

# Liverpool John Moores University ITE Partnership

Initial teacher education inspection report  
Inspection dates Stage 1: 14 May 2018

Stage 2: 19 November 2018

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

The inspection draws on evidence 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

	Primary QTS	Secondary QTS
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for trainees?	1	2
<b>The outcomes for trainees</b>	1	2
<b>The quality of training across the partnership</b>	1	2
<b>The quality of leadership and management across the partnership</b>	1	2

## Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in primary and good in secondary.

This is because, in the primary phase, much of the quality of trainees' and former trainees' teaching over time is outstanding and never less than consistently good. In the secondary phase, trainees and former trainees do not demonstrate consistently excellent practice in the majority of the teachers' standards.

### Key findings

- There is a true partnership commitment to ensuring that training programmes provide 'well-qualified, committed and socially engaged' teachers to meet the needs of pupils in the north west of England and beyond.
- The partnership's mission is underpinned by the university's belief in its 'civic duty'. For example, the partnership works well to support schools in challenging circumstances. This is the partnership's mission in action.
- Across both primary and secondary phases, the proportion of trainees who find employment locally, nationally and internationally is consistently high. Leaders in employing schools value the partnership's training programme and the contribution that newly qualified teachers (NQTs) make to the learning and progress of pupils.
- Trainees' subject knowledge is well developed. The training programme equips trainees with the skills that they need to become effective teachers.
- There is strong and effective pastoral support for trainee teachers during the training programme. Trainees are well supported by liaison tutors and through the partnership's additional support framework.
- Recruitment and selection procedures are thorough. Leaders ensure that trainees have the necessary skills, aptitudes and attitudes to become effective teachers.
- There is a strong, ongoing commitment to reducing trainees' workload. Leaders are equally committed to ensuring that there is a wide range of effective support for trainees' mental health and well-being during the training programme.

### To improve the ITE partnership should:

- ensure that the targets set in the career entry development profile accurately and precisely reflect NQTs' ongoing developmental needs
- engage with the full range of employing schools to ensure that there is an effective continuum from ITE to induction and continuous professional development for NQTs.

## Information about this ITE partnership

- Liverpool John Moores University is a long-established provider of ITE, with a long history of training teachers in the north west of England.
- The partnership offers programmes in the primary and secondary phases. Across both primary and secondary phases, postgraduate core trainees complete a postgraduate diploma in education (PGDE) with qualified teacher status (QTS). This qualification includes 120 credits at Masters level. School Direct and School Direct salaried trainees normally complete a postgraduate certificate in education (PGCE) with QTS. This qualification includes 60 credits at Masters level.
- Liverpool John Moores University offers ITE programmes at primary (five to 11), primary (three to seven) and secondary (11 to 16) with post-16 enhancement.
- At the time of the inspection, the ITE partnership offered the following primary education routes: a three-year undergraduate course; a postgraduate course; a postgraduate course specialising in the early years and key stage 1; a postgraduate course specialising in mathematics; and a postgraduate course specialising in physical education.
- At the time of the inspection, the ITE partnership offered the following specialist subjects in the secondary phase: art and design; biology; business studies; chemistry; computer science and information technology; English; geography; history; mathematics; modern foreign languages; music; performing arts (dance) and performing arts (drama); physical education (PE); physics; psychology; religious education; and social sciences.
- The secondary programme also includes a Department for Education (DfE) innovation project to recruit undergraduate trainees in: Masters in physics with education with QTS; modern languages with recommendation for QTS; Masters in computer science with education with QTS; and Masters in mathematics with education with QTS.
- The university works with nearly 300 partner schools and colleges.

## The primary phase

### Information about the primary partnership

- The primary partnership of Liverpool John Moores University has more than 100 years' history of training teachers. It comprises more than 176 schools in 14 local authorities. The schools are a mixture of local authority maintained schools, academies and special schools. They are generally located within the Greater Merseyside region. The schools include both rural and urban settings that present trainees with a variety of cultural and economic contexts in which to train and hone their teaching skills.

- The primary partnership provides several routes into teaching. These include: a three-year undergraduate programme leading to a Bachelor of Arts (BA) degree in primary education; postgraduate training programmes specialising in primary (three to seven) education and primary (five to 11) education; postgraduate programmes specialising in primary education with mathematics and primary education with physical education (PE).
- Postgraduate trainees follow either a PGDE or a PGCE. They follow either the core programme or the School Direct training route.
- On successful completion of their training, trainees attain QTS.
- At the time of stage 1 of this inspection, there were 307 trainees in total. There were 91 School Direct trainees, three School Direct salaried trainees, 66 core postgraduate trainees and 147 trainees on the undergraduate programme in primary education.

