University of Sunderland

Wearside View, Sir Tom Cowie Campus at St Peter's, Sunderland, Tyne and Wear SR6 0AN

| **Inspection dates** | 9 to 12 May 2023 |

Inspection judgements

	Primary age-phase	**Secondary age-phase**	**Further education age-phase**
Overall effectiveness	Good	Good	Good
The quality of education and training	Good	Good	Good
Leadership and management	Good	Good	Good
Overall effectiveness at previous inspection	Requires improvement	Requires improvement	Requires improvement

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

Typically, trainees benefit from well-designed ITE curriculums that expose them to pertinent research, discussion and debate. Many trainees become reflective practitioners who think carefully about how to plan and deliver a sequence of lessons in their chosen subject or age-phase. Overall, trainees are well prepared to embark on their careers in the teaching profession.

Communication across the partnership is secure. Current trainees appreciate the wide range of guidance materials and resources leaders produce. For example, trainees value leaders' curriculum passports, curriculum infographics and learning journeys. These documents work in synergy to explain to trainees the connections between centre- and placement-based experiences. They enable trainees and mentors to understand how the ITE curriculum is structured and assessed.

Across all phases, trainees benefit from knowledgeable staff. These staff enable trainees to understand how to implement the generic principles of teaching, and they strengthen trainees' understanding of specialist subject knowledge. For example, tutors in the primary phase ensure that there is an appropriate emphasis on developing trainees' knowledge of the foundation subjects. Primary trainees also learn the importance of systematic synthetic phonics in developing pupils' confidence and fluency in reading.

In further education and skills (FES), the level 5 learning and skills teacher apprentices experience an ambitious curriculum, which goes beyond the minimum entitlement. In the primary age-phase, level 6 teacher apprentices have a logically designed curriculum that enables them to develop new knowledge, skills and understanding. Assessment-only candidates are very well supported.

Trainees benefit from mentors that are increasingly confident in helping them to navigate the partnership's ITE curriculum. In the main, mentors provide trainees with feedback that helps them to reflect on their strengths and weaknesses. Overall, trainees spoke positively about the support that they receive from mentors.

Trainees value enrichment opportunities. Typically, they select enrichment activities that meet their career aspirations and their learning and development needs. For example, some primary and secondary trainees spend time in specialist settings exploring adaptive teaching for pupils with special educational needs and/or disabilities (SEND). All FES trainees are well prepared to identify, assess and meet the needs of learners with SEND.

Trainees are guided in how to manage behaviour in the classroom. They fully understand their responsibility to safeguard pupils, learners and themselves. Leaders also prioritise trainees' mental health and well-being. Trainees have access to a well-being champion and personal academic tutors who provide wraparound care, guidance and support.

Information about this ITE provider

■　In 2022/23, the partnership trained a total of 971 trainees across the primary, secondary and FES age-phases. There were 567 trainees in the primary age-phase, 116 trainees in the secondary age-phase and 136 trainees in the FES age-phase.

■　In the primary phase, the majority of trainees study towards a three-year Bachelor of Arts (BA) undergraduate degree. In 2022/23, there were 395 trainees on the BA (Honours) in primary education with qualified teacher status (QTS) route. There were 29 trainees on the BA (Honours) with SEND and QTS route. There were 77 full-time trainees on the one-year Postgraduate Certificate in Education (PGCE) in primary education programme. A further 42 trainees were on a part-time PGCE in primary education programme. There were also 18 trainees following either the School Direct salaried or fee-paying routes.

■　In the secondary phase, there were 50 trainees on the undergraduate Batchelor of Science (BSc) with QTS route. The BSc (Honours) with QTS routes on offer were a BSc (Honours) in physical education and a BSc (Honours) in science, technology, engineering and mathematics (STEM). On the BSc (Honours) in STEM route, trainees specialised in either biology; chemistry; design and technology; mathematics; mathematics with physics; or physics. There were a further 66 trainees on PGCE courses in secondary subjects and 18 trainees on School Direct routes (either salaried or fee-paying). The PGCE subjects that trainees were training to teach in 2022/23 were biology; business studies; chemistry; computing; design and technology; English; geography; history; physics; and physical education.

- In the FES phase, there were 56 trainees on the full-time Postgraduate Certificate in Post-Compulsory Education and Training. The training programme was delivered at either the University of Sunderland, the Durham Sixth Form Centre or Hartlepool Sixth Form College. There were 70 FES trainees on in-service training programmes. These trainees were studying for either a Certificate in Education or a Professional Graduate Certificate in Education. In-service trainees were studying at either Bishop Auckland College, East Durham College or Tyne Coast College.

