

North West SHARES ITE Partnership

Initial Teacher Education inspection report

Inspection Dates: Stage 1: 15–17 June 2015

Stage 2: 12–15 October 2015

This inspection was carried out by Her Majesty’s Inspectors and an additional inspector in accordance with the *Initial teacher education inspection handbook*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws upon evidence from each phase and separate route 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

	Early Years ITT (EYTS)	Primary QTS
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	2	1

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Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in both the Early Years Initial Teacher Training (EYITT) and the primary phase. This is because effective leadership and good training ensure all trainees exceed the minimum expectations of the Teachers' Standards and the Early Years Teachers' Standards by the end of the training programme. Leadership and management are stronger in the primary phase than in the EYITT phase. Exceptional leadership of the primary phase is resulting in above average employment and completion rates. This is securing good and better teachers to meet local and regional need.

Key findings

- Outcomes are good for trainees in the EYITT and primary phase. Equality of opportunity is strong. There are no differences in the outcomes for trainees whatever route, pathway or programme they opt to follow.
- Trainees are well prepared to teach in their chosen age-phase because school- and centre-based training are blended seamlessly to ensure trainees gain a broad and rich experience across the training year.
- Effective training sets trainees up well to manage pupils' behaviour. Consequently, learning environments are calm, purposeful and free from disruptive behaviour.
- Leaders know trainees as individuals. They ensure trainees receive close and effective support to help them succeed during their training year and as qualified practitioners.
- Every member of the partnership is wedded to a shared vision for excellence. Programme leaders, headteachers and school staff are completely committed to the training programme. As a result, nurturing future teachers and leaders is everyone's business and a top priority across all partnership schools.

To improve, the ITE partnership should:

- Review the criteria and process for awarding trainees the highest level of attainment to ensure the assessments are accurate and are understood by trainees and employing schools.
- Build upon recent improvements in training to ensure primary trainees have secure subject knowledge and they are better equipped to use assessment and to meet the needs of different groups of pupils.

Information about this ITE partnership

- The North West Skelmersdale Headteachers Association for Raising Educational Standards (SHARES) school-centred initial teacher training (SCITT) partnership began in September 2013. It is linked to the well-established SHARES teaching School Alliance. Woodland Primary School is the lead school in the partnership.
- The partnership has an allocation of 50 training places. Some of these are through the SCITT pathway; others are allocated through the School Direct training route.
- The partnership covers 29 schools and settings within one local authority. It includes schools within, and beyond, the SHARES Teaching School Alliance.
- The primary partnership offers a one-year training programme, which, on successful completion, leads to qualified teacher status. Trainees can opt to follow an early years or primary pathway.
- In 2014, the partnership began the early years initial teacher training (EYITT) programme. This is an employment-based route which leads to early years teacher status (EYTS). This programme ceased at the end of the 2015 academic year.

The early years ITT phase

Information about the early years ITT partnership

- The North West Skelmersdale Headteachers Association for Raising Educational Standards (SHARES) early years partnership launched in September 2014 in response to local need. However, it ceased at the end of the 2015 academic year.
- The early years initial teacher training (EYITT) programme is closely aligned to the primary partnership. The majority of schools are part of the North West SHARES Teaching School Alliance.
- The school-centred initial teacher training (SCITT) offers a one-year graduate employed early years teaching programme. Upon successful completion of the programme trainees are awarded early years teacher status (EYTS)
- There were three trainees enrolled on the programme during the 2014/15 academic year.
- Trainees have three main placements across the year. They gain experience in a variety of early years settings. These include: schools, children's centres, private, independent and voluntary settings. They also spend time teaching in a Key Stage 1 classroom. They spend four days in their school or setting and one day at the SCITT base for central training each week.

