

Poole SCITT Teacher Education Partnership

Initial Teacher Education inspection report

Inspection Dates Stage 1: 9–11 June 2014
Stage 2: 29 September–1 October 2014

This inspection was carried out by two of Her Majesty's Inspectors in accordance with the *ITE Inspection Handbook*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from June 2014.

The inspection draws upon evidence from 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
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1
The outcomes for trainees	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

The primary phase

Information about the primary partnership

- Poole School Centred Initial Teacher Training (SCITT) works in close partnership with 29 primary schools to provide initial teacher education (ITE) across the 5 to 11 age range. Most partnership schools are situated in or near Poole. They differ in size and serve a range of schools, some of which are in challenging socio-economic locations. All 29 trainees who started in 2013/14 successfully completed the one-year course and were awarded qualified teacher status (QTS) and a postgraduate certificate in education (PGCE). Nearly all live and work locally.

Information about the primary ITE inspection

- Ten schools were visited during the inspection. During Stage 1, inspectors visited seven schools and nine trainees were observed teaching. Lessons taught by trainees were observed jointly by inspectors and the trainee's mentor. Inspectors observed the feedback given to the trainees following their lesson observation. During Stage 2 of the inspection, inspectors visited six schools and observed nine lessons taught by newly qualified teachers (NQTs). Inspectors held separate discussions with the NQTs and their induction tutors, scrutinised trainees' and NQTs' files, their lesson plans and work in pupils' books. Inspectors also interviewed the current cohort of new trainees.

Inspection team

David Edwards, Her Majesty's Inspector
Richard Light, Her Majesty's Inspector

Lead inspector
Assistant lead inspector

Overall Effectiveness

Grade: 1

The key strengths of the primary partnership are:

- the consistently high completion and employment rates for all trainees
- trainees' professionalism, evidenced through their resilience and ability to use and adapt a wide range of teaching approaches
- the outstanding personalised training, professional development and pastoral support offered by the partnership to trainees and NQTs

- the leadership's clear vision for excellence and ability to respond swiftly to address the necessary changes in the national agenda for teacher training, including the recommendations for improvement identified at the end of Stage 1 of the inspection process
- the exemplary professional conduct and practice of the Professional Coordinator and SCITT tutors that continue to sustain high outcomes for all trainees.

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

The partnership should:

- make sure that the NQT induction programme matches that of the established and highly effective trainee mentor programme in order to promote consistency of provision and high outcomes for all NQTs by:
 - checking all induction tutors have a secure knowledge and understanding of their role and what is expected of NQTs
 - ensuring a broad range of evidence is gathered to support the development of NQTs as they progress through their induction year
 - offering on-going training for NQTs that maintains a strong focus on current national priorities, including life in modern democratic Britain.

Inspection judgements

1. An exceptionally clear vision and determination to secure and maintain the highest possible quality of teacher training and outcomes are fundamental characteristics of the partnership's outstanding leadership. Leaders are well aware of the rapidly changing landscape in higher education. They articulate a clear strategy for improvement through an action plan that is informed by a rigorous and insightful self-evaluation process. For example, swift action was taken to address the emerging areas for improvement identified by the end of Stage 1 of the inspection. Leaders use their skill, expert knowledge and understanding of the 2014 National Curriculum and assessment arrangements to ensure trainees are kept fully up to date with the latest requirements. This enables NQTs to make positive contributions to their schools' professional development training from the outset.
2. Trainees are selected very carefully. Despite growing competition from other providers locally and nationally, the SCITT has maintained its high expectations for prospective trainees. A rigorous recruitment process ensures successful trainees have the appropriate qualifications and competences for teacher training and exceed the minimum levels expected. Furthermore, completion rates have remained above sector norms for the past three years and there is a strong upward trend in the

proportion of trainees attaining at an outstanding level by the end of their training. There is no significant difference in outcomes for specific groups of trainees, such as men and women or those in different age groups. In the past three years, all trainees have been successful in securing a teaching post by the end of the course. Nearly all are employed in schools locally, with a high proportion successfully going on to secure posts of responsibility. This demonstrates the provider's ability to meet the local needs of the area extremely well.

3. The quality of training is outstanding and meets the needs of trainees exceptionally well. From the outset the provider uses information on individuals gathered through the recruitment process to tailor training and provide personalised support for trainees. Comprehensive pen-portraits are compiled for each trainee, which ensures placement schools are provided with essential information about trainees' prior experience, specialism and areas for development. They provide essential guidance for mentors from which to set targets and plan activities to support trainees' professional development. The three school placements provide a variety of teaching experiences and are carefully designed to develop trainees' professional skills and attributes exceedingly well.
4. Opportunities to develop trainees' skills and confidence in managing pupils' behaviour are carefully provided throughout the taught course. As trainees develop into confident practitioners, they are not afraid to take risks in their lessons in order to engage all pupils fully in meaningful learning. Trainees and NQTs are renowned for their resilience and creativity when faced with challenging situations in school. Praise and sanctions are used well. All NQTs observed demonstrated a confident approach to managing behaviour well. They skilfully use a range of positive strategies to modify unacceptable behaviour while not allowing the progress and learning of other pupils to falter. Headteachers within the partnership confirm that trainees and NQTs demonstrate consistently high standards of behaviour management, professional and personal conduct. As a result, the provider enjoys an excellent reputation locally for training teachers who exhibit a high degree of professionalism and involvement in the life of the schools in which they teach.
5. Trainees' subject knowledge, particularly in early reading, systematic synthetic phonics, literacy and primary mathematics, is very secure. This is because the course is structured to enable trainees to visit a variety of schools to gain experience of different approaches. In this way trainees quickly become competent and confident in a range of teaching styles and in planning sequences of lesson that build pupils' skills progressively over time. These skills were observed in a Reception class of 29 children where the NQT had already established a calm and ordered learning environment with a range of high-quality learning activities for the children. She demonstrated an acute awareness of the different learning

