

The Solent SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates: Stage 1: 18–20 May 2015, Stage 2: 12–14 October 2015

This inspection was carried out by Her Majesty's Inspectors 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 on evidence from the secondary phase within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Secondary QTS
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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015



Information about this secondary ITE partnership

- The Solent School Centred Initial Teacher Training (SCITT) ITE partnership provided training for its first cohort of trainees in September 2013. The partnership consists of four lead schools and a range of additional schools and academies working together as a secondary federation to help raise pupils' achievement in the area. The lead schools in the partnership are Park Community School, Horndean Technology College, Cowplain Community School and Warblington School. A purpose-built training facility adjacent to Park Community School is the partnership base. The partnership also works with Sussex University in order to enhance its own resources and expertise.
- The partnership aims to address the need for high-quality teachers in shortage subjects. Secondary training (11 to 16) is provided in English, mathematics, science (chemistry, physics and biology), religious education, design and technology, computer science and dance.
- The partnership provides School Direct (salaried and non-salaried) and secondary training routes leading to qualified teacher status (QTS). Trainees are recruited to a full-time programme lasting one year. In July 2014, 13 trainees completed their training and in 2015 the total was 12.

Information about the secondary ITE inspection

- Inspectors visited four schools at stage one, observing seven trainees and one newly qualified teacher (NQT) teach. They also observed trainees' professional interviews and reviewed other evidence related to the teachers' standards. At stage 2, inspectors visited six schools observing seven newly qualified teachers teach. Two schools were visited at both stages of the inspection.
- Inspectors held discussions with trainees and NQTs, ITE leaders and managers, headteachers, mentors, subject leaders, professional tutors and university tutors. Inspectors observed a training session focused on literacy across the curriculum. Inspectors took account of seven responses to the trainee online questionnaire and the actions taken by leaders and managers between the two stages of the inspection.
- Inspectors reviewed a wide range of documentation, including information on recruitment and selection, statutory safeguarding and compliance with the initial teacher training criteria, tracking and assessment reports, records of trainees' teaching and evidence of how well trainees' teaching meets the teachers' standards. The inspection team also reviewed the partnership's analysis of trainee outcomes, evaluations of training, improvement planning and the partnership's website.

Inspection team

Ian Middleton, HMI	Lead inspector (stages 1 and 2)
Janet Pearce, HMI	Assistant lead inspector (stage 1)
Sarah Hubbard, HMI	Assistant lead inspector (stage 2)

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- the full employment rates and the contribution of the partnership to improving teacher recruitment locally
- the development of trainees' commitment to teaching and their wider contribution to school life
- the range of course content and relevance of assignments which help trainees to succeed in schools in challenging settings
- the way in which training sessions and the assessment of trainees explicitly model the expectations made of trainees' teaching
- the efficient and supportive management of the partnership which continues as trainees become more experienced teachers
- the growing collaboration between partnership schools, university and local subject networks that help trainees to learn from good practice.

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

The partnership should:

- improve the quality of targets used to promote trainees' progress by:
 - sharpening the focus on subject-specific aspects of teaching
 - taking more account of assessments of trainees when pitching targets
 - making the link between trainee targets and pupil achievement clearer
- ensure that the quality of mentoring is consistently high by:
 - training mentors to give feedback which is more effective in developing trainees' ability to reflect on and refine their teaching
 - focusing mentors on helping all trainees to reach a good or outstanding level of teaching
 - building on the secure links between subject training and professional studies by challenging trainees to embed all aspects of their training
- making the different roles and responsibilities of all involved in the partnership combine by:
 - developing more cross-school challenge within the partnership, informed by the distinctive strengths of partnership schools
 - building on the successful links with the university to promote the continuing professional development of trainees and trainers
 - ensuring that the 'subject experts' develop a suitably high profile in partnership schools and local and national networks to fulfil their role.

Inspection judgements

1. The overall effectiveness of The Solent SCITT ITE partnership is good. Following completion of the training, all trainees are successful in gaining teaching posts in local schools. All remain committed to teaching. Almost all trainees and former trainees rate the quality of their training highly. This includes newly qualified teachers and those in their second year of teaching, some of whom have gained additional teaching responsibilities or mentor new trainees. Continuing contact between former trainees is indicative of their well-developed collegiality and personal and professional conduct.
2. Recruitment and selection procedures are effective in ensuring that trainees are well suited to teaching. The provider uses recruitment data analytically to review and refine procedures in order to increase the number of trainees. However, recruitment remains a challenge. Plans to expand provision to include primary training are underpinned by a strong philosophy about the importance of continuity in education.
3. By the end of their training, trainees reach or exceed the minimum level of practice as defined by the teachers' standards. Consistent strengths are trainees' lesson planning and the feedback they give to help their pupils

to progress. Trainees develop the resilience to succeed in schools in challenging settings. The very small proportion of trainees who did not reach a good standard by the end of their training year are progressing well as NQTs. The proportion of trainees that reach an outstanding level is in line with ITE providers nationally.

