

Pennine Lancashire SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 13–15 June 2016 Stage 2: 21–23 November 2016

This inspection was carried out by one of Her Majesty’s Inspectors and an Ofsted inspector 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 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

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

Information about the partnership

- Pennine Lancashire school-centred initial teacher training (SCITT) provides training in the secondary phase (11–18 age range). The partnership comprises four core schools and four wider partnership schools, all within Lancashire local authority. Alder Grange Community and Technology College is the lead school, and the other three core partner schools are The Hollins Technology College, Ribblesdale High School and Marsden Heights Community College. Edge Hill University is also a key partner. The programme leads to qualified teacher status (QTS), post-graduate certification (PGCE) and 60 Masters credits.
- The partnership recruited its first trainees for the 2014/15 academic year. At stage 1 of the inspection seven trainees were on the course. There has been a three-fold increase in the size of the cohort for the academic year 2016/17.
- The following subject specialisms are offered: art and design, chemistry, English, geography, history, mathematics, modern foreign languages, physical education and physics.

Information about the inspection

- Inspectors visited seven schools, one of which was visited during both stages of the inspection. They observed seven trainees during stage one and four newly qualified teachers (NQTs) at stage two. At stage one and two, they observed mentors giving feedback to trainees and NQTs.
- Over the course of the two-stage inspection, inspectors met with trainees, NQTs, school staff with responsibility for teacher training and NQT induction, headteachers, programme leaders, link tutors, subject coaches and subject mentors. Inspectors also spoke with pupils and looked at their work.
- Inspectors scrutinised a range of documentation including self-evaluation and improvement planning documents; trainees' files; information on trainees' attainment; employment and completion rates; the results of the NQT survey; and responses to Ofsted's online trainee questionnaire. In addition, inspectors carried out checks to determine whether the partnership meets all statutory criteria and requirements for initial teacher education (ITE).

Inspection team

Anne Seneviratne, Her Majesty's Inspector (lead – stages 1 and 2)
Janet Palmer, Ofsted inspector (assistant lead – stages 1 and 2)

Overall effectiveness

Grade: 2

The key strengths of the partnership are:

- The partnership benefits from a very clear vision that provides trainees with a holistic experience of education. All aspects of the programme are rooted in the philosophy of the development of the whole child. This means that trainees are well prepared to enable their pupils to learn effectively.
- The shared vision of this close-knit partnership is built on trust and mutual respect. Trainees benefit enormously from the strong relationships and effective collaboration that are at the heart of this partnership. As newly qualified teachers, they are equipped with the skills to form similarly positive relationships with their pupils.
- Leaders are highly reflective and responsive. They model these qualities to their trainees who, in turn, become very reflective and resilient practitioners.
- Leaders are driven by a philosophy of continual improvement, acting swiftly in response to any external and internal reviews. This ethos contributes significantly to trainees developing into good or outstanding teachers.
- The pastoral care of trainees is exemplary. The personalised support that they receive has a significant impact on the good progress that they make.
- All trainees are exposed to a wide range of experiences, from the early years through to post-16, and including special schools and pupil referral units. Training throughout the course focuses on meeting the needs of individual trainees. This helps them to gain confidence and develop their teaching skills quickly.

What does the partnership need to do to improve further?

The partnership should:

- develop further the opportunities for all trainees to explore in depth subject-specific aspects of knowledge and pedagogy
- continue to improve monitoring and evaluation procedures to ensure that there is consistently high-quality provision across the partnership.

Inspection judgements

1. All trainees who successfully complete their course of study gain QTS, and exceed the minimum level required by the teachers' standards. The quality of teaching of half the cohort last year was judged to be outstanding by the end of the course.
2. Employment rates are particularly impressive and well above the sector average. This reflects how highly regarded trainees from the partnership are. If any trainee

does not secure a teaching post by the end of the course, the partnership continues to provide personalised support and advice.

