.'

The 'Strands and Phases' approach ensures that trainees have absolute clarity about where they are on their complex journey to becoming a teacher. They gain a scholarly understanding of the role of the teacher and are extremely well prepared for the realities of the classroom.

The exceptional curriculum is taught by experts. Trainees develop confident subject knowledge and a passion for their subject. They then skilfully teach this knowledge and communicate their passion for learning with pupils. The primary curriculum ensures that trainees have the knowledge and understanding needed to help pupils to read with confidence and fluency.

Trainees understand the importance of an ambitious curriculum. They know how, and why, they need to adapt their subject to ensure high expectations for all pupils, including the most vulnerable. They said that developing this understanding is a 'phenomenal' aspect of their training.

Information about this ITE partnership

- The partnership has 214 trainees over two phases: primary and secondary.
- There are 64 trainees in the primary phase and 150 trainees in the secondary phase.
- The primary and secondary phases both have trainees on the following training routes: Post-graduate Certificate in Education (PGCE) route and the PGCE School Direct fee-paid route.
- In the secondary phase, trainees are enrolled on the following secondary subject courses: English, geography, history, mathematics, modern foreign languages and science.
- The partnership works with a range of partner primary and secondary schools. These schools are a mixture of different sizes, local contexts and Ofsted judgements at their previous inspection.
- The partnership includes approximately 200 schools in six local authorities.

Information about this inspection

- The inspection was carried out by seven of Her Majesty's Inspectors and one Ofsted Inspector.
- Inspectors spoke with a range of staff and partners, including the head of the School of Education; the director of initial teacher education; the collaborative partnerships manager; other senior leaders; phase leaders; and course tutors.
- Inspectors also spoke with the chair of the secondary management and development board, members of the partnership management and development boards and senior leaders of multi-academy trusts and schools involved in the partnership.
- Inspectors held conversations with primary and secondary trainees, early careers teachers, partnership mentors and school ITE coordinators.
- Inspectors spoke with 39 trainees from across the primary and secondary phases.
- Inspectors undertook focused reviews of mathematics, reading, science and modern foreign languages in the primary phase and English, mathematics, science, history and modern foreign languages in the secondary phase to evaluate the quality of education and training.
- Inspectors visited 11 secondary schools and seven primary schools. One primary school was visited on two separate occasions.

Primary phase report

What works well in the primary phase and what needs to be done better?

The quality of education and training in the primary phase is exceptional. Co-constructed with partners, leaders have designed an ambitious course. It enables trainees to become reflective practitioners who understand that teaching is a complex craft to learn.

The 'Strands and Phases' document sets out the course curriculum. It aligns with the requirements of the Department for Education (DfE) core content framework, ensuring that they are met in full. Every aspect of the course, whether it relates to national curriculum subjects or classroom practice, dovetails seamlessly. Trainees comprehensively build up their knowledge and understanding of primary teaching. Trainees thoroughly understand the importance of promoting respect and equality of opportunity for all pupils. Trainees are very well placed to start their teaching careers.

Leaders are determined that trainees will be able to teach early reading well. Trainees learn about systematic synthetic phonics. They understand the importance of recapping what pupils have learned and how to support pupils who are struggling to learn to read.

Tutors play a pivotal role in trainees' development. They teach sessions and visit trainees on placement. Tutors take every opportunity to reinforce trainees' knowledge and skills. They build on trainees' learning from subject-specific sessions. Nothing in this course is left to chance. When external experts deliver sessions, tutors check that the content precisely fits the brief.

Leaders' clear and ongoing communication ensures mentors know the requirements of the course at every step. Mentors provide very helpful feedback and support to trainees. Tutors check frequently that trainees are receiving the high-quality mentoring that leaders expect so that trainees benefit from first-rate experiences during their placements.

Very careful checks are made on trainees' progress. Carefully planned assessments by mentors and tutors help trainees to develop further. If a trainee needs extra support, clear strategies are in place to make sure that bespoke support is provided.

Trainees gain experience in early years settings, in specialist provision for pupils with special educational needs and/or disabilities and in alternative provision. Some trainees apply for this course specifically because of the opportunities it provides. Trainees have been so inspired by their experiences that they hope to teach in alternative provisions. They explained their wish 'to be part of that difference'.

Leaders' engagement with partnerships is a strength; one that is highly valued by partner schools. Leaders make adaptations to the course as a result of feedback. Leaders draw on expertise from schools, including, for example, in delivering the 'Prevent' session for trainees. Leaders offer professional development to schools locally. One mentor is excitedly looking forward to a forthcoming session about primary history.

Does the ITE partnership primary phase comply with the ITE compliance criteria?