Information about the early years ITT inspection

- There was one inspector for stage one of the inspection. During the inspection, all trainees were observed teaching. These observations were carried out jointly with the mentor.
- There was also one inspector for stage two of the inspection. The inspector visited two schools, met with a former trainee and school leaders. A former trainee was observed working with children.
- During both stages of the inspection, discussions were held with programme leaders, the link tutor, headteachers and mentors.
- A wide range of documentary evidence was reviewed by inspectors. This included trainees' files, course materials and surveys carried out by the partnership to gain the views of trainees and former trainees about their training. Inspectors took account of the two responses to the Ofsted online survey. Information on recruitment and selection was also considered. Inspectors checked information on statutory safeguarding procedures and compliance with the early years initial teacher training criteria.

Inspection team

Karen Ling Additional Inspector (Stage One) lead inspector
Jonathan Brown HMI (Stage Two) lead inspector

Overall Effectiveness Grade: 2

The key strengths of the early years ITT partnership are:

- Good leadership and management enabled the partnership to get the early years initial teacher training (EYITT) programme off the ground in response to a local need for early years practitioners. Leaders have ensured trainees succeed and are well prepared to teach in the early years.
- The training programme is characterised by the shared drive and commitment of everyone within the partnership to secure good outcomes for trainees. Leaders maintain a robust oversight of what is working well and what needs to improve further. This is ensuring trainees have a broad, relevant and rich experience across the year.
- A well-designed and cohesive training programme, linked to placements in diverse schools and settings, builds on the skills and knowledge trainees have already gained in employment.
- Former trainees have secure subject knowledge. They are skilled in assessing children's starting points accurately and planning the next steps in children's learning.
- The teaching of early reading and systematic synthetic phonics is a particular strength. Trainees build on their previous experience and training through frequent opportunities to plan and teach phonics.
- Trainees manage behaviour well, ensuring learning environments are calm and purposeful so children engage well with their learning.

What does the early years ITT partnership need to do to improve further?

The partnership should:

- Review the information shared with potential employers to ensure it is accurate and includes greater detail to support former trainees and employing schools in setting clear targets for improvement.

- Build on recent changes to ensure the training package for the returning trainee includes a sharp focus on welfare requirements in the early years as well as tackling any gaps in subject knowledge.
- Review the process for awarding trainees the highest level of attainment by the end of the programme to ensure it is an accurate reflection of their teaching competence and is understood by all parties.

Inspection Judgements

1. The partnership has high ambition to secure the best possible workforce for early years in the locality and beyond. This desire was the key driving force behind their decision to provide an early years teacher training programme. Resolute leaders wasted no time in getting this provision off the ground, ensuring partnership schools were well placed to support trainees. However, after one year, leaders took stock of the viability of the early years programme and acted swiftly to discontinue this training route. Ending the programme is by no means a reflection of weak training or dissatisfaction from trainees. It is due entirely to external circumstances.
2. Although disappointed with the decision to end the early years training route, no-one gave up or let the quality of provision slip for the participating trainees. Everyone honoured their promise to ensure trainees could thrive and emerge from the programme well prepared to teach in the early years.
3. The partnership is built on a clear vision, which is understood by all partners and trainees. Everyone is keen to improve. No-one ignored the findings from stage 1 of the inspection. In fact, leaders set about using inspectors' feedback as a springboard to enhance the provision for early years trainees and to strengthen training in the primary phase. Action to shore up the EYITT programme means trainees had extended opportunities to review and develop their subject knowledge before they completed their training year.
4. The training programme is characterised by the shared commitment of everyone within the partnership to nurture future teachers and leaders. Programme leaders have been given the time and space to ensure the training is relevant, well-planned and cohesive. The strong partnership arrangements between schools and programme leaders demonstrate a willingness to listen to, and act on, feedback from trainees, schools and settings. This is reflected in the overwhelmingly positive responses to the partnership's own surveys. Everyone is unanimous in their praise of the training and trainees.

