

# Sheffield Hallam University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 8 May 2017 Stage 2: 9 October 2017

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This inspection was carried out by Her Majesty's Inspectors and Ofsted Inspectors in accordance with '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 from each phase and separate route 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

	<b>Early years ITT (EYTS)</b>	<b>Primary QTS</b>	<b>Secondary QTS</b>	<b>ITE in FE</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for trainees?	1	1	2	2
<b>The outcomes for trainees</b>	1	1	2	2
<b>The quality of training across the partnership</b>	1	1	2	2
<b>The quality of leadership and management across the partnership</b>	1	1	2	2

## Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in early years ITT; outstanding in primary; good in secondary; and good in further education.

This is because, despite many strengths, outcomes for trainees, as well as the quality of training and the effectiveness of leadership and management, are not as strong in the secondary or further education phases as in early years and primary teacher training. Nevertheless, all trainees exceed the minimum expectations of the appropriate standards in some areas: the teachers' standards (early years), the teachers' standards or the professional standards for further education teachers and trainers. In addition, many trainees exceed expectations in all areas of the standards. All trainees exceed expectations in relation to their personal and professional conduct.

### Key findings

- All those involved in the partnership are ambitious in their drive to provide high-quality teacher training. There is a clear vision and unrelenting commitment to meeting the region's teacher recruitment needs.
- The partnership makes a very strong contribution to teacher supply in the region, especially in the Yorkshire and the Humber area. Many newly qualified teachers (NQTs) and former trainees gain employment in settings that are in challenging socio-economic circumstances.
- Training to develop trainees' knowledge and expertise relevant to their subject or phase is very effective. As a result, almost all NQTs and former trainees are confident, skilful practitioners by the time they complete their training.
- NQTs and former trainees are highly professional, reflective practitioners who are held in high regard by their employing schools, colleges and settings.
- Trainees, NQTs and former trainees are overwhelmingly positive about the support and training provided by university tutors. This aspect of the partnership's work is of consistently high quality.

### To improve, the ITE partnership should:

- ensure that there is a consistently strong focus on evaluating the impact of trainees' teaching on learners' progress over time.

## Information about this ITE partnership

- Sheffield Hallam University is a large, long-standing provider of initial teacher education in the Yorkshire and the Humber region.
- The university provides initial teacher training in partnership with a wide range of early years settings, schools and colleges, in the early years, primary and secondary phases, and for further education and skills.

- Since the last inspection, the partnership has extended provision to provide training routes for early years initial teacher training (EYITT). This provision has not previously been inspected.
- The partnership offers undergraduate and postgraduate routes in the primary and secondary phases. School Direct and School Direct (salaried) training routes form part of the primary and secondary postgraduate provision.
- The partnership draws on its position within the Sheffield Institute of Education to support training.

## **The early years ITT phase**

### **Information about the early years ITT partnership**

- Sheffield Hallam University works in partnership with 28 early years settings and schools across five local authorities to enable trainees to gain a postgraduate certificate in early childhood education and care (0–5) with early years teacher status (EYTS).
- The partnership offers a one-year full-time route for graduates and a one-year part-time route for graduates already employed in early years settings. At the time of stage one of the inspection, there were 14 trainees, five of whom were in employment.
- 2017/18 is the fourth year of the programme. In the first year only, 2014/15, the university worked in collaboration with another training provider.

### **Information about the early years ITT inspection**

- This inspection was undertaken by one inspector. The inspector visited five early years settings and one school to meet former and current trainees and to observe them teaching.
- In a range of meetings, visits and telephone calls, the inspector spoke with almost all of the trainees from the 2016/17 cohort and also three from the current cohort. The inspector discussed trainees' perceptions of the selection process, the training, their experience of placements and the impact of support from their mentors and tutors.
- The inspector also spoke with employers, managers of settings, school leaders, members of the early years teaching team at the university and with members of the management committee.
- She met the early years leader and the head of academic development to discuss the development and oversight of the programme. She reviewed a range of documents, including the partnership agreement, the partnership's self-evaluation, improvement plans, handbooks, a sample of trainees'

portfolios, assignments and placement reports, and minutes from meetings of the management committee.

- The inspector took account of the views of seven trainees, made in response to Ofsted's online trainee questionnaire. She also considered responses to a questionnaire used by the partnership.
- The inspector considered evidence of compliance with statutory requirements, including safeguarding.

## **Inspection team**

Sonja Oyen, Ofsted Inspector (lead inspector)

## **Overall effectiveness**

**Grade: 1**

### **Key strengths of the early years ITT partnership**

- Over the first three years of the programme, the leaders' passion for early years and their uncompromising drive to excel have led to high-quality provision and a spreading reputation for excellence in training early years teachers.
- The partnership is strong and trainees gain valued experience in a wide range of early years settings in the private, voluntary and maintained sectors, many in areas of high social deprivation and disadvantage.
- Outstanding training from specialists in early years and other fields, as well as self-study and support from trainers, ensure that trainees gain a secure understanding of child development and they know how to promote children's learning, including in early literacy and mathematics.
- Trainees and trainers alike are highly committed to and enthusiastic about the early years and about sharing best practice. As a result, trainees gain a well-informed outlook on how to meet children's needs.
- The innovative 'change' project has enabled trainees to take the lead in bringing about improvement in a selected aspect of provision. Trainees' reports are of a high and often publishable quality.
- Rigorous selection ensures that resilient, hard-working and resourceful trainees complete the course, gain early years teacher status and find employment quickly. For some, this is in a post with leadership responsibilities.

- The early years leader is rightly held in high regard. Excellent communication and clear documentation ensure that trainees and trainers are well supported at every stage of the programme.
- The excellent capacity to improve is borne out in the positive impact on trainees' outcomes of the adjustments and amendments to the programme over the year. Similarly, the action taken between the two stages of the inspection has strengthened the provision further for current trainees.

## **What does the early years ITT partnership need to do to improve further?**

### **The partnership should:**

- ensure that the initial audit of the part-time employed trainees' knowledge, skills and experience pinpoints exactly their training needs in relation to each of the teachers' standards (early years)
- refine improvement planning by using all available information to identify the aspects of each of the teachers' standards (early years) where action would improve trainees' outcomes.

## **Inspection judgements**

1. The overall effectiveness of the partnership is outstanding. The programme leader's passion for early years, and that of members of the management committee and trainers, rub off on the trainees, who are keen to do well. Outstanding leadership, underpinned by a drive to train the best early years teachers, has quickly established a highly effective programme and partnership.
2. The university has invested in early years teacher training because it regards it as being fundamental to lifelong learning and to raising attainment in the area. The statement of vision and values for the early years, compiled by trainees and partners and adopted in 2016, structures the work within the partnership.
3. The partnership is contributing significantly to raising the status of the local early years workforce. Just in its fourth year, the partnership has rapidly gained a reputation for training high-calibre practitioners. As one employer said, 'It is so difficult to recruit good people. I am delighted to have such a well-trained and highly professional teacher.' The early years quality network, set up by the partnership, is also growing and sharing good practice online and through meetings and conferences.
4. The partnership is growing. Members of the management committee and the programme leader are early years specialists with an in-depth knowledge of early years provision in the locality. They have drawn into

the partnership effective settings, especially in areas of high social disadvantage, to ensure that trainees gain experience in voluntary, private and maintained pre-schools, nurseries, academies, forest schools and primary schools, particularly those offering places for two-year-olds. The partnership has also grown because the settings of the part-time employed trainees often opt to remain as training venues.

