

Loughborough University

Initial Teacher Education inspection report

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| Provider address | Teacher Education Unit Matthew Arnold Building Loughborough Leicestershire LE11 3TU |
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Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by a team of specialist inspectors in accordance with the *Framework for the Inspection of Initial Teacher Education (2008-11)*.
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

Key to inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Explanation of terms used in this report

Attainment is defined as the standard reached by a trainee at the end of their training.

Progress is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

Achievement is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

The provider

3. Loughborough University works with up to 90 maintained schools including some from the independent sector in 13 local authorities. The university offers either secondary post-graduate certificate in education or professional graduate certificate in education courses leading to the award of 11-16 Qualified Teacher Status with post 16 enhancement in design and technology, physical education or science. The number of trainees following each subject course in 2010-11 is as follows; design and technology – 26; science – 37; physical education – 58. The post graduate certificate contributes to one half of a masters degree.

Initial teacher education for the secondary education system

Key strengths

4. The key strengths are:
- the recruitment of trainees with the skills and knowledge to become good and often better teachers
 - the detailed attention paid to trainees' well-being to ensure they receive high levels of personalised support and achieve high quality outcomes
 - the rapid response of tutors and mentors to ensure trainees' identified learning needs are fully met
 - the rigorous recruitment and selection practices, with a strong emphasis on widening the participation of trainees from under-represented groups
 - the common sense of purpose across the whole partnership, supported by excellent communication, positive working relationships and a clear commitment to ensure that all trainees fulfil their potential
 - the highly committed university team whose strong leadership and extensive subject knowledge contributes fully to the trainees' achievements
 - the outstanding levels of anticipation, innovation and change in response to national, regional and local priorities.

Recommendations

5. In order to improve trainees' progress and attainment further, the provider partnership should:
- improve mentor practice in setting trainees' targets for improvement to ensure that all trainees' school-based experiences match those of the very best
 - ensure that improvement planning at all levels is sharply focused on trainees' outcomes to enable the impact of actions taken to be more precisely measured, especially in design and technology and science.

Overall effectiveness

Grade: 1

6. Levels of effectiveness are outstanding and ensure consistently high quality provision across the partnership. This is because highly competent leadership continues to drive forward improvements in order to build on the significant strengths identified at the last inspection. Attainment at the end of the course has remained outstanding for several years in all three subjects. The vast majority of trainees make good or better progress and demonstrate fully the intellectual capacity to teach their subject. They are highly professional in their approach to the course, demonstrating a very clear commitment to the training programme.

7. The recruitment of trainees is highly effective. Comprehensive and well designed selection procedures accurately identify the best possible trainees with the potential to teach. Trainees are selected with a wide range of experiences and backgrounds such as those from previous employment or engaged in scientific research. The proportion of those with higher degrees is above the sector average; numbers recruited into shortage subjects such as chemistry and physical sciences are also above average. Furthermore, because of some innovative recruitment strategies involving local schools and role models, the numbers of trainees from minority ethnic backgrounds continue to increase above the national rate and the proportion now on the course is more representative of the local community. The vast majority of trainees complete the course and go on to find employment in schools. This is also the case for those trainees from minority ethnic backgrounds and those with a disability as a result of high quality individual support.
8. Once selected, trainees demonstrate very high levels of commitment to the training because it is tailored very closely to their individual needs. Pre-course tasks facilitate rapid progress on the initial needs analysis carried out at selection, revisited at first tutorials and at regular points throughout the year. The first assignment provides trainees with a very effective insight into primary education with a strong focus on a number of current issues including phonics, community cohesion and behaviour management.
9. Subject knowledge in all subjects is further enhanced through extra twilight sessions, seminars and workshops. Consequently, trainees demonstrate very good subject knowledge in their teaching. Many make excellent use of information and communication technology (ICT) and resources to support their teaching and engage learners. Trainees rapidly establish very positive relationships with learners and staff in placement schools. It was noticeable during the inspection how well those training to teach physical education are able to manage pupils' behaviour. This is because subject tutors and school based trainers in physical education place a strong emphasis on behaviour management early in the course. All trainees make effective use of the partnership's template to plan lessons and identify clear learning intentions, although some trainees make better use of these planning structures than others to plan activities for pupils of different ability. For example, in physical education, trainees make better use of assessment information to inform their planning than their counterparts in science and design and technology. Such differences are also present in how trainees use and manage group work to facilitate learning, with again the best practice seen in physical education.
10. Trainees in all subjects display a good awareness of current safeguarding and health and safety procedures. Furthermore, because of a very well planned training programme at the start of the course, they demonstrate up-to-date knowledge of many current initiatives. For example, supporting pupils who speak English as an additional language and curriculum change related to pupils aged 14 – 19 years.
11. These high outcomes are a direct result of outstanding provision. Coherence between the university based training and that undertaken in schools is

excellent. A key strength is the willingness and strength of the partnership to facilitate an effective training programme. Carefully marked assignments and school based tasks effectively reinforce and complement centre and school based training. Trainees are encouraged to be reflective and take responsibility for their own development. A wide range of training strategies are used very flexibly to meet trainees' needs in all three subjects.