5. Effective procedures for recruitment and selection mean trainees who join the programme have the necessary skills and attitudes to become successful early years teachers.
6. The partnership board has an effective oversight of the early years training programme. Members play a full and vital role in setting the strategic direction for the provision. The steering committee ensures a sharp focus on the quality of training, mentoring and ongoing assessments of trainees' teaching competence. As a consequence, the partnership board know the strengths and weaknesses of the provision and take appropriate action to bring about improvement.
7. Completion rates are good. All the trainees who could have completed the course have done so. There are legitimate reasons to explain why not all made it to the end of the training programme. None of these reasons are linked to weaknesses in recruitment or indicate any dissatisfaction from trainees with the quality of the training.
8. While none of the former trainees have gone onto employment as an early years teacher, all are working within early years provision. Former trainees have returned to their roles with increased confidence. They are playing a more significant role in their settings. For example, one former trainee is developing materials to teach Spanish across the early years. Employing schools are actively reviewing staffing provision in light of these employees successfully gaining early years teacher status.
9. Leaders keep employers informed of the strengths and weaknesses in former trainees' teaching by the end of the programme. However, scrutiny of the references produced for former trainees showed inaccuracies, and in some cases administrative errors. In addition, the summative information on trainees at the end of the course does not reflect the good quality of the ongoing assessments throughout the rest of the programme. As a result, the information provided to support former trainees' future development with potential employers lacks clarity and focus.
10. The partnership meets all statutory safeguarding requirements. It is compliant with the early years ITT criteria.
11. There is strong coherence between the tutor-led and school-based training. The employment-based route makes good use of trainees' regular employment so they are able to build on their new learning and apply this on a day-to-day basis in their workplace.
12. Programme leaders know the trainees well. Timely communication, rapid response to trainees' requests and the tracking of trainees' progress against the Teachers' Standards (Early Years) ensures leaders shape provision to meet individual needs. Good quality training and mentoring

enables all trainees to flourish; all have an equal chance to succeed. Trainees and former trainees are very positive about the quality of their training and the individualised challenge and support they receive.

13. Trainees benefit from a wide range of placements in a variety of diverse settings. Trainees have the chance to observe and teach in children's centres, schools and private, voluntary or independent settings. An extended period of time teaching pupils in Key Stage 1 enables trainees to develop a good understanding of transition and assessment beyond the early years. As a consequence, former trainees have a secure knowledge of early childhood development and the impact this has on children's learning across a range of subjects and ages.
14. Safeguarding is a cornerstone of the training. Trainees and former trainees have a clear understanding of their role in protecting children. They have a good grasp of the government's Prevent initiative in combatting extremism and radicalisation. At stage one of the inspection, trainees' detailed knowledge of the early years welfare requirements was not as strong. This is currently being tackled as part of the training programme for those trainees following the early years route in the primary phase.
15. All of the trainees who completed the programme exceeded the Teachers' Standards (Early Years). Inspection evidence confirms this assessment is accurate. There are no differences in attainment, employment or completion rates for individuals. However, the partnership's view that all trainees reached the highest levels is sometimes over-generous. The confidence of programme leaders that former trainees could be deployed equally effectively across all age groups in the early years is not shared by all employing schools and settings. There is a mixed understanding among former trainees and employing schools and settings about what 'grade 1' means in terms of what they can expect from an early years teacher as they start their career.
16. Trainees and former trainees have good subject knowledge across all aspects of the early years curriculum. This is because mentors and tutors recognise the strengths that trainees already have and bring to the training programme. Mentors and tutors work closely with trainees to identify gaps in their skills and knowledge and ensure effective support is in place to tackle any weaknesses. During stage one of the inspection, inspectors identified that trainees' subject knowledge was not systematically monitored. Quick and robust action by the programme leaders ensured the final three weeks of training were used to good effect. A close focus on subject knowledge meant trainees were able to make up for any shortfalls in their skills and understanding across the curriculum.