4. Trainees and trainers show a good understanding of the teachers' standards. Reference to the teachers' standards is integrated well into taught sessions and progress reviews. Trainees build a good range of evidence which they find useful reference resources as NQTs. However, the focus on exceeding the teachers' standards is not yet effective in ensuring that all trainees reach a good or outstanding standard of teaching by the end of their training. It is too early to judge whether a new tracking system introduced at stage 2 of the inspection will help to improve outcomes further.
5. The partnership is compliant with the ITE criteria and meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity and eliminating discrimination. Although limited by the diversity of lead schools, trainees' experience of working with minority ethnic pupils and pupils with special educational needs and/or who are disabled is broadened through visits to other settings and through assignments that deepen their understanding of different pupils' needs. This is well reflected in trainees' planning and support in lessons. Trainees and NQTs promote British values explicitly and understand how to help keep pupils safe from extremism and radicalisation.
6. Trainees' experience is suitably wide to promote their understanding of pupils' progression. Although trainees' teaching is focused on Key Stages 3 and 4, all have experience of primary schools and sixth forms. Trainees and NQTs show that they are able to use this experience to plan lessons that take account of pupils' different starting points. Where teaching is not varied enough to meet the full range of pupils' needs, trainees' and NQTs' limited adaptability during lessons is a contributory factor. Given that professional studies sessions address this aspect of the teachers' standards well, the inconsistencies are due to the quality of mentoring. The partnership's self-evaluation and improvement plan show that leaders are currently focused on improving the quality of mentoring.
7. Mentors provide trainees with regular, well-structured feedback. This reflects the training provided for mentors which gives appropriate emphasis to lesson planning, behaviour management, assessment and pupil progress. Advice and guidance by mentors has a positive impact, for example on trainees' growing confidence to manage behaviour effectively. However, mentors do not always expect enough of trainees in relation to their reflection and what their plans to do next indicate about their expectations of pupils. When reviewing lessons, mentors and trainees do not routinely refer to examples of pupils' work.

8. Trainees learn from the modelling of good practice in training sessions. They rate the subject training and professional studies sessions highly because the content is relevant and the teaching exemplifies good practice. The SCITT coordinator ensures that through their training trainees experience a wide range of teaching and learning styles and assessment approaches. This is particularly effective when pursued into the classroom. For example, the subject knowledge of both mentors and trainees was challenged by a mathematics 'subject expert' who had delivered the subject training.
9. The role of 'subject expert' across the partnership is pivotal in developing specialist teachers suited to the secondary phase. In subjects such as design and technology, where trainees confidently exceed the teachers' standards, the impact of strong subject expertise on recruitment and selection, training, monitoring and evaluation is evident. It is no coincidence that where subjects are well led, NQTs rapidly develop leadership skills. In subjects such as mathematics, 'subject experts' make good use of their wider links, for example through local authority networks. However, not all 'subject experts' have a sufficiently high profile yet across the partnership, locally or nationally because they are new to the role. Inconsistent aspects of subject leadership are reflected in trainees' targets, which are not subject-specific enough.
10. Whole-school issues such as pupils' spiritual, moral, social and cultural development are addressed well through imaginative assignments. For example, trainees work collaboratively to organise a 'challenge day' for all Year 8 pupils at the base school. Drawing on their degree expertise, trainees in 2014/15 focused on raising the aspirations of pupils. Trainees were informed by reading about improvements required to transform the quality of careers information, advice and guidance pupils receive. Headteachers speak well of trainees' and NQTs' contribution to school life, which includes extra support for pupils who are falling behind.
11. Training is very effective where partnership schools share what they are best at. For example, different partnership schools lead training about meeting the needs of pupils with special educational needs and/or who are disabled, gifted and talented pupils, developing pupils' love of learning and feedback and marking, based on their track record of success in these areas. The reviews that are already established between schools in the area provide a good basis upon which to challenge partnership schools about the impact of their contribution to ITE.
12. Collaboration between the partnership and a higher education provider, Sussex University, links trainees' knowledge and experience of education well. Following a change of university following the first year, roles and responsibilities have become clear. The university extends the range of expertise and resources available to trainees, including access to virtual

learning, lectures delivered by nationally recognised expert speakers and critical feedback on assignments. The provider is working with the university to improve the quality of trainees' reflection.

13. Good communication is contributing to the coherence of the training. Trainees speak highly of the clarity of course documentation, the accessibility of trainers and mentors and the continuity of experience between placements. The SCITT coordinator swiftly follows up any absence from training for trainees or mentors to ensure consistency. The proportion of trainees who withdrew during 2014/15 was above average. However, inspectors are satisfied that unexpected health or personal circumstances were the contributory factors. The partnership works hard to retain trainees, NQTs and more experienced teachers. Positive attitudes towards teaching and continuing professional development are the norm.
14. The provider's judicious response to external examiners' reports and feedback at stage 1 of the inspection indicates good capacity to improve further. For example, at stage 2, the provider had raised expectations of trainees' impact on the groups of pupils they teach. Enhanced data training, based on good practice within the partnership, has helped to sharpen trainees' analysis. Similarly, the evidence of trainees' and NQTs' contribution to school improvement increased following stage 1 feedback. For example, in one school visited, an NQT used effective strategies to engage boys more actively in their learning, a whole-school priority. In several other schools, work to improve teachers' feedback and marking benefited from NQTs' ability to draw on their training.

Annex: Partnership schools

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

Brune Park School, Gosport
Park Community School, Havant
Oaklands Catholic School, Waterlooville
Cowplain Community School, Waterlooville
Horndean Technology College, Waterlooville
Mayfield School, Portsmouth
Admiral Lord Nelson School, Portsmouth
St Edmunds Catholic School, Portsmouth
The Romsey School, Romsey
Fort Hill School, Basingstoke

ITE partnership details

Unique reference number	70281
Inspection number	10004337-2
Inspection dates	Stage 1 18–20 May 2015
	Stage 2 12–14 October 2015
Lead inspector	Ian Middleton
Phases provided	Secondary
Provider address	Park Community School Middle Park Way Havant Hampshire PO9 4BU