

Teach First North West ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 5 May 2015 Stage 2: 16 November 2015

This inspection was carried out by two of Her Majesty's Inspectors and an Ofsted 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 on evidence from the combined primary and secondary provision 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 participants.

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 participants?	1
The outcomes for participants	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

Overview of the ITE partnership

The Teach First national programme

- Teach First is an independent charity, founded in 2002, with a mission to improve the life chances of children and young people from the most deprived backgrounds. One of its activities is the Teach First Leadership Development Programme. This is a national programme delivered regionally with university partners. The number of regions is expanding. At the time of the inspection there were nine. Separate inspection judgements were made for each region.
- Training is provided through an employment-based route. Trainees on the Teach First programme are known as participants. During their period of training, participants work as unqualified teachers teaching a reduced timetable of between 60% and 80% of the timetable of a qualified teacher, from the first week of the school year. Those accepted onto the programme commit themselves to working for two years in a school in challenging circumstances. Year 1 of the programme, covering the first 13 months, leads to qualified teacher status (QTS) and a Postgraduate Certificate in Education (PGCE) from one of the participating universities. Participants who successfully complete their two years in school and fulfil the requirements of the Leadership Development Programme become Teach First ambassadors.
- Schools apply to be part of the programme. To meet Teach First's aim of addressing educational disadvantage, these schools are all in challenging circumstances (schools with half of their pupils in the bottom third of the 'IDACI index' of social and economic disadvantage) and have the capacity to offer training and support for participants, with additional support if necessary.
- Participants undertake a period of national selection through a central selection centre. This was visited by inspectors. Successful applicants also attend a six-week summer institute before starting work in their allocated schools. This summer institute provides an intensive training experience and an additional element of the selection process, before participants begin work at their employing schools. The summer institute was visited by inspectors.
- The recruitment and selection process is administered nationally. Teach First staff begin a nurturing relationship with participants long before the beginning of the training year. Participants who meet Teach First's demanding criteria are invited to an assessment centre. Recruitment processes at the assessment centre are rigorous. There is an explicit competence framework against which applicants are assessed. The range of assessment tasks during the assessment centre days include group

activity, problem-solving tasks, mini- teaching and assessed self-evaluation of candidates' performance. In addition, the staged recruitment process includes online assessment. Assessors are well trained, and their judgements are quality assured and subjected to statistical analysis. Initial recruitment processes inform the first stages of training to ensure that individual applicants have personalised training from the outset. Applicants find the process highly challenging and rigorous. This view is confirmed by current participants. Mentors and headteachers are convinced that this thorough process ensures that participants are of a very high calibre.

- Participant training begins with a high-quality six-week summer institute. Participants spend four weeks in their region and two weeks at a national summer institute. During this time they get to know their employing schools and colleagues in their Teach First region. They develop their understanding of educational inequality and their role in addressing it, and develop their teaching skills for their phase and specialist subject. Sessions are carefully designed to match the training and development needs of new participants, and to ensure that they are very well prepared for teaching in their employing schools. Many of those delivering the national training are competent and enthusiastic Teach First 'graduates' themselves. During week two of the national summer institute, new participants attend sessions where participants who have recently been awarded QTS present convincing evidence about the impact of their teaching on pupils' learning. Participants who have completed their training year also complete action plans for their continuing development as year 2 participants.

Key findings

- The programme has expanded rapidly to supply effective teachers in areas of social and economic disadvantage around the country. During this rapid growth, leaders have ensured that in all regions outcomes for participants and the quality of training are at least good and usually outstanding.
- The professionalism of participants and the unrelenting focus on raising the achievement of disadvantaged pupils are hallmarks of the training in all regions.
- Very effective recruitment and selection procedures ensure that participants are in a position to make rapid progress in their training.

To improve, the ITE partnership should:

- Continue to review the effectiveness of the second school experience, to ensure that all participants have ample opportunities to develop their practical teaching skills in contrasting schools.

- As the programme continues its rapid expansion, ensure that best practice is shared among all regions to support further improvements in the South East region and in the primary training phase in Yorkshire and the Humber.

