

# Leeds Trinity University

Initial Teacher Education (ITE) inspection report

Inspection Dates 4-7 March 2013

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This inspection was carried out by Her Majesty's Inspectors and an additional inspector in accordance with the *Handbook for inspecting initial teacher education from September 2012*.

The inspection draws upon evidence from each phase and separate programme 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?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	2	2

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## **Key findings**

- There is a strong trend of improving outcomes for trainees, including the proportion whose teaching is consistently good or better by the end of the course.
- Trainees' enthusiasm, professional knowledge and commitment to teaching prepares them well for entering the profession and results in high levels of employment.
- The effective partnership working across schools, academies and the university that adds significantly to the quality of training.

## **Information about this ITE partnership**

1. The university works in partnership with Catholic dioceses, local authorities and schools in the Leeds and Bradford area and further afield. It provides initial teacher education (ITE) leading to qualified teacher status (QTS) in both the primary and secondary phases.
2. Courses offered are the Bachelor of Arts (BA) honours degree in Early Years and Junior Years with QTS for primary trainees. A one year postgraduate certificate in education (PGCE) is offered to both primary and secondary trainees. The partnership also works with local schools to offer an Assessment Only route to QTS and through School Direct at secondary level and at primary level from September 2013.

## **The primary phase**

### **Information about the primary partnership**

3. The University works in partnership with a large number of infant, junior and primary schools to offer initial teacher education (ITE) leading to qualified teacher status (QTS). Successful trainees are awarded BA honours with QTS. The current first year trainees are following a three year BA course, while those in years 2 to 4 are following a four year course. Trainees can specialise in either Early Years (ages 3 to 7) or Junior Years (ages 7 to 11). The university offers training through an Assessment Only route but at the time of the inspection there were no trainees on the course. Since the university was last inspected it has introduced a one year postgraduate qualification leading to QTS.

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

4. The inspection was carried out by four inspectors. Inspectors observed 19 lessons in total, 15 taught by trainees and four by newly qualified teachers (NQTs) in nine schools. Inspectors also met with groups of trainees and NQTs in schools and at the university. Meetings were also held with senior staff from the university, headteachers, school based tutors and link tutors. Inspectors scrutinised a range of documents, including the provider's evaluations of how well it is doing, course handbooks, documents relating to school experience placements, analyses of trainees' achievement and completion data and external examiner reports.

#### **Inspection team**

Robert Lovett HMI, lead inspector  
Eileen Mulgrew HMI, assistant lead inspector  
Adrian Guy HMI, team inspector  
Juliet Ward AI, team inspector

### **Overall Effectiveness**

**Grade: 2**

#### **The key strengths of the primary partnership are:**

- The rapidly improving outcomes for trainees, which include the improving quality of teaching.
- The vision and drive of the leadership team and its commitment to improving outcomes for trainees.
- The high quality pastoral and academic support for trainees from progress tutors and the responsiveness of academic tutors to ensure trainees achieve well.

- Confident, enthusiastic, reflective and professional trainees who are well prepared to enter the teaching profession.
- The strong commitment of schools and the university to working in partnership in order to meet the local need for high quality teachers.

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

#### **The partnership should:**

- Improve the consistency of grading through more frequent joint lesson observations between link tutors and school based tutors.
- Improve outcomes for trainees so that they are consistently outstanding by;
  - making greater use of assessments of trainees' teaching and their classroom experience, to focus university training more sharply on the needs of trainees prior to each school placement
  - sharpening the analysis of trainees' evaluations of taught modules and acting more quickly to adapt training in response to their feedback.

