

# CfBT East Lincolnshire

Initial Teacher Education inspection report

17–20 June 2013

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This inspection was carried out by three of Her Majesty’s Inspectors and two additional 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 January 2013.

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*

	<b>Employment -based routes</b>
<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 employment-based route**

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

- The CfBT East Lincolnshire Graduate Teacher Programme (GTP) comprises a regional primary and a regional secondary programme and a national languages programme.
- The regional programme specifically meets local and national needs for teachers and enables graduates to gain qualified teacher status (QTS). Since the last inspection in 2009, the partnership has offered routes into teaching through government-, school- and self-funded places. The programme has included a training hub in Skegness, the involvement of special schools, and government initiatives including Troops to Teachers, Assessment Only and fast track assessment. At the time of the inspection, 28 trainees were training to teach pupils aged 5 to 11, and 38 trainees were training to teach secondary pupils, 11 to 18. Specialist subjects include English, mathematics, physics, chemistry, modern foreign languages, history, drama and physical education.
- From September 2011, the partnership widened to 35 local authorities with the inclusion of the former CILT GTP (National Centre for Languages). This national programme, The Languages GTP, provides training for graduate native speakers of French, German, Italian, Spanish and Mandarin Chinese who wish to gain QTS. At the time of the inspection, there were 42 trainees on the national programme.
- The partnership has worked with the University of Hull this academic year to offer trainees the opportunity of gaining a Post Graduate Certificate in Education. From September 2013, the partnership will be known as the CfBT Education Trust SCITT.

### **Information about the employment-based ITE inspection**

- Inspectors visited four primary and six secondary schools. They observed the teaching of nine trainees and five former trainees and also the giving of feedback on their teaching by school-based trainers and mentors. Inspectors met with the trainees to discuss their progress and training experiences. They also scrutinised current trainees' files and records of evidence. Inspectors observed parts of a centre-based training session for primary trainees given by staff from the Lincolnshire Music Service, and an induction day for the next cohort of secondary trainees, their school based trainers and visiting tutors. Inspectors also met with the managers of the regional and national programmes and the Assessment Only programme, as well as trainers in primary and

secondary English and primary mathematics. The lead inspector met with groups of current trainees and other inspectors held discussions with four headteachers who have employed former trainees and hosted training.

### **Inspection team**

Sonja Øyen HMI – Lead inspector

Katrina Gueli HMI – Assistant lead inspector

Elaine Taylor HMI – specialist inspector, modern foreign languages

Michael Brockett, Additional Inspector

Faysal Mikdadi, Additional Inspector

## **Overall Effectiveness**

**Grade: 2**

### **The key strengths of the employment-based partnership are:**

- The centre-based trainers' extensive knowledge of the schools and the open communication within the partnership that enable the close tailoring of the training to meet trainees' individual needs.
- The effective recruitment and rigorous selection of highly suitable trainees, and consistently high rates of employment, frequently in host schools, which ensure the programmes meet local, regional and national needs in teaching, including modern foreign languages.
- Trainees' strong commitment, high level of motivation and positive response to guidance which result in good progress in meeting the Teachers' Standards.
- The proactive response of the partnership to widening routes into teaching and in rising to the challenges of combining the regional and national programmes into one partnership while strengthening provision and sustaining good outcomes for trainees.
- The high quality input from nationally recognised specialists in modern foreign languages which is influential in recruiting foreign nationals to the languages programme and in developing the quality of trainees' and trainers' teaching.
- The coherence and breadth of the regional training, involving school improvement personnel, specialist agencies and expert practitioners which ensure primary and secondary trainees gain a clear awareness of local expectations and current best practice.

## **What does the employment-based partnership need to do to improve further?**

### **The partnership should:**

- In order to strengthen the quality of training and maximise progress for all trainees, sharpen existing processes related to
  - the auditing of trainees' subject knowledge
  - the evaluation of the impact of trainees' teaching on pupils' learning
  - the setting of challenging, developmental targets for trainees
  - the opportunities for all primary trainees to experience significant teaching of phonics and reading.
- Refine the process and quality of improvement planning by placing greater emphasis on the impact of training on the outcomes for trainees.
- Formalise the requirements, procedures and protocols for the verification of trainees' final assessments in relation to Teachers' Standards.

## **Inspection Judgements**

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

1. A sustained key strength of the programme is the consistently very high level of employment of trainees, often in their host schools. The vast majority of current trainees had already gained employment at the time of the inspection. Managers are justifiably proud of former trainees who have stayed within education and, in many cases, gone on to gain early promotion and to be involved in training teachers. Several partnership schools have a significant proportion of former trainees on the staff. Headteachers, particularly in Lincolnshire, comment on the success of the programme in producing good quality teachers in subjects such as mathematics, science and humanities, who then apply for posts which often attract few other applicants. In 2012, the employment rate for trainees on the national languages programme rose to just under 90%, mirroring an increase in the proportion of high quality trainees. The proportion has again risen this academic year.
2. The profile of trainees' attainment is strong overall with the majority of trainees judged to be outstanding. However, there are differences between and within programmes. This year, the proportion of outstanding secondary trainees on the regional programme is lower than

that for primary trainees and for trainees on the national programme. Female secondary trainees have not achieved as well as the male trainees; this situation is reversed for primary trainees. The rate of trainees' progress also varies. While trainees frequently said they had surprised themselves in their achievement, they acknowledged a 'wobble' on their second placement from which some were slower to recover. For a very few trainees on the national programme, managing pupils' behaviour proved challenging, reflecting differences in cultural expectations. Overall, most trainees have made good progress and some, such as those training as part of the Troops to Teachers initiative, have often made particularly good progress given sometimes limited prior experience of working with pupils.