5. The quality of the training is outstanding overall, as are trainees' outcomes. Over the last three years, nearly all trainees have been judged to be at least good or outstanding in several of the teachers' standards (early years). In 2016 and 2017, more than half were judged to be outstanding overall. Although a higher proportion of the employed trainees were judged to be outstanding compared with the full-time trainees, all trainees made markedly good progress from their starting points. This is partly because the programme is tailored well from the start to meet trainees' needs. However, there is scope to match experiences even more closely to the needs and interests of employed trainees, given their experience and existing skills.
6. Rigorous selection procedures involving partners and university tutors ensure that applicants offered places are highly suited to working with young children and to academic study. The effectiveness of selection is evident in the high employment rate and the low number of withdrawals, which are rarely due to a change of heart. All who completed the programme in 2016 and 2017 gained early years teacher status, and most were offered posts during the programme itself. All the members of the 2017 cohort were teaching at the time of the second stage of the inspection, many in partnership settings.
7. Before completing the programme, trainees identify their strengths and areas for professional development when they begin their first teaching post. Former trainees commented on how they were now attending courses and working with others to add to their knowledge and skills. Several former trainees have taken on leadership and training roles.
8. Former and current trainees expressed high satisfaction with the programme. 'We have learned so much,' was a typical comment. All felt challenged by the intensity of the training. Former trainees spoke of their pride in rising to the high expectations of the trainers. They rightly felt well prepared for teaching.
9. The training is up to date and ensures that trainees root effective practice in theory and findings from current research. All content is linked explicitly to the teachers' standards (early years), the statutory framework for the early years foundation stage (EYFS) and to the statement of vision and values.

10. A key strength of the training is the wide range of information, which gives trainees a secure understanding of child development from birth to five years. Trainees know and understand well attachment theories and how to communicate effectively with young children. This was evident in their teaching; they used words, smiles and actions effectively to build children's confidence, to sustain their interest and to draw out their ideas.
11. Trainees' awareness of effective, safe learning environments develops steadily throughout their placements. Trainees take seriously their responsibility for the welfare and safety of children. All left in 2017 with a certificate in paediatric first aid and an up-to-date knowledge of issues related to inclusion, diversity and equality. Trainees are quick to act on knowledge gained in sessions at the university. Following training in safeguarding, one employed trainee produced a policy for her workplace in relation to the 'Prevent' duty, and another wrote guidance on the use of photographs and social media.
12. All trainees gain significant experience of working with toddlers and children aged three to five in placements which are carefully chosen to meet trainees' interests and to ensure contrasting experiences. Not all trainees who completed in 2017 had sufficient practical experience of working with babies to ensure full confidence in managing a baby room. The added specialist input this year, on topics including effective baby rooms and current thinking on using slings for carrying babies, strengthens the already good content.
13. Initiatives, such as the training in recent advances in thinking about social and emotional development and the specialist input on autistic spectrum disorder, add greatly to trainees' understanding of the factors that underlie children's behaviour. All trainees observed used effective strategies to support positive behaviour. Warm, calm and encouraging interactions with children are a strength of trainees' teaching. Similarly, trainees show good expertise in modelling language, introducing new vocabulary, questioning, and suggesting ideas.
14. Some trainees drew well on their training in the use of signs and symbols when working with children who have speech problems and with those who speak English as an additional language.
15. Trainees gain a clear understanding of the early stages of reading and mathematical development. Former and current trainees praised highly the inspirational training in early literacy and early mathematics. It gave them an understanding of the place of systematic synthetic phonics in teaching early reading. Trainees are confident in fostering phonological awareness and a love of books. Trainees observed had taken children on a listening walk, collected natural objects to accompany story-telling and produced

props to support children's singing and retelling of stories. Similarly, trainees were challenging children with simple mathematical problems and using a range of items to foster an understanding of number.

16. The training is coherent and well structured, so that trainees apply and supplement on placement what they learn in sessions at the university. The handbooks make crystal clear to trainees and trainers what is expected week by week. Trainees rise to the expectation of doing their own research. They take the initiative to organise observations and experiences in line with their targets and the taught programme. The judicious decision to direct current trainees even more in how they use their two weeks in key stage 1 and key stage 2 classrooms promises to strengthen trainees' critical understanding of the curriculum and expectations of pupils when they leave Reception Year.
17. Ongoing training on placement and at the university ensures that trainees gain experience in, and knowledge of, a range of effective ways to evaluate and record children's progress. Trainees use their assessments well to share points in progress with parents and to inform the progress check at age two and the assessment at the end of Reception Year. Former trainees drew confidently on the information from their baseline assessments to plan experiences and meet the needs of groups and individuals, including those who have specific learning and special educational needs.
18. The high quality of support, encouragement and guidance from the early years team and setting-based tutors is a prime factor in trainees' rapidly growing confidence in themselves as teachers. More experienced trainees willingly share ideas and effective practice and trainers are quick to respond to queries and calls for advice. The critical regular reviews of trainees' progress in meeting the teachers' standards (early years) ensure that trainers identify early any areas of concern. Trainees who are not making the progress expected receive tailored support. This has proved highly effective in ensuring that trainees complete the programme and gain EYTS.
19. Formal observations of trainees' teaching sit alongside ongoing oral and written feedback from setting-based and university tutors. Trainees and trainers work together to review and agree targets linked to the teachers' standards (early years). In the main, targets are challenging and, particularly when precisely worded, enable trainees to improve quickly an element of their teaching. This collaborative support ensures that trainees' teaching over time is at least consistently good, with many outstanding aspects.

20. The well-received mentor training earlier this term gave useful direction and guidance on setting targets and on leading critical discussions with trainees about the impact of their teaching. The oral reviews, led by university tutors, of trainees' placement experiences probe well trainees' reflection and evaluation of the impact of their teaching. The report from one such review, along with the trainee's submitted evidence, showed an accurate, thorough moderation of the setting-based tutor's assessment of the trainee's progress in meeting the teachers' standards (early years) when working with babies and toddlers.
21. The programme leader is rigorous in monitoring the welfare and the progress of all trainees. She seeks, and is quick to act on, trainees' suggestions and requests. For instance, an additional session in the summer term on progression in phonics was timely support for those trainees planning reading experiences in early years foundation stage classes.
22. The programme leader is equally rigorous in monitoring the quality of the provision. The findings from an analysis of data and other information structure the evaluative termly reports to the management committee and inform the partnership's improvement planning. However, the analysis of trainees' attainment against the teachers' standards (early years) does not always draw critically enough on all available information to identify those elements of each standard where action could lead to even higher outcomes. That said, self-evaluation is thorough, honest and accurate, using comparative measures when available from other providers of early years ITT.
23. The capacity to improve is excellent. Innovative action often resolves successfully aspects identified for improvement. A good example is the markedly positive impact on trainees' outcomes resulting from the introduction of the project to bring about improvement in an aspect of practice. The 'change' project has enabled all trainees to provide convincing evidence of having at least met the teaching standard related to leadership and wider professional responsibilities. As also intended, it has eased the situation for employed trainees, who often find leading practice difficult in a setting where they are a team member.
24. The university and the management committee are assiduous in ensuring that the programme meets all statutory requirements. They check carefully trainees' qualifications, experience and suitability to work with children before confirming any places on the programme.