3. Leaders provide extremely effective support to any trainee who encounters problems during the course, including with health and personal circumstances. Well-documented case study information shows that for the very small number who withdrew from the course over the last two years, this was the right decision for all concerned. There is strong evidence to indicate that trainees who are supported in a decision to defer their study then go on to make good progress.
4. There are no significant differences between groups in attainment and employment. The very small number of trainees who did not complete the course over the last two years were males. These numbers are too small to be seen as a trend.
5. Assessment of trainees against the teachers' standards is accurate and rigorous. Inspectors agreed with the partnership's judgements about the quality of teaching of both trainees and NQTs.
6. Recruitment and selection procedures are rigorous. Leaders pay attention to all aspects of an applicant's suitability to teach, including their subject knowledge. If an applicant does not have a degree in their chosen teaching subject they attend a subject knowledge enhancement course. Where these are not available, the provider sets pre-course conditions relating to subject knowledge. An ongoing audit of trainees' subject knowledge is discussed at the weekly mentor meetings.
7. The partnership has a very clear vision that all trainees should be given a holistic experience of education. All aspects of the programme are rooted in the philosophy of the development of the whole child. This contributes significantly to developing trainees' skills in understanding and meeting their pupils' needs.
8. Trainees and NQTs are very reflective practitioners, a quality that is modelled for them by leaders in the partnership. As a result, they are able to identify their own strengths and areas for development accurately. Well-designed documentation used during the weekly mentoring sessions ensures that trainees' reflections are always focused on the impact that their teaching has on pupils' progress.
9. Trainees and NQTs are able to assess pupils' learning accurately and confidently as a result of effective training in this area. They also successfully develop pupils' literacy and numeracy skills through their teaching.
10. Pupils spoken to during the inspection explained how the NQTs' teaching methods were helping them to make good progress. They were also keen to tell inspectors how much they were enjoying their learning. Inspectors also saw evidence of this progress in pupils' books. Another strong feature of the discussions with pupils was how much time the NQTs spent helping individuals to improve their performance. This was very much appreciated by the pupils.

11. The ability of trainees and NQTs to form positive relationships with their pupils is particularly impressive. These relationships are based on mutual respect and pupils value this. Trainees and NQTs understand how important it is for pupils to feel safe and comfortable in their learning environment if they are to make good progress.
12. These strong relationships contribute significantly to the positive learning environments that trainees and NQTs create in their classrooms. High-quality training on behaviour management means that they are equipped to deal effectively with any low-level disruption that may occur in their lessons. All trainees have a clear understanding of issues relating to bullying and safeguarding.
13. Trainees and NQTs have high expectations of their pupils. Observations during the inspection show that most of them challenge their pupils to make the best possible progress. They use effective questioning to develop and probe pupils' understanding. Leaders are planning to give even more emphasis to this aspect of training to ensure that all trainees understand how to challenge the most able, including the most able disadvantaged pupils.
14. Trainees and NQTs are well prepared to meet the needs of pupils who have special educational needs and/or disabilities. They receive effective training in this area from one of the partnership's lead practitioners. Mentors in the schools where NQTs were employed talked of their particular skills in helping these pupils, and those with low prior attainment, to make good progress.
15. Lead practitioners in the partnership deliver training on literacy, numeracy and teaching pupils who speak English as an additional language. Trainees also benefit from high-quality sessions delivered by other expert practitioners such as an educational psychologist, a safeguarding officer and a behaviour management specialist. Trainees learn well from these highly skilled professionals who demonstrate a passion for their areas of expertise.
16. Trainees speak very positively about the course, particularly the personalised support that they receive. They would all recommend this SCITT to others, and indeed have done so. They speak positively about the training model of delivery. Training sessions are delivered every Friday and trainees value this regular contact with their peers and course leaders. This model allows trainees to reflect on the training and apply it to their teaching the following week.
17. NQTs speak very positively about their training. They feel that they have been supported effectively to develop all aspects of the teaching standards. They feel well equipped with the skills to apply their training successfully now that they are in post.