Primary and secondary routes

Information about this ITE partnership

- The current regional training provider overseeing training provision in the North West, on behalf of Teach First is the University of Manchester. The Teach First North West region was previously inspected in 2011 when it worked in partnership with the University of Manchester and Liverpool John Moores University.
- At the time of the inspection, 91 first-year participants, of whom 77 were secondary and 14 primary, were teaching in 38 secondary schools and 14 primary schools across greater Manchester, Merseyside and neighbouring local authorities in the North West.
- The secondary course was established in 2006 and combined with a small primary provision in 2010. The secondary subjects offered at the time of this inspection were English, mathematics, science and modern languages.

Information about the primary and secondary ITE inspection

- Over the two stages of the inspection, inspectors observed the teaching of 13 year 1 and year 2 participants. Discussions were held with a further 22 participants.
- Meetings were held with local Teach First representatives, school- and university-based senior leaders and tutors, as well as subject and professional mentors and class teachers.
- Inspectors considered the views of 53 year 1 participants who responded to Ofsted's online questionnaire.
- Inspectors scrutinised a sample of participants' records of teaching, reflective journals and portfolios as well as assignments. Additionally, inspectors looked at a wide range of documentation related to training, and leadership and management.

Inspection team

Susan Wareing	Her Majesty's Inspector	Lead inspector
Mark Williams	Her Majesty's Inspector	Assistant lead inspector
Stage 1 only		
Helen Wiseman	Ofsted Inspector	Assistant lead inspector
Stage 2 only		

Overall effectiveness

Grade: 1

The key strengths of the primary and secondary partnership are:

- The participants' excellent personal and professional attributes, including their reflective analysis of the contexts in which they teach, contribute greatly to their development as teachers who are able to make a significant difference to the learning of their pupils
- The seamless and highly cohesive nature of the training for both primary and secondary participants. All aspects of the training are carefully considered and combine together to prepare participants well to teach their pupils with outstanding skill.
- Flexible support of the highest quality for participants, provided through close collaboration between Teach First and university staff, as well as high-calibre mentors in partnership schools. Together they identify potential issues in a timely fashion and take swift and effective actions to tackle them.
- The innovative role of the leadership development officer, which is pivotal, not only in supporting those participants who struggle, but also in helping to sustain the challenge to most-able participants so they can reach the high expectations that they have of themselves and of their pupils.
- Participants' strong moral purpose and determination, instilled by the whole partnership, to teach exceptionally well, so that disadvantaged pupils in particular make at least good and frequently outstanding progress.
- The outstanding leadership and management, and the closely aligned vision, shared by all leaders (Teach First officers, wider university leaders and school partners), to provide a first-class teacher supply, capable of transforming the life chances of young people both locally and regionally.

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

The partnership should:

- Ensure that participants always use an accessible model of English language with their pupils, in order to support their literacy, especially for those who speak English as an additional language.

Inspection judgements

1. The overall effectiveness of the Teach First North West Partnership is outstanding. All leaders and managers, including senior leaders in partnership schools, share a closely aligned vision of recruiting and training a supply of high-quality teachers, capable of transforming the life chances of children and young people, both locally and regionally. This vision is underpinned by very honest and open self-evaluation and quality assurance, informed by the partnership's excellent monitoring systems. Leaders can therefore quickly identify the need for change and implement it through incisive action planning.
2. The participants' personal qualities and skills are weighed at least as thoughtfully as their academic qualifications in the decision to offer a place on the programme. Participants are highly confident, from the start of their training, in their knowledge of the curriculum content and assessment of the National Curriculum, its assessment in Key Stage 3 and examination requirements in Key Stage 4. As a result, participants quickly become extremely competent teachers.
3. The partnership's systems for checking participants' progress as they move through the programme are firmly underpinned by the teachers' standards, giving leaders, mentors and the participants themselves a very accurate and consistent view of participants' emerging strengths and areas for development. The partnership's expectations of participants are high and participants' own personal and professional attributes also promote their ambition to be the best teachers that they can. The strong moral ethos of the partnership in relation to disadvantaged pupils is, in particular, quickly embraced by participants and permeates everything that they do for their pupils.
4. Teach First participants are highly self-motivated. This, together with the rigorous monitoring of their progress as teachers, ensures that all participants exceed the minimum level of practice expected of teachers at the end of their training. The great majority of participants leave year 1 of the programme as outstanding teachers who have a clearly developed personal philosophy of teaching and learning. Participants also demonstrate exemplary levels of personal and professional conduct.
5. Participants strongly praise the academic expertise of their university tutors and course leaders of this combined primary and secondary course. They form a tightly knit team and work seamlessly together to achieve a remarkable consistency in the training that they provide.
6. Mentors and other very experienced teachers who contribute to the training are also highly respected by participants. The partnership makes very effective use of external expertise, for example from specialist leaders of education linked to local teaching school alliances. Participants appreciate the many opportunities