- In 2022/23, there were 152 trainees on the assessment-only route. This comprised 64 primary assessment-only candidates and 88 secondary assessment-only candidates.

- At the time of the inspection, there were six level 6 teacher apprentices who were training to teach in the primary age-phase. A further 10 FES trainees were studying towards the level 5 learning and skills teacher apprenticeship standard. In 2022/23, the subjects that were being studied on the level 5 learning and skills teacher apprenticeship standard were healthcare support worker; skills for independent living; customer service; childhood studies; food technology; teaching and organisational development, coaching and mentoring; customer service practitioner and business administrator; social, emotional and mental health; and special educational needs coordinator.

- In total, the partnership works with approximately 307 schools, 30 colleges and 12 other training providers. The current Ofsted inspection grades for those settings, where Ofsted is the inspectorate, range from outstanding to inadequate.

- In the primary age-phase, the partnership works with 240 schools in 36 local authorities.

- In the secondary age-phase, the partnership works with 66 schools in 21 local authorities.

- In the FES phase, the partnership works with 43 colleges and other settings in 10 local authorities.

Information about this inspection

- This inspection was carried out by 10 of His Majesty's Inspectors and six Ofsted Inspectors.

- When the University of Sunderland ITE partnership was last inspected by Ofsted in May 2022, it was judged to require improvement in all phases.

- During this inspection, inspectors held meetings with a wide range of staff from the university and the wider ITE partnership. These staff included: the dean of faculty; the head of school of education; the associate head of school for primary initial teacher training (ITT); the interim associate head of school for secondary ITT; the partnership leader; the associate head of school for professional development; the associate head of school for further education and skills; the associate head of school for international ITT; the Ofsted and curriculum leader; the teacher development and mentor leader; admissions staff; programme leaders; senior lecturers; associate

lecturers; lecturers; and representatives from the partnership advisory boards, including the executive advisory board.

■ Inspectors reviewed a wide range of documentation relating to the ITE programmes. This information included: documentation relating to the ITE curriculums in the primary, secondary and FES age-phases; trainees' portfolios and samples of their assignments; trainees' ongoing reflections and mentor records, including examples of target setting; leaders' action plans and action logs; external examiner reports; internal quality assurance documentation; self-evaluation documentation and improvement plans; information relating to how the partnership fulfils the requirements of the Department for Education's (DfE's) ITT criteria and supporting advice; information relating to candidates on the assessment-only route; information on the provider's website, including Sunderland Flix; information about recruitment and selection procedures; and evidence of how the partnership improves trainees' experiences.

■ A primary inspector visited a training session on early reading. A primary inspector also visited a workshop that was being delivered about reducing exclusions in schools. A FES inspector visited trainees delivering research presentations to their peers.

■ Inspectors carried out seven focused reviews in the FES phase. The subjects reviewed for the pre-service and in-service routes comprised: construction; English; mathematics and computing; and performing arts. Focused reviews into SEND; business and law; and childcare and early years spanned across the pre-service and in-service routes, as well as being part of the level 5 learning and skills teacher apprenticeship standard.

■ In the primary phase, inspectors carried out nine focused reviews. The subjects were: computing; early reading; English; geography; history; mathematics; physical education; religious education; and science.

■ In the secondary phase, inspectors carried out seven focused reviews in the following subjects: chemistry; English; history; mathematics; physical education; physics; and STEM.

■ Across all three phases, inspectors spoke with 183 trainees and 11 early career teachers. Inspectors also spoke with six candidates who were on the assessment-only route.

■ During the inspection, inspectors visited 25 settings across the primary, secondary and FES phases to speak with trainees, subject mentors, professional mentors, headteachers, principals and programme leaders.

■ Inspectors considered the responses to Ofsted's trainee and staff surveys.

Primary phase report

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

Over the past year, leaders have taken the necessary steps to improve the quality of training delivered by the University of Sunderland's ITE partnership. They have wasted no time in galvanising staff, and other members of the partnership, to develop the primary ITE curriculum further. Overall, leaders have established a carefully thought-out and ambitious ITE curriculum, which is underpinned by relevant research, and which meets the needs of trainees. As a result, trainees across all the different primary age-phase training routes are equally well prepared to embark on teaching as early career teachers. Assessment-only candidates are also very well supported to achieve QTS.

