

Hibernia College ITE Partnership

Initial Teacher Education inspection report

Inspection Dates Stage 1: 23- 25 June 2014 Stage 2: 13-15 October 2014

This inspection was carried out by Her Majesty's Inspectors and 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 June 2014.

The inspection draws upon evidence from the primary and secondary phases 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

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

Primary and secondary routes

Information about this ITE partnership

- This is the first inspection of this recently accredited ITE partnership. Hibernia College is a national for profit organisation which provides secondary core and School Direct primary and secondary training routes. Training is provided nationally using online learning and practical experiences, organised through hub, cluster and satellite schools, in different parts of the country and in conjunction with two School Direct partnerships.
- Trainees who successfully complete their training are recommended for qualified teacher status (QTS) and gain either a professional or post-graduate certificate of education (PGCE) from the University of Plymouth on the core secondary route, or the University of East London on the School Direct route.
- Secondary core training (11-16) is provided in mathematics, physics, chemistry and modern languages (French, German and Spanish). Trainees are recruited three times per year to a part-time, 24 month programme which includes integrated subject knowledge enhancement provision. In June 2014, 36 trainees from the first and second cohorts had either completed, or were completing their training and a further 25 trainees had begun their training in subsequent cohorts.
- School Direct trainees were recruited for the first time in September 2013. Seventeen completed their training in June 2014. Four were on the primary (5-11) route and 13 on the secondary route (11-16) specialising in chemistry, drama, English, geography, history, mathematics, modern languages and music. One of these secondary trainees was on the School Direct (salaried) route.

Information about the primary and secondary ITE inspection

- Inspectors visited 10 schools at stage one, observing six trainees teach and one trainee team teach. They also met with four other trainees to review their evidence in relation to the Teachers' Standards. At stage two, inspectors visited nine schools and observed 12 newly qualified teachers (NQTs). One of the schools was visited at both stages of the inspection.
- Inspectors held discussions with individual trainees and NQTs, leaders and managers, pathway tutors, mentors, subject leaders, induction coordinators and headteachers. Inspectors also took into account responses to the trainee online questionnaire which 39 trainees, from a range of cohorts completed in June 2014, and the actions taken by leaders and managers to improve training and outcomes between the two stages of the inspection.

- Inspectors reviewed a wide range of documentary evidence including information on recruitment and selection, statutory safeguarding and compliance with the initial teacher training criteria, tracking and assessment, trainees' teaching evidence, standards records and transition targets. The inspection team also reviewed the partnership's analysis of outcomes for trainees, evaluations and improvement plans and the partnership's website and online training resources.

Inspection team

Angela Milner HMI, Lead Inspector (stages one and two)
 David Edwards HMI, Assistant Lead Inspector (stages one and two)
 Andy Maher AI, Team Inspector (stage one)
 Paul Metcalf AI, Team Inspector (stage one)
 Sheila Nolan AL, Team Inspector (stage one)
 Sue Frater HMI, Team Inspector (stage two)
 Terry Russell AI, Team Inspector (stage two)
 Helen Wiseman AI, Team Inspector (stage two)

Overall Effectiveness

Grade: 2

The key strengths of the primary and secondary partnership are:

- The high employment rates on the core secondary and School Direct primary and secondary routes.
- The cohesive blend of online, hub and school-based training which provides effective training in secondary shortage subjects and on primary and secondary School Direct programmes across a range of subjects.
- The strong emphasis on subject knowledge enhancement and flexible and accessible training which meets the needs of individual trainees and schools well.
- Effective communications, positive relationships and frequent visits to schools by pathway tutors, which:
 - support trainees' and school-based trainers' professional development
 - smooth the transition from initial teacher training to induction and employment for trainees.

- Aspirational leaders and managers who work closely with schools to provide support for initial teacher training, school improvement and continuing professional development.
- Effective use of monitoring and review processes to continually improve the quality of the training and outcomes for trainees.

What does the primary and secondary partnership need to do to improve further?

