

# Teach First South Coast ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 5 May 2015

Stage 2: 16 November 2015

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This inspection was carried out by two of 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 each 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 participants.

## Inspection judgements

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

	<b>Primary and Secondary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for participants?	1
<b>The outcomes for participants</b>	1
<b>The quality of training across the partnership</b>	1
<b>The quality of leadership and management across the partnership</b>	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 Income Deprivation Affecting Children Index (IDACI) 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 includes 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 are 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 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 area covered by the Teach First South Coast stretches from Poole in the west to Portsmouth in the east. It has also recently expanded to the Isle of Wight and the Isle of Portland, Weymouth. This area includes seven local authorities and several academy chains. Teach First South Coast recruits and trains high-quality teachers for the region's areas of social disadvantage.
- Teach First South Coast works in partnership with the University of Exeter as its regional training provider. It also works with 29 schools. Together, they offer participants a route to train either as a primary teacher (ages 5 to 11), or a secondary teacher (ages 11 to 16) with qualified status in either English, mathematics or science.
- At the time of stage 1 of the inspection, the partnership was in its second year. There were five year 1 primary participants and 28 year 1 secondary participants. In the current year 1, there are 11 primary participants and 45 secondary participants, seven of whom are training to be teachers of religious education.

### **Information about the primary and secondary ITE inspection**

- There were two inspectors on the team for both stages of the inspection.
- During stage 1, inspectors visited three primary schools and four secondary schools. The lead inspector observed three year 1 participants and met with two other year 1 participants. The assistant lead inspector observed five, and met with six other, year 1 participants.
- During stage 2, inspectors visited three primary schools and four secondary schools. The lead inspector observed three year 2 primary participants, one of whom had been observed at stage 1. She also met with one other year 2 participant. Meetings were also held with four year 1 participants. The assistant lead inspector observed six year 2 participants, three of whom she had observed before. She also met with nine year 1 participants.

- At both stages, inspectors looked at pupils' work to determine the quality of participants' teaching over time. Inspectors also looked at a range of documentary evidence, including leaders' analysis of outcomes, evaluations of the training and plans for improvement.
- At both stages, inspectors held discussions with partnership leaders, subject tutors, professional mentors, and senior leaders in schools.
- The lead inspector met with partnership leaders during stage 2 to discuss actions taken between the two inspection stages.
- Inspectors considered the small number of responses received to Ofsted's online trainee questionnaire.

### Inspection team

Lorna Brackstone	Her Majesty's Inspector	Lead inspector
Sue Frater	Her Majesty's Inspector	Assistant lead inspector

## Overall effectiveness

**Grade: 1**

### The key strengths of the primary and secondary partnership are:

- In a very short space of time, Teach First South Coast, together with the University of Exeter and the participating schools in the local area, has developed a cohesive training partnership. This has resulted in an extremely strong training route for participants who all exceed the minimum level of practice expected to gain qualified teacher status.
- Participants make a strong contribution to raising standards in those schools that find teacher recruitment hard. In particular, Teach First South Coast recruits secondary participants who have the specialist knowledge to teach mathematics, science, English and RE. Primary participants make a significant difference to pupils in schools which face challenging circumstances and experience difficulties filling teaching vacancies.
- The calibre of the participants who are selected and recruited is impressive. They are confident graduates who are highly motivated and eager to further develop as professionals and be successful in their careers. They are quickly promoted to positions of responsibility and this supports succession planning for future leadership roles in partner schools.
- Participants are extremely well prepared to cope with the specific challenges of the South Coast and its areas of high levels of deprivation. They develop an excellent understanding of the context of the schools they are employed in. This ensures that they are very well prepared to meet the needs of the children and young people they teach.

- The extremely thorough training from Teach First, the input from the University of Exeter and the practical experience participants gain in schools enables them to confidently plan for, and teach, different groups of pupils. In particular, they have an acute awareness of the needs of those pupils who are disadvantaged and those for whom English is an additional language. They also make sure that those who are most able receive the challenge they require.
- Participants develop very strong relationships with the pupils they teach, helping pupils to gain confidence and succeed in their studies.
- Participants have a thirst for learning and have very high aspirations for the pupils they teach. They are true ambassadors of the Teach First vision and successfully motivate and engage pupils, particularly those who lack ambition.
- Leaders and managers of the programme continually strive for excellence. They are forward thinking, self-evaluate with accuracy and are exceptionally reflective. Issues raised in stage 1 of the inspection process have been tackled successfully and provision has been expanded to additional areas of significant deprivation and isolation within the region.

