

# University of Warwick

Centre for Teacher Education, Avon Building, Kirby Corner Road, Westwood Campus, Coventry CV4 8EE

**Inspection dates**

10 to 13 June 2024

## Inspection judgements

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

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

Trainees at the University of Warwick get the best possible start to their teaching career. The provider successfully supports trainees to develop into practitioners who are equipped to pursue a lifelong career in education. Strong partnership working is the hallmark of this partnership. The centre-based training and the school-based placements dovetail together seamlessly to provide trainees with exceptional levels of support and guidance so they can be the 'best teacher they can be'. The provider offers a multi-layered menu of pastoral support to help any trainees who are struggling with the demands of the course. Trainees appreciate this.

The provider's core values of social justice, intellectual curiosity and creativity permeate every aspect of the curriculum. Trainees live and breathe these values in their daily classroom practice. Moreover, through the trainees' influence, these values are seeping into partnership schools and having a wider impact.

Trainees are taught exceptionally well to look beyond their teaching and see the impact it has on pupils' learning. They are very well equipped to teach their respective subjects in their respective phases. Primary trainees are exceptionally well prepared to teach systematic synthetic phonics (SSP). Trainees also have a clear understanding of how

adaptive teaching supports a wide range of pupils, including those with special educational needs and/or disabilities (SEND).

## **Information about this ITE provider**

- In the 2023/24 academic year, the partnership had 190 trainees over two phases: primary and secondary.
- In 2023/24, the partnership trained a total of 73 trainees in the primary age-phase. All trainees were full time and were studying towards a Postgraduate Certificate in Education (PGCE) on either the core or School Direct routes. PGCE trainees trained on either the three to seven or five to 11 age ranges.
- In the secondary age-phase, there were 117 trainees in 2023/24. These trainees were following the core PGCE programme and the PGCE School Direct routes. The PGCE subjects offered in 2023/24 were: English, mathematics, art and design, biology, chemistry, physics, computer science, drama, geography, history, modern foreign languages (MFL) and physical education (PE).
- In 2023/24, there were two primary age-phase and five secondary age-phase assessment-only candidates.
- The provider works with a wide range of schools. The majority of these partners are inspected by Ofsted. In 2023/24, those settings that had been graded by Ofsted spanned the full range of judgements, including outstanding, good, requires improvement and inadequate.
- In the primary phase, the partnership works with 79 schools, covering 11 local authorities.
- In the secondary phase, the partnership works with 80 schools, spanning 11 local authorities.

## **Information about this inspection**

- The inspection was conducted by six of His Majesty's Inspectors and three Ofsted inspectors.
- Inspectors met with a range of leaders, including the head of centre for teacher education, the head of primary teacher education, the head of secondary teacher education, leaders responsible for school-led provision, the strategic partnership lead and steering group representatives.
- In the primary phase, inspectors spoke with 35 trainees, six early careers teachers (ECTs) and 22 mentors. Inspectors made 10 on-site visits to schools and spoke face to face or remotely with trainees from a total of 30 schools.
- In the secondary phase, inspectors spoke with 53 trainees, 18 ECTs and 41 mentors. Inspectors made 11 on-site visits to schools and spoke face to face or remotely with trainees from a total of 33 schools.

- The inspection team carried out focused reviews in both phases to help them understand how well trainees are prepared to teach. In the primary phase, they focused on early reading, English, mathematics, science, history, art and PE. In the secondary phase, the focus subjects were English, mathematics, science, history, PE, computer science and MFL.
- Inspectors reviewed a wide range of documentation provided by ITE leaders and staff, including documentation relating to the ITE curriculum in both phases; documentation relating to safeguarding arrangements; audits of the provider's compliance with the Department for Education's (DfE) ITT criteria and supporting information; training materials from across both phases; assessment materials; and course handbooks.
- Inspectors considered the responses to the Ofsted surveys for staff and trainees that were completed during the inspection.

# Primary phase report

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

The provider has designed a highly ambitious curriculum, which is extremely well planned and delivered. As a result, the quality of education and training in the primary phase is truly exceptional. The curriculum is rooted in the most relevant research. Centre-based staff and trainees demonstrate a secure understanding of how the research relates to practice in the classroom. Leaders have carefully woven important research through the subject-specific professional enquiry and professional practice modules. This gives trainees a clear knowledge and understanding of relevant theory. The intelligently designed professional practice units dovetail well with research theory. This ensures that trainees understand how to transfer their knowledge from lectures and seminars to their practice in the classroom.

The curriculum covers all aspects of the DfE's core content framework (CCF) but expands far beyond this. The Warwick teacher values are central themes that drive the content of the curriculum. Trainees are exceptionally well prepared to meet the needs of disadvantaged pupils and those with SEND, as well as pupils who speak English as an additional language. This is because the provider has interlaced these aspects throughout the curriculum. The provider has also prioritised the teaching of early reading. Trainees gain a solid understanding of SSP through their centre-based training, which they apply very well in practice while on placement.

The assignments and tasks that trainees complete ensure they put the centre-based training into practice while on placement. Training linked to behaviour management is front-loaded in the autumn term and through a serial placement this theory is translated into practice effectively in school. From the start, trainees learn the importance of positive relationships and consistent routines. Quality input from a local special school further enhances trainees' knowledge in a wide range of areas.

