

# University of Hull

University of Hull  
Cottingham Road  
Kingston upon Hull  
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**Inspection dates**

5 to 8 February 2024

**Inspection judgements**

Primary age-phase

Overall effectiveness	Good
The quality of education and training	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

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

Trainees are benefiting from the substantially improved programme that leaders have put in place. Partnership schools are now active partners in the development and delivery of the curriculum. Many trainees recognise this transformation. Trainees share leaders’ determination to address disadvantage, raise aspirations and to ‘be the change they want to see’.

In most areas, trainees experience a coherent, well-planned curriculum. Trainees engage with research and apply it to their own practice. The knowledge and skills that they gain at the university are picked up and further developed through their school placements. Trainees learn how to teach early reading well.

Trainees understand the realities of working as a teacher. Most are well supported to manage their workload and well-being. Trainees benefit from the expert tutors and mentors who help them. However, in a small number of cases, communication between the university and placement schools is not as clear or prompt as it could be. This impacts on the experience of a few trainees.

Trainees learn how to promote positive behaviour and develop positive working relationships with the pupils they teach. They successfully make adaptations to their teaching in order to help pupils with special educational needs and/or disabilities (SEND)

and those pupils with English as an additional language (EAL). Trainees become confident and proficient practitioners, ready to embark on a teaching career.

## **Information about this ITE provider**

- The University of Hull provides teacher training for the primary phase.
- In 2023/24, there are 120 trainees enrolled as undergraduates on the Bachelor of Arts with Qualified Teacher Status route. These trainees are trained in the 5 to 11 primary age-range and chose to specialise in English, mathematics or science.
- There are approximately 170 schools in the partnership in seven local authorities. Most schools were judged to be good at their most recent Ofsted inspection.

## **Information about this inspection**

- When the University of Hull was last inspected by Ofsted, in January 2023, it was judged as inadequate.
- This inspection was carried out by four of His Majesty's Inspectors.
- During the inspection, inspectors met with the following staff: the deputy vice-chancellor of the University of Hull, the dean of the faculty of arts, cultures and education and senior leaders of the school of education. Inspectors met with members of the strategic steering committee. Inspectors spoke with subject tutors, mentors, headteachers and senior leaders in partner schools.
- Inspectors reviewed a wide range of documentation relating to the ITE programme. This information included: information relating to safeguarding; curriculum plans; trainees' files and examples of their written assessments; records of trainees' meetings with mentors, including examples of target setting; external examiners' reports; quality assurance documentation; and course handbooks.
- Inspectors evaluated information relating to the leadership and management of the partnership. This included leaders' self-evaluation and improvement planning documents. Inspectors reviewed the provider's compliance with the Department for Education (DfE) initial teacher training criteria.
- An inspector observed a training session that was attended by approximately 60 trainees.
- Inspectors carried out focused reviews in early reading, mathematics, science, geography, history and design technology.
- Inspectors visited six partnership schools as part of the inspection. Across the inspection, inspectors spoke with 16 trainees and eight early career teachers individually, or in small groups, to discuss their experience of the training programme.
- Inspectors considered the responses to Ofsted's online surveys for trainees and staff that were completed during the inspection.

## **What does the ITE provider do well and what does it need to do better?**

Leaders are committed to providing high-quality teaching for trainees in the city and beyond. As a result of the significant improvements that leaders have made, that vision is increasingly realised. Centre-based leaders have taken significant action to improve the curriculum, actively involving school-based practitioners. The majority of subjects within the ITE curriculum are well sequenced and securely meet the requirements of the core content framework. The curriculum enables trainees to engage with the latest educational research. During school placements, mentors build on what trainees have learned previously. Trainees reflect on their practice and confidently apply learned approaches to their teaching. Local headteachers value the quality of trainees and are happy to employ them on completion of the course.

Highly qualified tutors, drawn from a diverse pool of experts within the wider partnership, provide valuable centre-based training. This helps trainees to understand much of the subject-specific content in the primary national curriculum. They gain insights into adapting teaching methods for disadvantaged pupils, including those with SEND or with EAL. Course leaders have taken significant steps to improve the teaching of early reading and phonics. As a result, trainees are now well-prepared to teach this.

Trainees generally thrive on the challenge and support that they receive from mentors and university staff. The recent introduction of 'immersive days' is preparing them well for their school placement. Mentors access university training events, supplemented by online sessions. These give most mentors clarity about their roles and how to reinforce the centre-based curriculum. Mentors value the precision of the documentation and the enhanced training and support that they now receive. However, sometimes communication between the centre and placement schools is not sufficiently timely or effective. This leads to some trainees having a more variable experience than others.

Enhanced quality assurance systems now drive continuous improvement. Weaknesses found at the previous inspection have been addressed. The third year of the course has been redesigned to improve trainee experiences in foundation subjects. As a result, trainees' subject knowledge is building more consistently across subjects. Some of these changes are new and leaders know there is more work to do. In some subjects, trainees do not have the opportunity to revisit important subject-specific principles and content. Some struggle to apply this knowledge when planning sequences of learning.

The steering committee's oversight of the programme has undergone a similarly positive transformation. These critical friends now carefully check the extent to which the decisions taken by the university are bringing about the necessary change so that trainees benefit. There are regular and rigorous checks on how well trainees are doing. Formative assessment supports trainee progression, while consistent curriculum assessment across placements is verified by leaders. The strategic, quality-driven approach ensures ongoing improvement within the ITE curriculum.

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

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

- In some subjects, trainees do not plan sequences of learning in sufficient depth as they have not revisited important subject knowledge or learned some subject-specific concepts thoroughly enough. This limits the extent to which trainees can consistently plan ambitious sequences of learning for pupils. The university should ensure that training prepares trainees well to enable pupils to learn successfully across the full range of curriculum subjects.
- Some mentors and schools are not fully aware of aspects of the ITE programme or their roles in reinforcing this. These inconsistencies in communication can mean that some trainees are less effectively supported than others. The university should ensure that all partners benefit from effective communication so that all trainees receive a consistently positive training experience.

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

The provider meets the DfE statutory compliance criteria.

## ITE provider details

<b>Unique reference number</b>	70031
<b>Inspection number</b>	10306358

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 institute
<b>Phases provided</b>	Primary
<b>Dates of previous inspection</b>	30 and 31 January and 2 and 3 February 2023

## Inspection team

Eleanor Belfield, Lead inspector	His Majesty's Inspector
Alison Aitchison	His Majesty's Inspector
Malcolm Kirtley	His Majesty's Inspector
Dughall McCormick	His Majesty's Inspector

## Annex: schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
Beverley St Nicholas Primary School	149622	Primary
Biggin Hill Primary School	139508	Primary
Chiltern Primary School	143225	Primary
Hedon Primary School	117851	Primary
North Frodingham Primary School	117861	Primary
Siggleshorne Church of England Primary Academy	143823	Primary

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