### **Information about the primary ITE inspection**

- During stage 1, inspectors visited 14 schools and observed the teaching of 19 trainees from across the different training routes.
- Inspectors held discussions with trainees and school-based mentors. Discussions were also held with groups of trainees at the university.
- Inspectors considered the 138 responses to Ofsted's trainee online questionnaire.
- During stage 2 of the inspection, inspectors visited 11 schools, including one school that was visited during stage 1. They observed 14 newly qualified teachers (NQTs) teaching, including two NQTs that had been observed as trainees in stage 1. Discussions were held with NQTs, school leaders and induction tutors at the schools visited.
- At both stages of the inspection, inspectors looked at a range of evidence, including the work in pupils' books and a sample of 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' attainment, the moderation of trainees' attainment and leaders' self-evaluation. The partnership website was also reviewed.
- Inspectors carried out checks to ensure that the partnership was compliant with safeguarding and other statutory requirements, including the ITT criteria.

### **Inspection team**

John Nixon HMI, primary phase lead inspector

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## Overall effectiveness

**Grade: 1**

### Key strengths of the primary partnership

- The primary programme leaders, trainers and mentors know their trainees extremely well. Effective communication and close support mean that trainees receive strong academic guidance, coupled with superb pastoral care. Leaders provide excellent support for trainees' mental health and well-being.
- Outcomes for trainees are outstanding. Completion rates are high and employment rates are exceptional. Trainees and NQTs demonstrate excellent practice in the majority of the teachers' standards.
- The partnership fulfils its 'civic duty' by training teachers who are well equipped to work in a wide range of schools, including those in challenging circumstances.
- Well-designed, coherent training programmes ensure that trainees and NQTs are exceedingly well prepared for their teaching careers. Trainees and NQTs have strong subject knowledge for teaching and they are reflective practitioners who demonstrate a high level of professionalism.
- Trainees and NQTs demonstrate a deep understanding of a range of effective strategies to manage pupils' behaviour. They also have an extremely secure and deep understanding of safeguarding.
- Trainees and NQTs are skilful at teaching phonics and mathematics, and early reading in the early years.
- The quality of mentoring is excellent because of well-designed training.
- The partnership is held in extremely high regard by school leaders. This because it produces NQTs with the skills that they need to be highly effective teachers. Leaders fully involve partners in the design and delivery of the highly successful ITE programmes. There is a partnership-wide commitment to reducing teacher workload.
- Rigorous and robust recruitment and selection procedures ensure that applicants are fully aware of the demands of the training programmes. Recruitment procedures rigorously test applicants' capacity to become successful teachers.

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

#### The partnership should:

- ensure that all trainees are adept at shaping their teaching to meet the needs of the most able pupils in subjects other than English and mathematics

- sharpen the targets in the career entry development profile to give a more consistent and precise picture of how NQTs can improve their practice once they begin their teaching career
- across the full range of employing schools, widen NQTs' participation in the professional development programmes provided by the partnership post-training to further support the transition of NQTs from training to teaching.

## Inspection judgements

1. Outcomes for trainees are outstanding. This is because trainees make excellent progress during their training. All the trainees who complete the training programme, regardless of the route that they follow, exceed the minimum level of practice, as defined by the teachers' standards. Furthermore, trainees demonstrate excellent practice in most of the teachers' standards over time. Without doubt, much of the quality of trainees' teaching over time is outstanding and never less than consistently good.
2. Primary trainees become excellent teachers by the end of their training. Trainees and NQTs are highly reflective about their work and proactively seek guidance about how to improve the quality of their practice. For example, they hone their knowledge and skills by attending staff meetings and participating in school-based professional development events. Trainees and NQTs demonstrate consistently high levels of professional conduct.
3. Trainees across all programmes undertake personal research into how to promote pupils' learning and how to develop pupils' positive behaviour. Trainees and NQTs are adept at managing pupils' behaviour and they promote a positive climate for learning in their classrooms.
4. There are no significant differences between groups of trainees in terms of attainment and employment rates over time. Inspectors' scrutiny of trainees' attainment shows that, in 2018, the proportion of undergraduate trainees who attained the highest standard was above that of postgraduates. However, the overall proportion of trainees exceeding the minimum expectations of the teachers' standards was very similar between all comparable groups.
5. Employment rates are exceedingly high and have been sustained over time. Trainees are very successful in gaining employment in different types of schools within the partnership, the region and beyond.
6. Trainees receive highly effective assistance from tutors to help them when seeking employment. Trainees are held in very high regard by employers in the local area because of the skills and professional attitudes that they possess. Additional expert advice, guidance and training are 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. As a result, in 2017 all

undergraduate trainees and nearly all postgraduate trainees secured employment.

