

Carmel Teacher Training Partnership

Initial Teacher Education inspection report

Provider address	The Headlands Darlington County Durham DL3 8RW
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Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by one 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 partnership provides employment-based teacher training leading to the award of Qualified Teacher Status (QTS) in the secondary and primary phases. The programme is led by Carmel College, a Catholic academy. The partnership has a core of nine primary and 12 secondary schools across seven local authorities. The majority of schools are from within the North East Catholic Diocese. At the time of the inspection, training in the secondary subjects of English, mathematics, science (chemistry and physics), physical education, religious education, drama, modern foreign languages and history was being provided. There are 17 secondary and 11 primary trainees in the current cohort. In addition to the limited number of allocated funded places, schools within the partnership self-fund trainees to meet local recruitment needs.

Employment-based routes to qualified teacher status

Key strengths

4. The key strengths are:

- The passion and significant contribution of all those involved in the partnership in creating a culture and ethos in which trainees' attributes and their commitment to ongoing continuing professional development are nurtured extremely well.
- The high levels of training quality, coherence and consistency across the partnership which secure good or better outcomes for the overwhelming majority of trainees.
- The very effective use of robust and incisive quality assurance procedures to drive improvements in training quality and outcomes for trainees across the partnership.
- Extremely effective, personalised training for all trainees that meets their needs very successfully.
- Trainees' determination to become high quality teachers who can make a significant contribution to the all-round development of learners.
- The effectiveness of leaders in embracing innovation and ensuring the partnership is strategically very well placed to respond to national and regional changes in relation to education and initial teacher training.

Recommendations

5. Continue to improve the proportion of trainees achieving outstanding attainment grades.

Overall effectiveness

Grade:1

6. The overwhelming majority of trainees make good progress during their time on the programme. The proportion of trainees attaining at the highest level has improved considerably since the last inspection. Trainees achieve well because training is of a very high quality across the partnership and there is a shared commitment by all trainers to securing the best outcomes for trainees. Headteachers who have employed trainees note their very good classroom skills and personal qualities. Such strengths were clearly reflected in the findings of the inspection, despite current trainees being at a relatively early stage in the programme. In lessons, trainees in both phases demonstrated that they had quickly established good classroom relationships on their second placement and were planning activities that were exciting, engaging and carefully matched to the needs of learners, including those with special educational needs and/or disabilities. Trainees' management of behaviour reflects their commitment to valuing all learners. Trainees were able to use a good range of assessment

techniques to check pupils' understanding and incorporated a variety of tasks and activities to allow them to apply new skills or knowledge. Trainees possessed a well developed understanding of their subject which was used effectively to answer pupils' questions or choose interesting contexts to promote their thinking and learning.

7. Approaches to recruitment are very rigorous, with best practice from the primary phase at the time of the last inspection being subsequently adopted for secondary recruitment across the partnership. Consequently, completion rates have improved and all trainees recruited in the 2010/11 cohort successfully gained QTS. Trainees selected are also highly suited to the course as shown by their very strong commitment to promoting the all-round development of learners and in their positive response to feedback and guidance on their practice. The partnership meets local recruitment needs extremely effectively, with the large majority of trainees taking up posts in partnership schools. Overall, progression into employment is high. The provider is successful in exceeding sector averages for the recruitment of mature trainees and of men onto the primary programme. However, recruitment is more variable in relation to minority ethnic trainees, despite extensive marketing both regionally and nationally.
8. Training is highly personalised and it successfully meets the needs of individual trainees. Inconsistencies in training identified at the last inspection have been very successfully addressed, leading to more trainees attaining the highest grade at the end of the course. Information gained at the interview stage is used effectively to inform pre-course tasks, shape individual training plans and select school placements. Mentoring across the partnership is undertaken by highly skilled practitioners and has many strong features; for example, the use of questioning to enable trainees to reflect carefully on the success of their teaching in promoting learning. Trainers' high expectations of trainees, which are clearly shared across the partnership, have fostered trainees' determination to strive for the best in their own classroom practice. Trainees are set very challenging and specific targets which arise directly from observation and the robust tracking of their progress against the QTS standards. The close working relationship between trainers in the main- and second-placement schools, along with consistent monitoring by the partnership's link tutors throughout the programme, maximises trainees' progress.
9. There is very good coherence between centre- and school-based training and study units, which ensures trainees develop an understanding of educational theories and their importance and application to the classroom. For example, during discussions with trainees, training relating to the promotion of equality and tackling diversity had clearly had a demonstrable impact on their teaching. Approaches to auditing and the development of trainees' subject knowledge for teaching are systematic and comprehensive and they make very good use of expertise across the partnership. Trainees' progress in this respect is regularly monitored and assessed at key points in the course to ensure areas for development are fully addressed. Primary trainees are effectively prepared for teaching across all curriculum areas including art, physical education and music. Similarly, they know and understand the key features of systematic phonics and

how these relate to the effective teaching of early reading skills. Secondary trainees also develop a secure understanding of how to develop students' literacy skills through their subject teaching.

