

# Tendring Hundred Primary SCITT

## Initial Teacher Education inspection report

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<b>Provider address</b>	Training Consortium Chase Lane Primary School Dovercourt Harwich Essex CO12 4NB
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<b>Lead inspector</b>	Julie Winyard HMI

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## Introduction

1. This inspection was carried out by one of Her Majesty's Inspectors supported by a specialist inspector in accordance with the *Framework for the Inspection of Initial Teacher Education (2008-11)*.
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

## Key to inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Explanation of terms used in this report

**Attainment** is defined as the standard reached by a trainee at the end of their training.

**Progress** is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

**Achievement** is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

## The provider

3. The Tendring Hundred Primary School Centred Initial Teacher Training (SCITT) is located within a peninsula on the East coast of England. Areas within Tendring are ranked as the third most deprived in Essex; one in five children live in poverty. Trainees are recruited from the area or within close proximity. There are 35 schools within the partnership, all striving to inspire young people to acquire qualifications. There are 20 places on the training programme which has two Pathways; Pathway one for early years and Key Stage 1 and Pathway two for Key Stages 1 and 2 with both leading to qualified teacher status (QTS).
4. Since the last inspection there has been some change in the leadership of the SCITT. For two years the lead school had an interim headship arrangement. During the first year of this period leadership of the SCITT was by the chair of the management board who was a headteacher of a partnership school,

together with a consultant, (a previous partnership head), who took over the chair of the management board during the second year. The new substantive headteacher of the lead school took up his post in September 2010. He has become more involved in the leadership of the SCITT and will take over as chair of the management board in September 2011.

## Provision in the primary phase

### Key strengths

5. The key strengths are:
- good support for trainees to develop effective knowledge and skills for teaching, especially behaviour management strategies
  - links between centre and school-based training that enable trainees to put theory into practice effectively
  - trainees' effective planning for pupils with special educational needs and/or disabilities
  - effective additional support for male trainees
  - the high level of care and support for trainees' well-being from all centre and school based staff.

### Recommendations

6. In order to improve trainees' progress and attainment, the provider/partnership should:
- improve the use of criteria so that all trainees know and understand their starting points on the course, can evaluate their current grade and know exactly what they need to do to improve
  - ensure that all school based staff have appropriate and equitable time to carry out their role and that attendance at meetings is a priority
  - enable all schools to develop a whole school approach to Initial Teacher Training as required by the Partnership Agreement.

## Overall effectiveness

**Grade: 2**

7. The overall effectiveness of the provider in securing high quality outcomes for trainees is good and rapidly improving.
8. The attainment of trainees is good. There has been an upward trend over the last three years in trainees gaining grade 1; however there was a reduction in grade 2 and an increase in grade 3 in 2009-10. The provider is accurate in its assessment of trainees; of the current cohort over half are on track to attain grade 1 this year with the rest likely to attain grade 2. This is the result of improvements made to the course including one-to-one mentor training and a more robust approach to recruitment and selection.
9. Trainees demonstrate strengths in all areas of the Professional Standards for QTS. Their behaviour management is outstanding because they have been trained well to use a wide range of strategies to ensure pupils listen and behave well during lessons. This is supported by good relationships with pupils. Trainees

have good subject knowledge and use subject specific vocabulary accurately and effectively. Lesson planning is detailed and includes how learning objectives are differentiated for at least three different levels of ability. For example, one outstanding trainee differentiated success criteria and provided pupils at all levels with a clear checklist of expected learning outcomes for the lesson. Most tasks are well-matched to the ability levels of the pupils and there is an appropriate challenge for all abilities. Trainees manage pupils with special educational needs and disabilities well during lessons and give good guidance to additional adults supporting them. However, they do not always check how well these pupils are progressing during the lesson.

10. The provider has developed rigorous recruitment and selection procedures. A wide range of interview approaches are used to ensure trainees' suitability to teach. These are regularly reviewed and improved. For example a one-to-one feedback with the programme manager was instigated last year due to suggestions from the previous cohort of trainees. Current trainees say how exceptionally useful this was in giving them a clear steer as to what to work on prior to their induction. Evidence shows that this has made a considerable difference to the trainees' readiness for both academic work and teaching practice. The recruitment of male trainees into primary teaching is above average and whilst the recruitment of trainees from minority ethnic groups remains low, the provider is working very hard to encourage applications from potential candidates and as a result has had several more in 2011 than in 2010. All trainees who complete the course gain employment in partnership schools or schools within the local area, but completion rates for the last three years have not been as good as they could be; three trainees did not complete last year. The provider supports trainees well when difficulties arise though they have not determined how to minimise potential risks to non-completion.
11. Most trainees make good progress from their starting points and overall they make good progress in achieving suitably challenging targets because the training meets their needs. The one-to-one feedback following selection gives a detailed analysis of trainees' strengths and areas for development and provides a good foundation for the training plans started after induction. Both centre and school based staff are involved in assessing trainees progress from the start of the course and make good and effective contributions to their targets. Mentoring is good though there is some variation in quality where mentors are new to their role. Good support as well as developmental feedback following lesson observations is provided, although there is not always sufficient focus on the evidence for pupils' learning during the lesson. There is good training for mentors but attendance at termly meetings is variable.
12. Trainees' progress and achievement are carefully monitored and any problems are rapidly addressed. For example, the provider has recognised that some male trainees require additional support in organising their work and a scheme has been put in place to address this. Evaluations show that this has been very helpful and is contributing to completion rates. Whilst good use is made by the provider of criteria to evaluate trainees' progress, this is not always communicated effectively to trainees because not all mentors consistently use these criteria alongside the Standards. Consequently trainees are not certain

about their grade on entry to the course, their current grade, or exactly what they need to do to achieve the high standards they aspire to.