## **Annex: Partnership schools and settings**

The following schools were visited to observe trainees' and former trainees' teaching.

Broomhall Nursery and Children's Centre, Sheffield  
Croft Corner Nursery, Sheffield  
Darnall Community Nursery, Sheffield  
Ecclesall Pre-School, Sheffield  
Fir Vale Pre-School, Sheffield  
Lower Meadows Primary School, Sheffield

## The primary phase

### Information about the primary partnership

- The primary partnership of Sheffield Hallam University comprises over 430 schools in 24 local authority areas. The schools are a mixture of local-authority-maintained schools and academies and also include special schools. The schools are spread over a large geographical area and across both rural and urban settings. These schools present trainees with a variety of cultural and economic contexts in which to train and hone their teaching skills.
- The primary partnership provides a number of routes into teaching, including a route for primary physical education specialists and those wishing to teach in early years and key stage 1. Trainees following the BA route undertake a three-year period of training. Those following the postgraduate certificate course train for one year. A large proportion of trainees follow the School Direct route and a small number of trainees follow a modular 'top-up' BA degree course with qualified teacher status (QTS).
- At the time of stage one of this inspection there were 489 BA trainees, of which 150 were in their final year, 124 PGCE trainees and 162 trainees on the School Direct route.
- On successful completion of their training, trainees attain QTS.

### Information about the primary ITE inspection

- There were five inspectors on the primary team for each of the two stages of the inspection.
- During stage one, inspectors visited 16 schools. Inspectors observed the teaching of 20 trainees who represented all of the different courses.
- Inspectors held discussions with trainees and school-based mentors. Discussions were also held with a further 27 trainees at the university.
- Inspectors took into account the 100 responses from trainees to Ofsted's online questionnaire. Of the responses to Ofsted's questionnaire, 76 were from undergraduates, 15 from trainees following the PGCE programme, and nine from trainees following the School Direct route into teaching.

- During stage two of the inspection, inspectors visited 14 schools, including one school that was visited during stage one of the inspection. They observed the teaching of 14 NQTs, including two who had been seen in stage one. Each of these NQTs had completed their training in summer 2017. Discussions were held with NQTs, school leaders and induction tutors at the schools visited.
- In both stages of the inspection, inspectors looked at a range of evidence, including work in pupils' books and trainees' files. In addition, they held discussions with university- and school-based leaders and trainers.
- Inspectors considered a wide range of documentary evidence provided by the partnership. This included information relating to trainees' attainments, the moderation of trainees' work and leaders' own self-evaluation. The partnership website was reviewed.
- Inspectors considered evidence of compliance with statutory requirements, including safeguarding.

## **Inspection team**

John Nixon, Her Majesty's Inspector (lead inspector)

Suzanne Lithgow, Senior Her Majesty's Inspector (assistant lead inspector)

Lesley Butcher, Her Majesty's Inspector (team inspector)

Linda Griffiths, Ofsted Inspector (team inspector)

Philip Riozzi, Her Majesty's Inspector (team inspector) stage one

Rajinder Harrison, Ofsted Inspector (team inspector) stage two

## **Overall effectiveness**

**Grade: 1**

### **Key strengths of the primary partnership**

- Rigorous selection procedures that include partnership schools at their heart are used effectively to ensure that high-calibre trainees are recruited to the full range of courses offered by the university.
- There is a common shared vision and commitment among leaders and all involved in the partnership. This enhances the quality of training and opportunities afforded to trainees and enables them to become high-quality practitioners. Trainees frequently work and learn in schools in challenging circumstances or contexts.
- Attainment of trainees across the primary phase and in all routes, is consistently high.
- Leaders' accurate and detailed self-evaluation and development planning are rooted in the teachers' standards. Leaders are fully aware of aspects of the

partnership that are less strong and take very effective action to address them.

- Pastoral care of trainees and NQTs is strong. Mentors and university academic tutors build excellent relationships with trainees that frequently continue into the NQT year and beyond. Leaders actively seek and listen carefully to the feedback of trainees and use this information to respond rapidly to meet trainees' academic and pastoral needs.
- The high-quality subject and pedagogical training provided by partnership tutors, particularly in mathematics, early reading and phonics, ensures that trainees have strong subject knowledge and skills and are very well prepared for their future careers.
- Trainees and NQTs demonstrate exemplary levels of professional behaviour because of the excellent guidance they have received during their training. They are highly reflective and actively seek and respond positively to the guidance and opportunities afforded to them to develop their teaching styles.
- Trainees benefit from high-quality behaviour management training that ensures that they are very well equipped with effective strategies to promote pupils' positive attitudes to learning and good conduct.
- Schools hold trainees and NQTs in very high regard. This, coupled with the excellent support provided to trainees to help them seek their first jobs, ensure that employment rates have been consistently very high.
- Excellent training and guidance ensure that trainees and NQTs have a strong understanding of safeguarding and online safety, including how to protect their own professional reputations online.

## **What does the primary partnership need to do to improve further?**

### **The partnership should:**

- refine the formal reporting and monitoring of the trainees' impact on pupils' learning over time, particularly in subjects other than English and mathematics
- enhance the trainees' confident use of strategies to provide challenge for the most able pupils.

## **Inspection judgements**

25. Trainees make outstanding progress during their training. All trainees who complete, whichever course they follow, meet the minimum requirements of the teachers' standards and two thirds meet the standards at the highest level. Leaders' assessments are generally accurate. However, a

very small number of grades, for the highest standards, were found to be over generous, particularly when considering teaching in subjects other than English and mathematics. However, these do not detract from the typically consistent high quality of teaching of most trainees.