The partnership should:

- Increase the proportion of trainees whose teaching is outstanding by the end of their training by ensuring:
 - greater consistency in the way evidence about trainees' attainment is recorded by school-based mentors and pathway tutors
 - feedback and targets are sharply focused on what the trainee needs to do to improve their teaching and pupils' learning.
- Raise completion rates further on the core secondary route.
- Ensure all trainees gain sufficient practical experience to develop their teaching skills by working in different types of schools including those:
 - in challenging socio-economic circumstances
 - judged to 'require improvement'
 - where pupils have English as an additional language and/or are from different cultural backgrounds.

Inspection Judgements

1. The overall effectiveness of the Hibernia College ITE partnership is good. The partnership is compliant with the initial teacher training (ITT) criteria and meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity, and eliminating discrimination. Leaders and managers take effective action to ensure the quality of training across the partnership is consistently good and that outcomes for trainees are improving. As a result, almost all trainees exceed the minimum level of practice as defined by the

Teachers' Standards at the end of their training, and all trainees demonstrate consistently high standards of personal and professional conduct.

2. Employment rates are consistently higher than national norms for the secondary shortage subjects offered on the core route. All trainees on the recently introduced School Direct route successfully gained employment. Trainees from both routes are employed in schools within and beyond the training partnership. Discussions with headteachers and induction coordinators confirmed that most trainees are well prepared with the practical teaching and evaluative skills they need.
3. Trainees have a good understanding of the Teachers' Standards. They are eager to learn and respond readily to professional advice. Trainees and NQTs are well organised, reflective and self-motivated to become effective teachers. They have detailed subject knowledge and make good use of subject-specific vocabulary in their planning and teaching. Trainees and NQTs create good and safe learning environments in their classrooms and demonstrate well-developed skills in their marking of pupils' work.
4. Trainees and NQTs are able to develop positive relationships with teaching colleagues. Most are also able to engage pupils and make effective use of a range of teaching, assessment and behaviour management strategies to promote pupils' learning and achievement. Though NQTs understand pupils' learning needs and the principles of how to cater for them, a small number do not always engage pupils fully in their learning or challenge pupils to make good progress throughout their lessons.
5. Detailed standards records accurately assess trainees' attainment in relation to parts one and two of the Teachers' Standards, and useful transition targets are shared with employing schools. Visits by pathway tutors in the first half of the autumn term, to the schools where trainees are employed as NQTs, ensure the smooth transition from initial teacher training to induction. This includes joint observations with pathway tutors where relevant. This initiative has been viewed as supportive by NQTs and welcomed by employing schools. NQTs appreciate the opportunities available to revisit online training materials during their induction year. They are making good use of the helpful package of resource topics and well-timed online tips for NQTs that the partnership provides.
6. A few trainees have found the transition to working in their employing schools more of a challenge. This is because the context of the school in which they are employed is different from those of the schools in which they trained. The partnership acknowledges that some trainees

lacked sufficient opportunity to gain practical experience or to develop their teaching skills in a range of types of schools as part of their training.

7. Between stages one and two of this inspection, a more cohesive management information system has been put in place to track trainees' progress and monitor the range of practical experience trainees gain in different types of schools. The Leading Teacher Programme is now embedded as part of the training programme for all trainees. This programme enables trainees to identify a training need, for example gaining experience in a school that 'requires improvement', and work in that context alongside a leading practitioner to observe and learn from their good or outstanding practice.
8. Although good or better attainment rates have improved for each cohort of trainees, the proportion of trainees reaching an outstanding level of attainment remains relatively low. This is because of variations in the way evidence about trainees' attainment is recorded by school-based mentors and pathway tutors, and because feedback and developmental targets are not always sharply focused on what the trainee needs to do to improve their teaching and pupils' learning. The lengthy gap experienced by cohort one and two trainees between their two placements has, however, been remedied for subsequent cohorts.
9. The partnership's improvement plan has been revised between stages one and two of this inspection to set targets for the proportion of outstanding attainment to be achieved this academic year. Leaders and managers have engaged with partner schools to refocus training events and materials for mentors and pathway tutors on helping trainees to improve further from 'good' to 'outstanding'. A more creative approach has been taken to joint training and development for mentors and pathway tutors. This includes making use of online 'talking head' clips and mentoring tips derived from the more frequent monitoring of mentor and pathway tutor records. Improvements have also been made to the online platform, making it easier for mentors to use. Handbooks have been rewritten to provide a clearer and more supportive structure for mentors to follow. This documentation has a greater emphasis on the importance of feedback and the precision of targets required to enhance trainees' professional development. It is too early to judge whether these new systems and procedures will lead to greater consistency.
10. Each training route is designed to offer flexible and accessible pathways to initial teacher training including for mature career changers. Training is effective in both routes, the primary and secondary phases, and across the range of secondary subjects offered. Secondary trainees gain experience as form tutors and are well