13. The Professional Standards for Qualified Teacher Status are embedded within all the partnership evaluation procedures. Trainees collect a good range of carefully annotated evidence to exemplify how they have achieved these standards.
14. Resources are used well to ensure the good outcomes for trainees. There is good training for early reading including synthetic phonics and this is reflected in trainees' lesson plans and in the small group teaching observed during the inspection. The leading literacy school manages and supports this training effectively. Trainees have a good understanding of the needs of pupils with special educational needs and/or disabilities, because this is taught well in centre-based training and is supported well in school-based training. Trainees appreciate the effective links made between theory and practice that the course provides. Partnership schools value the high quality of centre based training and often send experienced staff to sessions as well as their trainees.
15. Whilst there is a high level of commitment from partnership schools in terms of trainee placements and the enthusiasm of teachers to become training managers, subject advisers or mentors, this is not always translated into actions to ensure the best possible outcomes for trainees. Currently there is an inequity in time allocated to mentors and subject advisers to carry out their roles and termly meetings they are required to attend by the provider, are not prioritised by all schools. Although schools are required by the partnership agreement to have a whole school approach to Initial Teacher Training this is not collected by the provider and not all headteachers consulted during the inspection can provide evidence of this.
16. Good training promotes equality of opportunity for all trainees and values diversity. The provider ensures that trainees have a good understanding of what it is like to teach in a diverse society including pupils whose first language is not English. It is evident from their files and lesson plans that trainees respond well to the specific training given. There is outstanding support for trainees' welfare and all speak highly of the rapid response to concerns or queries from centre and school-based staff; 'It doesn't matter what time of the day or night you email, you always get a reply in seconds!'

## **The capacity for further improvement and/or sustaining high quality**

**Grade: 2**

17. Self-evaluation across the partnership is good because it leads to an accurate identification of strengths and areas for development that are focussed on how to further improve outcomes for trainees. However currently it is over-generous because it does not take fully into account completion rates and the previously good attainment profile of trainees.

18. The course is responsive to trainees needs because evaluation is continuous, rigorous and is quick to respond to an identified need. All recommendations from the last inspection have been fully addressed. There are good systems in place for quality assurance including spot checks on trainees' teaching and mentors feedback. The new headteacher of the lead school has produced some incisive observations of centre-based training that have identified the need for a greater focus on the process of planning for learning, for example in music education. External moderation of provider judgements takes place twice a year informing judgements made about trainees' attainment and progress. Whilst all members of the management board take part in monitoring the training, there is inconsistent attendance at meetings.
19. The leadership at all levels has a good capacity overall to anticipate and drive change and to take timely and effective action to respond to changes and local initiatives. This ensures that all trainees receive good quality training which has a positive impact on their good progress and attainment. For example the provider made an excellent response to the national initiative regarding behaviour management. The innovative support system for male trainees is carefully monitored and is proving effective.
20. Trainees are well prepared for their first year in teaching. Newly qualified teachers, working in partnership schools say they were very well prepared for their first teaching job. Current trainees talk about their growing confidence because of the good centre and school-based training. Not all mentors consistently use these criteria alongside the Standards.
21. Improvement planning is carefully focussed on key priorities. The committee structure of the partnership means there is good representation of the views of all partners, including subject advisers and training managers, in constructing the key priorities in these plans. They set high expectations for trainee outcomes and are underpinned by clear plans for implementation. Monitoring and evaluation are woven into the plans and resources are targeted to meet priorities. Success criteria are clear; however they are not always quantifiably precise enough, for example in the percentage of male trainees who should achieve good or better grades. In addition, whilst the recruitment and selection plan focuses on increasing the calibre of new trainees it does not give sufficient weight to improving completion rates.
22. The partnership agreement and course handbook are clear about the role of, and expectations for, all partners. There are well defined terms of reference for each of the partnership committees. All trainees have an enhanced Criminal Records Bureau check before they start the course. The rising trend of improvement in trainees' outcomes is evidence of the effectiveness of improvement planning and demonstrates that the provider has a good understanding of how to improve outcomes further.



## Summary of inspection grades<sup>1</sup>

**Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.**

### Overall effectiveness

		Primary
<b>How effective is the provision in securing high quality outcomes for trainees?</b>		<b>2</b>
Trainees' attainment	How well do trainees attain?	2
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	2
	To what extent are available resources used effectively and efficiently?	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	2

### Capacity to improve further and/or sustain high quality

		Primary
<b>To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?</b>		<b>2</b>
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		2
How effectively does the provider plan and take action for improvement?		2

<sup>1</sup> The criteria for making these graded judgements are in the *Grade criteria for the inspection of ITE 2008-11*; Ofsted November 2009; Reference no: 080128.

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