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

### **The partnership should:**

- Rapidly introduce new plans to organise the contrasting second school experience in a systematic and timely manner so that participants gain maximum value from these placements.

## **Inspection judgements**

1. At the very heart of this extremely effective partnership is the cohesive bond between Teach First, the University of Exeter and local participating schools. Together, they successfully ensure that participants achieve outstanding outcomes. Coupled with this is the high calibre of the participants who are carefully selected for the two-year leadership development programme. They have intellectual capacity, moral purpose and are eager to improve the lives of pupils who come from disadvantaged backgrounds.
2. The participants' commitment to the programme ensures that completion rates are high and there are no differences in the attainment of different groups of participants. The vast majority remain in their Teach First school and this enables them to move seamlessly into their second year, and induction year as newly qualified teachers (NQTs). It also means that employment for these participants is higher than the sector average. Participants are extremely well prepared to take on additional responsibilities and quickly do so because they are well prepared for middle and senior leadership. This supports recruitment to leadership posts in schools that do not readily attract candidates for posts of

responsibility, and also supports succession planning in the schools they are employed in.

3. The high expectations of participants are particularly impressive. They are totally committed to making sure that the pupils they teach are fully equipped for the future. Participants are highly professional, as reflected in their smart appearance and exemplary conduct in and around school. They speak with clarity and precision. This enables pupils to be crystal clear about what knowledge and skills they are developing.
4. Participants on the South Coast have created a very strong and supportive learning community. They meet regularly, both formally and informally, to share their successes and concerns. They are always eager to help each other out. Their conversations are professional and demonstrate the passion they have to improve outcomes for pupils. As keen 'pupils' themselves, they model the value of learning and enthuse the young people they teach. This love of learning is infectious and enables them to successfully motivate and engage the classes they teach. Participants bring a freshness of approach to lessons. Learning is brought alive and made relevant to everyday life. This was exemplified well in a session when Year 3 pupils were required to write an informal letter to their parents, comparing this to a more formal approach for a different audience.
5. Participants manage behaviour very effectively. Pupils of all ages are very clear about what is expected of them. For example, expectations of noise levels are agreed before activities start. This enables pupils to have an understanding of what is acceptable in a lesson. Systems for rewards are clear and sanctions adhered to when required. Participants are particularly skilled in managing the behaviour of those pupils who find self-control difficult. These pupils are engaged and enthused in their learning through firm guidance, directed support and good humour when appropriate. Participants know how to deal with anti-social behaviour, such as bullying, and are well aware of their responsibilities, including preventing the risk of radicalisation and extremism. This ensures that their classrooms are safe places to learn.
6. Participants have an acute awareness of all the different groups of pupils that they teach, including the most able, those who are disadvantaged and those for whom English is an additional language. This ensures that lessons meet their needs very well. Lessons are planned to make sure that all pupils develop their knowledge and skills at a level suitable for themselves. The confidence that participants have in picking up pupils' misconceptions and skilfully reshaping lessons was observed in a Year 10 mathematics lesson on graphs and equations. Work in pupils' books and folders show that tasks are pitched appropriately. Excellent use is made of additional adults to support those pupils who need extra help with their work. Participants demonstrate their strong moral purpose and clear understanding of equality by ensuring that those pupils

who find work challenging are given as much focused teaching time as those who are most able.

7. The importance of checking learning not only in lessons but also over time is clearly understood by participants. The questions they ask in lessons are tailored to meet the needs of individuals. Work is carefully checked and marked in books in line with individual school policies. Time is given for pupils to respond to any misunderstandings or corrections that need to be made. Participants are very knowledgeable about the new ways schools are using to assess how well pupils are achieving.
8. The way in which participants quickly become integrated into the full life of the school is testament to their commitment to the profession. Year 1 participants organise after-school clubs to enhance further sporting opportunities for youngsters. Year 2 participants are already taking on additional responsibilities within their subject departments and key stage groups. They confidently drive improvement and manage change with aplomb.
9. The national and local training provided by Teach First and the University of Exeter gives the participants a strong theoretical foundation on which to build their practical experiences in school. Following feedback from last year's cohort, the most recent training at the summer institute had an improved focus on supporting their specific needs. Primary participants were particularly appreciative of the 'school readiness day', when they were helped to plan lessons for one day.
10. The partnership has rapidly responded to the inconsistencies in the quality of mentoring noted at stage 1 of the inspection. By improving the initial training for school mentors, their specific roles and responsibilities have been clarified. Systems used to check the progress of participants are clearly understood and accurate. Mentors appreciate the opportunity to develop their own professional skills through a master's degree programme based on the mentoring they are involved in.
11. Employing additional subject specialists has significantly improved the quality of subject mentoring for secondary participants since stage 1 of the inspection. All secondary participants reported that mentoring for their subject was of high-quality and extremely helpful. Training days during term time, known as 'call back days', are well received by both primary and secondary participants. This is because they focus on specific topics which support them well in the classroom.
12. Following feedback from Year 1 primary participants, the summer institute has increased the time it spends on the development of specific skills required to effectively teach in Key Stages 1 and 2. For instance, after an initial introduction to the teaching of phonics, participants are required to teach a



