

# Teesside University ITT

Teesside University, Middlesbrough, Tees Valley TS1 3BX

**Inspection dates**

5 to 8 February 2024

## Inspection judgements

	Primary and secondary age-phase	Further education 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	N/A	Good

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

Leaders have a clear vision to develop highly effective and resilient teachers for the Tees Valley. They ensure that this vision is central to the development of ITE programmes at the University. Leaders have strong relationships with schools, partner colleges and other stakeholders which they put to good use when planning what trainees need to learn. This means that trainees benefit from a curriculum that prepares them well for the practical realities of teaching in the area. For example, primary and secondary trainees attend a dedicated conference on teaching pupils who have special educational needs and/or disabilities (SEND). They also learn from research on the impact of poverty on education.

Trainees in all three phases develop the knowledge, skills and professional behaviours they need to teach in their phase of education. They speak highly of the training that they receive and reflect upon how their teaching improves as a result of this. Trainees in the further education and skills (FES) phase play a full role in the teaching teams that they join. They take part in learner reviews and learn about strategies for managing attendance.

Trainees receive extensive and personalised support to meet their individual needs. Staff are considerate of the workload and well-being of trainees and react quickly when trainees experience difficulties. For example, leaders and tutors provide support for trainees suffering from anxiety, financial difficulties and housing problems. Trainees build strong and trusting relationships with staff and value highly the support they receive.

## Information about this ITE provider

- The Teesside University delivers ITE for those preparing to teach in primary, secondary and FES.
- At the time of the inspection, there were 55 trainees in the primary phase. Of these, 35 were following an undergraduate programme and 20 were studying a Postgraduate Certificate in Education (PGCE).
- At the time of the inspection, there were 43 trainees in the secondary phase. All trainees were studying a PGCE, with 37 on a full-time basis and six on a part-time basis.
- Leaders currently work with 20 primary and 25 secondary schools for the provision of placements for trainees.
- At the time of the inspection, there were 116 trainees in the FES phase. Trainees study for a Certificate in Education, Professional Graduate Certificate in Education or PGCE. There were 15 trainees based at the university who were studying a pre-service PGCE. There were 25 in-service and 15 pre-service trainees at Darlington College, 18 in-service and nine pre-service trainees at Hartlepool College and 34 in-service trainees at Stockton Riverside College (part of the Education and Training Collective).
- In addition, there were 10 apprentices studying the level 5 learning and skills teacher standard. All of these were studying at the university and working in other FES settings, including those within the NHS.
- Almost all of the partner schools, colleges and other providers that leaders work with for the delivery of their ITE provision are good or better.

## Information about this inspection

- This was the first inspection of the provider's primary and secondary phase as this is newer than the FES phase.
- The inspection was carried out by seven His Majesty's Inspectors and one Ofsted Inspector.
- Inspectors spoke with a range of leaders from the university as well as leaders from partner schools and colleges. This included the vice-chancellor, deputy vice-chancellor, dean, associate dean teaching and learning, head of department, principal lecturer ITE, partnership lead, mentoring lead, course/programme leaders, school manager and members of the partnership enhancement board.
- Inspectors spoke to 55 trainees covering all three phases. This included visits to trainees on placements, face-to-face meetings in centre-based training and online meetings.
- In the primary and secondary combined phase, inspectors carried out focused reviews in the following areas: primary early reading, primary art and design, secondary history, secondary mathematics and secondary chemistry with biology/physics.

- In the FES phase, inspectors carried out focused reviews in the partner colleges. These included trainees preparing to teach in the following areas: science, technology, engineering and mathematics (STEM), health and social care, English, mathematics and SEND. There was also a focused review covering university-based apprentices preparing to teach healthcare.
- Inspectors visited trainees in four primary schools and five secondary schools as part of their focused reviews.
- Inspectors in the FES phase carried out their focused reviews at the university and across the three partner colleges where both centre- and placement-based training takes place. In addition, they visited trainees who are based at different campuses of the partner colleges, held face-to-face meetings at two other FES providers and held a virtual meeting with another FES provider.