### **Inspection Judgements**

#### **The outcomes for trainees are good**

5. Trainees are very proud to be part of Leeds Trinity University. Many of those spoken to by inspectors had carried out detailed research to compare providers of ITE in terms of those with the highest completion and employment rates. Others had come to the university as a result of recommendations from family or friends. Almost all of the trainees and NQTs spoken to have recommended the university to friends or family members.
6. The partnership correctly judges outcomes for trainees as good. The proportion of trainees judged as satisfactory halved to about 10% last year and is set to fall further in 2013. While not all trainees yet attain at a good or better standard, attainment has risen steadily since the university was last inspected. Of those trainees completing the four year under-graduate course in 2012 almost three quarters were judged to be good or better, with about four in ten achieving highly. The proportion of trainees judged outstanding has risen steeply over three years and early indications are that this rise in attainment is set to continue in 2013. Almost all trainees following the one year post-graduate route completed the course at a good or better standard, with about a third judged

outstanding. There is a strong trajectory of improvement over time with a particularly rapid improvement in the proportion of trainees judged to be good or better and none judged inadequate. While there is no sustained trend over time, there are some differences in the attainment of groups of trainees. In 2012, male trainees did particularly well at Grade 1 but less well at Grade 2 or better. The small number of minority ethnic trainees did less well than their peers. The provider is committed to raising achievement for all trainees and eradicating inequalities and is therefore carefully monitoring the achievement of all trainees.

7. While completion rates in 2012 were broadly in line with national averages the partnership has been very successful in reducing the number of trainees who do not complete the course and current completion rates are well above. As a result of effective interventions introduced last year withdrawal rates overall are falling and have fallen significantly for trainees in the first and second years of their course. The provider is particularly successful in helping to meet the recruitment needs of local schools with about three quarters of trainees going on to teach in Leeds or Bradford. As a result outcomes are mostly good and are improving rapidly. All respondents to the recent on-line survey said they were confident they had been well prepared for teaching.

### **The quality of training across the partnership is good**

8. Training is generally good, with some high quality training in mathematics and science which impacts very positively on trainees' confidence and their ability to teach well.
9. While training in early reading skills is of good quality it remains the area of their work where trainees and NQTs feel least confident. However, this lack of confidence does not translate into a lack of knowledge or poor skills and may be linked to the timing of training rather than its quality. The relatively new English team is well placed to further improve the quality of training in early reading and phonics.
10. Trainees are confident and well prepared to teach mathematics. A view confirmed by NQTs and headteachers and by observations of teaching. Trainees have a good focus on teaching mathematics through practical activities which link to real-life contexts so that pupils are enthusiastic learners and most make good progress. Trainees ask a range of questions to probe pupils' understanding and deepen their thinking. Tutors model how to teach mathematics well by linking theory to practical activities in the classroom. Trainees work as individuals, pairs and in groups in practically based sessions. These often generate a high level of professional dialogue about the best ways to teach. Several trainees said that they had originally felt uneasy about teaching

mathematics but that the training had boosted their confidence and they felt well-equipped to teach it in schools.

11. Schools and school based mentors report that trainees and NQTs are well prepared to teach across the curriculum because the quality of school and university training are generally good. However, trainees say that the timing of some year or key stage specific training could be better matched to their next school experience. Of those NQTs observed teaching almost all were judged to be good and some were outstanding. Trainees observed were performing at or above the level that might be expected at this in their training. Almost all inspector judgements matched with those of school based tutors, indicating that the university's judgements are accurate. All trainees observed have the capacity to become good or better teachers by the end of their course. Trainees feel particularly confident in their ability to ensure that pupils behave well and have positive attitudes to learning. The most recent survey of all trainees indicates that almost all believe they are well prepared to manage pupils' behaviour and encourage positive attitudes to learning. In teaching observed trainees and NQTs consistently formed positive relationships with pupils, had high and consistent expectations of their conduct and encouraged positive attitudes to learning. As a result trainees and NQTs work in well-ordered and industrious learning environments. Encouraging good relationships and positive attitudes to learning was a real strength of NQTs observed.
12. Trainees are well prepared to teach pupils with a range of learning needs, including those with disabilities and special educational needs. Trainees are equally well prepared to teach more able pupils so that they are able to differentiate pupils' work across the broad range they are likely to encounter in classrooms. The partnership recognised that trainees were not confident in monitoring, assessing, recording and reporting pupils' progress and has taken effective action to address this so that trainees now say they feel well prepared. University staff are highly regarded by both trainees and NQTs. They say that progress tutors are accessible, quick to react when contacted and dedicated to getting the best for students. They check on progress, help complete application forms and robustly hold trainees to account for how well they are doing. Course tutors are also highly regarded but trainees expressed concern about how long it takes for some assignments to be marked and returned. There is some inconsistency in the quality of and practice of school based tutors. Some are excellent and provide accurate, evaluative and developmental feedback for trainees on how well they are doing. However, not all are applying the provider's grading criteria accurately or consistently.
13. Link tutors provide a valuable bridge between the university and partner schools. Their role could be enhanced and the quality and consistency of school based tutors improved if link tutors played a greater part in the

