

# University of Derby

Kedleston Road, Derby DE22 1GB

## Inspection dates

29 April to 2 May 2024

## Inspection judgements

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

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

Leaders aspire to 'ignite inspiration among trainees'. They do this in abundance. The importance of civic and moral duty runs throughout the ITE provision. Trainees are nurtured individually. The provision's pastoral care offer is exceptional. Trainees benefit from excellent wraparound care when needed. They are immersed in high-quality placement learning that dovetails purposefully with university-, hub- or partner-based learning. Trainees are supported by very well-trained mentors. Trainees gain from exceptional training, becoming well informed, self-reflective, and skilled 'beginning teachers'.

Trainees develop an excellent understanding of behaviour management and of their safeguarding responsibilities. They gain a deep appreciation of pedagogy and of adaptive teaching, enabling them to ensure that all pupils, including those with special educational needs and/or disabilities (SEND) can learn well. The curriculums adeptly thread and build trainees' learning related to SEND through all training programmes. Primary-phase trainees gain a first-rate understanding of the importance of early reading.

Stakeholders, in the localities that the provision serves, are effusive about the university's success in nurturing exceptionally well trained and resilient 'beginning teachers'. Trainees benefit from leaders' astute knowledge of the different localities. The provision tailors curriculums in response to local and national educational contexts, for example by helping to address teacher recruitment and retention challenges. This success extends to

international teachers, who are assessed through a rigorous assessment-only provision to meet exacting and aspirational standards.

## **Information about this ITE provider**

- There are 620 trainees in training currently. There are 455 trainees in the primary age-phase, 77 in the secondary age-phase and 88 in the Post-14/further education and skills (FES) age-phase.
- The partnership has over 500 partner schools and colleges. The Ofsted inspection judgements of partner schools that have placed trainees this year range from outstanding to requires improvement.
- The trainees train to teach in the primary phase through one of six programmes: an undergraduate three-year Bachelor of Education (Hons), or a four-year integrated Master's in Education course, both with qualified teacher status (QTS); a one-year postgraduate programme or a one year School Direct (fee-paid) programme, where the postgraduate programmes lead to a Postgraduate Certificate in Education (PGCE); teacher apprenticeship level 6; and an assessment-only programme that leads to QTS. Primary trainees opt for either the three to seven age-phase or the five to 11 primary age-phase.
- Trainees in the secondary phase train through one of three programmes: a one-year School Direct programme that leads to a PGCE with QTS; teacher apprenticeship level 6; and an assessment-only programme that leads to QTS. Secondary trainees opt for the 11 to 19 phase.
- FES trainees follow part-time or full-time courses. They follow one of three programmes: a pre-service PGCE (level 7) offering subject specialisms in English, mathematics, science, SEND, sport and a core pathway; a PGCE (level 7) and Certificate in Education (CertEd) (level 5) programmes; level 5 Learning and Skills Teacher Apprenticeship that encompasses includes a CertEd.
- There are 16 trainees following the level 6 Teacher Apprenticeship programme, and five following the level 5 Learning and Skills Teacher Apprenticeship.

## **Information about this inspection**

- The inspection was carried out by 11 of His Majesty's Inspectors and one Ofsted Inspector.
- Inspectors spoke with the head of the institute of education and other senior leaders. They met with a wide range of leaders, including those responsible for training programmes. They met with representatives of the strategic board and a range of stakeholders.
- Inspectors carried out focused reviews in: early reading; mathematics; personal, social, health and economic education; physical education; science and geography, in the primary phase. They carried out focused reviews in English, mathematics, geography, computing and physical education, in the secondary phase. They

conducted focused reviews in: English; health and sciences; service industries; creative arts, and SEND in the FES phase.

