

# Kirklees and Calderdale SCITT ITE partnership

Initial teacher education inspection report

Inspection Dates Stage 1: 29 June 2015

Stage 2: 30 November 2015

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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 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

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

## Primary and secondary routes

### Information about this ITE partnership

- Kirklees and Calderdale school-centred initial teacher training (SCITT) ITE partnership provides primary and secondary initial teacher education. Thirty-six primary and 34 secondary trainees enrolled in 2014/15. This is considerably more than at the time of the last inspection.
- The primary programme is for graduate trainees who wish to teach pupils in the 5–11 age range, and the secondary programme is for graduate trainees who wish to teach pupils in the 11–16 age range.
- The partnership offers a number of different training routes to gain qualified teacher status (QTS). Both primary and secondary training routes include School Direct, School Direct (salaried), QTS and QTS with a Postgraduate Certificate of Education (PGCE) from Huddersfield University. Two trainees followed a primary special school training route.
- In 2014/15, 44% of primary trainees and 59% of secondary trainees followed the School Direct route. This route has the same programme content as the core QTS route but the partner school, rather than the centre-based SCITT, is responsible for recruiting the trainees and arranging their teaching placements.
- Of those trainees who followed the School Direct route, a small number were salaried. School Direct (salaried) trainees are recruited and receive a salary from a partner school. They undertake the same programme as those on the core QTS route but are employed by the school as a non-qualified teacher and, as such, may have more teaching duties than those on non-salaried routes.
- Those trainees who opt for the QTS with PGCE route undertake an additional two training modules at Masters level.
- The subject specialisms offered for training on the secondary route are: mathematics, history, computer science, art, physical education, music, drama, biology, physics and chemistry.
- The Kirklees and Calderdale SCITT works in partnership with Field Lane Junior, Infants and Nursery School and Heckmondwike Grammar School (both lead schools for School Direct), the Pennine Teaching School Alliance and Huddersfield University.

### Information about the primary and secondary ITE inspection

- Inspectors observed nine lessons taught by trainees and 11 lessons taught by newly qualified teachers (NQTs) in 10 different schools. All observations of trainees were undertaken jointly with mentors or school-based partnership representatives.

- Inspectors held discussions with 25 trainees and 11 NQTs, the SCITT programme leader, primary and secondary phase leads, members of the SCITT management and quality assurance boards, tutors; trainers and school-based staff, including mentors and ITE coordinators.
- Inspectors scrutinised a wide range of documentary evidence, including: information relating to statutory compliance with the initial teacher training criteria; recruitment and selection; training programmes and guidance materials for mentors and tutors; tracking and assessment data; assignments, including those at Masters level; trainees' files; external examiner reports; minutes of the management board; improvement plans and surveys of the views of trainees and NQTs.

## Inspection team

Janet Palmer, HMI  
Jane Jones, HMI

Lead inspector (stages one and two)  
Assistant lead inspector (stages one and two)

## Overall effectiveness

**Grade: 2**

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

- The good quality centre-based and school-based training has ensured that primary and secondary trainees are well prepared to begin their teaching careers with confidence.
- The effective subject training days led by experts in the field have ensured that the great majority of secondary trainees have very good subject knowledge and pedagogy.
- Trainees' skills in behaviour management enable their pupils to make good progress without distraction or disruption to their learning.
- The partnership makes a very good contribution to the regional teaching workforce through its consistently high employment rates.
- School-based partners receive valued support from centre-based leaders and tutors, including the high frequency and good quality of their visits to trainees in school.
- The experience of contrasting placements and opportunities to visit other settings, such as a special school, have enhanced secondary trainees' capacity to teach effectively across the range of ages and abilities.

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

### The partnership should:

- improve the effectiveness of leadership and management by:
  - strengthening arrangements for the quality assurance of mentoring, to ensure that all trainees receive insightful feedback and are supported to become reflective practitioners
  - analysing data more forensically, to better inform improvement planning and self-evaluation
  - ensuring that record-keeping in relation to trainees is accurate, up to date and comprehensive
  - strengthening end-of-course target-setting to better inform trainees' professional development needs as they embark upon their NQT induction year
- improve the quality of primary training by ensuring that all trainees are well equipped to teach early reading and mathematics and have sufficient opportunities to practise doing so
- improve recruitment and selection processes so that the proportion of trainees from Black and Asian minority ethnic backgrounds is increased.

## Inspection judgements

1. Outcomes for trainees are good. All trainees who completed the course met the requirements of the teachers' standards by the end of their training and 45% were judged to have outstanding practice. There are no discernible differences in outcomes for different groups of trainees or between the various training routes.
2. Over the past three years, completion rates have been above national averages for primary trainees and in line with national averages for secondary trainees. Most of those that take time out of training return to complete the course successfully.
3. Primary and secondary trainees voice high levels of satisfaction with the course, which gives them many and varied opportunities to meet and exceed the teachers' standards.
4. Employment rates are high for both primary and secondary trainees and are consistently above national averages. This ensures that the provider is meeting the need for primary and secondary teachers in the region and beyond, including in the difficult-to-recruit subjects such as mathematics and the sciences.
5. Trainees demonstrate high levels of competence and professionalism. Their commitment and diligence is valued by the schools who seek to employ them,

including those schools in challenging circumstances. Trainees are particularly skilled in behaviour management and understand well how to integrate pupils' spiritual, moral, social and cultural development into their day-to-day teaching. They understand well the negative consequences of prejudice-based bullying and derogatory language. Trainees benefit from the strong focus in the core training programme on wider educational issues such as personal, social, health and economic education, and child protection, including safeguarding against extremism and radicalisation.