quality assurance of lesson observations, judgements on the quality of teaching and feedback. School placements are well chosen to give trainees experience of schools in a range of settings. Where this is not possible the university sets up 'immersion sessions' to ensure trainees are able to experience life in culturally and linguistically diverse schools. The university does not make enough use of trainees' practical classroom experience to enhance central training in the teaching of mathematics, early reading and letters and sounds.

14. The assessment of trainees is robust and accurate. As a result of generally high quality feedback on the quality of their teaching trainees say they know what they have to work on and are adamant that areas for improvement are always checked up on at the next opportunity. However, some lesson observation pro-forma have too great a focus on what teachers are doing and do not report on the impact of teaching on pupils' learning.

### **The quality of leadership and management across the partnership is good**

15. The leadership of the primary programme at all levels, for both the undergraduate and post-graduate routes, consistently and effectively communicates a strong desire to improve together with high levels of ambition. This is not couched in terms of improving outcomes for the university *per-se* but an ambition that every trainee achieves highly and contributes to the education and well-being of young people.
16. All relevant safeguarding and other statutory requirements and criteria are fully met.
17. The quality of training is good, with schools able to provide good and outstanding training. Many contribute to university training sessions, such as the recent training for NQTs. While quality assurance systems are generally robust, the partnership should ensure greater consistency in the support and feedback provided by school based tutors through more frequent joint lesson observations with link tutors. Verbal feedback is given to schools on the quality of the training they provide, but no formal, written feedback is provided. Schools say they would value such feedback. Progress tutors play a pivotal role in ensuring that trainees' professional development is carefully monitored and learning experiences well matched to trainees' needs. However the provider's analysis of trainees' evaluations of taught modules is not sufficiently robust or timely to impact quickly on the structure of central training.
18. The recruitment of trainees is rigorous. Schools are confident in the interview and selection process for trainees because they are closely involved. Because schools are closely involved in the interview process

for both BA and PGCE trainees it enjoys their confidence. Schools say that the process is rigorous and that only excellent and very good candidates will be considered. Any aspects of trainees understanding deemed weaker at interview, are risk assessed and plans made to provide additional support. If audits identify weaker mathematics or English skills this results in a letter being sent to the trainee prior to starting the course offering a support package which is followed up by progress tutors. Overall, through the collation of detailed audits and follow up tutorials trainees meet the Standards at a good level. Partnerships with local colleges are widening participation and enhancing applications from candidates from different walks of life and from different ethnic and cultural backgrounds.

19. The partnership with schools is strong. Schools are invited to all of the training sessions at the university, and mentors attend training sessions and twilight update sessions on a regular basis. Almost all school based tutors attend regularly and consider these sessions are well organised and extremely helpful in making sure they are kept up-to-speed. For example, in the changes made to the standards and to the pre-placement booklets. The provider is strengthening the partnership by offering 'outreach' training sessions to clusters of schools situated at a distance from the university. Course handbooks and other documents are clear, easy to use and valued by schools and trainees.
20. The provider's self-evaluation is accurate and robust. Actions intended to bring about improvement have resulted in significantly better outcomes for trainees. This is the result of well-targeted interventions such as the introduction of the Welfare Group to improve trainees' well-being and boost completion rates and a focus on groups of standards where trainees' had, over time, achieved less well. Because of the provider's track record of improving outcomes for trainees, accurate self-evaluation and effective action planning it is well placed to continue to improve.

