

# Gloucestershire SCITT Consortium

Initial Teacher Education inspection report

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**Lead inspector**

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## Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by a team of specialist inspectors 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 Gloucestershire SCITT Consortium provides secondary initial teacher training as a member of the Gloucestershire Initial Teacher Education Partnership (GITEP). This is a partnership between the Gloucestershire Association of Secondary Headteachers and the University of Gloucestershire. Secondary training is offered through the consortium in four subjects: business studies, design and technology, information and communication technology (ICT) and music. The training in business studies covers the 14 to 19 age range, with the age range for the other three subjects being 11 to 18. The programme is a one-year full-time course leading to the award of qualified teacher status (QTS) and a professional or postgraduate certificate in education (PGCE) awarded by the university. At the time of the inspection there were 25 trainees on the SCITT courses.
4. The provision in the SCITT is based on the same model as the secondary provision in the university, which provides training in nine different subjects. Both the SCITT and university strands are run as one through GITEP. The

programme leaders work in close partnership to operate all aspects of the joint programme. A secondary headteacher chairs the GITEP executive committee, which is the strategic lead to the partnership. Many schools in the partnership provide training for both SCITT and university trainees; schools do not differentiate between the trainees and the training for all is managed by the school-based training manager. The training in professional preparation is undertaken jointly for trainees from both providers.

5. The partnership works with 39 secondary and six special schools in Gloucestershire, four schools in Swindon and Wiltshire, six in Worcestershire and three in Herefordshire. The majority of the Gloucestershire schools have been in the partnership since its conception. The support from local schools is at the heart of the provision.
6. The model of training for secondary trainees has some particular features. Trainees spend most of their time in schools throughout the course, but attend subject pathway training every Thursday. This subject-specific training is led by a subject leader, all of whom are school-based. In each school the training manager has overall responsibility for all training in that school. Professional preparation generic training is provided in the university, with additional weekly training in schools.

## Key strengths

7. The key strengths are:
  - the quality of the partnership
  - the way in which the structure of the course supports trainees' progress
  - the interrelationship of the training roles in supporting trainees' progress
  - the commitment at all levels to trainees' personal and professional development, including the involvement of headteachers across the partnership
  - the quality of the support for trainees' personal well-being
  - the commitment at all levels of leadership to the continuous improvement of the course and the focus on improving the outcomes for trainees.

## Recommendations

8. In order to improve trainees' progress and attainment, the partnership should:
  - show trainees how to plan better for individual students in their classes
  - provide higher levels of challenge for those trainees with the potential to be outstanding
  - improve further the quality of feedback and target setting for trainees
  - use the trainee monitoring system to monitor more closely the impact of developments on specific groups of trainees.

9. Most trainees make good progress and go on to attain at a good or better level. The partnership makes accurate judgements of trainees' achievement during the course, with a precise analysis of individual strengths and areas for development. Analysis of this year's data shows there has been a dramatic improvement in trainees' achievement from the previous year. The proportion of trainees successfully completing the course has also increased significantly in 2009/10. Employment rates are in line with national averages, with a very impressive proportion securing employment, many in schools in the partnership.
10. Trainees establish good relationships with their classes and with other staff in their schools; they are confident classroom teachers with secure skills in behaviour and classroom management. They play a full part in the life of their schools and are often highly valued. Trainees have good subject knowledge and understanding of subject pedagogy and can apply this to their teaching, for example by identifying steps in learning when planning for progression and determining learning objectives. Trainees often have good industrial or commercial experience which they use to good effect in their teaching. Trainees are able to reflect critically on their own practice and progress, in many cases evaluating their students' learning as a means of evaluating their teaching, and they use this to take responsibility for their professional development. In some cases this reflection also helps them to make links between the different elements of training.
11. Because of the training and the time they spend in schools they have a good understanding of recent initiatives such as assessing pupils' progress and social and emotional aspects of learning. The training also ensures that trainees fully appreciate the implications for secondary teaching of developments in primary education, such as in the teaching of early reading and mathematics. Extensive central training in professional preparation, and to some extent in subject pathways, means that trainees also have a good understanding of the issues around teaching in a diverse society. However, this has not influenced all trainees' practice. In the small number of schools which have an ethnically diverse student population, trainees receive good training, but in others their understanding is not developed into effective practice. Trainees have a good understanding of the issues related to teaching students with special educational needs and/or disabilities and those who speak English as an additional language, although a few are not able to apply this much to their teaching.
12. The weaker features of the majority of trainees' practice are related to the consistent application of higher-order teaching skills. While many trainees can discuss a range of strategies for differentiation and assessment for learning, they are not able to apply this consistently in their teaching. A minority of trainees do not plan carefully enough for individual learners.
13. The high rates of retention, successful completion and employment show that recruitment and selection procedures ensure that trainees are suitable for the course and have the potential to become good teachers. Recruitment targets