10. The partnership has given priority to the development and extension of the role of partnership link tutors (PLTs). The new roles and responsibilities of PLTs and the significant increase in their contact with placement schools have led to a notable improvement in consistency across the partnership and outcomes for trainees since the last inspection. The use of good and outstanding schools for placements enables trainees to observe and be trained by very strong practitioners, a key factor underpinning their good or better progress. There are clear procedures for allocating additional resources if a trainee is identified as requiring more intensive support. Case studies relating to current and former trainees exemplify the successful targeting of resources to address trainees' individual needs and accelerate their progress. Resources are also allocated efficiently to promote trainees' use of information and communication technology, ensuring that access to hardware is not a barrier to trainees' development in this area.
11. The quality of training is consistently high across the partnership and the expertise of individual schools is used very effectively to enhance training. Networking is strong, promoting the sharing of best practice in mentoring and the role of the professional tutor. Training for mentors and school-based professional tutors is differentiated to meet their needs, whether they are new to the role or more experienced. It is well received and highly valued by all school-based trainers due to the positive contribution it makes to their professional development and its impact on ensuring consistency across the partnership. Trainers are strongly committed to their own professional development, including the enhancement of their coaching and mentoring skills, and this has increased their impact on trainees' progress. Partnership link tutors make a very good contribution to ensuring schools have high expectations of training quality and that trainees feel valued members of the partnership. The leaders of the partnership are highly responsive to the needs of school-based trainers and trainees. Professional tutors and mentors highlighted excellent communication and the clarity of documentation as being major contributors to the accurate assessment of trainees and the shared understanding of partnership priorities.
12. Trainees are overwhelmingly positive about the quality of support for their professional development and their personal needs by all those involved in the partnership. Those who declare a disability receive good assistance, with appropriate adjustments made to ensure they are able to make similar progress to their peers. The partnership's equality policy has recently been reviewed, confirming the positive impact of its work in this area. Feedback gathered from trainees at the end of the course and that gathered from newly qualified teachers confirms that they receive good preparation for teaching minority ethnic pupils, including those who speak English as an additional language. Trainees are also thoroughly prepared for teaching in a diverse society, showing a broad awareness of socio-economic and cultural differences. This enables them to feel confident to discuss sensitive issues, including those relating to

gender, sexual orientation and topics where there are differing views or religious beliefs.

The capacity for further improvement and/or sustaining high quality

Grade: 1

13. The evaluation of all aspects of provision and trainees' outcomes is wide-ranging and rigorous, and is used extremely effectively to achieve high-quality outcomes. The areas for development in relation to self-evaluation identified at the last inspection have been fully addressed. The partnership management committee and steering groups for each phase make very good strategic use of the findings of evaluation to inform improvement priorities, programme developments and enhancements of trainees' experiences. The views of trainees are now sought mid-way through the course as well as on exit and as they settle into their first year of teaching. This has enabled the provider to identify areas for development more accurately and to take action to bring about timely improvement for both current and future cohorts.
14. External moderation of all attainment judgements confirms the accuracy and consistency of assessment across the partnership. A fundamental shift in the focus of the quality assurance undertaken by PLTs has taken place since the last inspection. The previous emphasis on procedures and checking provision has been replaced by more frequent and detailed evaluation of the impact of school-based training on trainees' progress. In addition, all partnership schools are involved in robust self-evaluation of key aspects of their own training provision against agreed, challenging criteria. This is ensuring that what constitutes 'outstanding' training is clearly understood across the partnership and areas for individual schools to develop are sharply pinpointed. This distinct approach reflects the determination and commitment of all partnership schools to provide only the best-quality training for trainees.
15. The training programme addresses current national priorities very thoroughly. Virtually all feedback in relation to these areas from newly qualified teachers was very positive with improvements evident in their perceptions in 2011 compared with the previous year, reflecting refinements in training. Similarly, responses from primary and secondary headteachers who employed trainees from the 2011 cohort felt that they were very well prepared in relation to national priorities, including the teaching of early reading and phonics by primary trainees. Training has been enhanced by the incorporation of research-led practice. For example, trainees are very positive about the opportunity to access neuro-linguistic programming sessions, citing how this training has had a positive impact on key areas of their classroom practice. Trainees' experiences are enriched and extended by contributions from advanced skills teachers and other outstanding practitioners, in addition to drawing on national and international expertise. The impact is seen in trainees' confidence to take risks and their willingness to be creative in their approaches to teaching. Similarly, in their enthusiasm for the use of emerging technologies to enhance their teaching and pupils' learning, and their personal aspiration towards outstanding practice. The introduction of

masters-level work into study units has successfully developed trainees' intellectual capacity and promoted their ability to reflect and consider the implications of theory and research on their practice. Opportunities available to them through the close association with Darlington Leadership College also foster trainees' commitment to their continuing professional development.

16. Successful strategic leadership has successfully developed the provider's flexibility and adaptability. For example, the partnership's willingness to embrace innovation is reflected in the establishment of a successful link with a local residential special school. This link has enabled a trainee to benefit from personalised, specialised training. It has also raised the awareness of aspects of special educational needs for teachers in the trainee's mainstream school placement. The partnership is forward thinking in anticipating and responding to changes in delivery models for initial teacher education.
17. All areas for improvement identified at the last inspection in relation to training have been very effectively tackled. Consequently, the effectiveness of factors that contribute to trainees' attainment, the quality of provision across the partnership and the promotion of equality and diversity have all improved, notably in some areas, leading to an improving trend in all the outcomes for trainees. Planning takes full account of the findings of evaluation and focuses sharply on addressing national priorities, improving trainees' progress, embracing innovation in course development and building on partnership strengths. Success criteria to evaluate the impact of improvement actions are sharp and quantified and they relate directly to securing improvements in trainees' perceptions or outcomes. The inclusion of representatives from all partnership stakeholder groups in strategic decision-making ensures that those responsible for taking action fully understand their role in securing improvement.

Summary of inspection grades¹

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

Overall effectiveness

		Employment-based routes
How effective is the provision in securing high quality outcomes for trainees?		1
Trainees' attainment	How well do trainees attain?	2
Factors contributing to trainees' attainment	To what extent do recruitment/selection arrangements support high quality outcomes?	1
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1
	To what extent are available resources used effectively and efficiently?	1
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1

Capacity to improve further and/or sustain high quality

		Employment-based routes
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?		1
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		1
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		1
How effectively does the provider plan and take action for improvement?		1

¹ 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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