

# Leeds SCITT

Initial Teacher Education (ITE) inspection report

Inspection Dates 3–6 December 2012

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

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*

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

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## **The school-centred initial teacher training (SCITT) secondary route**

### **Information about this ITE partnership**

- The SCITT provides school-centred initial teacher training for graduates. The partnership involves five lead and 12 associate schools working in conjunction with Leeds Trinity University College. The partnership aims to address the need for high-quality recruits to schools in the locality, with a particular focus on shortage subjects.
- The lead schools are responsible for the initial subject tuition, school placement training and end of course assessment. The associate schools provide opportunities for complementary and contrasting school-based training. The SCITT includes schools which are denominational and non-denominational, inner city, suburban and semi-rural across the age ranges 11 to 16 and 11 to 19.
- The SCITT offers an 11 to 16 Professional Graduate Certificate in Education with Qualified Teacher Status in the subjects of science with biology, science with chemistry, science with physics, music, art and design, design and technology, geography and information and communication technology (ICT). The qualification is validated by the Leeds Trinity University.

### **Information about the SCITT ITE inspection**

- Inspectors observed eight lessons taught by trainees and two by newly qualified teachers (NQTs) in seven schools. Eight of these lesson observations were undertaken jointly with mentors.
- Inspectors held discussions with individuals and groups of trainees, NQTs and former trainees working in partnership schools; trainers, leaders and managers; initial teacher training coordinators in schools, subject and professional mentors; headteachers and members of the partnership board.
- Inspectors reviewed a wide range of documentary evidence including information related to recruitment and selection, statutory safeguarding and compliance with the initial teacher training criteria, tracking and assessment, trainees' teaching evidence and assignments, analysis of outcomes for trainees, evaluations and improvement plans, external moderator reports and the partnership's website.

- Inspectors also took account of the responses to the trainee online questionnaire, which most trainees had recently completed.

### **Inspection team**

Philip Mann HMI: Lead inspector  
Elaine Taylor HMI: Assistant lead inspector  
David Brown HMI: Team inspector - science

### **Overall Effectiveness**

**Grade: 2**

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

- the good outcomes for trainees, including their good levels of attainment, completion and employment rates
- the self-motivated, reflective and confident trainees who demonstrate good subject knowledge and a clear professional understanding of how schools work
- the rigorous recruitment and selection procedures that ensure the best possible candidates are chosen for the course
- the well-designed and flexible programme structure that facilitates a strong sense of teamwork and support amongst both current and past trainees
- the positive climate for training and mentoring where all members of the partnership are fully committed to its success
- the excellent communication, comprehensive documentation and positive relationships which allow the partnership to meet the needs of all trainees.
- the strong leadership by the SCITT manager which has resulted in improved levels of provision and better outcomes for trainees.

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

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

- Ensure that the outstanding experiences for some trainees are accessible to all trainees across all subjects by:
  - using quality assurance more effectively to monitor the quality of provision in each lead school

- providing formal feedback to partnership schools about the quality of their school-based training.
- Implement individual action plans for each subject area.

## **Inspection Judgements**

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

1. Trainees demonstrate a good understanding of the Teachers' Standards and a desire to become good and outstanding teachers. Over the last three years the partnership has increased the proportion of trainees demonstrating outstanding attainment by the end of the course. Trainees achieve well because the training meets their individual needs from the start of the course very effectively. There are no significant differences in the performance of different groups of trainees across the partnership. Completion rates are good overall and employment rates are high.
2. Even though the inspection took place at an early stage in their training programme many trainees displayed clear strengths in their teaching and professional conduct. Trainees demonstrate confidence in working with small groups of students or teaching whole-class groups. Trainees are highly reflective about their practice. They demonstrate good levels of subject knowledge and take effective action to improve on areas of weakness through self-study or attendance at extra training sessions.
3. Trainees make good use of their experience and skills developed in other careers before training to become teachers. Several have worked previously in schools as a teaching assistant. They quickly gain a strong professional understanding of how schools work. They have a good understanding of progression in their subjects. They are highly reflective and able to find their own solutions to problems.
4. Trainees' lessons are well planned to ensure that the needs of pupils are met. They are resourceful and produce good and often outstanding resources to support their teaching. They make good use of questioning to check pupils' understanding. They display positive relationships with students in lessons and use a range of strategies to manage the behaviour of students effectively.
5. Trainees whose subject specialism is ICT make particularly rapid progress in their ability to take whole-class lessons at this early stage of the course. This is because training at the lead school for ICT is particularly effective at providing trainees with the necessary skills to teach with competence and confidence. For instance these trainees use questions skilfully to check students understanding and progress their

thinking further. They make especially good use of resources to support their teaching and engage students in learning experiences. This is not necessarily the case in other subjects, where trainees are not as skilful in the use of questions and their use of ICT resources to support students' learning early in the course.

6. Observations of NQTs and discussions with them during the inspection confirm that their teaching is at least good and often outstanding. They are contributing effectively to the progress that their students are making in local schools. Discussions with senior staff in partnership schools confirm that these NQTs are making a positive contribution to the schools in which they are employed.