7. Recruitment and selection procedures are very rigorous. Leaders carefully evaluate candidates' potential to become effective primary teachers. The rigorous demands and high expectations of the training programmes and profession are clearly explained to potential trainees from the outset. For example, the length of the training day while on placement, and the difference in contact hours, were clearly highlighted during presentations to interviewees observed during the inspection. As a result, trainees are made fully aware of the demands of the training and they have a full understanding of the demands of the programme before they begin their training.
8. The university actively involves partnership schools, current trainees and former trainees in the recruitment and selection processes. This involvement in selection procedures is welcomed by the school leaders and the trainees who are involved. They bring an additional perspective and knowledge to inform the selection outcomes. The rigour of recruitment and selection procedures also has a positive effect on completion figures, because leaders focus on ensuring that applicants have the right skills and aptitudes to succeed.
9. Completion rates show sustained improvement. They are above the sector average. Almost all trainees complete their training within the expected time. The very few trainees who need to extend their training do so due to good reasons, often linked to significant medical needs or personal circumstances.
10. The university provides excellent academic and pastoral support for primary trainees on all programmes. This includes effective additional guidance and training for those trainees who may be vulnerable to not completing their training. This is provided through the highly effective additional support framework (ASF). As a result, nearly all complete their training within the next 12 months and attain highly.
11. Leaders' assessment of trainees is strongly grounded in the teachers' standards. Trainees' progress is tracked meticulously and checked frequently to ensure its accuracy. Swift and effective action is taken at the first sign of anyone who may be struggling. Detailed moderation processes evaluate the plethora of information gathered through frequent audits and evaluations of trainees' professional and academic attainment. Final moderation triangulation meetings draw on a wide range of evidence and delve deeply to identify trainees' strengths and weaknesses.
12. The quality of training across the primary partnership is outstanding and is reflected in the high outcomes that trainees achieve. The carefully planned and integrated structure of the training programmes ensures that all trainees following the core postgraduate routes and undergraduate training routes

receive the same quality training as those on School Direct programmes. This ensures equity of access for all trainees.

13. Lead schools for School Direct trainees play a pivotal role in the primary partnership. They provide high-quality school-based training to supplement the core university offer. Although School Direct trainees are recruited by partner schools, the primary partnership ensures the rigour and consistency of recruitment and selection.
14. All trainees have the opportunity to develop their subject knowledge and understanding of pedagogy to ensure that they succeed in becoming high-quality teachers. Inspectors observed strong subject knowledge for teaching across all programmes.
15. The quality of teaching that inspectors observed on the three to seven programme was exceptionally strong. This is because trainees are adept at planning learning that engages children within the early years phase, particularly in developing early reading and mathematical skills.
16. Similarly, the undergraduate training programme systematically develops trainees' knowledge of subjects and skills across the primary curriculum. Effective teaching pedagogy is promoted strongly through structured academic study and a wide range of practical professional experiences.
17. Trainees and NQTs demonstrate the ability to plan learning for pupils across the primary curriculum systematically and effectively because of the high-quality training that they receive. This includes those training to teach in the early years and key stage 1. However, on some occasions, and particularly in subjects other than English and mathematics, trainees and former trainees do not apply their training to challenge the most able pupils effectively enough.
18. Academic assignments across all programmes are used extremely well to develop trainees' professional understanding and reflective insight. This is because leaders closely link academic assessment criteria to the practical experiences and the research carried out by trainees while on school placements.
19. The training programmes are planned with care and precision. They cover the primary curriculum comprehensively. Additional enrichment activities promote trainees' skills in areas such as sports coaching, philosophy and global education. This ensures that trainees develop the necessary skills and knowledge needed to develop into high-quality teachers.
20. The training in how to teach early reading is excellent. It strongly develops trainees' skills and confidence in helping pupils to read. The positive impact of this work is evident in how effectively NQTs deliver synthetic phonics

programmes in schools. Consequently, trainees and NQTs express a high level of confidence in the teaching of reading.

21. The quality of training in mathematics is excellent, particularly in the university-based training programme. Training strongly promotes trainees' deeper understanding of pedagogy, from early years across the whole primary-age phase, and the underlying strategies that teachers use to develop pupils' mastery of mathematical concepts. The undergraduate training that inspectors observed during the inspection challenged trainees to think deeply about how to teach the subject. It drew effectively on trainees' own experiences in school to exemplify and enhance their knowledge and skills relating to the teaching of problem-solving.
22. During stage 1 of the inspection, trainees demonstrated a deep understanding of issues relating to safeguarding, bullying and equality. This was further confirmed at stage 2. NQTs and trainees are vigilant to the threats posed to pupils from the online world, including those relating to radicalisation and extremism. This is because they have completed appropriate training and receive regular updates. Additionally, trainees and NQTs demonstrate insightful knowledge of the risks posed to themselves and other colleagues through their use of technology, including social media. They know about the appropriate actions that they can take to help to protect their professional integrity throughout their training and into their future careers because of the quality of training that they have received.
23. Trainees and NQTs effectively meet the needs of pupils with special educational needs and/or disabilities (SEND) by planning lessons that help pupils with SEND to make good progress. This is the result of excellent training and the opportunities for trainees to work in schools with high proportions of pupils with SEND. Many trainees, particularly those who have an interest in following careers in teaching pupils with SEND, have opportunities to learn from the experience of working in schools with specialist provision. This includes opportunities for trainees to complete long-term placements in special schools.
24. Trainees and NQTs speak extremely highly of their training and of the academic and pastoral support and guidance that they receive from committed and highly professional mentors and tutors. The quality of mentoring provided for trainees is carefully checked and evaluated through a series of rigorous quality-assurance activities. Inspectors observed incisive verbal feedback from mentors following their observation of teaching. Clear targets were shared with trainees during their training that highlighted appropriate next steps for development. However, sometimes the recording of these next-step targets was not as precise and detailed as that which was given verbally.
25. Feedback from a range of sources, including the Ofsted trainee online questionnaire and meetings with groups of trainees and NQTs, affirmed their