Mentoring is at the centre of the ITE curriculum and supports trainees' progress and development while on placement. The provider ensures the support from mentors is consistently of a very high quality. A range of systems are in place to monitor and support mentoring across the partnership. This includes effective training, regular communication, purposeful documentation and moderation visits. These processes provide meaningful support and result in a high level of support for trainees. Coaching conversations with mentors and high-quality reflections combine to ensure trainees are always learning and continuously improving.

The provider continuously monitors and supports trainees' progress exceptionally well through consideration of a wide range of evidence. A collaborative review document outlines strengths and areas for further improvement. If trainees require additional support, it is quickly identified and put into place. This enables trainees to succeed and ensures that high-quality trainees join the teaching profession.

**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?**

The provider has established and embedded a strong culture that supports trainees to be intellectually curious. Leaders' values underpin and inform their work across the partnership. All involved strive to achieve the shared goal of social justice, and all partners have a clear understanding of their role in helping to develop trainees. This has a profound impact on trainees, and by the end of their time at Warwick, trainees are remarkably well prepared to enter the teaching profession.

Leaders have created an incredibly ambitious curriculum that stretches far beyond the CCF. They have made sure that the programme is tightly aligned with both the subject being studied by trainees and the phase in which they will teach. Every step that trainees take on their journey is meticulously planned. Across the curriculum, trainees frequently engage with pertinent research that advances their understanding of the subject. These measures ensure that trainees have the skills and knowledge needed to engage critically with new content. In addition, their pedagogical and subject expertise develop very well over time.

The provider cultivates strong reciprocal relationships with partner schools. This helps it to build a deep understanding of the contextual issues facing each setting. The provider uses this knowledge to good effect and ensures that trainees are well prepared for their school placements. Schools across the partnership value and take great pride in the role they play in developing teachers of the future.

Trainees benefit from a comprehensive programme of mentoring that successfully promotes their agency and independent learning. Mentors are well supported by a thorough programme of training and development that helps them to fulfil their role to the highest standard. Consequently, across the partnership, trainees receive exceptional support in schools that both complement and enhance their progress through the curriculum. Through this work, the centre-based curriculum is integrated successfully in school-based placements.

The provider skilfully monitors trainees' progress throughout the programme. It gathers a wealth of information to quickly identify any trainees who are not on track. Where needed, the provider intervenes quickly to develop bespoke plans to support trainees. This helps to ensure that by the time trainees complete the course, they are exceptionally well prepared to embark on their first teaching role. To further enhance trainees' preparedness for future learning, the provider shares helpful 'career entry development profiles' with the school that trainees gain employment in. These profiles, co-constructed with trainees, support trainees' transition into their first teaching post. ECTs and school leaders value this.

Leaders make use of unobtrusive, yet highly effective means of monitoring the quality of their provision. For example, they make frequent visits to subject sessions, perform joint observations with mentors and observe meetings between mentors and trainees to ensure that partners are integrating key curriculum threads effectively. Additionally, there is a

culture of self-reflection and self-improvement here. Trainees are empowered to own their learning and are confident to share their experiences with leaders. This all contributes to leaders' precise understanding of their provision and a consistent and high-quality experience for trainees.

The provider is acutely aware of the pressures of workload on trainees' well-being. It teaches trainees how to manage their time effectively and listen carefully to the views of both partners and trainees. Leaders use this information strategically to continually review and improve the course.

### **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>	70081
<b>Inspection number</b>	10303738

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
<b>Date of previous inspection</b>	8 June and 9 November 2015

## Inspection team

Wayne Simner, Overall lead inspector	His Majesty's inspector
Helen Forrest, Phase lead inspector (primary)	His Majesty's inspector
Alexander Laney, Phase lead inspector (secondary)	His Majesty's inspector
Anna Vrahimi	His Majesty's inspector
Heather Simpson	His Majesty's inspector
Jo Evans	Ofsted inspector
Nicola Beech	His Majesty's inspector
Richard Gill	Ofsted inspector
Sam Chater	Ofsted inspector



## Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phases</b>
Holbrook Primary School	103676	Primary
Oak Wood Primary School	139468	Primary
Edgewick Community Primary School	103642	Primary
Clapham Terrace Community Primary School and Nursery	125554	Primary
Hillmorton Primary School	130887	Primary
St Gabriel's CofE Academy	144071	Primary
Heathcote Primary School	144648	Primary
Parkhill Junior School	125552	Primary
Brownsover Community Infant School	125618	Primary
Mount Nod Primary School	131239	Primary
Finham Park School	136963	Secondary
Kenilworth School and Sixth Form	146697	Secondary
Barr's Hill School	142339	Secondary
Langley School	137007	Secondary
President Kennedy School Academy	140248	Secondary
Southam College	143905	Secondary
Caludon Castle School	139292	Secondary
Blue Coat Church of England School and Music College	137272	Secondary
Coundon Court	138023	Secondary
Finham Park 2	141939	Secondary
King Henry VIII School	103750	Secondary

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