3. Most trainees complete the programme. The number of withdrawals from the national languages programme has reduced considerably this year although it is still higher than average. In most cases, trainees on both programmes have withdrawn due to health and family reasons but, despite much personal and professional support, a few have left because of slow progress.
4. The observed teaching of current and former trainees was predominantly good with some that was outstanding. Trainees generally managed pupils' behaviour confidently, some using well-thought out activities, tablet computers and interactive whiteboard presentations to gain pupils' interest and bring lessons to life. Trainees' subject knowledge was typically good. Trainees on the national languages programme showed an ability to use and encourage the use of the target language as the main means of communication in the lesson. Detailed planning identified trainees' expectations of other adults and how they were taking account of the needs of differing groups of pupils, such as those with special educational needs and the gifted and talented. For example, a 'cheeky challenge' motivated able Year 4 pupils to have a go at simplifying fractions and role play enabled Year 9 pupils, several speaking English as an additional language, to explore complex issues in history, an approach which has led to a higher proportion than seen previously opting to take history in Year 10.
5. Trainees show common personal strengths which contribute markedly to their progress: they are confident and enthusiastic about teaching, determined to complete the training, willing to ask for and act on advice, and also willing to reflect critically on their teaching. Current trainees competently reviewed the progress of their lessons but were not as good at evaluating the impact of their teaching on pupils' learning.
6. Primary and secondary trainees on the regional programme are generally confident in their ability to develop pupils' literacy skills. Their sound knowledge of the place of systematic synthetic phonics in reading

and strategies to develop reading comprehension was reflected in teaching seen and in evidence linked to meeting the relevant Teachers' Standard. While primary trainees are also confident in teaching mathematics, secondary trainees' awareness of how to promote numeracy skills through their subject is more limited.

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

7. Trainees are right to value highly the overall quality of training and the equal care and concern for their welfare that accompanies the professional support and challenge. "We are pushed but not over the edge", typified trainees' views. The training is coherent, cumulative and personalised to reflect the targets in trainees' training plans and the outcomes of regular reviews of their progress. All trainees teach in two contrasting schools and are supported in developing their own strategies to manage pupils' behaviour. They receive useful guidance on how to aid the learning of pupils with particular needs, including autism and emotional, social and behavioural needs. To extend their experience, primary trainees can opt to take a two weeks' placement in a special school in addition to time in the Early Years Foundation Stage and a secondary school. Secondary trainees' visits to a primary school provide a useful review of the curriculum in their specialist subject and transition to Year 7.
8. Trainees report that the regular sessions of high quality centre-based training act as "group therapy" as they share personal experiences and gain new insights into current best practice and its links with research from subject specialists, local authority agencies and expert practitioners. Primary trainees were highly motivated by a day with staff from the music service who modelled good practice, passed on tips and supplied a wide range of support materials. Inputs from the local authority's Ethnic Minority Achievement Service and from the school improvement team ensure trainees on the regional programme are aware of expected practice within Lincolnshire.
9. Trainees on the national languages programme are often working with internationally recognised trainers who, being at the cutting edge of developments in the teaching of modern foreign languages, ensure trainees know about current best practice. Programme managers recognise that language specialist trainees on the regional programme could also benefit from this expertise.
10. Trainees, especially those on the national programme, benefit greatly from e-learning and e-communication. They praised the openness of links with, and prompt response from, their trainers and the usefulness of electronic resources, such as those relating to phonics and primary

mathematics, with practical tips and reference material. In addition, trainees conduct their own internet research into subjects and ideas to use in the classroom. Trainees on the regional programme often add to their knowledge through attending sessions led by members of the school improvement team based at the training centre.

11. The well-structured input on reading and phonics from an expert practitioner gives primary trainees a good overview of early literacy. Joint training sessions for primary and secondary trainees promote an awareness of progression in reading and how secondary trainees can build on primary practice to support and develop pupils' literacy skills. Although primary trainees observe, plan and teach lessons in phonics and guided reading, the extent of their practical experience varies. Some trainees in Key Stage 2 experience little other than the required tasks although they gather support materials, such as guidance in assessing reading levels and in teaching spelling, punctuation and grammar.
12. Training in primary mathematics also prepares trainees well for teaching. Centre-based training introduces them to key theoretical elements, national reports, progression in calculation and the value of mental, visual and practical learning experiences to develop mathematical concepts and skills. Although secondary trainees are similarly introduced to numeracy in their subject, centre- and school-based expertise is underused in strengthening trainees' awareness of how to promote numeracy in lessons.
13. The induction sessions in the early summer are an effective start to the training. Trainees work with their school-based trainer and visiting tutor to gain a better understanding of the Teachers' Standards, particularly those regarding personal and professional conduct, statutory requirements and local practice in safeguarding. A review of the outcomes of personal audits of subject knowledge for teaching informs the compilation of training plans. However, the audits do not give sufficient information about trainees' knowledge of specialist subject content, second languages, or terms used in the teaching of reading and opportunities are missed to pinpoint precise training needs in subject knowledge.
14. The quality of school-based training is good overall. Trainees benefit significantly from the guidance and advice of not just their allocated school-based trainer but also from others in the department or school as a whole. However, inconsistencies in the quality of support and feedback mean not all trainees make optimal progress. This is partly because the observation and report forms used by trainers on the regional programme tend to steer trainers' comments to how well Teachers' Standards are met rather than an evaluation of the impact of trainees'