are met and the partnership is increasingly able to select from a strong field; more trainees with good honours degrees were recruited in 2009/10 compared to previous years. All cases of non-completion are analysed extremely carefully and there is no indication that any are the result of weaknesses in selection, training or personal support. The quality of personal support for all trainees is outstanding; this is one factor in the high retention rate. The secondary SCITT programme provides opportunities for trainees from different backgrounds to enter teaching; the partnership is successful in keeping such trainees on the course and they go on to achieve well. While the recruitment of trainees from minority ethnic backgrounds was lower than expected in previous years, extensive good work is being undertaken to ensure that appropriate school placements and community support is in place; the proportion of minority ethnic trainees increased in 2009/10.

14. All trainees make progress as a result of the training they receive, and most make strong progress. Most trainees make good progress from the start of the course as a result of trainers using the information gathered through selection, audits and the first part of the course to set targets that help them to make progress straight away. This is helped by trainees spending time in schools early in the course, following a short period of induction. There is a strong focus on subject knowledge for teaching from the beginning the course and this has a significant impact on trainees' own teaching. There are no significant differences in the progress and achievement of trainees in each subject, although some of the most able trainees are not challenged as much as they could be.
15. The structure of the course makes a significant contribution to trainees' progress: the effectiveness of the parent/twin school model; the amount of time trainees spend in schools; the quality of the weekly subject pathways sessions throughout the course; and the strong relationship between professional preparation and subject pathways. This model means that 'human resources' are by far the most important and the use of this resource is outstanding. The interrelationship between the programme managers, school-based training managers, subject leaders and subject mentors supports trainees' personal well-being and professional development well. Trainers are very quick to detect and intervene when trainees need additional support. Extensive use is made of joint observations with mentors, particularly by training managers, to provide quality assurance, moderation and training for mentors. Very good use is also made, in subject and professional training, of the expertise across the partnership. Schools are organised into clusters to ensure that best use is made of the skills and the diversity within each cluster. Headteachers are closely involved in the partnership, not least by taking responsibility for assuring the quality of subject pathways; this has a positive impact on the quality of training as well as on schools' commitment to initial teacher education.
16. Trainees' progress is helped by their ability to recognise connections between the different elements of the course. They can relate what they learn in professional preparation to what they learn in subject training and to other aspects of their work in schools. Good links are often made between the weekly

subject pathways session and trainees' teaching, with trainees often taking full responsibility for this. However, this is not always monitored carefully to ensure the links are made.

17. Trainees in business studies and ICT have progressed well as a result of innovative developments. In business studies, trainees have prepared and delivered an 'enterprise road show' at the end of the school year, developing a wide range of skills. In ICT the subject leader has created a subject website, enabling trainees to communicate electronically to share resources and to seek help and advice from each other and the tutor. Former trainees also have access to this facility so that past and present trainees share issues and solutions.
18. Trainees' progress is carefully monitored through a QTS Standards tracker and the good use of a set of characteristics of trainees at different levels of achievement. An analysis of trainees' achievements midway through the autumn placement is used to provide an extremely useful benchmark that is then used well to monitor trainees' future progress against expectations. The excellent formative use of the grade characteristics at the end of the second, twin school placement gives a rounded and detailed view of the trainees' achievement; this is then used well to set individual targets for the final placement. This assessment also enables the partnership to carefully plan interventions for those who need it, although this works more effectively for trainees graded as satisfactory rather than providing higher levels of challenge for some potentially outstanding trainees. The introduction of this monitoring system has had a highly significant impact on improving achievement and attainment.
19. Trainees are provided with extensive feedback on their teaching and are set targets for their professional development; together these contribute to the progress of all trainees. In the large majority of cases, the weekly subject pathways sessions effectively prepare trainees for, and build on, school experiences to help them achieve these targets. Many mentors use a good range of training strategies matched well to trainees' targets, including collaborative teaching and demonstrations, but this good practice is not fully embedded across the partnership. For a small minority of trainees, the feedback they receive and the targets they are set are not sufficiently challenging or there is no clear progression through the targets to ensure greater depth or breadth. The partnership has undertaken some highly innovative work with a group of higher-achieving trainees, such as the 'scaling the peak' initiative, but the high levels of challenge required for these trainees is not a routine feature of all the feedback and developmental targets.