unequivocal support for the training programme. Trainees and NQTs believe that the training equips them well with the skills and knowledge that they need to succeed in their career as a teacher. This view was typified in a response that stated, 'Although the course is intense and hard it is very worthwhile'. All those who spoke to inspectors said that they would have no hesitation in recommending Liverpool John Moores University primary partnership to others.

26. Effective support for NQTs by the partnership continues into the induction year. University tutors and school-based mentors frequently communicate by phone and email with NQTs to respond to questions and share resources. Additionally, liaison tutors systematically contact employing schools to check with school leaders how their NQTs are doing and to provide any necessary advice or guidance.
27. NQTs have access to a growing range of professional development activities, for example a Masters degree in education practice, which is popular with primary PGDE trainees. Other training opportunities include lectures, workshops and conferences for all. However, the partnership does not promote these activities widely enough to ensure that more NQTs participate in additional learning opportunities to support their professional development as new teachers.
28. The university strongly promotes an awareness of mental health issues with its trainees and NQTs. This programme is far-reaching and helps trainees and NQTs to understand how they can maintain their own mental health and well-being, as well as support the mental health of pupils.
29. Towards the end of their training, trainees complete a career entry development profile in collaboration with their mentors and tutors. This profile clearly identifies trainees' attainment in relation to each individual teachers' standard and identifies their areas of strength. The profile also includes targets that aim to identify the knowledge and practice that trainees need to develop as they enter the teaching profession. However, sometimes these targets are not precise enough to enable NQTs to know exactly what are their next steps for development.
30. A very small proportion of trainees stated in their response to the trainee online questionnaire that they lacked the confidence to teach PE. During the inspection, inspectors found no evidence to support the view that the quality of training was responsible for this. On the contrary, trainees receive effective training in the teaching of safe PE. Additionally, trainees complete recognised sports and coaching qualifications as part of their training. This ensures that trainees are prepared well to teach PE in a primary school, resulting in the overwhelming majority being confident in the subject.

31. Leaders make use of a wide range of partner schools to ensure that trainees gain valuable experience in a wide range of contexts. This includes providing opportunities for trainees to experience working in schools that have very challenging contexts, including those which have been judged by Ofsted to require improvement. For example, placements are sourced in special schools, and schools with high proportions of disadvantaged pupils or pupils who speak English as an additional language.
32. Trainees are also required to complete an inclusion study to broaden their understanding of working in schools with a high proportion of disadvantaged pupils and pupils with SEND. This enables them to understand how to plan effectively for different groups of pupils and how to deploy support staff effectively to promote strong learning and progress.
33. Some trainees have been fortunate to be able to apply their acquired skills to support more global teaching projects, such as working in schools in Nepal and Sweden. This range of placements and experiences gives an excellent foundation of knowledge and experience on which trainees can build as they enter their careers as NQTs.
34. Enrichment experiences and academic studies ensure that trainees develop a secure understanding of the key stages that precede or follow the age ranges that their training programme prepares them to teach. This enables trainees to develop a better understanding of transition so that learning is effectively built upon in subsequent key stages.
35. The leadership and management of the primary partnership are outstanding. Primary leaders have a clear vision and they are dedicated to promoting their 'civic duty'. They actively pursue excellence and strive to train 'socially engaged' teachers who can make a positive difference to the life chances of children and pupils. Leaders' clear strategic vision for the partnership is linked to regional and national issues in ITE.
36. The tight-knit and devoted primary leadership team is highly reflective, insightful and ambitious for trainees. Leaders know the trainees very well and listen carefully to the views of stakeholders. Leaders respond with alacrity to challenges when they arise in order to promote excellence across the partnership. As a result, they have excellent capacity and drive to continue to improve the partnership and sustain trainees' excellent outcomes.
37. Leaders place the trainees at the heart of all that they do. They involve trainees in the strategic design of future programmes and listen carefully to their views. These views are gathered frequently from all trainees. As a result, trainees feel valued and involved in the evolution of the training programme. This was clearly illustrated in the very high level of positive responses to the trainee online questionnaire regarding how leaders seek and act on trainees' views. It

was further confirmed by the unequivocal pride that trainees have for their training expressed to inspectors during stage 1 and stage 2 of the inspection.