26. Trainees become good teachers by the end of their training and a large proportion are outstanding. Trainees are able to reflect and seek guidance about improving the quality of their practice. For example, some seek opportunities to hone their skills by attending all-staff training sessions. They identify where they need further support to extend their knowledge, such as working with specialists in physical education or computing in schools. This equips them well to make rapid progress in developing their skills and improving their knowledge as they begin their careers.
27. Employment rates are very high and have been sustained over time. Trainees are successful in gaining employment in different types of school, within the partnership and beyond. Trainees are held in very high regard by schools in the local area because of the skills and professional attitudes they possess. Trainees receive effective assistance from tutors to help them when seeking employment. The offer of additional expert advice, guidance and training is very effective in supporting the very few NQTs who have not been successful in their search for employment at the start of the school year to gain employment quickly.
28. Recruitment and selection procedures are rigorous. The partnership evaluates candidates' potential to become effective primary teachers carefully. It also shares with potential trainees the high expectations and rigorous demands the course will place upon them. The university actively involves partnership schools at every stage of the selection and recruitment process. This brings an added dimension and perspective to selection procedures and is gladly welcomed by the school leaders who are involved.
29. There are no significant differences in attainment or employment rates between different groups of trainees. However, inspectors' detailed scrutiny of trainees' attainment shows that in 2017, a larger proportion of trainees following the physical education specialist courses attained less strongly in the teachers' standards linked to assessment and subject knowledge, compared with their non-specialist peers on other courses.
30. Completion rates show sustained improvement. The very small number of trainees who withdraw from the programme has diminished considerably over time and, in 2016/17, was zero on the undergraduate route and only six on the postgraduate route, and thus much reduced from the previous year. Nearly all trainees complete their course within the expected timeframe. The very few trainees who need to extend their training do so

due to good reasons, usually linked to medical or significant personal needs. The university provides excellent academic and pastoral support for these trainees. As a result, nearly all complete their training quickly and attain highly.

31. Leaders' assessment of trainees is rooted in the teachers' standards throughout the course and is thorough. Leaders have a rigorous grading methodology to evaluate trainees' attainment and progress at specific points during and at the end of their course. Final moderation meetings draw upon a wide range of evidence to identify the final grades for each trainee and delve deeply into evidence to support judgements where anomalies in outcomes have been identified. Last year, the external examiner spoke highly of the strong assessment process. Leaders recognise that changes to the national focus of education have placed an increased emphasis on subjects other than English and mathematics. There is, in particular, a new focus on the impact of teaching in these subjects on pupils' progress. Leaders have implemented well-considered and appropriate actions to refine and enhance how the partnership captures and evaluates this impact. However, it is too soon to see the full impact of their actions.
32. The quality of training in the partnership is outstanding and is reflected in the high outcomes of trainees. The highly integrated structure of School Direct and 'top-up' degree routes is very effective in promoting successful learning. Similarly, the content of the core programme is extremely appropriate. The way the training is delivered enables trainees to apply the theoretical to the practical. NQTs who had followed the 'top-up' degree told inspectors how much they had benefited from being able to apply what they had learned in weekly training sessions to their ongoing classroom practice. The coherent way that elements of all programmes fit together has been further enhanced by ensuring that the contents of training sessions are published in advance and training materials are routinely shared across the partnership.
33. The very well-planned training for all trainees covers a comprehensive range of topics that enables trainees to develop into highly skilled and confident professionals. Without exception, all trainees and NQTs demonstrate consistently high standards of professional and personal conduct.
34. Trainees' knowledge of, and skills in, the teaching of early reading and phonics are a strength because of the high-quality training and guidance they receive in the university and in schools. Training is carefully planned and integrates practical experiences with academic studies well. High-quality academic training about the pedagogy of reading, and well-

considered and focused placement activities ensure that trainees have secure knowledge and understanding of phonics and early reading.

35. The quality of training in mathematics is excellent, particularly in the university. It focuses sharply on developing strategies to help pupils' mastery of the subject. Training for undergraduates, observed within the university, challenged them academically and strongly promoted their understanding of how to teach mathematics. Trainees develop a deep understanding and are highly confident in their use of appropriate strategies and vocabulary to promote learning, particularly for those who are least able.
36. During stage one of the inspection, trainees demonstrated a clear understanding of issues relating to safeguarding, bullying and equality. This deep understanding was further confirmed at stage two. NQTs and trainees demonstrate a secure understanding of the threats posed to pupils from radicalisation and extremism because they have completed appropriate training. Additionally, trainees and NQTs are insightful about the risks posed to themselves and other colleagues through their use of technology, including social media, and are aware of appropriate actions to help protect their professional reputations.
37. Inspectors saw evidence that trainees and NQTs meet the needs of pupils who have special educational needs and/or disabilities effectively, helping them to make good progress. This is the result of very good-quality training. This includes focused opportunities for trainees to learn from the experience of working in schools with specialist provision for pupils who have special educational needs and/or disabilities. Some trainees who have particular interests in following careers in special educational needs and/or disability education have the opportunity of extended placements in these schools.
38. NQTs speak very highly of their training. They feel that they have been supported effectively to develop to a high level in all aspects of the teachers' standards. They recognise that they have been well equipped with the skills to apply their training successfully now that they are in post. This includes the development of their skills in using technology to support their teaching. During stage two, inspectors saw some innovative use of technology by NQTs that helped bring learning to life for disadvantaged pupils. This included highly motivational activities that promoted pupils' application of multimedia skills learned in computing to historical research activities. These resulted in high-quality and well-edited video clips that used historical characters to illustrate the knowledge pupils had acquired through their research.

39. Well-established and highly effective support for NQTs by the partnership continues into the induction year. University academic tutors and school-based mentors frequently communicate by phone and email with NQTs to share resources and provide advice and guidance. Additional training sessions, known as 'Super Saturdays', respond to more common issues raised by the NQT cohort and provide extra training and guidance that meet specific subject or aspect needs. NQTs and trainees welcome this excellent pastoral support. One NQT described their tutor as a 'professional friend' who never failed to respond.
40. Trainees and NQTs have high expectations of their pupils. Teaching observations during the inspection show that, for the most part, they consistently provide appropriate challenge that enables pupils, including those who are least able or who have special educational needs and/or disabilities, to make the best possible progress and achieve to their full potential. They use effective questioning to probe and develop pupils' knowledge and understanding. However, on a small number of occasions, particularly in subjects other than English and mathematics, some trainees and NQTs provide a more limited level of challenge to the most able pupils.
41. A small proportion of trainees stated, in their responses to the online questionnaire, that they were not confident in teaching physical education. Inspectors found no evidence to suggest that the quality of training was responsible for this. Trainees receive appropriate training in physical education in the university and in schools that equips trainees with the required skills to deliver the national curriculum. Additionally, trainees following the physical education specialist route receive extra in-depth training during the summer holiday period. The combination of high-quality training, personalised support and very effective course organisation means that trainees and NQTs overwhelmingly speak extremely positively about the partnership. Almost all those who spoke to inspectors said that they would have no hesitation in recommending Sheffield Hallam University primary partnership to others.
42. Leaders make effective use of the wide range of school contexts in the partnership to ensure that trainees have the opportunity to experience two contrasting placements, including experience of schools with larger proportions of disadvantaged pupils. This includes the opportunity for some trainees to undertake placements in special schools or in international schools in South Africa. All trainees have extended placements in two different key stages within the age ranges of their chosen routes. This enables trainees to develop a better understanding of transition so that learning is effectively built upon in subsequent key stages.