17. The teaching of early reading, including systematic synthetic phonics, is a strength of the trainees and former trainees. This is because training has a strong focus on phonics with direct links between training and expectations on placements. Frequent opportunities to plan and teach phonics have been very effective in helping trainees and former trainees gain a good grasp of how to teach early reading. Trainees have a secure grounding for developing children's mathematical skills and knowledge
18. Understanding the use of assessment to inform planning and tracking the progress children and different groups of children make is a key feature of the training. As a result, former trainees are confident in using a variety of assessment systems. They use assessment information well to shape their planning and they make a valuable contribution to assuring the accuracy of assessments within their setting.
19. Learning environments are calm and orderly because trainees and former trainees use highly effective behaviour management strategies. They have a good understanding of how to tackle incidents relating to bullying, homophobia or racism.
20. Trainees and former trainees have a good understanding of how to meet the needs of children with disabilities, special educational needs, and lower attaining children. The most-able children are supported well through effective questioning and appropriate challenge so that they make good progress. Trainees and former trainees plan for, and lead, additional adults well to support children in their learning.
21. Trainees and former trainees demonstrate good professional attitudes and conduct. They are increasingly confident and self-assured. They are reflective practitioners with a strong commitment to using recent and relevant research to underpin their practice. Consequently, in their current employment they continue to seek advice and act on suggestions quickly to improve their teaching skills. They are making a wider contribution to school-life beyond their own classroom.

Annex: Partnership schools and settings

The following schools and settings were visited to observe trainees' and former trainees' teaching:

Bishop Martin Church of England Primary School, Skelmersdale
Ormskirk Asmall Primary School, Ormskirk

The primary phase

Information about the primary partnership

- The North West Skelmersdale Headteachers Association for Raising Educational Standards (SHARES) primary partnership covers 29 schools in one local authority. The majority of schools are part of the North West SHARES Teaching School Alliance. This is a well-established network of schools who work together to support school improvement. The partnership covers some small rural schools and larger urban settings.
- The school-centred initial teacher training (SCITT) offers a one-year QTS (qualified teacher status) only route into teaching for graduates. Trainees can opt to follow an early years programme or a primary programme. At the time of stage one of this inspection there were 42 trainees enrolled on the SCITT programme and one trainee on the School Direct training route.
- Trainees have three school placements across the year. They spend four days in their school setting and one day at the SCITT base for central training each week.
- The SCITT has recently developed a partnership with the Yarrow Teaching School Alliance in Chorley, Lancashire.

Information about the primary ITE inspection

- During stage one, inspectors visited seven schools and observed 12 trainees, on the early years and primary pathways, teaching. They spoke to headteachers, school mentors and 17 trainees. They also met with a further group of six trainees and nine mentors. They held discussions with the programme leaders and members of the partnership board. They took account of the 43 responses to Ofsted's online questionnaire.
- During stage two, inspectors visited six schools, within and beyond the partnership, to meet seven newly qualified teachers (NQTs) and observe them teach. Discussions were held with school induction tutors and headteachers.
- In both stages of the inspection, inspectors evaluated a range of evidence, including trainees' files and the work in pupils' books. They also considered a range of documentation provided by the partnership, including information on trainees' attainment, employment and completion. They reviewed the partnership's website and checked safeguarding arrangements and compliance with the ITT criteria.

Inspection team

Joanne Olsson HMI

lead inspector

Jane Jones HMI

assistant lead inspector

Overall Effectiveness Grade: 2

The key strengths of the primary partnership are:

- Outstanding leadership and management, built on effective links with schools, are swiftly moving the partnership towards the ultimate goal of growing future teachers and leaders for local schools.
- Leaders share a highly successful drive to improve. Tenacious and determined leadership is the bedrock of all that has been achieved to date. It is the key reason this relatively young partnership is able to provide good and improving training opportunities which prepare trainees and NQTS well for their future career as teachers.
- The absolute commitment of all members of the partnership to the training programme. Everyone is wedded to the same vision and all share a common desire to nurture good or better teachers.
- Highly effective procedures for recruitment and selection mean trainees who join the programme have the necessary skills, attitudes and aptitudes to become successful teachers.
- Cohesive and consistent training programmes, which blend school-placements and centre-based training together seamlessly, so all trainees have an equal chance to hone their teaching skills across the primary and early years curriculum.
- High-calibre trainees who are well equipped to become confident, assured and effective class teachers from the minute they enter their first teaching position as NQTS.
- Trainees and NQTS foster positive and highly professional relationships with staff, parents and pupils from the outset. Their excellent use of effective behaviour management strategies lead to calm and welcoming classrooms where learning goes ahead without interruption.

