

Loughborough University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 23 April 2018 Stage 2: 1 October 2018

This inspection was carried out by Her Majesty’s Inspectors in accordance with the ‘Initial teacher education inspection handbook’. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1
The outcomes for trainees	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

The secondary phase

Information about the secondary partnership

- Loughborough University provides secondary-phase teacher training. There are, in the partnership, 71 schools across 11 local authorities. These include schools that Ofsted has judged to be good or outstanding.
- The university provides training through the postgraduate route and School Direct. All trainees follow a programme to gain qualified teacher status (QTS) and a postgraduate certificate in education (PGCE) that the university awards.
- At the time of stage 1 of the inspection, there were 68 trainees in total.
- The university is an accredited 11–16 provider with post-16 enhancement, providing training in mathematics and physical education (PE).

Information about the secondary ITE inspection

- Over the two stages of the inspection, inspectors met with a wide sample of the trainees from the 2017/18 cohort. During stage 1, inspectors and the trainees' mentors jointly observed 13 trainees teach. Inspectors observed mentors providing feedback to trainees. At stage 2, inspectors observed seven newly qualified teachers (NQTs) teach, including those employed beyond the partnership. Of the 68 trainees receiving training at stage 1 of the inspection, inspectors had observed 17 teach by the end of the inspection.
- Inspectors met with headteachers, senior leaders, initial teacher training coordinators (ITT) and mentors in the six partnership schools that they visited during stage 1.
- Inspectors met with senior staff in the seven schools that they visited at stage 2, including three schools that are not in the partnership. They also spoke by telephone with two NQTs and three mentors at three schools, two of which are not in the partnership.
- At both stages of the inspection, the lead inspector spoke with members of the partnership committee, including by telephone. In addition, the lead inspector spoke with the chief external examiner by telephone at stage 2 of the inspection.
- Inspectors reviewed documentation, including the partnership's self-evaluation and improvement plans, the partnership agreement and external examiners' reports. Inspectors checked the partnership's compliance with the statutory criteria that providers of initial teacher training must meet. Inspectors also looked at the provider's assessment information, records relating to safeguarding children and the 60 responses to Ofsted's online trainee survey for 2017/18.

Inspection team

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Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- Outstanding leadership has secured trainees' outstanding outcomes.
- Attainment and employment rates are consistently above national averages.
- Programme leaders' comprehensive, regular reviews of the quality of training ensure that it is of the highest level.
- Programme leaders show determination to meet the recruitment needs of schools within the partnership, the region and nationally.
- The strong collaboration within the partnership ensures that the programme leaders and the leaders of the partnership schools share very high expectations, and support and challenge each other well.
- The high-quality training, including within contrasting schools, enables trainees to become teachers who are secure in their subject knowledge and their classroom practice.
- Trainees demonstrate secure understanding of how to plan learning that enables all pupils to make good progress, including the most able and pupils who have special educational needs (SEN) and/or disabilities.
- Programme leaders adopt a meticulous approach to ensuring that trainees know how to keep themselves and their pupils safe, including when online.
- Programme leaders pay close attention to trainees' well-being and provide prompt, effective support to trainees who require it.
- Programme leaders' follow-up work is successful in supporting trainees in their first year of teaching and beyond.
- Programme leaders are effective in contributing to the development of educational theory in PE and mathematics, both nationally and internationally, and in creating opportunities for trainees and NQTs to engage in this work.

What does the secondary partnership need to do to improve further?

The partnership should:

- ensure that all trainees' end-of-programme targets are sharp, focused and measurable, so that:
 - trainees know their next steps in their NQT year

- leaders of employing schools know precisely how to support the NQTs, particularly through further training opportunities
- further develop initiatives to ensure that male trainees' attainment consistently matches the very high levels that female trainees achieve.

Inspection judgements

1. The proportion of trainees who complete the training programme is consistently well above the national level in each subject.
2. Trainees' attainment at the end of the programme is outstanding. All trainees complete the programme as at least good teachers, with the large majority demonstrating consistently excellent classroom practice.
3. Programme leaders are committed to ensuring that all trainees achieve as highly as they should. They have been quick to identify why, in 2018, male trainees' attainment did not match the very high levels that female trainees achieved. Leaders have taken effective action to resolve this, to ensure that male trainees attain as highly as female trainees, as was the case before 2018.
4. The above-national proportion of trainees who secure permanent teaching posts reflects the programme's vital contribution to meeting recruitment needs, both locally and nationally. That many trainees secure teaching posts in partnership schools is indicative of the high regard that these school leaders have for the programme.
5. The director of the training programme and the subject programme leaders provide exceptional leadership. They are uncompromising in their aspirations for their trainees. They model the reflective practice that they expect all participants on the training programme, both school leaders and trainees, to demonstrate. Because of this, the training programme produces teachers who are highly reflective practitioners.
6. The programme leaders have an accurate understanding of the quality of the training programme. The comprehensive plans of action to refine the programme further reflect leaders' commitment to and capacity for securing continuous improvement.
7. The strong collaboration across the partnership is a key strength. Programme leaders know the partnership schools well and provide regular opportunities for school leaders to share best practice with each other. School leaders value the support and challenge that they receive from programme leaders.
8. Members of the partnership committee have a precise understanding of the quality of the programme's provision. They know the programme's strengths and those areas that need further refinement. Committee members provide

effective challenge, particularly to ensure that trainees attain as highly as they should. In this manner, they hold the programme leaders to account well.