38. Since the last inspection, primary leaders have revalidated all their training programmes for postgraduate and undergraduate trainees, following a well-considered and careful review of their content and structure. This has strengthened the focus on developing trainees' subject knowledge and pedagogy across the breadth of the primary curriculum, particularly in subjects other than English and mathematics. It also pays due regard to the effective reduction of trainees' and teachers' workload. Leaders have reduced the number of academic assessments for trainees without losing any rigour or depth of their checks on trainees' knowledge and understanding. This has ensured that the programme continues to provide excellent, up-to-date training that reflects current educational research and prepares tomorrow's teachers extremely well for their future careers in primary education.
39. The university has a well-established and excellent partnership with its schools, training school alliances and multi-academy trusts. During the inspection, inspectors heard nothing but praise for the partnership and the high-quality trainees that it produces. The strong relationships within the partnership allow it to respond effectively to changes to national priorities and the needs of its partnership schools.
40. The partnership's strategic board is representative of its wide contextual 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. Professional relationships and effective communication are well embedded across the partnership. The partnership strategic board constantly seeks ways in which to refine and enhance the quality of training that it provides. For example, as part of the revalidation of all course programmes, the promotion of the mental health and well-being of teachers, trainees and pupils have recently been considered.
41. School and university leaders across the primary partnership share a clear vision for teacher training that is relevant for schools today. Partner schools contribute to training the next generation of teachers through their high-quality mentoring and their commitment to supporting centre-based training.
42. Self-evaluation and improvement planning documents are highly detailed. Self-evaluation is accurate and thorough and reflects the outstanding leadership of this partnership. Improvement planning contains appropriate priorities that are well considered and closely linked to the teachers' standards.
43. The partnership complies fully with all the requirements for ITE and has robust systems in place to check and verify this. Safeguarding requirements are fully

met and the university's practices to check the suitability of applicants and trainees to work with children are of an excellent quality.

44. Equality of opportunity and respect for diversity are threaded through all aspects of recruitment and selection, and support for trainees.

### **Annex: Partnership schools**

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

Our Lady of Compassion RC Primary School, Sefton

Northcote Primary School, Liverpool

Brookfields Special School, Halton

Great Crosby RC Primary School, Sefton

Bedford Primary School, Sefton

Woodlands Primary School, Wirral

Our Lady and St Philomena's RC Primary School, Liverpool

Redgate Primary School Formby, Sefton

Waterloo Primary School, Sefton

Thingwall Primary School, Wirral

Mab Lane Community Primary School, Liverpool

Churchtown Primary School, Sefton

St Vincent de Paul Catholic Primary School, Liverpool

Somerville Primary School, Wirral

St James CE Primary School Haydock, St Helens

Faith Primary School, Liverpool

Fairfield Primary School, Halton

St Gregory's Catholic Primary School, Liverpool

Fazakerley Primary School, Liverpool

Christ the King Catholic Primary School, Liverpool

St George's Primary School, Wallasey, Wirral

Belle Vale Primary School, Liverpool

Kirkdale St Lawrence CE Primary School, Liverpool

Netherton Moss Primary School, Sefton

## The secondary phase

### Information about the secondary partnership

- Liverpool John Moores University secondary ITE partnership provides training leading to QTS. Trainees following the postgraduate core route work towards a PGDE. School Direct and School Direct salaried trainees are awarded a PGCE on successful completion of their training programme.
- The range of subjects offered by the partnership has increased significantly over the last four years. During 2017/18, the ITE partnership offered the following specialist subjects within the 11 to 16 age range (with post-16 enhancement): art and design; biology; business studies; chemistry; computer science and information technology; English; geography; history; mathematics; modern foreign languages; music; performing arts (dance) and performing arts (drama); physical education (PE); physics; psychology; religious education and social sciences.
- At the time of the inspection, the secondary programme also included undergraduate programmes in: Masters in physics with education with QTS; modern languages with recommendation for QTS; Masters in computer science with education with QTS and Masters in mathematics with education with QTS. These programmes are part of the DfE's innovation project to provide more flexible routes into teaching.
- Liverpool John Moores University secondary ITE partnership works with approximately 100 schools, spanning across 16 local authorities in the greater Merseyside area.
- At stage 1, there were 287 trainees across all secondary routes, including 136 postgraduate core trainees, 122 School Direct trainees and 29 School Direct salaried trainees.
- Liverpool John Moores University's School Direct programmes were delivered for the first time in 2013/14. In 2017/18, secondary School Direct training comprised six lead schools, and secondary School Direct salaried training was delivered in conjunction with four lead partner schools.

### Information about the secondary ITE inspection

- Inspectors visited 23 schools, two of which were visited at both stages 1 and 2 of the inspection. They observed 18 trainees teach at stage 1 and 13 NQTs teach at stage 2. At stage 1, where lessons were jointly observed, inspectors also observed mentors giving feedback to trainees.
- Over the course of the two-stage inspection, inspectors held meetings with a range of stakeholders, including: trainee teachers; NQTs; school-based subject and professional mentors; school-based induction tutors; university phase leaders; members of the strategic development board; university subject tutors and liaison tutors; and representatives from the School Direct programme.