43. Leadership and management of the primary partnership are outstanding. Leaders are passionate and actively pursue excellence. They have a clear strategic vision for the partnership that is linked to regional and national issues within ITE. Leaders are highly committed to ensuring that this partnership has a positive impact on the many schools in challenging socio-economic circumstances and those in challenging circumstances, including those judged to require improvement or placed in a category of concern.
44. Leaders are highly reflective and responsive. They constantly seek feedback and, through their continual self-evaluation of the effectiveness of courses, they identify where improvements can be made and carefully plan actions so as to have best impact. For example, leaders have made changes to course content and timetables following feedback from trainees. These increase the opportunities to reflect on learning and effectively address issues around the early identification of suitable placements which had been brought about by previous limited availability.
45. Self-evaluation and improvement planning documents are highly detailed and effective. They are accurate and thorough and reflect the outstanding leadership of this partnership. Priorities for improvement are well considered and closely linked to national priorities and the teachers' standards.
46. The university has a well-established and excellent partnership with its schools, teaching school alliances and multi-academy trusts that allows it to respond effectively to changes in national priorities and the particular needs of its partnership schools. Leaders frequently seek the views of partners and value their input into all aspects of the primary provision. In addition, leaders actively seek trainee representation on boards within the university and partnership. This brings an added dimension to how the university sharply evaluates provision and strongly promotes improvement.
47. The partnership board is representative of its wide range of schools. Board members have high expectations on behalf of their trainees and hold leaders closely to account for the impact of their actions. The ambition that they show for their trainees has a positive impact on trainees' excellent progress and attainment. Professional relationships and effective communication exist across the partnership. The partnership board constantly seeks ways in which to refine how it holds leaders to account.
48. Leaders across the partnership share a clear vision of teacher training that is relevant for schools today. Partner schools help train the next generation of teachers to teach exceptionally well. This is particularly the case in phonics, early reading and mathematics, where school experiences through focused placement activities build upon university- and school-based training to develop strongly trainees' skills and knowledge. As a result,

trainees demonstrate high levels of confidence and excellent skills in the teaching of phonics and early reading, and a deep understanding of strategies that effectively develop pupils' mastery of mathematics.

49. Leaders responded to the concerns identified at stage one of this inspection with great alacrity, which has resulted in effective impact. The rigour of the quality assurance of university- and school-based tutors has been significantly enhanced by the appointment of senior link tutors with responsibility for clusters of mentors. These link tutors meet weekly with senior phase leaders to moderate mentors' judgements and the quality of their reporting, and to identify and respond to emerging issues. Additional actions have tightened considerably the formal reporting mechanisms for communicating the impact of trainees' teaching on pupils' progress over time, particularly in subjects other than English and mathematics. Inspectors asked leaders to increase trainees' skills and confidence in accurately assessing pupils' learning, including the effective moderation and judgements of standards in written work. This has been done through amendments to course content and through additional training at 'Super Saturday' events. This has ensured that NQTs are more confident in their assessments and their use of school-based systems.

## **Annex: Partnership schools**

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

Ashwood Rawmarsh Primary School, Rotherham  
Aston Hall Junior and Infant School, Sheffield  
Athelstan Primary School, Sheffield  
Birdwell Primary School, Barnsley  
Bishop Purglove C of E (A) Primary School, Buxton  
Brampton Primary School, Chesterfield  
Brinsworth Whitehill Primary School, Rotherham  
Broughton Primary School, Brigg  
Clowne Junior School, Chesterfield  
Dearne Goldthorpe Primary School, Barnsley  
Dunston Primary School, Chesterfield  
East Garforth Primary Academy, Leeds  
Everton Primary with Nursery School, Doncaster  
Gooseacre Primary School, Rotherham  
Grindleford Primary School, Hope Valley  
Hepworth Junior and Infant School, Holmfirth  
Hill Top Primary School, Wakefield  
Kexborough Primary School, Kexborough  
Kings Oak Primary Learning Centre, Barnsley  
Laughton Junior and Infants School, Sheffield  
Monteney Primary School, Sheffield

Netherthong Primary School, Holmfirth  
Newtown Primary School, New Mills  
Park View Primary Academy, Leeds  
Ripon Greystone Community Primary School, Ripon  
Rowena Academy, Doncaster  
Saint Patrick's Catholic Voluntary Academy, Sheffield  
Vale Primary Academy, Knottingley  
Woodthorpe Primary School, Sheffield

## The secondary phase

### Information about the secondary partnership

- There are approximately 400 schools in the secondary partnership, with around 150 schools actively involved at any one time. Partnership schools are spread across 19 different local authorities in the region. The university currently works with 13 School Direct partnerships.
- Training in the secondary phase is available at postgraduate and undergraduate level.
- At postgraduate level, trainees can follow a core, School Direct (salaried) or School Direct training route. All postgraduate trainees work towards the award of a postgraduate certificate in education (PGCE) and qualified teacher status (QTS).
- At stage one, there were 533 trainees across all routes. There were 143 trainees on the undergraduate route, 121 postgraduate core trainees and 269 School Direct trainees.
- During stage one, there were postgraduate trainees in 20 different subjects. The number of trainees in each subject varies widely. The largest subject cohorts are in biology, chemistry, computing, design technology, English, mathematics, physics and physical education.
- Most postgraduate trainees are training to teach pupils in the 11 to 16 age range with post-16 enhancement. Training for business studies, sociology and psychology is for the 14 to 19 age range.
- Undergraduate trainees study a three-year BSc (Hons) degree in either mathematics, science or design technology, with education and QTS. At stage one and stage two of the inspection, there were no first-year undergraduate trainees on the BSc (Hons) in design technology with education course.

## Information about the secondary ITE inspection

- There were four inspectors on the team for both stage one and stage two of the inspection.
- During stage one of the inspection, inspectors observed 26 trainees teaching in 11 different partnership schools. This included observation of final-year undergraduate trainees and postgraduate trainees on the core and School Direct routes.
- At stage one, discussions were held with the trainees who were observed, as well as with other trainees, subject mentors, senior mentors, school-based staff involved in the strategic leadership of the partnership, and university subject tutors.
- During stage two of the inspection, inspectors observed 13 NQTs teaching, held discussions with NQTs observed and other NQTs, met with a group of current trainees and observed three part-sessions of university-led training for current trainees.
- Inspectors took account of the 104 responses to Ofsted's online questionnaire for trainees.
- At both stages, inspectors met with course leaders and other university representatives.
- At both stages, inspectors looked at a broad range of evidence relating to trainees' attainment, how well trainees and NQTs teach (including samples of pupils' work where available), completion and employment rates, the partnership's self-evaluation document and improvement planning, records of quality assurance, and examiners' reports.
- Inspectors considered evidence of compliance with statutory requirements, including for safeguarding.