prepared through, for example, their generic training on bullying, to tackle prejudice-based bullying and to teach personal, social and health education. Secondary training has a strong focus on the promotion of good behaviour, working with pupils with disabilities and/or special educational needs, and planning and working with sixth form pupils.

11. Primary trainees are able to teach early reading, have a clear understanding of systematic synthetic phonics and have taught across a range of curriculum subjects, including physical education. Two primary NQTs were observed during the inspection. Both used a range of teaching strategies to teach primary mathematics effectively. Their lessons were imaginative and well resourced to engage and support pupils in their learning. The NQTs made good use of accurate mathematical vocabulary, high-quality questioning, and continually assessed pupils' knowledge and understanding during their lessons. This ensured that work was well matched to pupils' needs and that all pupils made at least good progress in their mathematical learning.
12. Training is comprehensive and cohesive. It is carefully planned and structured and is constantly kept up to date, for example in relation to recent changes to the National Curriculum, the 14–19 agenda and assessment. Trainees on the School Direct route complete highly relevant assignments on raising achievement, new technologies, and subject development, as part of their PGCE award.
13. The quality of training reflects the strengths of the partnership and ensures that school-based colleagues and trainers are skilfully deployed. Mentors are carefully selected by their schools and inducted into the partnership by colleagues in hub schools and the partnership's school relationship managers. Transitions between each stage of the training are well managed through the transfer of relevant documentation and a process of joint observations between mentors from the different placement schools. Mentors conscientiously complete the tasks associated with their role and are supported and kept on track by regular pathway tutor visits and through joint observations. These visits also provide useful quality assurance information for leaders and managers.
14. Effective communications, positive relationships and the frequent visits to schools by pathway tutors ensure bespoke training is delivered through a seamless blend of online learning, face-to-face training in hub schools and practical teaching experiences. Subject knowledge enhancement forms an integral part of the training and is identified as a particular strength of this partnership's provision by trainees, mentors and inspectors. Trainees on the secondary School Direct programme have benefitted from between seven and fourteen days of subject specific training, dependent upon their identified needs.

15. Training routes meet both the needs and aspirations of individual trainees and the schools where they train and are employed. One headteacher explained how her school worked with the training manager from the partnership to identify suitable applicants for training. 'Bespoke pathways and flexible timescales for training are used to meet trainees' personal and professional needs. The partnership also ensures trainees are rigorously trained and well prepared for employment.'
16. Trainees who responded to Ofsted's trainee online questionnaire, in June 2014, agreed that their training had helped to make them a good or better teacher and to secure employment. They felt particularly confident in working with pupils with disabilities and/or special educational needs and in promoting pupils' learning of mathematics in their secondary subject, or across the primary curriculum. Trainees raised concerns about their ability to promote pupils' literacy, but inspectors' observations of trainees' and NQTs' teaching showed this concern to be unfounded. Inspection evidence did, however, confirm trainees' concerns about the range of placements the trainees experienced and the quality of feedback and targets they received.
17. Completion rates on the School Direct programme are high, with only one trainee failing to complete their training and gain QTS in 2013–14. Completion rates for the first cohort of trainees on the core programme were low and deferral rates for the second cohort were high. Improvements have ensured that completion rates on the core secondary route are in line with national norms.
18. The partnership has identified completion rates as an area for improvement. A review of the recruitment and selection process has already taken place, and tasks and interview questions now focus more on important attributes such as personal commitment, learning styles and resilience when assessing applicants' suitability for teaching and the type of training provided. The partnership's own experience and evaluation of withdrawals and deferrals has been used to inform a new risk assessment process. This tracks and monitors trainees from the recruitment stage through to employment. Interventions including 'return to programme' meetings are being used to support trainees back into training and ensure appropriate school placements are available on their return. This process is already beginning to ensure that deferred trainees make a more timely return to their training and that completion rates are improving. Inspection evidence confirms that there are no other significant differences between the outcomes of different groups of trainees.