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

**Grade: 1**

20. Over recent years there has been a trend of improvement in retention and successful completion rates, which are now at a high level. The excellent way in which the provision meets the needs of schools in the region is demonstrated by sustaining high rates of employment in partnership schools. The dramatic improvement in the achievement of trainees since last year is in no small measure the result of the new leadership team and the impact of the changes it has made to the provision, supported well by senior leaders and managers in the university and the partnership. The strength of the partnership is an essential component of the provider's outstanding capacity to secure and sustain further improvements; an absolute commitment to continuous improvement, focused on the outcomes for trainees, permeates all levels of leadership and all aspects of the provision.
21. The partnership has fully anticipated and responded to all relevant external changes with a clear focus on improving the outcomes for trainees. As a result, trainees are fully aware of the implications of changes to the secondary curriculum and all current developments in their subjects. Careful monitoring ensures that full account is taken of Ofsted reports into subject teaching and other aspects of schools, as well as initiatives from the Training and Development Agency for Schools. The partnership is also careful to implement change identified through analysis of its own work; for example, developing 'mentor voice' across the partnership and involvement in an initiative across many south-west teacher training providers to increase the recruitment of trainees from minority ethnic backgrounds. A number of schools in the partnership are active in developing applied learning and are fully involved in 14 to 19 consortia; the benefits are shared across the partnership, which has been successful in securing training places for 14 to 19 work next year. Trainees in business studies are well versed in the 14 to 19 curriculum; however, 14 to 19 education is not fully embedded in training in all subject pathways.
22. The cycle of self-evaluation, improvement planning, taking action, and monitoring the impact of actions to sustain and improve the outcomes for trainees is thorough and rigorous and underpins recent improvements in the outcomes for trainees. Self-evaluation is tightly focused on the analysis of the outcomes for trainees, takes full account of evaluations from all of the partnership and shows clearly what is working well and what needs further development. The absolute commitment of all headteachers to the partnership means that initial teacher education has an unusually high priority in schools. The high proportion of former trainees in partnership schools, with many now in leadership roles, provides a constant source of feedback and guidance. Subject evaluations and evaluations by schools feed in well to the overall self-evaluation. External examiners' reports provide detailed and useful feedback on key aspects of the provision.
23. Improvement planning is informed well by self-evaluation and by subject improvement plans, and is focused on key priorities linked to improving outcomes for trainees. All actions taken are monitored in terms of the impact on these outcomes. Weaknesses identified in the last inspection have been tackled successfully.



24. There is a clear understanding of the Gloucestershire training model across the partnership, with excellent relationships at all levels and extremely effective communications. There is also absolute clarity about the role of each of the tiers of management and full representation for all aspects of the partnership; this provides a very strong framework for maintaining quality and for further developments. However, there is some variation in the quality of training across the partnership and some current developments are not yet fully embedded.
25. The system for monitoring trainees' progress provides robust data to analyse and monitor the impact of changes on different groups of trainees. However, the partnership has yet to develop a sharp process for using these data to evaluate in depth the impact of its key developments on the achievement of specific groups of trainees, as well as on the complete cohort, while maintaining the high quality of the relationships and the integrity of the training model.

## 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

		Secondary
<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?	1
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?	1

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

		Secondary
<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>1</b>
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?		2

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

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