## Inspection team

Katrina Gueli, Senior Her Majesty's Inspector (lead inspector)

Bernard Campbell, Her Majesty's Inspector (assistant lead inspector)

Helen Lane, Senior Her Majesty's Inspector (team inspector)

Lynn Kenworthy, Ofsted Inspector (team inspector)

## Overall effectiveness

**Grade: 2**

### Key strengths of the secondary partnership

- Training makes good use of university, local and national expertise to provide a very effective combination of theory and practice, so trainees develop strong subject knowledge and effective teaching skills.
- Most trainees and NQTs manage pupils' behaviour effectively by successfully engaging them in their learning and developing positive pupil–teacher relationships built on mutual respect.
- Trainees and NQTs have a clear understanding of how to promote pupils' literacy and numeracy skills through their subject teaching and are vigilant in relation to safeguarding.
- Trainees and NQTs are highly committed to their own professional development, seek and quickly act on feedback to improve their practice, and willingly contribute to the wider life of schools.
- Communication across the partnership is of high quality and university tutors respond swiftly when issues for trainees arise. Academic and pastoral support for trainees is very effective, enabling most to complete their training successfully.
- Effective action by leaders has led to a rapid improvement in completion rates compared with the previous academic year. The partnership's capacity to bring about further improvement is strong.

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

#### The partnership should:

- ensure that all trainees are excellent practitioners and teach consistently well by the end of their training by:
  - evaluating monitoring information more rigorously, including trainee perception data, to ensure that any variation in the quality of training or outcomes for trainees is identified and addressed quickly
  - eradicating inconsistencies in the quality of mentoring across the partnership
  - improving trainees' skills in meeting the needs of the most able pupils and pupils who speak English as an additional language

- further refine approaches to recruitment and selection and training to secure consistently high completion and employment rates.

## Inspection judgements

50. The overall effectiveness of the partnership is good. Trainees and NQTs are overwhelmingly positive about the quality and impact of their training. The blend of training to develop trainees' subject knowledge and pedagogy along with their generic professional skills is coherent on all training routes and combines well with practical experiences in different placement schools. As a result of the good quality of training provided, most trainees become very effective teachers by the time they complete their course and many exceed the teachers' standards in all areas. Trainees are well prepared for employment.
51. Supplying high-quality teachers for South Yorkshire and the wider region, particularly in shortage subjects, is central to the partnership's vision and ambition to support school improvement, raise pupils' attainment and promote social mobility. A large proportion of partnership schools are working in challenging socio-economic circumstances. Schools judged to require improvement are also involved in the partnership, so trainees are successfully prepared to teach in a range of different contexts.
52. The partnership has a strong reputation in the area and partnership schools value their involvement highly. The partnership's work with 13 School Direct clusters and its commitment to undergraduate and postgraduate teacher training routes have led to a rapid growth in trainee numbers over the last three years. Over 370 trainees gained QTS in 2017. Many trainees go on to teach in partnership schools or other schools in the region. Employment rates are broadly in line with the national picture overall but improving over time. More NQTs are already in teaching posts this autumn than at the same time in 2016. Reasons for NQTs not progressing into a teaching post vary, but often are related to personal circumstances.
53. Although above the national figures in some subjects, over time, completion rates have been broadly in line with national figures. In 2017, completion rates in subjects such as business studies, drama, modern foreign languages, physical education and mathematics are above the latest available national figures. Analysis of the dip in postgraduate completion rates in 2015/16 identified that a greater proportion of mature trainees were withdrawing from their course. Effective action to support this group of trainees in 2016/17 and work to ensure that all trainees understand alternatives to withdrawal have led to a marked improvement in completion rates for the latest cohort. In addition, a number of trainees

from 2016/17 are still on track to be awarded QTS in the current academic year, following a successful return from a break from study.

54. Most trainees and NQTs plan well-structured lessons that effectively engage pupils in their learning. Curriculum knowledge is used effectively to build pupils' skills and understanding over a series of lessons and promote good progress over time. However, each year, and often despite intensive additional support, a small proportion of trainees do not develop their teaching to a point where it is at least consistently good.
55. While there are no significant differences in trainees' attainment, completion or employment rates, some variation is evident between different training routes and subjects and for groups of trainees. For example, although the number of minority ethnic trainees is relatively small, in the last two years the proportion of minority ethnic trainees leaving the course was higher than for other groups of trainees. Where variation such as this exists, evaluation to identify whether there are any particular factors contributing to it, such as approaches to recruitment or aspects of the quality of training, is not sufficiently robust.
56. University tutors are consistently highlighted as key contributors to trainees' success, particularly in relation to their subject knowledge development. Taught sessions and experiences at school enable undergraduate trainees to develop a comprehensive knowledge of their subject during their course. For example, design technology trainees study the theory and practical skills associated with different specialisms within the design technology curriculum, so they are well prepared for their future teaching. Similarly, postgraduate trainees on both the core and School Direct routes value the university-led subject-specific and mixed-subject sessions. These provide a rich opportunity to explore their subject's curriculum and successfully develop their ideas and approaches to teaching with tutors and their peers. Trainees and NQTs who complete subject knowledge enhancement courses say that they gain in both confidence to teach and understanding of their subject, and so feel better prepared for the classroom.
57. Tasks and assignments completed during the course, which include opportunities for trainees to engage with research, successfully support them in developing their pedagogical knowledge and teaching skills. Trainees and NQTs know that they must plan to meet the needs of different learners and inspection evidence confirms that the large majority are well prepared to adapt their teaching for pupils who have special educational needs and/or disabilities. However, trainees' and NQTs' understanding of how to plan and teach the most able pupils so that these pupils are successfully challenged to make rapid gains in their learning is typically less well developed.

58. All trainees have the opportunity to learn about how to meet the needs of pupils who speak English as an additional language. Many trainees combine this learning with first-hand experience in school and are skilful and confident in meeting these pupils' needs. However, some trainees feel that their practical experience has been more limited, and the university's exit survey, although presenting an improved picture compared with the previous year, shows that around a quarter of trainees feel that their training has not fully prepared them in this respect.
59. Trainees and NQTs typically manage pupils' behaviour well. Most quickly establish classroom routines and productive relationships with the pupils they teach. Trainees have consistently high expectations and make good use of school systems to ensure that learning can proceed uninterrupted. Potential risks in practical subjects are well understood and carefully managed.
60. Training ensures that trainees and NQTs have a very good understanding of their role in promoting the development of pupils' literacy and numeracy skills. This is reflected in their classroom practice and their response to these two questions on the online questionnaire for trainees. They confidently use a range of strategies in their subject teaching to support those who may need extra help, and they give attention to the use of correct spelling, punctuation and grammar.
61. Trainees recognise the value added by their contrasting school placements in helping them to develop the broad range of knowledge, skills and expertise needed to be a successful teacher. Experiences at trainees' second placement schools provide them with a wide variety of opportunities, such as consolidating behaviour management strategies in a more challenging setting, developing a better understanding of how to meet the needs of pupils who speak English as an additional language, teaching key stage 5 students, and gaining greater breadth and depth in their subject and curriculum knowledge. A few trainees and NQTs who had a shorter second placement due to the structure of their School Direct programme felt that they had not had sufficient time to gain maximum benefit from this contrasting experience.
62. Almost all trainees are positive about the impact of the support and guidance they have received from school-based colleagues. Overall, trainees and NQTs are very complimentary about school-based mentoring, frequently describing it as 'high quality'. Weekly discussions, lesson feedback and target-setting effectively promote trainees' progress. However, on occasion, the quality and impact of mentoring fall short of the partnership's high expectations and trainees are not supported as they should be. Where trainees raise concerns with the university, matters are

usually remedied quickly, but there were instances for some School Direct trainees where they were resolved less swiftly.