lesson on letters and sounds even before they start in their placement school. Their growing confidence in the teaching of phonics is testament to the work undertaken by partnership schools in supporting them in their development of this key teaching skill. Primary participants are also able to teach mathematics confidently and this enables their pupils to gain the concepts and skills they need.

13. During stage 1 of the inspection, it was noted that not all participants received high quality opportunities to experience teaching in contrasting contexts and year groups. Leaders have responded quickly to this and have recently set out a coherent plan to ensure that all participants gain equitable opportunities during their training period. The university is fully aware that participants need to have a more consistent and better coordinated approach to these experiences.
14. Participants report that the support they receive from the University of Exeter tutors is exceptional. They know that whenever they have a problem or concern, their tutor will be there to support and advise them. The excellent communications between Teach First South Coast, The University of Exeter, the leadership development officer and the participants contribute to the outstanding outcomes of this partnership.
15. As yet, some Year 1 primary participants have not yet taught physical education lessons on their own. However, they have gained valuable experience from observing professional coaches and working alongside experienced teachers. Other participants have gained extremely good experience taking their own class for physical education lessons and organising after-school sports clubs. By helping to organise a sports day for pupils at a local special school, participants gained an added dimension to their experience of teaching disabled pupils and those with a wide range of special educational needs.
16. Leaders and managers are uncompromising in their drive for excellence. The partnership has tackled all of the areas highlighted for development during stage 1 of the inspection. It has also continued to build on its strengths. Self-evaluation is accurate and based firmly on the views of participants, partner schools and internal reviews. Improvement plans are robust and rooted in the vision to ensure that 'no child's educational success is limited to their socio-economic background'. The partnership supports schools causing concern or requiring improvement because they provide effective participants who have high expectations and are fully committed to improving the life chances of young people. The recent expansion into the Isle of Wight, an area recognised with significant pockets of deprivation, clearly demonstrates the partnership's commitment to this endeavour, as well as excellent capacity to improve further.
17. Although recruitment and selection is carried out nationally, the South Coast partnership ensures that all statutory requirements are fully met. It has ensured

that all participants are fully versed in the government's strategy to prevent all forms of extremism. They rigorously check that participants have a clear knowledge of the importance of e-safety and understand the limitations of sharing views on social media sites.

18. The highly efficient administrative team, who form the backbone of the Teach First South Coast, makes a huge contribution to the outstanding effectiveness of the partnership. They ensure that exceptionally strong levels of communication are maintained and all systems operate efficiently.

### **Annex: Partnership schools**

The following schools were visited to observe participants' teaching.

Hightown Primary, Southampton  
Kanes Hill Primary, Southampton  
Kingsleigh Primary, Bournemouth  
Portsdown Primary, Portsmouth  
St Paul's Catholic Primary, Portsmouth  
The Bourne Academy, Bournemouth  
Cantell School, Southampton  
Ark Charter Academy, Portsmouth  
Oasis Academy Mayfield, Southampton  
Portsmouth Academy for Girls, Portsmouth  
The Bishop of Winchester Academy, Bournemouth

## ITE partnership details

Unique reference number	70341
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	Stage 2 16–18 November 2015
Lead inspector	Lorna Brackstone HMI
Type of ITE partnership	Employment-based initial teacher training (EBITT)
Phases provided	Primary and secondary
Date of previous inspection	Not previously inspected
Provider address:	Teach First South Coast Bishop of Winchester Academy Mallard Road Bournemouth BH8 9PW



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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