- The partnership meets the DfE statutory compliance criteria.

Secondary phase report

What works well in the secondary phase and what needs to be done better?

Leaders have designed an ambitious, coherent and inspiring curriculum that is strongly informed by relevant research. They have sequenced the curriculum in an innovative way. Leaders have identified specific 'strands' of knowledge and skills they expect trainees to acquire, including 'teacher as thinker' and 'building positive relationships'. The curriculum is expertly delivered by staff, including the training in specific subjects. Trainees build strong subject knowledge. Taught sessions are framed using enquiry-based approaches such as the 'Big Questions' series. Trainees explore pertinent themes about what makes an effective teacher and how they ensure that all pupils learn. Trainees are confident in demonstrating how they apply theory to their practice. They value how taught sessions present new content and simultaneously model different ways of teaching that they can use in the classroom.

Expectations are consistently high. Trainees, tutors and mentors know precisely what is taught and expected at each stage of development. Leaders' systems for checking trainees' progress are consistently effective. Trainees' targets are meaningful and regularly discussed. They enable trainees to become reflective practitioners.

Trainees explore wide-ranging issues, including social disadvantage, neurodiversity and inclusion and bilingual pupils. As a result, they have a deep understanding of what it means to be an effective teacher in the diverse communities they serve. Trainees speak highly of this aspect of the course. They gain deeper insights from their experiences in special schools or alternative education centres. Trainees are well informed about mental health and well-being, for themselves and young people. These opportunities illustrate how leaders' curriculum exceeds the requirements set out in the DfE's core content framework.

Leaders ensure that there is close communication between trainees and staff. Staff respond quickly when trainees need more support. Mentors are exceptionally well trained and consistently supportive of trainees' achievements. Tutors check to ensure that mentors are meeting leaders' expectations. Trainees speak highly about the support they receive from staff. One former trainee, typical of many, said: 'The course is realistic. Staff are so supportive and my time on the course was an all-round great experience.'

Strategic partners are effusive about the ITE programme. They praise leaders' strong levels of communication, responsiveness and solution finding to meet individual needs. As one partnership leader said: 'The quality of training and the professionalism that staff instil in their trainees mean that they have a strong sense of what it means to be a teacher and are well prepared for what comes next.'

Does the ITE partnership secondary phase comply with the ITE compliance criteria?

- The partnership meets the DfE statutory compliance criteria.

ITE partnership details

Unique reference number	70053
Inspection number	10214266

This inspection was carried out by Her Majesty's Inspectors (HMI) and Ofsted Inspectors (OIs) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE partnership	HEI
Phases provided	Primary Secondary
Date of previous inspection	11 to 14 November 2013

Inspection team

Jayne Ashman, Overall lead inspector	Her Majesty's Inspector
Chris Stevens, Phase lead inspector (secondary)	Her Majesty's Inspector
Di Mullan, Phase lead inspector (primary)	Her Majesty's Inspector
Chris Davies	Her Majesty's Inspector
Stephanie Innes-Taylor	Her Majesty's Inspector
Deborah Mosley	Her Majesty's Inspector
Hazel Henson	Her Majesty's Inspector
Emma Hollis-Brown	Ofsted Inspector

Annex: Provider settings, schools and colleges

Inspectors contacted trainees and staff at the following schools, as part of this inspection:

Name	URN	ITE phase	Date joined partnership	Current Ofsted grade
Alderman White School	138832	Secondary	September 1997	Good
Allestree Woodlands School	137911	Secondary	September 1997	Requires Improvement
The Bulwell Academy	145952	Secondary	September 2009	Not previously inspected
Dunkirk Primary and Nursery School	122416	Primary	August 2013	Good
The Florence Nightingale Academy	147925	Primary	June 2015	Not previously inspected
John Port Spencer Academy	145500	Secondary	September 1998	Not previously inspected
The Joseph Whitaker School	137628	Secondary	September 2005	Good
Littleover Community School	112956	Secondary	September 1997	Outstanding
Nottingham Primary Academy	135881	Primary	January 2019	Requires Improvement
The Pingle Academy	144069	Secondary	June 2000	Good
Queen Elizabeth's Academy	144486	Secondary	September 2010	Requires Improvement
Radford Primary School Academy	141586	Primary	August 2016	Good
Ranskill Primary School	143797	Primary	September 2017	Good
St Edmund Campion Catholic Primary School	137428	Primary	January 2019	Requires Improvement
Toot Hill School	136878	Secondary	September 1997	Outstanding
The Trinity Catholic School	138341	Secondary	June 1998	Good
West Park School	136634	Secondary	June 1998	Good
Westglade Primary School	131006	Primary	August 2015	Good

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