63. There is clear commonality of content between professional studies sessions delivered by the university for core trainees and those delivered 'in-house' for School Direct trainees. This ensures that all trainees have a coherent and comprehensive grounding in key areas, such as the use of assessment. As a result, all trainees are confident in using a range of techniques to assess pupils' learning in lessons, and trainees know how to guide pupils to improve their work. Most can plan and adapt subsequent teaching in response to what pupils know and can do, but some are less successful in judging whether or not learning can be moved on at a more rapid pace during a lesson.
64. Training ensures that trainees are well prepared for their role in safeguarding pupils' well-being. They are clear about the signs of abuse, such as neglect, or behaviours that may indicate that a pupil is at risk of radicalisation. They are vigilant practitioners who understand the context of their placement schools, including local risks. Trainees know how to support pupils in keeping themselves safe online and also have a well-developed understanding of their own online responsibilities as a teacher. Trainees are confident in discussing sensitive issues or topics with pupils and understand their role in helping pupils to develop tolerance and respect for other's differences.
65. Subject mentors and senior mentors in schools are very positive about the developmental support they receive through central training and during school visits by university tutors. In addition, an increasing number of mentors are engaging with the partnership's online development programme to help them to reflect on and enhance their practice. The success of this programme for established mentors is leading to the development of more bespoke online provision for new mentors and those supporting NQTs, reflecting the partnership's commitment to continuing to improve the quality and consistency of mentoring.
66. Trainees' progress in relation to the teachers' standards is carefully monitored at regular intervals during their training. Individuals who are making less progress are effectively identified and a carefully planned intervention programme is put in place to help them get back on track. The partnership's focus on the well-being of trainees is equally strong. As a result, almost all trainees successfully complete the course with good or better attainment. The assessment of trainees is largely accurate because of the close work of university tutors with school-based staff, clear assessment criteria and thorough moderation. All assessments include consideration of the impact of a trainee's teaching on pupils' progress. However, some of these assessments do not take a sufficiently holistic

view of how well a trainee teaches across different classes, key stages or groups of pupils, in arriving at a summative judgement.

67. The development plan that NQTs share with employing schools is detailed. Schools visited at stage two felt that this accurately reflected the NQTs' strengths and main areas for development at the end of their training. Helpful, personalised actions are identified that successfully support trainees' smooth transition into their NQT year.
68. Leadership and management of the partnership are good. Leaders are strongly committed to securing consistently high-quality training across the partnership. The content of training is regularly reviewed and amended in response to trainee and mentor feedback, external examiners' reports, national research and review recommendations, and the findings of quality assurance. Developments are discussed and agreed through partnership meetings, such as School Direct community and senior mentor coordinator meetings, so schools are highly influential in shaping course structure and content. For example, in response to the Carter Review, the content of the professional studies programme has been mapped against the core content for initial teacher education programmes and there is now an increased emphasis on child and adolescent development and the transition from primary to secondary school. Similarly, mentor training now takes account of the mentor standards to further enhance the skills and impact of mentors across the partnership.
69. Systems of quality assurance are extensive and enable the partnership to gather a wide range of information about trainees' outcomes and overall experience and the quality of training. Priorities for improvement accurately reflect the evaluation of monitoring information and rightly focus on developing aspects of provision that will impact on outcomes for trainees. However, some monitoring information is not evaluated in enough depth to ensure that all variations in outcomes for trainees or their perceptions have been successfully identified and fully addressed.
70. The partnership has responded promptly and effectively to the findings at the end of stage one of the inspection. Actions to address the emerging areas for development are wide ranging and well thought through, confirming leaders' determination and strong capacity for further improvement. For example, to improve trainees' knowledge of how to promote pupils' spiritual, moral, social and cultural development through their subject teaching, NQTs have been signposted to reading and resources that will provide additional support. The professional studies programme has been enhanced with additional tasks and reading, and mentor documentation has been amended to ensure that this aspect of trainees' practice is a developmental focus. Approaches to the review of impact are currently being discussed.

71. There are effective systems of moderation between the university and its School Direct partners to ensure that the recruitment process is fair, rigorous and consistent. For the core and undergraduate routes, partnership leaders make clear to potential trainees both the demands and the rewards of the course and teaching as a profession, testing out carefully applicants' suitability and commitment to teaching. A more rigorous approach to recruitment for 2016/17 led to a smaller proportion of trainees choosing to leave the course because teaching was 'not for them', compared with the previous year.
72. The partnership has robust systems in place to ensure that it meets all the requirements of the ITT criteria. Course documentation sets out requirements clearly for all those involved in the partnership and evidence of compliance is carefully checked and well documented.

### **Annex: Partnership schools**

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

Fir Vale School, Sheffield  
Firth Park Academy, Sheffield  
Heritage High School, Clowne  
Honley High School, Honley  
Hope Valley College, Hope Valley  
Maltby Academy, Rotherham  
Meadowhead School, Sheffield  
Oakwood High School, Rotherham  
Outwood Grange Academy, Wakefield  
Rawmarsh Community School, Rotherham  
Ridgewood School, Doncaster  
Sheffield Springs Academy, Sheffield  
Shirebrook Academy, Shirebrook  
Swinton Academy, Rotherham  
Thrybergh Academy, Rotherham  
Trinity Academy, Doncaster  
Tupton Hall School, Chesterfield  
Wales High School, Rotherham  
Wingfield Academy, Rotherham

# Initial teacher education for the further education system

## Information about the FE in ITE partnership

- The Sheffield Hallam University Further Education (FE) in initial teacher education (ITE) partnership comprises the university and 24 colleges, schools and settings, representing training providers and learning institutions for young people and adults in Yorkshire and the Humber, the Peak District and Nottinghamshire.
- The partnership offers three teacher training qualifications in post-16 and further education. The postgraduate certificate in education (PGCE) is the largest of these three programmes. At the time of the inspection, there were 39 full-time and eight part-time trainees. The PGCE in special educational needs had nine trainees. There was one full-time and one part-time trainee taking the certificate in education.
- All trainees teach in the sector. They work in the partner colleges and settings, or in a range of public, private and voluntary organisations outside the partnership.