Trainees are taught by subject experts. In the main, leaders, tutors and mentors ensure that trainees develop their subject knowledge well. For example, current trainees gain a secure understanding of the breadth of the subjects which make up the primary national curriculum. Typically, leaders, tutors and mentors ensure that trainees learn how to design and deliver a sequence of lessons, including in the foundation subjects. Trainees learn much of the important subject knowledge which underpins the primary national curriculum. Leaders also make certain that the DfE's core content framework remains the bedrock of trainees' wider learning and development within the ITE curriculum.

Leaders have built on their previous successes to strengthen further the early reading elements of the ITE curriculum. For example, trainees typically have a secure understanding of the knowledge, strategies and skills that pupils require to become speedy, accurate and expressive readers. Leaders also ensure that trainees understand how to teach pupils to read using systematic synthetic phonics. Trainees successfully learn the importance of building on children's communication and language skills from the early years. They become familiar with the range of phonics programmes used by local schools. Overall, trainees are well prepared for teaching pupils to read using phonics.

Leaders have secure assessment systems in place, including for the award of QTS. Typically, leaders ensure that tutors and mentors use formative assessment information consistently well to improve trainees' practice in the classroom. For the most part, mentors identify trainees' progress against the partnership's foundation concepts framework as intended. In the main, mentors are adept at using the information that they gather from their assessment of trainees to identify where they should reinforce key learning. For example, many mentors carefully model questioning skills to check how well pupils are learning new knowledge. Mentors also help trainees to learn about adaptive teaching, for example for pupils with SEND or for those who speak English as an additional language (EAL).

Mostly, the quality of mentoring is effective. However, a minority of mentors do not access the range of online and face-to-face training and support that the ITE partnership provides. On occasions, the partnership is slow to intervene where mentors require additional guidance. Sometimes this prevents these mentors from fulfilling their roles as

effectively as they could. For example, some of these mentors do not set targets for trainees in the way that the partnership expects.

Leaders have produced a wide range of written ITE curriculum guidance to help mentors, trainees and other partners to understand the component parts of the ITE training programme. This guidance supports mentors to visualise the structure of the ITE curriculum and how it will be assessed. However, a few mentors do not understand the content of the subject-specific elements of the ITE curriculum to the same depth as they understand the content of the professional studies programme. This means that on occasion, some trainees receive feedback from mentors that is less well focused on the subject-specific elements of the ITE curriculum.

Generally, leaders communicate well with different partners, including trainees. For instance, they consult with school leaders about what to include in the different parts of the ITE curriculum, for example in relation to behaviour management, managing workload and the safeguarding of pupils. Leaders also make effective use of school-based experts to deliver aspects of the centre-based training curriculum. Leaders ensure that university course tutors update their own subject- and phase-specific knowledge by enabling them to return to teaching for a block of time. There is a secure investment in ongoing training for tutors.

Leaders' development priorities are part of a well-considered, three-year cycle of improvements, which have been established since the previous inspection. Leaders hold a much more accurate view of the strengths and weaknesses of the primary phase programmes. They are acting decisively to bring about continual improvements to the training that they provide. However, one or two of the systems that leaders have adopted to bring about improvements remain underdeveloped. Occasionally, this hinders how well leaders, including members of the advisory board, can hold partners to account for the impact of their work.

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

(Information for the provider and appropriate authority)

- A few mentors do not access the wide range of online and face-to-face mentor training that the partnership provides. As a result, some mentors do not know how to provide trainees with quality feedback, and targets for improvement, that will enable them to excel. Leaders should ensure that mentors complete all the training that they require. They should also ensure that those mentors who require additional support receive it in a timely manner to improve how well they mentor trainees.

- Occasionally, some mentors are less clear about the subject-specific content that sits within the centre-based elements of the ITE curriculum. Sometimes this hinders how well these mentors support trainees to apply the generic principles of teaching to the distinctiveness of the subjects in the primary national curriculum. Leaders should further refine the ITE curriculum, and the associated course information, so that all mentors understand what subject-specific knowledge is taught and when.

- One or two of the systems that leaders have implemented to enhance their oversight of the quality of the ITE curriculum are at the earlier stages of rollout. This means that on occasions, leaders and members of the advisory board do not have all the information they require to assure themselves that the ITE curriculum is having the desired impact on trainees' learning and development. Leaders should ensure that all their systems to quality assure the component parts of the ITE curriculum are fully rolled out and that they give them all the information that they require.