# Primary and secondary phase report

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

Leaders implement a broad and ambitious curriculum for both primary and secondary trainees. They work very well with a range of stakeholders to develop a programme that is informed by current research and prepares trainees to teach in the Tees Valley. Leaders bring in guest speakers to cover topics that have local relevance, such as supporting pupils from Gypsy, Roma and Traveller communities.

Staff plan and sequence the phase-specific curriculum well. They integrate the core content framework in a meaningful way so that trainees revisit standards on a regular basis. Staff give trainees the support that they need to become reflective practitioners. Trainees build their knowledge and skills in important areas such as adaptive teaching and classroom management. However, some aspects of the subject-specific curriculum are less well developed than others. Some trainees do not understand well enough the substantive and disciplinary knowledge that pupils need to acquire at different stages.

In the primary phase, the centre-based training provides trainees with a thorough introduction to theories about early reading and the teaching of systematic synthetic phonics. Trainees know how to teach phonics and understand its fundamental importance to the development of children's reading. However, the curriculum does not provide trainees with sufficient opportunity to practise their teaching of phonics early enough.

Leaders work very well with schools to ensure trainees benefit from high-quality placements and a well-integrated curriculum. School-based training complements and reinforces what trainees are taught at the university. Leaders have high expectations of mentors. They provide mentors with extensive training and useful information about the centre-based training. As a result, mentors provide trainees with practical and precise guidance that helps trainees to develop their teaching practice.

Programme leaders plan a coherent and developmental approach to assessment. Tutors and mentors ensure that trainees secure essential knowledge and that they receive constructive feedback that helps the trainee improve their teaching over time. Leaders implement a series of useful tripartite reviews where tutors, mentors and trainees meet to review the progress and development needs of the trainee.

Leaders check closely the quality of education and training that trainees receive. They collect and respond quickly to feedback from trainees, mentors and other stakeholders as part of their continuous improvement of the programmes. For example, leaders changed the timing of the summative assessment for secondary trainees after feedback from trainees on the timing of this alongside the second placement and the impact of this on their workload. Members of the partnership enhancement board hold leaders to account for the effectiveness of the curriculum, compliance with statutory duties and ensuring that the training trainees receive meets local needs.

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

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

- In the primary phase, the provider does not ensure that all primary trainees have sufficient experience of teaching phonics. This means that some trainees have limited opportunities to develop this important aspect of their work. The provider should work with partner schools to ensure that all trainees have the experience of teaching phonics that they need to teach well in the primary phase.
- In the secondary phase, trainees are not consistently taught enough about substantive and disciplinary knowledge in their subject. This means that trainees do not gain the knowledge they need to teach some aspects of their subject as effectively as possible. Leaders should ensure that trainees are taught an appropriate depth of pedagogical content knowledge. They should also make sure that trainees are given greater opportunity to implement that knowledge in the planning and delivery of lessons.

## **Does the ITE provider's primary and 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 design and deliver an ambitious curriculum that is grounded in relevant and up-to-date research. This enables trainees and apprentices to cumulatively build highly relevant new knowledge and skills. Tutors skilfully revisit concepts frequently in increasing depth to ensure that trainees and apprentices develop secure knowledge that they can apply successfully to their teaching. Trainees and apprentices plan their lessons carefully, with careful consideration of how their learners learn.

Most tutors teach trainees and apprentices to manage and motivate their learners well. Consequently, most trainees develop sound skills in managing their classrooms and setting high expectations for their learners. However, in some cases, tutors do not provide trainees with sufficient training in these areas or check how well trainees are putting them into practice. In these instances, trainees experience difficulties with learner behaviour in their classrooms.

Tutors work well with mentors to integrate centre- and placement-based components of the programmes effectively. They plan the curriculum carefully so that trainees and apprentices can swiftly put into practice what they have learned. Mentors support and guide trainees and apprentices effectively on how to teach their subject well. For example, mathematics mentors help trainees consider different ways of teaching specific calculations to broaden the ways learners grasp these concepts.