## Information about the FE in ITE inspection

- Five inspectors carried out 19 observations of trainees and former trainees, at different stages of their preparation for teaching in 12 colleges, schools and other settings. Inspectors also observed sessions in which mentors or tutors gave feedback on what they had observed.
- Wherever possible, inspectors interviewed trainees, mentors, tutors, senior leaders, managers and former trainees. Inspectors also looked at the trainees' work, their individual learning plans, and the targets set for trainees when they had completed their training. Inspectors held discussions with trainees and former trainees to check on the impact of their training on the quality of their teaching, and on the progress that their learners made.
- Inspectors took account of 11 responses to the online questionnaire for trainees, which trainees completed in 2017.
- Inspectors considered evidence of compliance with statutory requirements, including for safeguarding.

## Inspection team

Christopher Jones, Her Majesty's Inspector (lead inspector)

Steve Hailstone, Senior Her Majesty's Inspector (assistant lead inspector)

Brenda Clayton, Ofsted Inspector (team inspector) stage one

Susan Wallace, Ofsted Inspector (team inspector) stage one

Paul Cocker, Her Majesty's Inspector (team inspector) stage two

## Overall effectiveness

**Grade: 2**

### Key strengths of the FE partnership

- Knowledgeable and skilled tutors, along with well-trained subject-expert mentors, ensure that trainees develop the teaching and research skills they need to be effective teachers.
- Trainees show clearly that they build realistic and relevant English and mathematical skills into their vocational teaching.
- Through the good training provided by the partnership, trainees and former trainees ensure that learners recognise the impact of the values of tolerance, respect for the law, democracy and equality on their day-to-day life and work.
- The processes for recruitment and selection ensure that trainees from under-represented groups can begin training to teach and show their aptitude for teaching.
- Leaders and managers have a clear vision and boundless enthusiasm for improvement. They respond well and rapidly to trainee and partnership feedback about the training and support that trainees get. Consequently, trainees and mentors are highly satisfied with the training provided by the partnership.

### What does the FE partnership need to do to improve further?

#### The partnership should:

- increase the opportunities for trainees to experience the very diverse nature of learners and settings within the further education and skills sector.
- ensure that the targets set for trainees at the end of their programmes identify all the areas of practice that they need to improve during their first year of teaching.

### Inspection judgements

73. The Sheffield Hallam partnership provides good training for teachers in the further education and skills sector. All the trainees who complete their qualifications meet the standards required of the sector. Through their boundless enthusiasm for improvement and diligent monitoring and evaluation, partnership leaders have successfully improved the quality of training. They have accurately identified what needs to be done to improve the training further. As a result, trainees and mentors in placement

settings and workplaces are highly satisfied with the training and support they get. ITE for further education is fully compliant with all the regulations affecting teacher education and training for the sector.

74. Recruitment to the courses provided by the partnership ensures that trainees from a very wide range of backgrounds have the subject knowledge they need to teach across a range of courses and at different levels. Trainees who experience difficulties get the good support they need to complete their training. Where this is not in the best interests of the trainee, for example when the stresses and challenges of teaching prove to be too much, course tutors and placement mentors provide effective support to move trainees into other areas of work or into higher level academic studies.
75. Trainees spend much of their time at a single placement, but have complementary placements to extend their knowledge of the sector in which they have chosen to work. These placements are too short, and mean that trainees do not get to practise their developing skills in a setting that is different from their main placement. Trainees and former trainees know about the range of skills they need to manage students' behaviour in classrooms and workshops. Because their placements are largely limited to one setting, trainees and former trainees do not get enough experience of managing challenging behaviour in other settings. Trainees following the special education route, for example, do not necessarily experience teaching high-needs learning in a further education college when their main setting is a special school with a sixth form.
76. The effective teaching and training by university tutors and placement mentors ensure that the professional skills of both full-time and part-time trainees develop well. All those trainees who complete their training make good progress and become good or better teachers. This means that, at the end of their training, all trainees are at least good teachers. Around half show that they have the capacity to develop into outstanding teachers. Most former trainees observed showed that they were able to apply what they had learned in their training.
77. Former trainees and their workplaces benefited greatly from ongoing support from university tutors. Former trainees valued highly the chance to review targets to improve teaching and learning during the first year of work. Too often though, these targets did not explore well enough the full range of teaching skills that former trainees needed to improve.
78. All former trainees begin employment as confident and reflective practitioners; they become resilient and independent teachers. A large majority gain full- or part-time employment in colleges, schools or other settings. Trainees are of varying ages and backgrounds. There are no

differences in their progress by gender, race or social group. While by the end of training all trainees are good or better teachers, the course team recognises that full-time trainees do not achieve as well as in-service teachers.

79. Trainees and former trainees show clearly the skills and attributes of able and assured teachers; they prepare well for teaching, and know that their students will learn little if planning is not detailed enough. For the most part, trainees and former trainees ensure that their teaching meets varied and individual learning needs, for example by setting individual targets for students. In a minority of cases, trainees and former trainees did not provide the range of work or set high enough expectations for the most able learners in their classes.
80. Trainees and former trainees recognise the importance of developing the English and mathematical skills of their students, fostering vocationally specific reading, writing and speaking skills. All trainees use their good subject and vocational knowledge well in their teaching; art students, for example, made rapid gains in their learning and greatly valued the skills and expertise of their tutor.
81. University and partnership tutors and mentors teach their trainees well. Current trainees learn about national issues, such as the 16 to 19 study programme or the 'Prevent' duty; most can explain the implications for their future practice. Through good training, trainees and former trainees ensure that their students see the relevance of the values that inform their daily lives at home, in education and training, and at work. They also learn about the requirements for keeping their learners safe and show that they are able to apply their learning well.
82. The feedback that trainees and former trainees give to partnership leaders has refined and improved the structure and direction of the course. As a result, the course meets the curricular needs of FE learners and responds appropriately to changes, such as the new A-level specifications or the development of technical-level qualifications.
83. The partnership is strong; staff at all levels work well together and keep the welfare and support of trainees and former trainees at the heart of what they do. The partnership has a good reputation for good-quality teaching and support.

## **Annex: Partnership colleges**

The following providers were visited to observe trainees' and former trainees' teaching:

Barnsley College  
Chesterfield College  
Dearne Valley College  
Greenacre Special School  
Hope Valley College  
John Leggott College  
Kirklees College  
Longley Park Sixth Form College  
Notre Dame High School  
Rotherham United Community Sports Trust  
SHIFT (Sheffield Independent Film & TV)  
The Sheffield College  
Thomas Rotherham College  
Talbot Specialist School  
White Rose Beauty College

## ITE partnership details

Unique reference number	70051
Inspection number	10022249
Inspection dates	8–10 May 2017
Stage one	
Stage two	9–11 October 2017
Lead inspector	Katrina Gueli, Senior Her Majesty’s Inspector
Type of ITE partnership	Higher education institution
Phases provided	early years/primary/secondary/ITE in FE
Date of previous inspection	19 March 2012
Previous inspection report	<a href="https://reports.ofsted.gov.uk/70051">https://reports.ofsted.gov.uk/70051</a>
Provider address	City Campus Howard Street Sheffield S1 1WB



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