

# University of East Anglia

School of Education and Lifelong Learning, University of East Anglia, Norwich NR4 7PN

## Inspection dates

13 to 16 June 2022

## Inspection judgements

	Primary age-phase	Secondary age-phase
<b>Overall effectiveness</b>	Good	Good
The quality of education and training	Good	Good
Leadership and management	Good	Good
Overall effectiveness at previous inspection	Good	Good

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

The University of East Anglia and its placement schools are good places for trainees to learn to teach. Like their tutors and mentors, trainees are proud to be part of the programme.

Primary and secondary trainees learn to teach well in their phase or subject in schools within differing contexts. They learn a curriculum that enables them to turn educational theory into effective teaching practice. Trainees form trusting relationships with their tutors and mentors. This allows for open, constructive discussions that help trainees become better teachers. Trainees become well-informed, reflective practitioners.

Trainees develop a clear sense of purpose around their role as professionals. They are taught to be attentive to safeguarding and equality.

Trainees are provided with a wide range of pastoral support for their well-being. They receive guidance to make informed decisions about securing their first job in teaching. This sends them on their way into their early careers with every opportunity for continued success.

Trainees benefit from the strong regional links leaders have established. For example, trainees access many opportunities and enhancement activities to boost their knowledge of teaching pupils with special educational needs and/or disabilities (SEND). There is unevenness in the extent to which secondary trainees make use of enhancement activities across each subject.

## Information about this ITE provider

- The University of East Anglia currently trains 202 trainees across the primary and secondary phases.
- There are 114 trainees on the primary postgraduate route and five trainees on the primary School Direct (fee paid) route.
- There are 74 trainees on the secondary postgraduate route and nine trainees on the secondary School Direct (fee paid) route. Secondary trainees are enrolled on the following subject courses: biology, chemistry, English, geography, history, mathematics, modern foreign languages, physical education, physics and physics with mathematics.
- The University of East Anglia works in partnership with 231 primary and secondary schools across four local authorities.
- The primary phase works with 15 infant schools, 12 junior schools and 124 primary schools, three of which are independent schools.
- The secondary phase works with 80 secondary schools, six of which are independent schools.
- The School Direct (fee paid) route is delivered for primary and secondary trainees in conjunction with six school partnerships or multi-academy trusts in the local area.
- The current inspection grades of schools and settings in the partnership range from requires improvement to outstanding.

## Information about this inspection

- This inspection was carried out by seven of Her Majesty's Inspectors.
- Some meetings and discussions were carried out remotely. Many took place face to face.
- Inspectors scrutinised the provider's documents relating to strategic leadership, improvement planning and curriculum content.
- Inspectors met with a large number of university staff, including the head of the school of education and lifelong learning, the director of initial teacher education, the co-directors of the primary and secondary phases of ITE, subject tutors and other tutors, associate tutors and support staff.
- The primary phase lead inspector met with representatives of the primary partnership management committee. The secondary phase lead inspector met with representatives of the secondary partnership management committee.
- Inspectors met with headteachers, other senior leaders, professional tutors and mentors from primary and secondary schools which are part of the programme.
- The lead inspector held meetings with representatives from Norfolk and Suffolk local authorities and also with a representative of a multi-academy trust working with the provider.

- In the primary phase, inspectors completed focused reviews in reading, history, geography, mathematics and physical education. They visited nine schools and spoke with 23 trainees and four early career teachers.
- In the secondary phase, inspectors completed focused reviews in biology, chemistry, English, history and physical education. They visited 11 schools and spoke with 24 trainees and eight early career teachers.
- There were 94 responses to the trainee survey and 290 responses to the staff survey.
- Overall, 42 schools were visited or communicated with as part of this inspection.

# Primary phase report

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

Leaders have designed a rigorous and ambitious programme which supports trainees well to become reflective and resilient professionals. Leaders have carefully considered the knowledge that trainees should learn. Leaders have chosen the course content and delivery based on up-to-date, evidence-based research. They ensure that trainees are learning the most pertinent information to teach using highly effective approaches.

Trainees develop a deep knowledge of the primary school curriculum and how to teach it well within their chosen specialism. This includes the early years. The programme supports trainees to develop confidence and maturity in their professional behaviours. Trainees learn effective strategies to manage pupils' behaviour. Trainees build positive relationships with pupils, staff and parents.

Leaders rightly prioritise training in the systematic teaching of synthetic phonics and early reading. Trainees gain the expert knowledge they need to support pupils to become confident and fluent readers. This includes trainees who specialise in teaching pupils in key stage 2. Leaders also ensure trainees are well prepared to teach pupils with SEND and also pupils who speak English as an additional language (EAL). Curriculum sequencing, adaptive teaching, and provision for pupils with SEND are woven through all aspects of the training.

Trainees are well informed about safeguarding and understand how to take care of their own safety. The course complies fully with the requirements of the core content framework (CCF).

Trainees practise what they are learning on the course through carefully selected school placements. School-based mentors and teaching practice supervisors work closely with trainees while they are on school placement. In this way, trainees build on their learning. They gain the experience and professional understanding they need to progress through the course. Leaders closely monitor trainees' progress and act promptly to resolve any issues.

Teaching practice supervisors work with mentors and school leaders to ensure that trainees receive the guidance they need to be successful. Leaders have provided additional training to help mentors draw on the CCF to support purposeful reflection and target setting. Some mentors are still in the process of developing their confidence and fluency in this aspect of their work. Leaders know there is work to do to secure an equally deep understanding of the purpose and rationale of the CCF by all stakeholders.