## **Annex: Partnership schools**

The following schools were visited to observe teaching:

St Nicholas' Catholic Primary School  
St Bartholomew's C of E Voluntary Controlled Primary School  
St Francis Catholic Primary School  
St Catherine's Catholic Primary School  
Clapgate Primary School  
Weetwood Primary School  
Westerton Primary School  
St Stephen's Catholic Primary School  
Blakehill Primary School

## **The secondary phase**

### **Information about the secondary partnership**

21. Leeds Trinity University offers a full-time, one-year PGCE programme leading to the award to QTS. PGCE places are available in the subjects of English, mathematics, religious education, business studies, history and the modern languages of French, German or Spanish. Training in all subjects is offered in the 11-16 or 11-18 age range with the exception of business studies which covers the 14-19 age range. Ninety seven trainees enrolled onto the secondary programme in 2012.
22. The partnership also offers the assessment only route to gaining QTS and is involved in a Schools Direct teacher training programme in Hull.

### **Information about the secondary ITE inspection**

23. Inspectors observed, jointly with school-based trainers, 15 trainees teaching. They also observed the teaching of one newly qualified teacher (NQT) who completed their training at the university in summer 2012.
24. Inspectors observed the feedback given to trainees by school-based trainers following the joint lesson observations. Inspectors also held discussions with individual and groups of trainees, other NQTs trained by the partnership during 2011/12, school-based subject mentors and initial teacher training coordinators (ITT) in the schools visited and senior leaders who employed trainees from the 2011/12 cohort.
25. Inspectors scrutinised a wide range of documentation including the partnership's self-evaluation, improvement planning, internal and external evaluations, data from the tracking of trainees' progress and trainees' teaching files.

### **Inspection Team**

Katrina Gueli HMI:	secondary phase lead inspector
Elaine Taylor HMI:	subject inspector: modern languages
Michael Maddison HMI:	subject inspector: history

## Overall Effectiveness

**Grade: 2**

### **The key strengths of the secondary partnership are:**

- Trainees' well developed professional knowledge and personal values that enables them to develop positive relationships with students and make a good contribution to the schools and departments in which they teach.
- Trainees' good subject knowledge and their ability to plan interesting lessons that interest students and support the intended learning well.
- The rising trend in the proportion of trainees who consistently teach good or better lessons by the end of the course.
- The use of wide-ranging evidence to evaluate the effectiveness of the partnership and the involvement of schools in shaping on-going improvement and development work.

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

#### **The partnership should:**

- Improve training, particularly trainees' school-based experiences, to ensure that all trainees are fully prepared to teach disabled pupils, those who have special education needs and those who speak English as an additional language by the end of the course.
- Improve outcomes so that they are consistently outstanding across all secondary subjects by:
  - ensuring all trainees who complete the course are teaching lessons that are typically at least good and often better
  - ensuring all placements and school-based training are of the high quality currently experienced by the large majority of trainees
  - sustaining the trend of improvement in employability in subjects where this has been less consistently high over time and building on improvements in completion rates.

## Inspection Judgements

### **The outcomes for trainees are good**

26. Training is effective in ensuring almost all trainees become at least good teachers. Employing schools are very positive about former trainees.

Almost one third of those trained by the partnership during 2010/11 already hold a position of responsibility in their first destination school. Over time, progression into employment is high in most subjects and typically, about half of the trainees in each cohort gain employment in a partnership school. A number of current trainees have already been appointed by their first placement schools. Where completion rates in subjects with larger cohorts are not consistently high they are improving strongly. This is due in part to more rigorous selection procedures, especially in mathematics. Most withdrawals are now related to trainees' personal circumstances rather than their unsuitability to teaching.