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

7. Overall the consistency, coherence and quality of all aspects of the training are good. The four lead partner schools with subject responsibility are the back bone of the training provision providing effective training venues for trainees in the different subjects. Good systems exist in partnership schools for supporting trainers through paired support and coaching in mentoring skills. Training documentation is helpful and supportive.
8. Trainees and NQTs display high levels of satisfaction with their training experience overall. They find the training in the lead schools very practical in nature and this gives them the confidence to teach effectively later in the course. They quickly form a support network within their subject team and this is maintained throughout the course. Trainees state that the professional studies element of the taught programme at the university is an important aspect of their training. However, parts of the professional development course do not model best practice, being overly-didactic and assessed through an online test which trainees feel is time consuming and irrelevant. Highly motivated trainees were able to suggest a range of alternatives that would be more beneficial. Partnership leadership is fully aware of these issues with modifications to the course planned.
9. Partnership schools provide good venues for school-based training. Second school placements are chosen carefully to provide contrasting training experiences. All trainees have the opportunity to undertake a short placement in a primary school. However, many of these placements lack a specific focus and consequently not all trainees gain fully from this experience. The quality of mentoring is consistently good across the partnership and an improvement on the findings of the last inspection. A system of collaborative training is available for schools to use to support the development of mentoring skills further.

10. High-quality training and support prepares trainees with the skills and subject knowledge that trainees need to teach successfully. Subject knowledge development is begun from the outset with a detailed audit. This is followed up at specific points in the course through self-evaluation and study. The best trainees use their subject knowledge well to question their pupils and explain well, using technical language intelligently to support their pupils' good progress. The trainees' preparation for the teaching of basic skills is good but best in literacy.
11. The quality of feedback to trainees by school-based mentors is detailed and evaluative. Mentors provide good opportunities for trainees to reflect on what went well in a lesson and how their teaching might be improved. Mentors make good reference to previously set targets to measure the progress of a trainee during a lesson. Future targets contain a good balance between teaching methodology and subject knowledge to ensure trainees make good progress. Lead and link tutors monitor the quality of mentoring through joint observations with mentors. This facilitates good levels of consistency across the partnership. The accuracy of these judgements is confirmed by external moderation. Link tutors provide further feedback about the quality of training in partnership schools based on professional dialogue between tutors and mentors. However, there is no formal process by which the partnership provides an assessment of the quality of its initial teaching training provision in each school to improve the quality of training further.
12. Excellent communication and thorough documentation supports the training programme very well. Important topics such as behaviour management are covered in depth in the early stages of the course and, as a result, trainees feel confident in applying these strategies well when they begin to teach students. However, the development of other skills is more dependent on the quality of input in each of the lead schools. For instance, several trainees stated that the quality of training to support disabled pupils and those who have special educational needs and those pupils who speak English as an additional language depends on the school they are placed in.

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

13. High expectations are set by the SCITT manager who leads and manages the partnership very well. She demonstrates a clear vision for improvement based on accurate self-evaluation and analysis of data. A strong sense of teamwork exists between all key partners and, as a result, all are committed to the SCITT's success. Capacity for further improvement is good.

14. The partnership board plays a major role in monitoring the quality of provision. The quality of improvement planning is good overall. A detailed strategic plan supports effective succession planning. Success criteria facilitate the measurement of performance and this is an improvement on the findings of the previous inspection. However, there are no specific action plans for each individual subject and this limits the partnership's ability to improve training provision further.
15. In cooperation with the SCITT manager, lead and link tutors provide appropriate oversight of training across the partnership. Some effective monitoring of school-based training for individual trainees is used to ensure that trainees' progress is monitored well. However, the quality of training within each lead school is not formally monitored to ensure equality of training experiences for all trainees. Consequently, some trainees do not make consistently good progress at all points in the course to achieve the highest possible outcomes.
16. Recruitment procedures are rigorous and used effectively to recruit highly appropriate trainees onto the course. Schools are closely involved in the selection process. A range of assessments are used well to identify trainees' strengths and suitability to teach within partnership schools. These include the completion of literacy and numeracy tests, giving a presentation and working with pupils. The partnership meets its recruitment targets and especially those for applicants from minority ethnic groups. It attracts a high number of prospective candidates many of whom go on to teach within the partnership schools and the region. Schools state that they like to employ trainees from the provider because they, 'trust the training'.
17. The work of the partnership is having a very positive impact on the professional development of teachers in local schools. The partnership has a good track record of attracting and training teachers to meet both local and regional needs. The partnership has responded well to recent national initiatives.

## **Annex: Partnership schools**

The following schools were visited to observe teaching:

- Titus Salt School
- Abbey Grange CE High School Humanities College
- Horsforth School Specialist Science College
- Corpus Christi Catholic College
- Guiseley School
- Ralph Thoresby School
- Benton Park School

## ITE partnership details

<b>Unique reference number</b>	70165
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<b>Lead inspector</b>	Philip Mann HMI
<b>Type of ITE partnership</b>	SCITT
<b>Phases provided</b>	Secondary
<b>Date of previous inspection</b>	15–19 June 2012
<b>Previous inspection report</b>	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70165">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70165</a>

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