teaching on pupils' learning. For primary trainees, there are often too few observations of their teaching in the foundation subjects.

15. Although there is some excellent mentoring and coaching, some trainers are overly generous in their feedback on trainees' teaching. Agreed targets are not always sharp or specific enough to make a difference in the short term or to ensure trainees have an accurate picture of what they need to do to raise their performance. This is far less the case on the national programme where developmental points arise naturally from excellent documentation which gives trainers and trainees a clear picture of expectations as trainees progress in meeting the Teachers' Standards.

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

16. Leaders and managers have successfully sustained the strengths of both programmes as identified in the last inspections while managing the inclusion of the national languages programme, widening routes into teaching and preparing for the move to School Direct and school centred initial teacher training. School-based trainers share a clear vision and very strong commitment to training their own workforce and building on the effective elements of current programmes. Open consultation with schools has resulted in a hub model with lead and associate schools, a way of working already proven to be effective in the Skegness area.
17. All schools visited were good venues for training. Programme managers, visiting tutors and centre-based trainers know the schools extremely well and work closely with them to match training contexts to trainees' needs. This has been a key factor in accelerating the progress of some trainees and sharpening the challenge to enable others to excel.
18. School-based trainers were very positive in their comments about the partnership, its leadership, clarity of documentation and professional development opportunities for them. They, like the trainees, know their views matter and have seen suggestions acted on in shaping the content of the training programme, the pattern of delivery and the available routes to teaching. Assessment Only and fast track assessment have enabled experienced graduates to gain QTS and fill posts where recruitment is difficult. Attendance at sessions for trainers has improved as the result of marrying updates on training with professional development input, often led from within the partnership.
19. School-based trainers new to the role receive clear guidance on what is expected of them and all trainers carry out joint observations with visiting tutors to moderate judgements of trainees' teaching. The regular

feedback to trainers from visiting tutors on the quality of their mentoring is a strength of the national programme. Although visiting tutors on the regional programme also track how well school-based trainers are following agreed procedures, their reports are light in evaluating the quality of school-based trainers' interactions with trainees. As a consequence, regional programme managers have only partial insight into the effectiveness of school-based training. They have also been slow to act on the recommendation of the last inspection to work with schools to develop systems to evaluate the training they provide.

20. Recruitment is buoyant and selection procedures are rigorous. Contact with all Lincolnshire schools regarding routes into teaching and involvement in government initiatives, including Men into Primary Teaching, have resulted in a significant number of applications for each place available and an above average proportion of male trainees on the regional programme. Word of mouth leads to many applications for the national languages programme. Applicants undergo stringent interviews and evaluations as part of a three-day experience in a school involving headteachers and trainers. Headteachers are very clear in that they select only those who they might wish to employ.
21. Managers know the strengths of the programmes. Foci for improvement are reflected in changes to current training and in aspects of trainees' teaching. For instance, the observations by mathematics specialist teachers of primary trainees teaching mathematics builds on the model introduced for phonics teaching, and the innovative linking of modern foreign languages with phonics teaching has been applied in school by some trainees. Improvement planning is robust; it has steered changes and ensured the programmes are up-to-date and comply with statutory requirements. Plans of action and improvement targets arise from an analysis of data regarding trainees' progress, surveys and critical evaluations of training. However, the evaluations from trainees refer mostly to the content and delivery of training sessions with little to indicate the impact on their teaching. As a result, more emphasis has been given to improving the quality of training rather than to improving the outcomes for trainees.
22. Current procedures to verify judgements of trainees' final assessment in meeting the Teachers' Standards are inconsistent. The lack of formally agreed procedures, protocols and arrangements for internal and external moderation results in anomalies in practice especially in the selection of a sample of trainees and in the moderation of all grades.

## **Annex: Partnership schools**

The following schools were visited to observe teaching:

Aldercar Community Language College  
Bishop Challoner Catholic College  
Brook Western Academy  
Chad Varah Primary School  
Ellison Boulton CE Academy  
King Edward VI Camp Hill School for Girls  
Langley Grammar  
Lincoln Birchwood Junior School  
Priory Ruskin Academy  
St Peter and St Paul, Lincoln's Catholic High School  
The Giles Academy  
Westgate Academy

## ITE partnership details

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<b>Previous inspection report</b>	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70192">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70192</a>
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