- Inspectors scrutinised a wide range of documentation including: the partnership's evaluation of its own performance; improvement plans; the external examiner's reports; the programme handbooks and related training documentation; the partnership agreement and the partnership's policies; trainees' teaching files; NQTs' career entry and development profiles and information relating to trainees' attainment, completion rates and employment rates.
- Inspectors carried out checks to ensure that the partnership was compliant with safeguarding and other statutory requirements, including the ITT criteria. Inspectors also visited a mentor training session and a recruitment and selection event.
- Inspectors considered 105 responses to the trainee online questionnaire that was completed during 2018.

### **Inspection team**

Jonathan Smart HMI, overall lead inspector

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## **Overall effectiveness**

**Grade: 2**

### **Key strengths of the secondary partnership**

- The partnership works effectively across a wide range of diverse providers to train a supply of high-quality teachers for the Greater Merseyside area and beyond.
- The leadership of the secondary partnership is good. There is effective collaboration between partners that arises from open and transparent communication.
- The partnership has a strong reputation for providing effective training across a wide range of secondary subjects. Consequently, the partnership's trainees are highly sought after, and employment rates are extremely high.
- Much of trainees' teaching over time is at least good or outstanding. Trainees are committed to making a difference to pupils' learning.
- The university's belief in its 'civic duty' is at the core of this partnership's mission and vision. Leaders have at the heart of their programme a commitment to training teachers to teach in schools that face challenging socio-economic circumstances.

- The partnership's good-quality centre-based training programme, complemented by high-quality contrasting school placements and effective mentoring, produce confident trainees who make a strong and valuable contribution to their employing schools.
- Trainees' subject knowledge for teaching is well developed. They are equally well prepared to fulfil the wider aspects of a teacher's role and responsibilities.
- Pastoral support for trainees is excellent. Leaders focus sharply on promoting trainees' mental health and well-being. There is a significant commitment to reducing teacher workload.
- Recruitment and selection procedures are strong. Leaders ensure that trainees have the right skills to become successful teachers.

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

### **The partnership should ensure that:**

- the targets set in the career entry development profiles are sharp and precise, so that NQTs know exactly what steps they need to take to improve the quality of their teaching
- it engages effectively with the full range of employing schools to provide continuing professional development, support, advice and guidance to NQTs as they embark on their careers
- mentors understand fully the partnership's expectations of how to promote learning opportunities for different groups of pupils
- all trainees and NQTs are adept at planning and sequencing learning
- all trainees have a high-quality experience to develop their understanding of key stages 2 and 5.

### **Inspection judgements**

45. Right across the secondary partnership there is a deeply embedded commitment to training a 'supply of well-qualified, committed and socially engaged' teachers who are prepared to make a positive difference to the life chances of pupils across the Greater Merseyside area and beyond. Leaders ensure that this vision is effectively shared and understood by partnership staff, partner schools, trainees and NQTs alike.
46. The partnership works with a diverse range of schools. For example, it provides support, advice and guidance to schools in an Ofsted category of concern and schools that require improvement. It also trains a supply of good-quality teachers for schools in socio-economically challenging circumstances, where recruitment can be difficult. Leaders actively target these schools to ensure that

trainees have sufficient practical experience to develop their teaching skills in a wide range of settings.

47. The partnership is adept at exposing trainee teachers to the breadth and range of schools affiliated to the university by offering well-planned and contrasting placements to each trainee during their training programme. These quality placements allow trainees and former teachers to make informed choices about the type of school in which they wish to work as they embark on their careers.
48. Although placements are contrasting, well planned and well organised, some trainees do not get a sufficiently strong experience of how the primary phase and the post-16 phase relate to their subject specialism. This limits their understanding of pupils' progression through the different key stages.
49. Many trainees are determined to use their strong subject knowledge and their passion for teaching to effect change for some of the most vulnerable pupils in society. They choose to work in schools in challenging circumstances because they believe that it is their duty to give back to education. This is the partnership's mission in action and is a result of trainees' exposure to a range of contrasting schools.
50. The partnership's mission and vision are underpinned by the university's belief in its 'civic duty'. Leaders engage in a range of projects that aim to have an impact on educational outcomes for pupils, particularly disadvantaged pupils. For example, the partnership is currently supporting a research project to develop pupils' oracy skills. The partnership has secured funding to raise pupils' aspirations through a 'shaping futures' initiative. It has also successfully introduced undergraduate 'opt-in' routes in response to local and regional priorities, for example to recruit teachers to science, technology, engineering and mathematics (STEM) subjects.
51. Liverpool John Moores University secondary ITE partnership is outward-facing. It has worked well with school leaders to increase the number of high-quality School Direct schools involved with the partnership. The partnership recruits equally high numbers of School Direct trainees as it does core postgraduate trainees because it believes in offering a breadth of choice to prospective teachers. Good-quality leadership and management of the School Direct programmes, strong and effective collaboration between partners, and open and transparent communication are key strengths of this partnership.
52. Recruitment and selection procedures across all programmes are strong. As a result, the partnership ensures that high-calibre trainees are recruited to secondary courses. The partnership is growing year on year because of its reputation across the country. For 2018/19, the partnership has recruited over 300 trainee teachers to secondary programmes.