27. Trainees demonstrate high levels of commitment to their subject and to teaching. This is evidenced through both their willingness to reflect on their practice and identify how it could be improved, and their responsiveness to the feedback and advice they receive. Most have good subject knowledge, a feature often highlighted as a particular strength by placement or employing schools. A useful assignment helps trainees develop an understanding of curriculum progression in their subject through the key stages. However, this understanding is not always enhanced or consolidated well because not all trainees have the opportunity to observe teaching and learning first-hand in Key Stage 2.
28. Most trainees observed demonstrated they could already use a range of strategies to effectively manage behaviour to create a positive learning environment. At the end of the course the large majority of trainees feel well-prepared in this respect and the views of employing schools confirm that most former trainees manage the learning environment well.
29. Effective centre-based training during the initial part of the course ensures trainees rapidly grasp the professional expectations of the role and understand the conduct required of a teacher. As a result, trainees and NQTs forge positive relationships with pupils based on mutual respect and appreciate the importance of handling situations related to bullying or pupils' well-being appropriately. Placement schools and those who employ former trainees also recognise how the course prepares individuals very well to work as part of a departmental team, plan well-structured lessons using a range of teaching strategies and use information and communication technology (ICT) applications in teaching.
30. The history subject course is effectively organised and led by a well-informed and experienced practitioner so that trainees are effectively prepared for teaching history in secondary schools. Overall, history trainees are hardworking and diligent; they are enthusiastic about history and reflective on their practice. Their self-evaluations are thorough and insightful. The sessions led by external speakers have strengthened the quality of the training received, as seen, for example, in the work by practising teachers from partnership schools in relation to

GCSE and AS/A2 requirements. The history course handbook sets out clearly the demands and expectations of the course. The list of books, articles and websites in the handbook is helpful. In their initial training all trainees investigate the demands of teaching at Advanced level with seminar sessions on planning, marking and good practice. Wherever possible, all trainees have the opportunity on at least one of their placements, and often both, to teach sixth form lessons.

31. In modern languages, strong subject knowledge auditing ensures trainees have the language skills necessary to plan and deliver effective lessons in their first language. Training models good practice and Ofsted reports are used to ensure trainees have a good understanding of what constitutes outstanding teaching. As a result, trainees plan logical sequences of lessons with excellent resources and can interest and motivate their pupils. They do not always make effective use of the language being studied to manage their lessons, frequently switching into and out of English. Where trainees are required to teach in a second language, they are sometimes less confident, because the strong auditing of their subject knowledge in their main language is not carried out in a second. The subject leader has a clear vision for developing trainees who have good language skills and an understanding of the culture of the countries where the languages are spoken. A clear focus on creativity encourages trainees to include tasks in their lessons to develop this in their pupils. Good links exist with local complementary schools to provide valuable additional experience.

### **The quality of training across the partnership is good**

32. A close working relationship between placement schools and the university ensures all those involved in the partnership are strongly committed to providing good or better training for trainees. As a result, trainees and NQTs are overwhelmingly positive about the quality and coherence of their training experience. Schools say communication across the partnership is very effective and documentation is detailed and helpful. They appreciate the speed of the response by university staff and the input of additional tutor time if concerns or issues about a trainee arise. Regular meetings between university staff and school-based ITT coordinators and subject tutors are valued and well attended; these meetings make a good contribution to improving the quality, consistency and coherence of training across the partnership.
33. The course sets high demands for trainees and assessments are rigorous. Moderation at the end of each stage of the course ensures the partnership's judgements about trainees' performance are accurate.
34. Trainees are highly positive about centre-based subject training, noting particularly, how the effective teaching strategies modelled by university

trainers have influenced their own practice. It is well-focused on ensuring trainees can apply the knowledge and understanding gained through professional studies sessions in a subject specific context and that they are confident in supporting the development of pupils' literacy and numeracy skills through their subject teaching. While trainees also recognise and value the content of centre-based professional studies training, approaches to delivery are viewed less positively. Centre-based training run by school-based colleagues from within the partnership or other external specialists enhances university provision effectively.