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

- The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's primary phase satisfy the principles and requirements of apprenticeship provision?

- The provider meets the principles and requirements of apprenticeship provision in the primary phase.

Leaders carefully identify what apprentices already know and can do at the start of their apprenticeship. They ensure that the training curriculum in the primary phase allows apprentices to develop essential new knowledge, skills and behaviours. Apprentices complete an ambitious ITE curriculum that goes beyond the apprenticeship standard.

Leaders carefully review the progress that apprentices make. Apprentices gain the necessary skills and confidence to work across two key stages. Mentors provide apprentices with appropriate support, advice and guidance.

Through leaders' system of conducting tripartite reviews, apprentices receive constructive feedback that helps them to achieve their targets. Apprentices contribute positively to the work of their employing schools. They are highly valued by school leaders and staff.

Leaders ensure that the primary apprenticeship programme meets the principles and requirements for apprenticeships. This means, for example, that apprentices have the necessary time to complete their studies, as well as their teaching roles. Apprentices are confident, articulate and well placed to succeed as primary teachers.

Secondary phase report

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

Leaders and staff have an ever-stronger understanding of the strengths and weaknesses of the ITE programmes in the secondary age-phase. They have successfully worked with a wide range of partners to develop and improve the training, education and experiences that trainees receive. Leaders also have a strong commitment to staff development. This ensures that course tutors remain up to date with current educational thinking, for example by spending some time back in the classroom. As a result of leaders' and partners' work, trainees at the University of Sunderland are well prepared to begin teaching in their chosen subject and age-phase.

The curriculum across all routes in the secondary age-phase is suitably ambitious. Trainees benefit from well-ordered and rigorously designed content that is suitably underpinned by the DfE's core content framework. Programme leaders and tutors introduce trainees to an ITE curriculum that is well informed by pertinent reading, research and debate. Through deliberately connected centre-based professional and subject-specific studies, most trainees learn how to apply generic knowledge for teaching to the uniqueness of the subject that they are training to teach.

Overall, trainees across all routes access well-planned and well-designed contrasting school-based experiences. Typically, these placements enable trainees to apply what they have learned in their centre-based training about how to teach their chosen subject within the 11 to 16 age-phase. The focus, rigour and quality of training that trainees receive, including about how to adapt the delivery of subject curriculums for pupils with SEND and for pupils who speak EAL, is strong. Trainees are also well prepared to safeguard pupils and to create a positive climate for learning for pupils.

Undoubtedly, the standard of mentoring, feedback and target setting that trainees receive has improved. In the main, mentoring is effective. Nevertheless, on occasions, the consistency of these aspects of the training programme remains a little uneven in quality. For example, a few mentors do not access the training and support that leaders provide. Occasionally, this impedes the quality of subject-specific feedback and target setting that some trainees receive.

More recently, leaders have strengthened how they communicate with mentors and trainees. For example, leaders have implemented well-received ITE curriculum passports and learning journeys. For the most part, mentors make appropriate use of this range of guidance and information to support trainees' learning and development. These documents give a clear overview to mentors and trainees about how the ITE curriculum is designed and assessed. These guides help mentors to ensure that trainees' school-based experiences deliberately and purposefully build on the broad topics within the component parts of the centre-based training programme.

Typically, programme leaders and tutors convey a secure understanding of the essential knowledge that sits within the broad topics of the centre-based training. They know exactly what trainees should know and remember, and by when. Leaders have also acted to ensure that mentors have a more comprehensive understanding of the non-negotiable content that underpins the centre-based subject-specific studies. However, while mentors know exactly what trainees learn in their professional studies sessions, a few mentors have a less-secure understanding of the key content of the subject-specific aspects of the ITE curriculum. This hinders how well a small number of mentors enable trainees to make connections between the professional studies programme and the subject-specific elements of their ITE training curriculum.

Leaders ensure that assessment systems across all routes in the secondary age-phase are suitably designed. Mentors and other staff understand the purpose and focus of ongoing formative assessment systems, including the foundation concepts framework. Trainees are appropriately assessed against the teachers' standards at the conclusion of their ITE programme to inform their readiness for QTS.