53. The partnership is also committed to finding new and innovative ways to recruit high-quality teachers into the profession. It is currently working with the DfE to offer secondary undergraduate and integrated Masters programmes in a range of subjects, for example modern foreign languages with QTS. This cross-university project is a further way that the partnership is fulfilling its vision.
54. Trainees value the opportunities that they receive to undertake subject knowledge enhancement courses. Furthermore, in a range of subject programmes, including PE, religious education, modern foreign languages, geography and history, for example, course tutors ensure that trainees develop subject knowledge to teach in a wider range of subjects in order to enhance their employability skills.
55. Employment rates across the secondary partnership are high. Over the last three years, employment rates have been well above the sector average. This is because partner schools value the good-quality training provided by the partnership. They believe that NQTs are well prepared to embark on their teaching career.
56. Over time, there is no statistical significance between outcomes for trainees on core postgraduate routes and School Direct routes within the secondary partnership. That said, in 2017/18, trainees completing School Direct courses attained more highly than those on core postgraduate programmes. Furthermore, although the attainment of males is consistently good and improving, females attain more highly.
57. For the last three years, trainees' attainment has been consistently good and much of trainees' teaching over time has been at least good or outstanding. Added to this, all trainees exceed the minimum expected standard as defined by the teachers' standards. All trainees who complete their courses achieve QTS. Core postgraduate trainees are successful in achieving a PGDE and School Direct trainees in achieving a PGCE.
58. Assessment is accurate. The university and its partners use a wide range of high-quality documentation to triangulate trainees' progress towards meeting the teachers' standards. That said, some trainees do not use the documentation effectively enough to analyse the impact of their teaching on pupils' learning and progress. Leaders recognise this disconnect between trainees' university-based training programme and their own reflections on how well their teaching develops pupils' knowledge in the classroom. They already have appropriate plans in place to improve this aspect of training.
59. Personal tutors and liaison tutors know their trainees well. The revised additional support framework has begun to have a positive effect on improving outcomes for trainees on secondary programmes. Mentors are being trained to use this multi-layered support programme proactively to respond to trainees'

individual developmental needs. There is evidence that this framework is also helping to improve completion rates and reduce withdrawal rates across the partnership.

60. Over time, completion rates are good and improving across all subjects. They compare favourably with the sector averages. The partnership has taken effective action to reduce withdrawal rates and non-completion rates for mature trainees, trainees on science programmes and trainees undertaking courses in secondary mathematics.
61. There is a strong focus on supporting trainees' mental health and well-being. The university offers a range of support through annual conferences, a well-being week and the partnership's support programmes. The 'Well-being in Schools Conference' is particularly noteworthy. It brings together a range of professionals from education and health to develop trainee teachers' understanding of how to support children, young people and teachers' mental health and well-being in schools.
62. Since stage 1 of the inspection, the university has revalidated its ITE programmes. The launch of the new PGDE and PGCE programmes includes a renewed and effective focus on reducing teacher workload. For example, a written assignment has been replaced with a new module that assesses a trainee's placement experience via a professional triangulation discussion and an evaluation of the career entry development profile.
63. The university also commits to developing resilient teachers for a sustainable career. The partnership's steering committees regularly discuss how to refine course documentation and paperwork to reduce the burden on trainee teachers.
64. Trainees benefit from good-quality mentoring across the secondary partnership. However, not all mentors have a secure understanding of the partnership's expectations of how to promote learning and progress for different groups of pupils. This can have a limiting effect on trainees' ability to adapt their teaching to respond to the strengths and needs of pupils.
65. The university-based training programme links well with the school-based training programme. Since stage 1, the partnership has written additional supporting documentation to raise mentors' awareness of the content of the university-based training programme. This is so that mentors can complement the core offer more effectively during trainees' placements at partner schools.
66. Because of a coherent training programme, by the end of the ITE course, most trainees are skilled teachers. However, some trainees do not fully understand the importance of planning and sequencing learning with care and precision so that pupils know more and remember more. The secondary partnership leaders

acknowledge that this aspect of the training programme requires further development. They have plans in place to improve their core offer in this area so that trainees are crystal clear about exactly what they want pupils to learn and how each component element of that learning leads to the composite task.