- In all phases, inspectors spoke with headteachers, principals, placement setting leaders, initial teacher training coordinators, tutors and mentors. They observed some trainees teaching. They scrutinised a range of documents, including self-evaluation and improvement plans, curriculum plans, assessment information, and samples of trainee records of learning and their assignments.
- Inspectors spoke with 122 current trainees and 44 former trainees from primary, secondary and FES phases. Inspectors reviewed responses to Ofsted's surveys of staff and trainees.
- Inspectors visited 32 schools or colleges and observed training in a range of settings.

# Primary phase report

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

The highly ambitious primary curriculum has been skilfully designed across all programmes to ensure that trainees develop the necessary knowledge and expertise required to achieve QTS.

The well-sequenced curriculum includes generic principles in the five 'CAT' strands. These strands set out the 'core areas of teaching': behaviour, pedagogy, curriculum, assessment, and wider professional responsibilities. These core strands are systematically taught and revisited alongside subject-specific curriculum content. Leaders have ensured that the full Department for Education (DfE) core content framework is an integral part of the curriculum. The statements have been carefully woven through all aspects of the programmes.

Training is purposefully integrated across the range of settings and partnerships. All trainees benefit from exceptionally high-quality teaching across all settings and subjects. Programmes are delivered by skilled staff who have a strong, shared understanding of the intended curriculum. Subject leaders typically go above and beyond to promote their subjects within and beyond the university-based teaching. For example, they offer engaging local visits for trainees and school-based professional development for partner schools.

School placements are carefully selected based on trainees' needs, experience and personal circumstances. Well-trained mentors ably fulfil their roles as expert colleagues. Leaders carry out rigorous checks on the quality and impact of the mentoring provided for trainees.

Trainees are very well prepared to teach early reading and phonics. This is identified as a priority for all trainees, from the earliest stage of each course. Trainees receive expert guidance in how to adapt their teaching for all pupils, including those with SEND and those who speak English as an additional language.

Trainees across all programmes consistently demonstrate a mastery of knowledge and skills that matches the stage of their course. They are confident to apply what they have been taught to new concepts, drawing on pertinent research and placement experience. Trainees develop successfully as reflective 'thinking teachers' in line with the provider's distinctive vision for the provision.

Assessment systems are highly effective and strong, due to the seamless communication between the provider, delivery partners, mentors and trainees. As a result, staff can step in quickly to provide appropriate support if required. Many trainees praise the approachability of staff and the support available for their workload and well-being.

Leaders at all levels share a purposeful and aspirational vision for the provision. They express a particularly keen awareness of local and national needs, a sense of civic duty and moral purpose in educating and training future teachers. The provider's work with its academic delivery partners is impressive. Those partners play a significant role, for example in recruitment, co-construction, delivery and evaluation of the ITE curriculum. They speak effusively about the university's commitment to partnership work. Working together, all partners are able to make a significant contribution to the overall strength of the provision.

### **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.

The provider's commitment statements clearly set out the apprentices' entitlements, and the responsibilities of the different parties who deliver the apprenticeship. The initial assessment identifies strength and training needs which are carefully planned for. The provider continually adapts and refines the training to meet apprentices' needs. Staff are highly skilled in enabling the apprentices to learn and reflect on their practice. Regular assessments determine targets and next steps in learning. The provider works collaboratively with apprentices to embed and strengthen their knowledge, skills and behaviours. Leaders ensure that apprentices are suitably prepared so that they fulfil their career aspirations.

# Secondary phase report

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

The provider delivers high-quality teacher training programmes that have a keen focus on supporting the local region's educational priorities. It has forged close and mutually beneficial relationships with delivery partners. These partnerships underpin the provider's clear sense of purpose and inform its priorities for future development. There is a shared determination to train 'thinking teachers' who will be 'agents of change' and who can become future school leaders.

Trainees follow a variety of different programmes, across a wide range of subjects. The curriculum for each programme is crafted very carefully so that it includes each aspect of the core content framework, often multiple times. Themes relating to how pupils learn, classroom pedagogy and adaptive teaching are frequently revisited, particularly through pilots of new intensive training and practice modules. The provider reviews the curriculum frequently. Possible improvements are acted on quickly to ensure that programmes remain well suited to the changing needs of schools.