they have to be trained by outstanding practitioners, not only in their 'home' school but also through a wide range of visits to contrasting local schools.

7. On the rare occasions when participants struggle, whether personally or professionally, an extensive package of expert support is swiftly put in place to get them back on track. 'We are never abandoned', as several participants said during the inspection. Participants' individual leadership development officers make a strong contribution to the highly cohesive nature of this support. They liaise very effectively and regularly with participants, university tutors and schools to provide this high-quality support. This continues into participants' second year of Teach First and induction year, ensuring a smooth transition.
8. The partnership invests heavily in its support and challenge for participants. It provides space and time for participants to improve aspects of their teaching, including their subject knowledge. Almost all participants therefore complete their training by the end of year 1. The very small proportion who do not, for generally unforeseeable personal circumstances, is reducing quickly. Nevertheless, leaders have put in place new training to assess and strengthen participants' resilience and ensure that they have a realistic view of the demands of a teaching career. This action is showing impact in the current year. Employment rates are consistently high.
9. There are no significant differences or trends in the quality of participants' outcomes. For example, male and female participants and those of minority ethnic heritage achieve similarly to participants nationally. Outcomes for secondary and primary participants are broadly similar.
10. The impact of the programme's high-quality training is evident in the high expectations that participants have of their pupils. They understand and follow their schools' policies to manage behaviour extremely well, creating very safe and calm classrooms. Participants design motivating tasks and activities and their infectious enthusiasm makes pupils keen to work with them. In the words of one headteacher, 'They bring such joy into the school.' Consequently, relationships in participants' classrooms are unfailingly positive and pupils feel confident to take risks with their learning, choosing the most challenging levels of work with the 'can do' spirit of the participants.
11. Participants develop a wide variety of teaching strategies that help their pupils to make good and outstanding progress. For example, skilled and sensitive questioning helped younger pupils to make good progress in understanding unfamiliar concepts of democracy and tolerance in the story of Guy Fawkes that they were studying.

12. Participants plan effectively, especially in year 2, to ensure that different groups of pupils, such as those who are disabled or have special educational needs and those who are disadvantaged, make at least good progress. Participants achieve this by demonstrating very exactly what they expect pupils to do, so that all pupils can access the learning. Most participants check pupils' learning frequently and can quickly adapt their teaching in light of pupils' learning, so that misconceptions are identified and cleared rapidly.
13. Participants are well trained in strategies to promote pupils' literacy. Sometimes, however, they make mistakes in English pronunciation, punctuation and grammar that may confuse pupils. Others sometimes find it difficult to adapt their own very sophisticated use of English to the needs of their pupils, especially those who speak English as an additional language.
14. Participants are very clear that the programme's strong focus on leadership includes their own 'self-leadership'. Continually challenged by tutors, mentors and their leadership development officers, participants relish taking responsibility for their own personal and professional development in the widest sense.
15. Reflective journals guide participants through the programme, contribute to the setting of challenging targets and track participants' progress through to the highest levels of reflective practice. Portfolios sustain participants' reflection into year 2, helping to secure appropriate induction targets, as part of a smooth transition. School leaders find that the information provided in the portfolios is readily transferable to other documentation related to induction in their schools. Well-considered assignments, access to nationally and internationally recognised researchers, and, for some participants, Master's-level work, hone participants' critical reflection still further.
16. As participants progress through their training, their beginning 'visions' narrow to an increasingly tight focus on the progress of disadvantaged pupils. Assessment is no longer an abstract concept, not least because participants are fully integrated members of subject departments that are very firmly held to account for pupils' progress in national tests and examinations. Participants rise to the challenge exceptionally well.
17. Participants' views about their training, as reported in Ofsted's participant online questionnaire, are highly positive in terms of the support they receive, the rigour of the recruitment and selection procedures, and the contrasting placements that they experience. All are confident to teach those who are disabled or who have special educational needs. Primary participants are also confident to teach their subjects, including English, mathematics and physical education. Participants are very satisfied with the high quality of their trainers' and mentors' target setting and feedback on their progress.