18. The lead subject coach sessions and the subject knowledge enhancement programme provide opportunities for trainees to explore in depth subject-specific aspects of knowledge and pedagogy. There remains some concern about the content and quality of some of the lead subject coach sessions. Not all trainees are being exposed to relevant subject pedagogical research. As there are only four of these sessions scheduled throughout the year, leaders understand that it is important that they are used to develop trainees' curriculum and pedagogical knowledge to a high level.
19. Trainees enhanced their subject knowledge last year by attending Saturday sessions with an external provider. These sessions, which trainees thought were very worthwhile, are now no longer available in the region. For some subjects, the partnership is paying for trainees to attend these sessions in London. Other local arrangements have been made for the remaining subjects. There is concern that some trainees are not getting equal access to high-quality subject enhancement provision this year.
20. Trainees value the support and guidance that they receive from their subject mentors. In particular, trainees spoke of how much they valued the time that mentors gave to them. As one trainee said: 'I really feel there has been a focus on my training.' Trainees also spoke of the mentors' differing styles which they agreed could be a strength. Although the standard of mentoring was considered to be generally high at stage one of the inspection, there were a few concerns about consistency. Mentor training for the new cohort of trainees took place in July. There is some evidence that improved documentation and tighter quality assurance systems are having an impact on the quality and consistency of mentoring. It is, however, too early to judge whether this will have an impact on improving outcomes further for this year's larger cohort of trainees.
21. Schools receive a transition document containing the NQTs' agreed targets for their induction period. While induction tutors value this document, they feel that a copy of the NQTs' final training assessment information would provide an even more effective baseline for further development. Induction tutors value the personal communication with course leaders at the start of the academic year as this informs the personalised support that they can provide to the NQTs at the start of their career.
22. All induction tutors spoke very highly of the NQTs' professionalism. They gave examples of how the NQTs were having a positive impact on pupils' progress. They also provided examples of how they were contributing to the work of their departments and the wider life of the school, for example through their form tutor role.
23. All trainees have the opportunity to experience two contrasting placements: for example, in terms of socio-economic context and the proportion of pupils who speak English as an additional language. The partnership has a number of

enhanced placement providers. This allows all trainees to gain a range of experiences, from early years through to post-16, and including special schools and pupil referral units. Trainees are prepared well for teaching post-16 students. There is no involvement of schools causing concern or schools that require improvement in the partnership.

24. Honest and open professional relationships and genuine collaboration are at the heart of this partnership's success. Leaders model these qualities to trainees, which contributes significantly to the progress that they make on the course.
25. Leaders are highly reflective and responsive. They are always looking for ways to improve and act swiftly in response to any areas of concern that are raised through internal or external reviews. They have high expectations of themselves and their trainees. This has a positive impact on trainees' progress and attainment.
26. The self-evaluation document and improvement plan are much improved since stage one of the inspection. These documents are now used effectively to ensure that continual improvement takes place. Strong strategic leadership has enabled the partnership to expand successfully this year. Quality assurance systems have been tightened but these are not yet embedded fully. Further strengthening of monitoring procedures is required to be absolutely certain that all trainees are benefiting from the highest-quality provision across the partnership.
27. The partnership complies fully with all requirements for ITE and has robust systems in place to check and verify this. Safeguarding requirements are fully met. Equality of opportunity is threaded through all aspects of recruitment and selection, and support for trainees.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

Alder Grange Community and Technology College, Rawtenstall

Marsden Heights Community College, Nelson

Ribblesdale High School, Clitheroe

The Hollins Technology College, Accrington

Turton School, Bolton

Unity College, Burnley

West Craven High School, Barnoldswick

ITE partnership details

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Lead inspector	Anne Seneviratne
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	Not inspected previously
Previous inspection report	https://reports.ofsted.gov.uk/user
Provider address	Alder Grange School, Calder Road, Rawtenstall, BB4 8HW



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