The university, delivery partners and schools work together extremely well. Strong relationships and timely communication mean that trainees benefit from a coherent and consistent programme. Weekly training sessions interleave important educational research with practical classroom suggestions and subject-specific strategies. Trainees use these sessions to gain an abundance of knowledge and skills, as well giving them ample opportunities to reflect on what they have learned.

The training includes a persistent focus on why inclusion matters. External professionals share relevant expertise. Specialist visits enhance trainees' skills when teaching pupils with SEND and pupils who speak English as an additional language. Trainees complete a multi-faith trail to develop their understanding of diverse communities. These activities help trainees fully appreciate why no pupil should be left out.

Trainees learn through school-based practice right from the start. Subject-specialist mentors are very well informed. Mentors and trainees frequently discuss what is working well and agree pertinent targets for improvement. Mentors keep a watchful eye on trainees' subject audits to make sure that any gaps in knowledge are plugged. University link tutors provide both mentors and trainees with invaluable support during each placement. The vast majority of trainees praise the excellent advice and guidance provided to them by their mentors.

A rigorous framework is used to assess how well each trainee is progressing through the course. Additional, often bespoke, help is provided when necessary to keep trainees on track. Virtually all trainees complete the course successfully and are awarded QTS, and their PGCE qualification. These trainees usually go on to secure their first teaching post, often at one of their placement schools.

Trainees are very positive about the high quality of the training they receive. They know that their views are listened to and that their welfare is paramount. Previous trainees reflect that they were extremely well prepared to take on the demands of the teaching profession. As one former trainee typically explained, 'If you utilise the support available, there is no reason why you should not find success on this course.'

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

The provider meets the DfE statutory compliance criteria.

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

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

The provider ensures that the apprenticeship curriculum is ambitious in its scope and content. The programme is extremely well sequenced, with a strong focus on the acquisition and application of subject pedagogical knowledge. Staff use a robust approach to assessment throughout the apprentices' training. They check that apprentices gain, and can apply, in-depth knowledge, skills and behaviours. Apprentices benefit from protected time to attend their off-the-job training. They receive excellent guidance from their trainers and skilled mentors. This combination of high-quality training and support ensures that apprentices are very well prepared to become successful teachers.

# Further education and skills phase report

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

Trainees benefit from a curriculum that is ambitious and thoroughly considered. Tutors use their extensive sector knowledge, pertinent research, and consultation with partners very well to inform curriculum content. Phase one, the 'beginning teacher', provides trainees with a comprehensive introduction to the fundamentals of teaching and the FES environment. During phase two, 'the developing teacher', trainees explore more complex topics like curriculum design and the wider educational landscape. As a result of their studies, trainees are fully prepared to undertake their placements and for their future careers.

Trainees benefit from high-quality teaching during their centre-based training. Tutors expertly support them to become very knowledgeable about different teaching and learning theories, such as scaffolding, chunking, and cognitive load theory. Tutors and mentors foster an environment where trainees acquire a genuine enthusiasm for research. They immerse themselves in relevant literature, which they skilfully apply to their lesson observation justifications and written work.

Leaders have a strong focus on subject and curriculum integration. Trainees attend very useful subject-specific sessions that focus on subject pedagogy. In the second phase of their training, they evaluate how they plan and teach a problematic concept in their subject area. As a result, trainees can confidently evaluate how they teach their subjects in light of relevant learning theories.

Trainees' knowledge and skills are assessed comprehensively through a combination of formal assessment, observations and tripartite reviews. Mentors and tutors provide incisive developmental and supportive feedback to trainees. They appropriately identify trainees' strengths and systematically follow up on any earlier development points. This ensures that trainees fully understand the progress that they make.