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

The partnership should:

- Build on recent changes to improve training so that all trainees can excel to the highest standard by:
 - ensuring trainees are well equipped to meet the needs of the most-able pupils and those pupils who speak English as an additional language

- making sure all trainees have secure subject knowledge across all areas of the primary and early years curriculum
 - ensuring all mentoring matches the best by helping mentors to pay closer attention to the impact trainees have on pupils' outcomes and to spot gaps in trainees' subject knowledge
 - developing trainees' understanding of assessment in all its forms so they are able to adapt to different assessment systems as they move from school to school.
- Review the process for awarding trainees the highest level of attainment by the end of the programme to ensure it is an accurate reflection of their teaching competence.

Inspection Judgements

22. Exceptional leadership and management explain why this relatively new partnership is flourishing. Much has been accomplished in a short space of time because everyone shares the same ambitious vision. All are absolutely dedicated to developing inspirational teachers and future leaders for local schools. As a result, trainees have a good training experience over the year and all have an equal chance to thrive. This accounts for trainees' good and improving outcomes and their readiness to teach. It also signals the excellent capacity of this partnership to improve further.
23. Progress since the inception of the programme has been rapid because the partnership is built on firm foundations. Schools are at the heart of this partnership. They form a tight-knit unit with a proven track record of success in working together. Leaders are not content to rest upon past gains. They are uncompromising in their drive to improve provision. New schools, both locally and across the country, are being brought into the fold to ensure trainees benefit from a more diverse range of placements. Swift action following stage one of the inspection means leaders are well off the starting blocks in tackling shortcomings. Centre-based training has been overhauled; subject audits and tasks form the backbone of the training programme and training intended to eradicate any variation in mentoring has already taken place.
24. This is an extremely responsive partnership because everyone is determined to ensure provision, and outcomes for trainees are the very best. Leaders listen to the views of schools, trainees and NQTs and take timely action to make changes. As a result, everyone feels they have a voice; their feedback is valued and schools know they are making a positive contribution to the training. This sense of unity and satisfaction is reflected time and time again in a range of surveys and discussion

with colleagues in partnership schools and beyond. There are no dissenting voices.

25. The partnership board is highly effective. Members give their time and expertise generously, and their influence pervades all aspects of the partnership's work. They set the strategic direction while keeping a close eye on provision. They are well versed in checking on the impact of school- and centre-based training, frequently reviewing information on trainees' attainment, satisfaction surveys and sometimes visiting training sessions. They ask insightful and probing questions and leave no stone unturned. Consequently, they have a deep and accurate understanding of the partnership's strengths and weaknesses. Their vigilance means all statutory safeguarding procedures and ITT requirements are met in full. Members also play a key role in moderating final assessments to ensure no-one enters the profession without the necessary skills and knowledge to succeed.
26. The systems for recruiting and selecting trainees are particularly strong because headteachers and schools are at the centre of the process. Potential trainees' aptitudes and attitudes are tested rigorously and places are only offered if headteachers give their seal of approval. This is bearing fruit; only high-calibre trainees who share a desire to make a difference to pupils' lives make the grade. The employment and completion rates signal the success of the recruitment procedures. Almost all enter into a teaching post; few trainees choose to leave before the end of the programme or to discard the teaching profession once they complete their NQT year.
27. Leaders know their trainees very well. Frequent communication and detailed tracking of trainees' progress against the Teachers' Standards means leaders can spot any trainee who may be struggling. Good systems, including extended school placements, are in place to provide extra support to help trainees get back on track.
28. The comprehensive NQT programme demonstrates the partnership's commitment to supporting trainees beyond their training year. A wide range of strategies are in place to help bridge the gap between training and employment. Activities such as 'drop-ins', surgeries and workshops are ensuring new teachers can build on their training and become part of a professional learning network. All of the NQTs who gained employment in schools that require improvement have benefited from link tutors visiting them in their new setting to lend a helping hand. Detailed information is shared with employers, including targets which accurately identify the NQTs main areas for improvement. Nevertheless, there is scope to sharpen these goals so employers have a clearer sense of the NQTs next stage of development.