Leaders have successfully strengthened their checks on the delivery of many aspects of the ITE curriculum in the secondary age-phase. As a result, leaders' actions to continually improve the quality of training and trainees' experiences are much more effective. That said, leaders, and members of the advisory board, are refining one or two of their quality assurance systems. This is because they do not have sufficient information about how well all the component parts of the ITE curriculum are being delivered, across all the secondary ITE programmes, to ensure that trainees can learn even more.

Trainees are well supported by the partnership. This includes assessment-only candidates, who are rigorously recruited and supported to achieve QTS.

Leaders, staff and mentors support trainees to manage their workloads and to maintain a healthy work-life balance. For the most part, trainees get the care, advice and guidance that they need to achieve well.

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

[Information for the provider and appropriate authority]

- Leaders have not ensured that a few mentors have a secure enough understanding of aspects of the subject-specific elements of the ITE programme. This means that on occasions, some mentors do not help trainees to make secure enough connections between their professional and subject-specific studies. Leaders should ensure that all mentors have a deep enough understanding of the subject-specific knowledge that trainees should know and remember.

- Occasionally, some mentors do not access the breadth of training and support that the partnership provides. As a result, the feedback, including the targets that some of these mentors set, does not help trainees to strengthen their knowledge and practice as quickly as they could. Leaders should ensure that all mentors are equipped with

the knowledge and skills that they need to undertake their roles confidently and effectively.

■ Leaders' systems to quality assure the ITE curriculum are in the process of being refined. This means that on occasions, leaders do not have a deep enough understanding of how well some elements of the training programme are being delivered, and the impact that they are having on trainees' learning and development. Leaders should ensure that their quality assurance systems provide a consistently comprehensive insight into the impact of all the component parts of the ITE training programme.

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

■ The provider meets the DfE statutory compliance criteria.

Further education and skills phase report

What works well in the further education and skills phase and what needs to be done better?

Leaders have a clear understanding of the strengths and weaknesses of the ITE programmes in the FES age-phase. Since the previous inspection, they have successfully put in place appropriate actions to improve the quality of education and training that trainees receive. For example, leaders have strengthened their quality assurance and improvement planning procedures. The FES age-phase has led the way in piloting new approaches to checking how well trainees are learning and developing. As a result, trainees across all the FES programmes are well prepared to embark on their teaching careers in the sector.

Trainees benefit from well-designed ITE curriculums that are underpinned by pertinent research. They take part in meaningful and insightful discussions and debates around the application of research in practice. Trainees are supported to review, evaluate and establish the benefits and drawbacks of potentially outdated theories. Trainees have developed their knowledge of relevant research and theory, and they use this well to shape their planning and delivery of subject content within their chosen field of study.

Trainees develop a secure understanding of the use of assessment in their chosen subjects. They confidently use a range of strategies to identify gaps in learners' knowledge and they rectify their misconceptions. For example, trainees confidently use retrieval practice activities to recap prior learning. They use this information appropriately to plan future lessons and to adapt the delivery of the curriculum. In practical subjects, trainees skilfully use a range of appropriate techniques to rectify misunderstandings while learners are completing tasks.

Leaders have carefully redesigned the ITE curriculum to prepare trainees well to support learners with SEND. Trainees know how to identify any additional barriers that learners with SEND, or high needs, may have. They also learn how to remove these barriers when teaching their subjects. For example, trainees carefully use class profiles to understand the needs of their learners. They also use education, health and care plans appropriately to inform their planning for learning. Trainees successfully learn about how to use adaptive teaching strategies to support individual learning needs.

In the FES phase, leaders have transformed the support that mentors receive to deliver their part of the ITE curriculum. For example, mentors talked enthusiastically about the many improvements that they have seen in communication across the partnership. They also explained how they value the ITE documentation that they receive from tutors at the University of Sunderland. For instance, mentors were delighted with the passports and learning journeys that enable them to understand how the ITE curriculum is structured and assessed in the FES phase.

Leaders have also improved mentor training. Overall, most mentors access a wide range of training to develop their understanding of their role and what is being delivered in the centre-based training. Through this training, most mentors develop their own knowledge of new theories and practices, and they link these to their subjects. However, not all mentors access the variety of training on offer. In these cases, some mentors do not always model or deconstruct the ITE curriculum as leaders would expect. This means that some trainees do not progress through the ITE curriculum as quickly and securely as they could.

In the main, trainees receive useful feedback from both tutors and mentors which develops and refines their teaching practice. However, there remains some variability in the target setting and feedback that trainees receive from a few mentors. The targets that these mentors set are not always specific or contextualised to the trainees' subject specialism. As a result, a few trainees do not know exactly what they need to do to improve.