Tutors provide effective training on how to teach learners with SEND and how to adapt teaching strategies to meet specific learning needs. Trainees and apprentices develop valuable skills to plan teaching and assessment that is inclusive for their learners. Many trainees successfully build routine into their lessons and set clear expectations. This benefits all learners, particularly learners with autism.

Leaders ensure that all trainees and apprentices have a suitable mentor who can provide subject-specific support and guidance. Leaders support mentors very well with the observation of trainees to ensure a consistent approach is taken across the partnership. However, leaders do not check well enough the quality of mentoring support that trainees receive. As a result, leaders are not assured that all trainees at partner colleges experience the same consistently high-quality mentoring support.

Leaders and tutors plan the assessment of trainees and apprentices well. Tutors provide effective support to help trainees and apprentices to reflect on their progress and to set themselves clear targets to improve their teaching. Leaders and tutors carefully check the extent to which trainees develop their teaching skills through the trainees' professional portfolio. However, the tripartite reviews of apprentices' progress lack depth on occasion and do not provide leaders with clear information about the progress apprentices are making.

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

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

- A small number of trainees lack knowledge and skills in classroom management. As a result, they are less able to manage poor behaviour from some learners in their class. Leaders should work with tutors in partner colleges to review the teaching that trainees receive in this area. They need to ensure that trainees develop their skills throughout their programme and that they put them into practice in their classrooms competently.
- Although leaders provide high levels of support for mentors, including those in partner colleges, they do not check carefully enough the quality of mentoring support that trainees receive. Leaders cannot confidently assure themselves that all trainees receive the same high-quality mentoring. Leaders should ensure they have comprehensive oversight of mentoring so that they know whether the work of mentors is of a consistently high quality.
- Leaders implement systems to provide them with oversight of the progress that trainees and apprentices make. However, the tripartite reviews do not provide leaders with enough information about apprentices' progress. Leaders should ensure that these reviews are completed fully and in enough depth so that they can better evaluate the impact of the ITE curriculum on apprentices.

## **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.

Leaders provide the apprenticeship provision in response to local demand, particularly from the NHS. Tutors carefully identify what apprentices already know and can do at the start of their apprenticeship. The curriculum is planned in a sensible order so that apprentices cumulatively build the knowledge, skills and behaviours that they need to become successful teachers.

Apprentices have the required time to complete their studies. They develop confidence in their teaching abilities and successfully contribute to their workplace. Employers value highly their apprentices.

## ITE provider details

<b>Unique reference number</b>	70106
<b>Inspection number</b>	10210270

This inspection was carried out in accordance with the [initial teacher education inspection framework and handbook](#), which 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
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<b>Phases provided</b>	Primary and secondary combined Further education and skills
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<b>Date of previous inspection</b>	10 to 13 March 2014
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## Inspection team

Andrea Shepherd, Overall lead inspector	His Majesty's Inspector
Ian Rawstorne, Phase lead inspector (Primary and secondary combined)	His Majesty's Inspector
Philippa Firth, Phase lead inspector (further education)	His Majesty's Inspector
Alison Stephenson, Team inspector	His Majesty's Inspector
Karen Anderson, Team inspector	His Majesty's Inspector
Michael Wardle, Team inspector	Ofsted Inspector
Steve Hailstone, Team inspector	Senior His Majesty's Inspector
Thomas Wraith, Team inspector	His Majesty's Inspector



## Annex: Placement/employment schools and colleges

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

Name	URN	ITE phases
Reid Street Primary School	136836	Primary
Barnard Grove Primary School	146856	Primary
Rossmere Academy	149030	Primary
Bluebell Meadow Primary School	148138	Primary
Macmillan Academy	130908	Secondary
High Tunstall College of Science	111748	Secondary
Sacred Heart Catholic Secondary	142273	Secondary
Dyke House Sports and Technology College	139405	Secondary
Manor Community Academy	141686	Secondary
Darlington College	130656	FES
Queen Elizabeth Sixth Form (Darlington)	130662	FES
Hartlepool College of Further Education	130567	FES
Prior Purslgove and Stockton Sixth Form	145227	FES
Catcote Futures	145163	FES
The Education Training Collective	130576	FES

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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