18. Participants who met with inspectors confirmed the results of the provider's very regular and sophisticated surveys of their satisfaction with their training. Participants are overwhelmingly positive about all aspects of their training and say that leaders and managers are exceptionally quick to make changes in light of the views they express. Several participants declared that training with Teach First was the best thing they had ever done.
19. Mentors are very positive about working with the Teach First model. They greatly appreciate the excellent quality of the training that they regularly receive from university tutors. They see the training as very valuable professional development. Excellent channels of formal and informal oral and written communication between schools and the university are much praised by school-based trainers. Well-structured and accessible programme documentation is a helpful tool, particularly for new mentors.
20. Mentors have a strong role in the production and testing of training materials. The process of handover between outgoing and new mentors is smoothly handled. Mentors experience their training as high-quality professional development. Since stage 1 of the inspection, the provider has carried out extensive training to ensure that all mentors understand the differences between judging ongoing and final assessment. No lack of clarity on this point was found in stage 2 of the inspection.
21. Excellent systems are in place to secure the accuracy and reliability of judgements made about participants' progress. Assessments include regular discussions between university tutors and mentors, and joint observations of participants' teaching. Multiple layers of internal, external and cross-regional moderation also ensure that assessment procedures are exceptionally robust. This rigour is fundamental to the consistently outstanding outcomes for participants.
22. School leaders have a strong say in the strategic management and decision-making processes of the partnership. They recognise the high value of Teach First participants and the strong contribution they make to the wider life of the school. Headteachers are very enthusiastic advocates of the ethos promoted by Teach First participants for its positive impact on their pupils' learning and personal development.
23. The partnership between the university and Teach First is complementary and cohesive. The vision of the leaders and managers of Teach First and of those involved in the wider work of the university coincide exactly. Leaders and managers are relentless in their drive to achieve their ambition of high-quality education for disadvantaged children and young people in the local and regional community.

24. Partnership leaders are tireless in their determination for the continuous improvement of their provision. The capacity for the partnership to improve further is demonstrated by its successful tackling of the single recommendation from the previous inspection. Developmental targets set for participants are now sharply focused on participants' individual needs.
25. All the areas for development identified at the end of stage 1 of this inspection have been swiftly and successfully addressed. Most participants now use information on the progress of disadvantaged pupils effectively to improve their progress. Strong training has ensured that all mentors now have a clear understanding of the partnership's procedures for assessing participants' ongoing progress and final outcomes. The partnership has put in place arrangements to ensure that all participants are prepared to teach, plan and assess across two key stages, notably in early years and post-16 education.

Annex: Partnership schools

The following schools were visited to observe participants' teaching:

Burnage Academy for Boys, Manchester
Cadishead Primary School, Manchester
Cheetham Hill Primary Academy, Manchester
Denton Community College, Manchester
Essa Academy, Bolton
Gorton Mount Primary School, Manchester
Lark Hill Community Primary School, Salford
Loreto High School, Chorlton, Manchester
Manchester Enterprise Academy, Manchester
Marlborough Road Primary Academy, Salford
Smithills School, Bolton
Stanley Grove Primary Academy, Manchester
St Willibrord's RC Primary School, Manchester
The Albion Academy, Salford

ITE partnership details

Unique reference number	70340
Inspection number	10004321
Inspection dates	Stage 1 5–7 May 2015
	Stage 2 16–18 November 2015
Lead inspector	Susan Wareing, Her Majesty's Inspector
Type of ITE partnership	Employment-based initial teacher training (EBITT)
Phases provided	Primary and secondary
Date of previous inspection	6–15 June 2011
Previous inspection report	http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70270
Provider address	Teach First North West Local Area Office 11th Floor 53 Portland Street Manchester M1 3LF



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, further education and skills, 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.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016