29. Former trainees who stay within the partnership enter a professional learning journey. They are included fully in the Teaching School Alliance's work to develop future leaders. As a result, talent is spotted early and recently qualified teachers are directed and supported towards leadership training.
30. The training programmes are exceptionally well organised. The day-to-day operation runs like clockwork. The programme leader ensures no-one is any doubt about their roles and responsibilities through clear and helpful documentation and effective communication.
31. Trainees benefit from good quality school placements which set them up well for their teaching career. Close monitoring of school-based training ensures all trainees, regardless of the route they follow, have an equal chance of success. The small number of School Direct trainees follow exactly the same training pattern as their peers. As a result, there are no differences in their experiences or outcomes.
32. Without exception, school-based mentors are completely on board with the vision for the partnership. As a result, mentoring is of good quality. Mentors are particularly skilled at helping trainees gain an understanding of pedagogy and teaching techniques across a range of subjects. Nevertheless, some mentors are not as secure in noting gaps in trainees' subject knowledge. Although mentors observe trainees' teaching very frequently, they do not always take enough account of pupils' progress when they reach conclusions about trainees' competence against all the Teachers' Standards.
33. Schools have a considerable role in shaping the design and delivery of the training programme. Centre-based training is led by Expert Practitioners from partnership schools through 'Planning to Teach' days. This is very effective in blending theory and practice. The training for phonics and early reading is of good quality. All trainees, regardless of their chosen age phase, have systematic opportunities to practise teaching phonics to pupils of different abilities and ages. However, there were some shortcomings in the centre-based training identified during stage one of the inspection. Training did not always take enough account of recent and relevant research. Not all training sessions went far enough in enhancing trainees' subject knowledge, particularly in mathematics and science. Recent changes and closer links with external consultants have shored up these areas well. Nonetheless, it is too early to spot the difference this is making to current trainees.
34. Employment rates are rising steadily; they are above average. Almost 40% of the trainees who left the programme last academic year are employed in local schools and a further 30% went on to work in the

region. This means the partnership is fulfilling its aim to secure good teachers in schools where they are needed most.

35. Trainees are not fazed about applying for posts in schools which are facing challenging socio-economic circumstances or have been judged to require improvement. These schools are an integral part of the SHARES partnership. Due to their training experience, trainees and NQTs have a good understanding of the barriers that can lead to disadvantaged pupils underachieving. They share a desire to make a difference to this group of pupils and are well armed with a range of strategies to help close achievement gaps.
36. Trainees' attainment is improving over time. All of the trainees who emerge from the programme exceed the Teachers' Standards. This is borne out consistently in the classroom. There are no differences in attainment, employment or completion rates for different groups, or for trainees following different pathways or routes. Former trainees hit the ground running and exhibit all of the hallmarks of effective teachers. Nonetheless, the assessments of those trainees who achieve the highest levels are not as secure. They are sometimes over-generous. This is because the impact of the trainees' teaching on pupils' progress does not carry enough weight when making final decisions about trainees' attainment. Furthermore, there is a mixed understanding among NQTs and employing schools about the 'grade 1' badge. Not all are clear as to what this means in reality for a new teacher starting their career.
37. Trainees and NQTs from this partnership share a good number of common traits. They are well prepared for their teaching role, they have the resilience to carry on when they encounter difficulties and they immerse themselves into the life of the school. Their professional attitudes and conduct are second to none. Trainees and NQTs are confident and self-assured. Their presence in the classroom commands respect. Nonetheless, they are reflective and willing to acknowledge they are still on a learning journey. As a result, they actively seek out guidance, respond positively to support and act on advice quickly to improve their practice.
38. Throughout the year, trainees master a range of effective and appropriate techniques to manage pupils' behaviour. All are able to teach without poor or unacceptable behaviour getting in the way. This skill transfers well as they take up their first teaching post. Without exception, all NQTs foster positive relationships with the pupils in their care. As a result, classrooms are calm, well organised, welcoming and purposeful so that learning takes place without interruption. They are well prepared to prevent and tackle prejudice-based bullying and name-calling.