All mentors are subject specialists and know what their responsibilities are. Leaders provide them with high-quality initial and ongoing training. This is complemented by frequent and beneficial communication between mentors and centre-based tutors. Without exception, mentors understand what trainees will learn during their studies. As a result, trainees benefit from a distinctly high standard of mentoring. They receive excellent support and guidance during their placements or at work.

Over the duration of their studies, trainees develop their knowledge and skills very well. In addition to their main placements, alternative placements provide them with invaluable wider experience. Trainees know what is required for the professional formation process. They are rightly extremely satisfied with their courses.

Former trainees are effusive about their training. They feel they were incredibly well-prepared for their careers. Tutors keep in contact with trainees once they complete their



studies. They facilitate them joining various professional networks or networking with each other.

Programme leaders are meticulous in how they quality assure all the courses and franchise partners. They have thorough quality assurance processes that they use extremely well to identify any improvements. For example, leaders identified early in the year that a few mentors' feedback to trainees needed to be more precise. They quickly provided training for all mentors and feedback is now consistently strong.

### **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 ensure that they assess what apprentices already know and can do. They suitably use this information to inform apprentices' training. Apprentices study the level 5 certificate in education as part of their apprenticeship. They benefit greatly from all the training and development that this entails, and they develop substantial new knowledge, skills and behaviours. Apprentices consistently receive their entitlement to their off-the-job training. There is very strong integration between what apprentices learn and what they do at work. They are well prepared for their final assessments through additional mock observations and professional discussions with people they are not familiar with.

## ITE provider details

<b>Unique reference number</b>	70018
<b>Inspection number</b>	10326223

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
<b>Phases provided</b>	Primary Secondary Further education and skills
<b>Date of previous inspection</b>	8 June and 21 October 2015

## Inspection team

Chris Davies, Overall lead inspector	His Majesty's Inspector
Christine Watkins, Phase leader (primary)	His Majesty's Inspector
Rachel Tordoff, Phase leader (secondary)	His Majesty's Inspector
Emma Woods, Phase leader (FES)	His Majesty's Inspector
Mark Anderson	His Majesty's Inspector
Dawn Ashbolt	His Majesty's Inspector
Matthews Fearn-Davies	His Majesty's Inspector
Shaheen Hussain	His Majesty's Inspector
Vicki Locke	His Majesty's Inspector
Elizabeth Moore	Ofsted Inspector
Vic Wilkinson	His Majesty's Inspector
Michael Worgs	His Majesty's Inspector

## Annex: Placement schools, and colleges

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

<b>Name</b>	<b>URN</b>	<b>ITE phases</b>
Woodbridge Junior School	112494	Primary
Lea Primary School	112536	Primary
Etwall Primary School	112549	Primary
Ashbrook Infant School	112688	Primary
Becket Primary School	112717	Primary
Alvaston Infant and Nursery School	112744	Primary
Cavendish Close Infant School	112749	Primary
Silverhill Primary School	112765	Primary
Cherry Tree Hill Primary School	146921	Primary
Elizabeth Woodville Primary School	119959	Primary
Pennine Way Junior Academy	137543	Primary
Firs Primary School	142041	Primary
All Saints Church of England Primary School, Coalville	120123	Primary
Ashwood Spencer Academy	146079	Primary
Hardwick Primary School	143875	Primary
Arboretum Primary School	146715	Primary
Ibstock Community College	138721	Secondary
Painsley Catholic College	138729	Secondary
Landau Forte College	135120	Secondary
Noel-Baker Academy	143853	Secondary
Saint Benedict, A Catholic Voluntary Academy	138622	Secondary
Da Vinci Academy	144066	Secondary
Derby Moor Spencer Academy	145327	Secondary
Ivanhoe School	138350	Secondary
Murray Park Community School	112991	Secondary
Buxton and Leek College/University of Derby	133811	FES
Bilborough College	147285	FES
Boston College	130761	FES
Boston Endeavour Academy	142666	FES
Kingsmead School	135345	FES
Nottingham College	130776	FES
Derby College	133585	FES

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