9. Thorough recruitment procedures ensure that programme leaders, in collaboration with partner school leaders, recruit trainees who have the capacity and determination to complete the programme as very strong teachers. Programme leaders work closely with school leaders to recruit trainees, which further strengthens the collaboration between all members of the partnership.
10. Comprehensive subject training secures trainees' subject knowledge, including their promotion of pupils' communication and mathematical skills. Trainees receive opportunities to develop their knowledge and skills in areas of their subject where they have previously had limited experience. PE trainees, for example, can undertake qualifications in a wide range of different sports.
11. The two extended teaching placements provide trainees with sustained opportunities to become secure in teaching their subject knowledge to pupils. During these placements, trainees receive precise support from their highly effective subject mentors. Effective mentoring enables trainees to become highly proficient teachers who are well prepared for their NQT year.
12. High-quality general professional studies training ensures that trainees have a strong grasp of the educational theory that sits behind classroom practice. Presentations from school leaders ensure that trainees have a thorough understanding of the work that schools undertake to ensure that pupils make good progress, both academically and in their personal development.
13. 'Diversity Days' provide opportunities for trainees to consider how to plan learning that meets the needs of all pupils, including the most able. Trainees apply this training well in their classroom practice. In a Year 7 mathematics lesson, for example, the NQT regularly checked pupils' understanding of how to create logic tables. When pupils were secure in their understanding of the concept, the NQT quickly moved them on to attempt more challenging tasks in order to deepen their learning. Pupils engaged well with these tasks.
14. Trainees undertake comprehensive training about pupils who have SEN and/or disabilities. This training, which includes completing a placement in a special school, ensures that trainees understand how to meet these pupils' needs well. This training has led to some trainees deciding to teach in special schools.
15. Training in managing pupils' behaviour is thorough and highly effective. Trainees understand how planning meaningful and purposeful learning and developing strong, mutually respectful relationships with pupils can help to reduce incidents of poor behaviour. In the lessons inspectors observed, trainees used effective behaviour management strategies. They established clear

routines, had high expectations of their pupils, and created vibrant, engaging learning environments in which pupils worked enthusiastically.

16. Programme leaders undertake thorough checks on the quality of mentoring and provide regular training to ensure that all mentors are fully effective in their role. Through sharing best practice and receiving regular updates from programme leaders, mentors refine their own practice.
17. Teaching placements in contrasting school settings help trainees to understand the barriers to learning that different pupil groups may face. Trainees learn how to promote equality, particularly through accommodating the needs of different pupil groups, including disadvantaged pupils and those who speak English as an additional language. Trainees understand how to promote good achievement for all groups of pupils.
18. Trainees whose classroom practice does not meet programme leaders' high standards receive precise and effective support. Programme leaders regularly review the impact of this support to ensure that the trainees' performance rapidly improves. Trainees respond well to this support.
19. Programme leaders' assessment of trainees' final attainment is rigorous. Annual external moderation confirms the accuracy of the assessment process.
20. The programme leaders are at the forefront of developing national and international educational debate. They use their expertise to adapt and refine the training programme so that trainees are aware of the latest developments in educational theory.
21. The opportunity to complete a further qualification in education at the end of the training programme encourages trainees to keep up to date with current educational theory as they begin their teaching career. In the past three years, half of the trainees have continued with their education training at the university upon completing the teacher training programme.
22. It is testament to the quality of the training programme and its leadership that a significant proportion of former trainees have become mentors within the programme. These mentors use their own prior experience of the training programme to provide effective support to the trainees. Working with trainees also enables these mentors to sharpen further their own classroom practice and develop their leadership skills.
23. Programme leaders show great care for their trainees' well-being. They provide well-targeted support to any trainees whose personal circumstances may impair their access to the training or their ability to attain highly. Trainees have access to the university's well-being counsellors should they require them.

24. School leaders who employ former trainees receive comprehensive information about their NQTs. Within this documentation there are targets that provide trainees with guidance about their next steps in their NQT year. For some trainees, these targets are not as precise as they could be. When this is the case, school leaders do not receive guidance that is sharp enough to assist them in providing NQTs with timely, well-targeted support and further training.
25. Programme leaders undertake thorough follow-on work with former trainees, both in their NQT year and beyond. Through the creative use of social media and online technology, programme leaders ensure that former trainees can access useful resources and support at any time.
26. Trainees receive comprehensive safeguarding training, including ensuring that pupils are safe online and are not vulnerable to radicalisation or to child sexual exploitation. Trainees learn about the different types of abuse and the actions that they must take when they have a concern about a pupil's welfare.
27. Programme leaders have ensured that trainees understand the importance of maintaining professional integrity when online. This is particularly significant given the strong focus that programme leaders have placed on the use of social media as a means of communication with and between trainees once they have completed the training programme.
28. The provider complies fully with the statutory criteria that all providers of initial teacher training must meet.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Bosworth Academy, Desford

Brookvale Groby Learning Campus, Leicester

Castle Donington College, Castle Donington

Castle Rock High School, Coalville

Countesthorpe Leysland Community College, Leicester

Ivanhoe College, Ashby-De-La-Zouch

Limehurst Academy, Loughborough

Millgate School, Leicester

Newbridge High School, Coalville

Rawlins Academy, Quorn

South Charnwood High School, Markfield

The Bemrose School, Derby

Woodbrook Vale High School, Loughborough

ITE partnership details

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	Stage 2 1–3 October 2018
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Provider address	National Centre for Sport and Exercise Medicine 1.57 Loughborough University Loughborough LE11 3TU



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