Most trainees observe experienced teachers to develop their practice in the fundamentals of teaching in their subject area. However, in a small number of cases, trainees do not benefit from the opportunity to observe and experience practice across different settings and courses in the FES sector. Leaders have plans in place to address this issue.

What does the ITE provider need to do to improve the FES phase?

(Information for the provider and appropriate authority)

■ A few mentors do not access the range of mentor training that is made available to them. As a result, some of these mentors do not know how the partnership expects them to model or deconstruct the ITE curriculum. This hinders how quickly some trainees progress on their programmes. Leaders should strengthen further how they monitor mentors' ongoing development so that the consistency and quality of mentoring continually improve.

■ The quality of the targets that trainees are set by mentors is variable. Sometimes the targets that trainees are set do not provide sufficient clarity on exactly what they need to do to improve their teaching skills and their subject knowledge. This prevents some of these trainees from progressing as quickly as they could. Leaders should train mentors to set specific and precise targets that help trainees to improve their knowledge, skills and understanding of the subjects that they are training to teach.

Do apprenticeships in the ITE provider's FES phase satisfy the principles and requirements of apprenticeship provision?

■ The provider meets the principles and requirements of apprenticeship provision in the FES phase

Tutors assess what apprentices already know and can do at the start of their apprenticeship. They develop the curriculum in a logical order so that apprentices incrementally develop their knowledge, skills and behaviours. Most apprentices make

sustained progress from their starting points and develop significant new knowledge, skills and behaviours.

Apprentices receive high-quality on- and off-the-job training. They successfully apply the new knowledge that they have learned in their teaching practice. In the main, apprentices successfully contribute to their workplace.

Tutors and mentors review apprentices' progress carefully. They complete effective tripartite reviews to assess apprentices' progress through the ITE curriculum. Tutors, and most mentors, set ambitious targets in relation to the academic work that apprentices produce. As a result, the work that apprentices produce is of a high quality.

ITE provider details

Unique reference number	70070
Inspection number	10250101

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.

Type of ITE provider	Higher education institution
Phases provided	Primary Secondary FES
Date of previous inspection	16 to 19 May 2022

Inspection team

Jonathan Smart, Overall lead inspector	His Majesty's Inspector
Tim Vaughan, Phase lead inspector for primary	His Majesty's Inspector
Michael Pennington, Phase lead inspector for secondary	His Majesty's Inspector
Alison Humphreys, Phase lead inspector for further education	His Majesty's Inspector
Aly Spencer	Ofsted Inspector
Elaine Mawson	His Majesty's Inspector
Emily Beach	Ofsted Inspector
Felicity Ackroyd	Ofsted Inspector
Jackie Stillings	His Majesty's Inspector
Janette Walker	His Majesty's Inspector
Jo Olsson	His Majesty's Inspector
Mark Parton	His Majesty's Inspector
Sarah Barraclough	His Majesty's Inspector
Steve Ingle	Ofsted Inspector
Sue Farrimond	Ofsted Inspector
Susan Keenan	Ofsted Inspector

Annex: Placements, schools and colleges

Inspectors visited the following placements, schools and colleges as part of this inspection:

Name	URN	ITE phases
Acre Rigg Infant School	138554	Primary
Barnes Infant Academy	141045	Primary
Coxhoe Primary	114080	Primary
East Lea Primary School	122191	Primary
Sedgefield Hardwick Primary Academy	149225	Primary
Hetton Lyons Nursery School	108826	Primary
Mill Hill Nursery School	108752	Primary
Pennywell Early Years Centre	108753	Primary
Seaburn Dene Primary	108786	Primary
Town End Academy	108779	Primary
West Park Academy	137042	Primary
Sandhill View Academy	141986	Secondary
Boldon School	108730	Secondary
Monkwearmouth Academy	147532	Secondary
Studio West	140965	Secondary
Thornhill Academy	144990	Secondary
St Wilfred's Roman Catholic College	142601	Secondary
Harton Academy	144204	Secondary
Sunderland College	131347	FES
Hartlepool Sixth Form	130568	FES
East Durham College	131859	FES
Northumbria Health Care Trust	1276531	FES
Durham Sixth Form	114310	FES
NT Life Recovery	N/A	FES
North Tyneside Employment and Skills	N/A	FES