needs of pupils at various times throughout the day and succeeded in maintaining children's purposeful learning of single letter sounds through careful questioning and well-judged interventions.

6. Training ensures all NQTs are provided with a very secure knowledge and understanding of how pupils learn. Trainees are especially confident and well prepared to teach pupils who may have disabilities or special educational needs. In addition, the training programme also offers a specialised placement in a special school, but only for those trainees who demonstrate to the provider a particular aptitude for teaching pupils with special educational needs. Up-to-date training ensures NQTs are very aware of current national priorities, such as changes to the National Curriculum, assessment and the need to focus specifically on those pupils entitled to additional support through the pupil premium resource. By the end of the course, trainees and NQTs are also extremely confident in deploying the skills of other adults in their classes in order to support the learning needs of individual pupils.

7. Trainees regularly record their progress in their individual development plans and these are shared with their mentors in school. Trainees state that the high expectations set at the outset prepare them very well for the start of their centre-based training. Mentors meet regularly with trainees and professional tutors to monitor trainees' development and progress. The Programme Coordinator acknowledges further work is needed to ensure all NQT induction tutors are similarly well trained so that they are able to demonstrate a secure knowledge and understanding of their role and what is expected of NQTs in their induction year.

8. The previous inspection report highlighted a requirement to improve the impact of external examiners' reports by ensuring that they are evaluative and focused on where improvements can be made. Inspectors found that there is now greater coherence in the support provided to trainees by professional tutors, mentors and external examiners. Trainees are also expected to take an active part in identifying their targets for improvement, and regularly reflect on the progress they make. Visits, as part of the taught course, to schools with expertise in training to teach pupils who have English as an additional language (EAL) ensure trainees gain the experience and confidence required to teach in a culturally diverse society. Leaders are aware that the next step in supporting NQTs is to strengthen their confidence to address national priorities and promote pupils' understanding of democratic Britain. The commitment to securing excellence demonstrated so effectively by the leadership team has ensured that the

recommendations noted in the previous inspection report have been fully implemented.

9. Well-trained mentors ensure very effective oral and written feedback is provided to trainees following observations of their teaching. Mentors are highly skilled practitioners and many have first-hand experience of the taught programme, being ex-SCITT trainees themselves. The training and development for mentors is an on-going priority for the provider that is very well planned and regularly updated. It is delivered at regular times throughout the academic year to accommodate those teachers who may be new to mentoring. Clear guidance offered to NQT induction tutors has yet to be fully developed. The provider acknowledges further work remains to be done to develop the role of induction tutors and to ensure a broad range of evidence is gathered. However, work is already underway and has been shared with the headteacher reference group.
10. The Professional Coordinator is ably supported by a very effective administration team that works closely with trainees, tutors and schools. Leadership at all levels continues to anticipate and respond to the changing educational landscape extremely well. Up-to-date research and good practice materials are used judiciously in developing trainees' confidence and knowledge of the curriculum. For example, as a result of high-quality training throughout the taught course in assessment practices, NQTs are now able confidently to offer to their new schools guidance in assessment processes and the new 2014 National Curriculum.
11. Improvement planning is rooted in rigorous and accurate self-evaluation. A very strong sense of teamwork exists across the partnership as a result of the Professional Coordinator's confident and inclusive leadership style. A headteacher-led committees' group meets regularly to review the work of the partnership and plan for further improvements. Consequently, the partnership's management board and partnership schools are highly influential and involved, not just in the recruitment and selection of trainees but also in the strategic shaping and future direction of the partnership.
12. All relevant safeguarding and other statutory requirements and criteria are fully met.

Annex: Partnership schools

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

Ad Astra Infant School
Baden Powell and St Peter's Junior School
Beaucroft Foundation School
Canford Heath Junior School
Courthill Infant School
Hamworthy Park Junior School
Haymoor Junior School
Rushcombe First School
St Luke's Primary School
Talbot Primary School

ITE partnership details

Unique reference number	70058
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Inspection dates Stage 1	9–11 June 2014
Stage 2	29 September–1 October 2014
Lead inspector	David Edwards HMI
Type of ITE partnership	SCITT
Phases provided	Primary
Date of previous inspection	1–4 March 2010
Previous inspection report	

Provider address	Ad Astra Infant School Sherborn Crescent Poole
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