35. Placement schools typically provide trainees with the opportunity to observe good and outstanding practice and benefit from skilled mentoring. New mentors are supported by generic training to develop their skills and by link tutors working with them more closely to improve and quality assure their work. Most mentoring observed was of good or better quality. Mentors used questioning skilfully to encourage trainees to reflect on the strengths and less effective aspects of their teaching including their progress in relation to current targets for development. Mentors also provided clear developmental feedback, if needed, on where and how to improve. In a few cases mentoring was less effective because mentors dominated the dialogue or were too generous in reviewing the quality of what had been observed.
36. Second placements are in the main carefully chosen to meet trainees' professional development or personal needs and provide a good contrast to their first placement experience. Many trainees have the opportunity to effectively develop their Key Stage 5 teaching enabling them to gain QTS in the 11-18 age range. However, a significant minority do not have sufficient opportunity to develop the skills needed to be well-prepared to work with pupils who speak English as an additional language.
37. Training in relation to the national priorities has been reviewed and developed since the last inspection. Centre-based training has been enhanced and expectations for school-based training in relation to teaching disabled pupils, those with special educational needs, minority ethnic pupils and those who speak English as an additional language have been clarified and reinforced through ITT coordinator meetings and link tutor visits. As a result, trainee evaluations for these areas of their training are more positive and the views of NQTs are improving over time. Nevertheless, evaluations by trainees, NQTs and of their employing schools show further development in relation to meeting the needs of different learners, for example, those with special educational needs or who speak English as an additional language remains a key priority for the partnership.

## **The quality of leadership and management across the partnership is good**

38. Since the last inspection leaders and managers have secured improvements to training and an overall rising trend in outcomes for trainees, particularly in relation to completion rates and the quality of trainees' teaching by the end of the course. However, outcomes are not yet consistently high for trainees in all subjects.
39. Schools are heavily involved in shaping the strategic direction of the partnership and ensuring course developments reflect forthcoming curriculum changes and local, regional and national initiatives and priorities. ITT coordinators and subject mentors appreciate that their views are valued and that the university is keen to ensure approaches to training and course documentation work well from a school's perspective. For example, following the development and dissemination of new assessment criteria, consultation is on-going to evaluate, refine and exemplify these statements further to ensure they support trainees' progression well and are applied consistently across the partnership.
40. Leaders and managers are proactive seeking out and embracing opportunities to establish new partnerships to enable training to be tailored more closely to the needs and aspirations of trainees and to ensure the partnership continues to meet local recruitment demands well.
41. Improvement planning is informed by a wide range of internal and external evaluations and focuses appropriately on where improvements to trainees' outcomes or training are most needed. Despite many partnership strengths, some actions since the last inspection have not led to sufficiently rapid or sustained improvement in all the areas where it is needed. In the current plan, some success criteria lack precision or are insufficiently challenging to drive the improvement in outcomes or training needed to move from good to outstanding.
42. Recruitment of trainees, including to the assessment only route for QTS is rigorous. Subject knowledge is carefully audited and trainees' suitability to teaching is fully explored. Subject knowledge enhancement courses are also used judiciously to ensure all trainees are well-prepared for the start of the course. In many subjects, the number of applicants for each place is high, resulting in the selection of very high-calibre trainees. Collaboration with local organisations and community groups, such as a network for refugee teachers, has led to an increasing number of minority ethnic trainees being successfully recruited to, and completing, the course. Follow-up studies of former trainees indicate most are still in teaching after five years and many have gained promotion early in their career.

43. Monitoring of trainees' progress and the quality of placements is robust. For example, evaluation of trainees' performance against clusters of standards at key points throughout the course is used effectively to shape on-going training for individual trainees and inform wider course developments for the future.
44. The track record in improving outcomes for trainees and in using the findings of monitoring and evaluation to enhance training confirms the partnership's good capacity to improve further.

## **Annex: Partnership schools**

The following schools were visited to observe teaching:

Garforth Academy  
Dixons City Academy  
Brigshaw High School  
St John Fisher Catholic High School, Dewsbury  
Beckfoot School  
Holy Family Catholic School, Keighley  
Morley Academy

## **ITE partnership details**

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<b>Lead inspector</b>	Robert Lovett HMI
<b>Type of ITE partnership</b>	HEI
<b>Phases provided</b>	Primary and Secondary
<b>Date of previous inspection</b>	March 2010
<b>Previous inspection report</b>	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70177">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70177</a>
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