19. Roles and responsibilities are clearly documented in partnership agreements between Hibernia College and its partner schools. Hub schools on the core training route and lead schools on the School Direct route are highly committed to their role in providing very good ITT as part of the Hibernia College partnership, and provide very appropriate venues for training.
20. Training is delivered by experienced ITT coordinators, subject mentors and lead practitioners, who are well respected by trainees and colleagues in schools. Schools ensure that trainees are able to teach across the range of age groups and key stages for which they are being trained and across the curriculum in the primary phase. All trainees receive two days special school experience and secondary trainees spend five days in a primary school, and some time in Key Stage 5, as part of their training. The lengthy period of time trainees spend in their second school placement ensures they become part of the school and department and develop their planning, teaching, evaluation and assessment skills well. Trainees following the School Direct primary route have three placements, covering Key Stage 1 and lower and upper Key Stage 2.
21. Hibernia College is committed to supporting high quality teacher training, the professional development of teachers, and responding to the needs of schools and the education system in the wider context. Aspirational leaders and managers work closely with schools to provide support for initial teacher training, school improvement and continuing professional development. Headteachers indicate they are happy to work with this particular partnership because of its responsiveness, 'can do' attitude and approach, coupled with leaders' and managers' ability to respond to their needs. Partnership leaders and managers regularly attend national events for the ITE sector and make good use of Ofsted reports and good practice case study examples to compare their provision with that of other ITE partnerships.
22. Effective use is made of a range of monitoring and review processes to continually improve the quality of the training and outcomes for trainees. New initiatives always engage and involve schools from the start. They are carefully trialled and evaluated before being embedded in the partnership's training package, systems or procedures. A detailed analysis of outcomes and benchmarking information is used well to inform the partnership's self-evaluation document. Feedback from inspectors, at the end of stage one of this inspection, indicated that the partnership should 'sharpen its improvement plans so that leaders could more effectively measure the success and impact of the actions they took to improve trainee outcomes'. This had been fully implemented by stage two. The revised improvement plan is being

used well by leaders and managers to set targets for improvement and monitor the progress of actions taken to improve outcomes.

23. Schools and partnership leaders share the same vision for effective partnership working and are ambitious to drive a process of continuous self-improvement across the partnership. The partnership's response to the staged inspection process demonstrates strong capacity for the partnership to continue to improve.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' teaching:

Barr Beacon School, Walsall
Burnt Mill Academy, Harlow
Clent Parochial Primary School, Stourbridge
CTC Kingshurst Academy, Birmingham
Drapers' Academy, Romford
Epping St John's Church of England School
Grove Primary School and Nursery, Malvern
Haybridge High School and Sixth Form, Stourbridge
Leasowes High School, Halesowen
Marple Hall, Stockport
Roding Valley, Loughton
St Gregory's Catholic School, Tunbridge Wells
St Clement Danes, Rickmansworth
St John Fisher, Chatham
St John Plessington Catholic College, Bebbington
Stockport School, Stockport
The Farnley Academy, Leeds
West Hatch High School, Chigwell

ITE partnership details

Unique reference number	70275
Inspection number	430035
Inspection dates Stage 1	23–25 June 2014
Stage 2	13–15 October 2014
Lead inspector	Angela Milner HMI
Type of ITE partnership	National for profit organisation
Phases provided	Primary and Secondary
Date of previous inspection	Not previously inspected
Previous inspection report	N/A

Provider address	Hibernia College UK Ltd, MWB Business Exchange, 10 Greycoat Place, London SW1P 1SB
-------------------------	---