39. Trainees and NQTs are well versed in meeting the needs of pupils with disabilities, special educational needs, and lower attaining pupils. They deploy adults well to support these groups. They also build in extra strategies, such as individual reading sessions or short bursts of additional number work, to help these pupils catch up. Trainees and NQTs alike are less skilled in building on what the most-able pupils already know and can do. As a result, these pupils sometimes tread water because they are not always challenged.
40. Opportunities to visit schools outside of the partnership are helping trainees to gain an understanding of how to meet the needs of pupils from minority ethnic backgrounds. They gain some sense of successful strategies to support pupils who speak English as an additional language. However, their knowledge is not deep enough by the end of their training. Leaders are already tackling this aspect. New partnerships outside of the local area mean there will be increased opportunities for future trainees to immerse themselves in schools with diverse pupil populations.
41. Trainees and NQTs are competent in teaching phonics, reading and writing across different age groups. Trainees and NQTs are mostly well-prepared to develop mathematical concepts and develop pupils' understanding of number. However, some do this less efficiently due to gaps in their own subject knowledge. Not all are as assured at fostering pupils' reasoning skills. They are confident in teaching all subjects in the primary and early years curriculum, including physical education. This is because their cohesive training programme ensures they have ample opportunities to acquire these skills and learn from best practice.
42. Trainees gain an understanding of assessment through their school placements. They mark pupils' work well, following school policy and identifying next steps in pupils' learning. However, their knowledge of assessment in the broadest sense is more variable. It does not always help NQTs to adapt quickly to the different assessment systems they meet when they enter into employment.
43. Vibrant and welcoming classrooms, built on respect and trust, are due to trainees' and NQTs' good understanding of their role in fostering pupils' spiritual, moral, social and cultural development. They understand their responsibilities in promoting British values. Trainees and NQTs are aware of their safeguarding duties. Due to recent training, they are equipped to spot pupils at risk of radicalisation and extremism.

Annex: Partnership schools

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

Brookfield Park Primary School, Skelmersdale
Cathcart Street Primary School, Wirral
Devonshire Road Primary School, Bolton
Holland Moor Primary School, Skelmersdale
Kingsbury Primary School, Skelmersdale
Lark Hill Community Primary School, Salford
Lostock Hall Community Primary, Preston
Ormskirk Asmall Primary School, Ormskirk
St Joseph's Catholic Primary School, Anderton
St Joseph's Catholic Primary School, Preston
St Mary's Catholic Primary School, Ormskirk
Trinity Church of England/Methodist School, Skelmersdale
Woodland Community Primary School, Skelmersdale

ITE partnership details

Unique reference number	70284
Inspection number	10004456
Inspection dates Stage 1	15--17 June 2015
Stage 2	12--15 October 2015
Lead inspector	Joanne Olsson HMI
Type of ITE partnership	School Centred Initial Teacher Training (SCITT)
Phases provided	EYITT and primary QTS
Date of previous inspection	Not previously inspected
Provider address	Hillside Primary School Egerton Skelmersdale WN8 6DE