Leaders regularly review the course content and structure. They seek external assurance and evaluation to identify the strengths of the course provision and what they need to improve.

Leaders have established purposeful partnerships across the region. Partners demonstrate a shared commitment to creating a confident and reflective workforce that is well equipped to meet the needs of pupils in a range of contexts.

## **What does the ITE provider need to do to improve the primary phase?**

### **(Information for the provider and appropriate authority)**

- Some mentors and trainees are not clear about how to set targets that clearly reflect the purpose and intention of the CCF. Leaders' work to integrate the CCF is not fully reflected through course communication and guidance. Leaders know this and are working to develop this further. Leaders need to accelerate their work to ensure that all mentors and trainees have an equally secure grasp of the CCF and how to draw on it effectively.

## **Does the ITE provider's primary phase comply with the ITE compliance criteria?**

- The provider meets the DfE statutory compliance criteria.

# Secondary phase report

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

Leaders support trainees to become reflective, resilient and expert teachers. Leaders are determined that the programme, and the teachers it produces, make significant contributions to local and national educational priorities. Leaders have crafted an ITE curriculum that reflects these aims. It encompasses the requirements of the CCF. Leaders choose and organise the curriculum content carefully. Trainees are prepared well to teach. They understand the challenges and opportunities of teaching in rural, urban or coastal schools.

The curriculum is rooted in relevant research, some drawn from the university's school of education and life-long learning. Trainees receive high-quality, centre-based training. This draws on the expertise of course tutors, school staff and other stakeholders. Trainees learn how to apply general teaching principles to the subject they are learning to teach. They learn to adapt teaching, including for pupils with SEND and pupils with EAL. Trainees learn how to manage pupils' behaviour and safeguard both pupils and themselves.

School-based staff share course leaders' commitment to providing trainees with high-quality training. School leaders help to shape the course curriculum. Expectations of school-based staff are made clear. Leaders ensure that school-based staff know what trainees learn during their training at the university. School-based mentors receive suitable training and guidance so they can be effective in their roles. However, some mentors are less secure in their understanding and use of the CCF to support all aspects of trainees' development.

Course tutors appropriately check that trainees are learning the intended curriculum. Tutors check regularly on trainees' progress and their learning. Trainees become more reflective over time.

Leaders monitor closely the implementation of the ITE curriculum. They use feedback from trainees and mentors to make suitable adjustments where needed. This helps leaders to maintain and build on the good-quality training trainees receive. For example, leaders took effective action so mentors were better informed to support trainees with adaptive teaching. Leaders do not always use information they hold about the excellent range of enhancement opportunities on offer to ensure trainees make the best use of them. There is unevenness in how these opportunities are spread across subjects. Modern languages trainees visit schools with high proportions of pupils with EAL. Trainees in some other subjects do not. This means that they are less well prepared to teach pupils with EAL.

## **What does the ITE provider need to do to improve the secondary phase?**

- There is a wide range of enhancement opportunities for trainees to boost their subject and wider professional knowledge. Some trainees do not take up, or do not have the sufficient chance to take up, these opportunities. This means some are less well prepared to teach pupils with EAL. Leaders should use information from quality assurance processes to ensure that all trainees are able to take full advantage of a range of enhancement opportunities to support their development. In particular, ensuring that all trainees are well equipped to teach pupils with EAL.
- Leaders have focused on supporting mentors with their understanding and use of CCF to set appropriate developmental targets for trainees. Some mentors require further support with this aspect. Leaders should ensure that mentors are consistently expert and skilled in their use of the CCF to support trainees' development.

## **Does the ITE provider's secondary phase comply with the ITE compliance criteria?**

- The provider meets the DfE statutory compliance criteria.

## ITE provider details

<b>Unique reference number</b>	70076
<b>Inspection number</b>	10226402

This inspection was carried out 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.

<b>Type of ITE provider</b>	Higher education institution
<b>Phases provided</b>	Primary Secondary
<b>Date of previous inspection</b>	25 June and 22 October 2014

## Inspection team

John Lucas, Overall lead inspector	Her Majesty's Inspector
Katherine Douglas, Phase lead inspector (Primary)	Her Majesty's Inspector
Paul Wilson, Phase lead inspector (Secondary)	Her Majesty's Inspector
Kristian Hewitt	Her Majesty's Inspector
Damian Loneragan	Her Majesty's Inspector
Steve Mellors	Her Majesty's Inspector
Liz Smith	Her Majesty's Inspector



## Annex: Placement settings, schools and colleges

Inspectors visited the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phases</b>
Acle St Edmund Voluntary Controlled Primary School	121024	Primary
Ashwicken Church of England Voluntary Aided Primary School	121135	Primary
Charles Darwin Primary School	142871	Primary
Colman Infant School	120938	Primary
Colman Junior School	120937	Primary
Magdalen Gates Primary School	120932	Primary
Necton VA Primary School	134043	Primary
Queen's Hill Primary School	135148	Primary
St Nicholas Priory CofE VA Primary School	121093	Primary
Aylsham High School	121164	Secondary
City of Norwich School, An Ormiston Academy	141269	Secondary
Dereham Neatherd High School	144316	Secondary
Diss High School	137092	Secondary
Hartismere School	136271	Secondary
Hellesdon High School and Sixth Form Centre	138039	Secondary
Jane Austen College	140815	Secondary
Notre Dame High School, Norwich	137913	Secondary
Reepham High School and College	138829	Secondary
Sprowston Community Academy	144359	Secondary
Thorpe St Andrew School and Sixth Form	143278	Secondary

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