67. Trainees receive effective training on how to meet the needs of pupils with SEND. During stage 2 of the inspection, inspectors saw strong evidence of how NQTs have been prepared to meet the needs of pupils with SEND.
68. The overwhelming majority of trainees and NQTs successfully develop pupils' literacy and numeracy skills through their teaching. A review of pupils' work during both stages of the inspection showed that trainees and NQTs are skilled at assessing pupils' work accurately and in accordance with school policies, procedures and practices.
69. A review of the trainee online questionnaire and discussions with NQTs and trainees highlight their satisfaction with the quality of the training programmes. They are well prepared for the profession and demonstrate high standards of professional conduct. Trainees benefit from a good balance between academic rigour and pastoral support. Those trainees who follow the secondary flexible routes into teaching through undergraduate programmes are also enthusiastic about their time in schools. Undergraduate trainees can articulate with ease how they are developing confidence in their respective subject pedagogy.
70. Trainee and partnership satisfaction with the quality of training is high because quality-assurance procedures are effective. There are secure systems in place to ensure that policies and procedures result in improving outcomes for trainees. Quality assurance also leads to additional training for mentors. High-quality mentoring is rewarded through the celebrating partnership events.
71. Trainees and NQTs are also well prepared to teach personal, social, health and economic (PSHE) education and sex and relationships education in schools. They are equally confident in promoting equality of opportunity in their classrooms. Across the partnership there is a strong commitment to equality and diversity.
72. During the training programme, there is a strong focus on helping trainees to know and understand their role in keeping pupils safe. Trainees and NQTs are aware of the signs and symptoms of abuse, radicalisation and extremism. Trainees and former trainees are also skilled at tackling and preventing bullying.
73. Trainees and former trainees are well placed to promote good standards of behaviour in their classrooms. They model respectful behaviour when teaching pupils. They also know how to successfully integrate British values into their curriculum areas.

74. Towards the end of their training programme, trainees prepare a career entry development profile to aid their transition into employment, in collaboration with their tutors and their mentors. While aspects of this document are strong, on some occasions the targets set lack precision and relevance. Where targets lack focus, this can hinder NQTs from knowing exactly what to do to improve their practice.
75. The secondary partnership provides effective additional wrap-around support for NQTs who embark on careers in schools in challenging circumstances. However, support is not routinely provided to all trainees, particularly those in non-partnership schools. Furthermore, although an increasing proportion of NQTs go on to study a Masters degree in education practice at Liverpool John Moores University, the partnership does not yet provide a broad and relevant programme of continuous professional development to all secondary NQTs as they embark on their careers.
76. The leadership of the secondary partnership is good; it has shown demonstrable capacity to promote continual improvement. The tight-knit team, ably lead by the head of ITE, is reflective, ambitious and committed to innovation. It engages well with local, regional and national ITE networks and is proactive in sharing best practice.
77. The leadership team undertakes accurate self-evaluation, which leads to well-formed improvement plans. The partnership takes brave and decisive action to improve provision and to bring about change, for example by embracing School Direct provision. Consequently, the partnership is on the journey to improving outcomes further for trainees.
78. The management structure of the partnership is strong. The strategic involvement of schools in the leadership and management of the partnership is effective. Leaders are highly successful in working with schools in challenging circumstances. They are fully committed to supporting schools judged to require improvement or judged inadequate by Ofsted. They are very successful with this mission and school leaders value the partnership's support, advice and guidance.
79. School leaders form the majority of membership of the strategic board, which sets out the priorities for the ITE provision. School representatives from the strategic board also chair a steering committee for each programme. The strategic development board has successfully overseen the introduction of the PGDE award, the expansion of School Direct and the introduction of secondary undergraduate programmes.
80. In addition to the strategic board and steering committees, the partnership operates a board of studies for each programme. This is the formal feedback mechanism for trainee representatives. This gives trainees a strong voice in

improving the partnership further and first-hand access to partnership leaders. It is highly valued by trainees.

81. The partnership fully complies with all aspects of the ITE criteria and has extremely thorough procedures in place to check this. Safeguarding requirements are fully met.

### **Annex: Partnership schools**

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

Archbishop Beck Catholic Sports College, Liverpool

Birkenhead High School Academy, Birkenhead

Birkenhead Park School, Birkenhead

Broughton Hall Catholic High School, Liverpool

Chesterfield High School, Crosby

Childwall Sports and Science Academy, Liverpool

Gateacre School, Liverpool

Halewood Academy, Halewood

King David High School, Liverpool

King's Leadership Academy, Warrington

North Liverpool Academy, Liverpool

Ormiston Chadwick Academy, Widnes

The Prescot School, Liverpool

Siddal Moor Sports College, Heywood

St Hilda's Church of England High School, Liverpool

St John Plessington Catholic College, Bebington

St Margaret's Church of England Academy, Liverpool

The Academy of St Francis of Assisi, Liverpool

The Belvedere Academy, Liverpool

The Blue Coat School, Liverpool

The De la Salle Academy, Liverpool

The Heath School, Runcorn

Turton School, Bolton

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Stage 2	19–21 November 2018
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