12. Placement schools are very well chosen to ensure trainee success and the closest match to personal needs. Staff are very clear about their roles in supporting and assessing the development of trainees. Consequently, the assessment of trainees' progress in schools is good overall. The 'progress record document' for physical education trainees is an example of excellent practice because it very clearly maps out training week by week, provides a clear structure for review meetings between mentors and trainees, and fully supports effective target setting. These trainees make rapid progress as a result. However, this is not the case in design and technology or science because similar records are not yet fully in place.
13. Trainees have access to an impressive selection of resources, equipment and expertise in their chosen subject. The programme makes the most of its position within a high performing university to widen and deepen the trainees' experiences, knowledge, understanding and skills. Partnership schools provide excellent venues for initial teacher education in all subjects and outstanding use is made of high-quality visiting tutors and school-based trainers to support trainee achievement. Funding allocations to schools are transparent and used effectively to support training.
14. All within the partnership work with a common sense of purpose to support trainees in their development. Comprehensive, manageable, practical documentation provides a clear, shared understanding of partnership roles and expectations. Guidance is useful, practical and exemplifies best practice. Trainers and trainees are unanimously positive about the quality of provision and placement schools are fully committed to partnership success. Lines of communication are very clear and a key strength. They fully underpin the extremely positive relationships that exist at all levels across the partnership. As a result, trainees and trainers are confident in seeking advice and support from university tutors who work in very close partnership with school based initial teacher training coordinators. School based trainers meet regularly with university staff, contributing fully to the sharing of best practice and partnership development. Responses are swift and lead to quick resolutions when issues arise.
15. The notion of inclusivity is firmly embedded into the central training through the first phase of the professional studies programme. There are no reported incidents of bullying or harassment and trainees state with confidence that they could report any issue and it would be dealt with sensitively and swiftly. The welfare of trainees is given a very high priority at all levels. High quality university-based training very effectively prepares trainees to teach in a diverse society. This is followed-up well with school-based training. All trainees have opportunities to translate theory into practice through their teaching

commitment. They are provided with opportunities to teach a range of pupils with specific needs and characteristics at some time during the course.

The capacity for further improvement and/or sustaining high quality

Grade: 1

16. A clear determination to sustain the high quality outcomes for trainees is evident over the last three years. Course leadership is forthright in its determination to strengthen the overall quality of provision for all trainees and further the partnership with schools. Much has been achieved since the previous inspection and capacity for further improvement is outstanding.
17. Self-evaluation is very accurate and clearly identifies key priorities for further improvement in provision that are having a positive impact on trainee outcomes. An extensive range of strategies have been implemented to monitor the quality of provision across all three subjects. Quality assurance of placement schools is robust because initial teacher training coordinators now play a much greater role in monitoring and self-evaluation as a result of specific training and the support of visiting tutors. A very good range of sources, both internal and external, are used widely to further inform self-evaluation. Formal and informal opportunities are provided for all key stakeholders to effectively contribute to the evaluation of provision; for instance, through questionnaires, partnership meetings, training session evaluations, phone calls and email communication. An extensive range of data is being used with greater precision to measure the overall progress of trainees.
18. Strong leadership from the well-qualified and highly committed university team makes an excellent contribution to the good or better progress trainees make. Staff are experts in their field and many contribute to research and debate at both national and international level. Consequently, the ability of leadership at all levels to anticipate change and to innovate is outstanding. This is reflected in a course that quickly responds to local and national priorities such as increasing the number of minority ethnic trainees, the teaching of phonics, basic skills and management of pupil behaviour. Furthermore, subject tutors for design and technology are acutely aware of the implications of curriculum changes in this subject. Those for physical education make very effective use of current research to keep trainees fully up to date with curriculum changes and in the use of information and communication technology to both support trainee development and provide opportunities to enhance the trainees' teaching skills. Science tutors are active in the world of science education, and thus provide stimulating and challenging activities in University-based sessions such as the 'micro-teaching' exercises, which enable trainees to reflect upon and analyse good pedagogy within science.
19. Action planning is good overall. The generic improvement plan is extensive and clearly identifies key priorities for strategic development. It provides a clear vision for future improvement because it is based on a very accurate analysis of much good qualitative and quantitative data. Responsibilities and outcomes are

clearly identified. Targets are specific and linked closely to trainee outcomes to provide an opportunity to measure impact.

20. Subject action plans are detailed with the best being that for physical education which is extremely detailed and closely linked to trainees' outcomes. The plan for science is clearly based on evaluation evidence and identifies relevant priorities for improvement. All subject action plans are carefully benchmarked against trainee outcome data but they are variable in overall quality. Priorities for improvement are identified but in design and technology they lack sufficient precision to impact significantly on trainee outcomes. Both science and design and technology action plans do not analyse or use trainee performance data in enough detail to fully identify weaknesses in trainees' teaching of these subjects. Furthermore, the targets in these action plans are too general and insufficiently linked to trainees outcomes.

Summary of inspection grades¹

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Overall effectiveness

| | | Secondary |
|---|--|-----------|
| How effective is the provision in securing high quality outcomes for trainees? | | 1 |
| Trainees' attainment | How well do trainees attain? | 1 |
| Factors contributing to trainees' attainment | To what extent do recruitment / selection arrangements support high quality outcomes? | 1 |
| | To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points? | 1 |
| | To what extent are available resources used effectively and efficiently? | 1 |
| The quality of the provision | To what extent is the provision across the partnership of consistently high quality? | 1 |
| Promoting equalities and diversity | To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination? | 1 |

Capacity to improve further and/or sustain high quality

| | | Secondary |
|--|--|-----------|
| To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes? | | 1 |
| How effectively does the management at all levels assess performance in order to improve or sustain high quality? | | 1 |
| How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives? | | 1 |
| How effectively does the provider plan and take action for improvement? | | 2 |

¹ The criteria for making these graded judgements are in the *Grade criteria for the inspection of ITE 2008-11*; Ofsted November 2009; Reference no: 080128.

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