6. The development of secondary trainees' subject pedagogy is much enhanced by the high levels of subject expertise of their tutors and trainers. Subject days are much appreciated by the trainees, who see them as excellent opportunities to extend and deepen their subject expertise. Subject knowledge audits have been improved to help trainees to understand the progress of their subject from Key Stages 1 to 4. Plans are under way for the audits to be more consistently and robustly assessed by visiting tutors as part of their review meetings. Trainees on the primary course also benefit from their tutors' and trainers' recent and relevant expertise, resulting in their good understanding of how pupils learn and of national priorities in education.
7. Planning for curriculum development by all trainees is very strong. This is as a result of the assignments at both QTS and Masters levels that challenge trainees' thinking and allow them to pursue issues of personal interest or identified need.
8. Trainees are fully aware of the importance of planning for groups and individuals. They demonstrate good techniques for assessing pupils' progress and a sophisticated understanding of pupils' different learning needs, and they know how to plan appropriate tasks and activities to promote good learning. High-quality training on the needs of disabled pupils and those with special educational needs, coupled with the experience of visiting a school for children with special educational needs, has prepared the trainees very well to meet pupils' specific and additional needs.
9. Through the core training programme, all trainees develop a good understanding of how to promote pupils' literacy and numeracy. In primary, this includes how to teach phonics and early mathematics. Although all had an opportunity to put this learning into practice, for some it was a limited experience. Despite this, all who completed the primary trainee survey agreed that they were confident in the use of phonics in early reading and in the teaching of primary mathematics. Plans are in place for the current cohort of primary trainees to have more extensive experience of teaching both phonics and early mathematics.
10. Training in the teaching of primary physical education (PE) includes health and safety, fundamental skills, early gymnastics, dance, games and sports. The effectiveness of this is evident in the trainee survey in which all trainees express high levels of confidence in the teaching of primary PE.

11. The SCITT is well regarded by all partners. The quality of the programmes inspire commitment and participation by all involved, resulting in an expanding provision with increasing numbers of trainees and more partnership schools. School-based partners value highly the effective centre-based support which enables them to carry out their own roles effectively. The good coherence between centre-based and school-based provision helps trainees to apply theoretical aspects of the training to their school's context in a timely fashion.
12. The professional development of primary and secondary trainees is enhanced by the high frequency and regularity of lesson observations and review meetings by mentors and visiting tutors. The great majority of mentors are skilled in engaging trainees in a professional dialogue, enabling them to become reflective practitioners. However, a small minority of mentors were insufficiently insightful or rigorous in their feedback and target-setting. The target-setting undertaken by trainees and their mentors at the end of the course also lacks sufficient detail to adequately inform trainees' professional development needs as they embark on their NQT induction.
13. Although, for the most part, the quality of mentoring is good, systems for quality assurance have been insufficiently robust, resulting in some trainees receiving more effective mentor support than others. Inconsistency in the quality of lesson observation feedback from mentors has led to a small number of trainees having few opportunities to reflect on their practice and set appropriate personal targets. The training programme for school-based mentors is now improved to include a sharper focus on reflection and target-setting and a renewed focus on mentor training has led to a 50% increase in the number attending the pre-course session.
14. Systems for quality assurance have been enhanced by the introduction of joint tutor and mentor observations of trainees that are to include tutor observations of the mentor feedback. Examples of best practice in mentoring are now being shared at mentor training sessions and questions to encourage more reflective feedback and discussions have been included in the updated mentor guidance booklet.
15. The diversity of secondary placements ensures that all trainees experience teaching across the full age and ability range. NQTs are well prepared to teach in their first posts, even if the demography of the school is different from that of their main placement. The schools selected for placements include those judged to require improvement and those serving socially and economically disadvantaged groups and pupils whose circumstances make them vulnerable. All secondary trainees have had the opportunity to experience teaching at post-16 and all had experience of Key Stage 2, although for some this was limited to one day in a primary school. In response to trainee evaluations, and emerging areas for improvement at stage one of the inspection, the second placement for secondary trainees has been extended from four to six weeks to match the primary course. All secondary trainees are now expected to teach a minimum of six lessons at Key Stage 2 and visit a sixth form college.

16. Although placements are in socially and economically diverse schools and core training covers teaching across the full primary age phase, the primary placements do not ensure that all trainees are afforded the opportunity for enhanced teaching experiences across the full 5–11 age range. As a result, some trainees have had limited opportunities to teach early reading and mathematics. This issue has been addressed to ensure it is not repeated for the current cohort of primary trainees.
17. Communications and support between the different elements of the partnership are strong. This helps to ensure that final assessments against the teachers' standards are accurate and that there is a consensus between the centre-based and school-based partners. The accuracy of the judgement that trainees' practice is good and outstanding is reflected in how well they teach and fulfil their wider responsibilities as NQTs in their induction year.
18. Although communications are strong and school-based training is effective, record-keeping on trainees' progress by the centre is not universally up to date or comprehensive. In the case of some trainees who have failed to complete the course, records do not always capture trainees' specific difficulties, including with particular placements. Incomplete records have hampered the leadership's ability to make strategic improvements to some aspects of trainee support.
19. Partnership schools are heavily involved in recruitment and selection processes. To aid consistency, tutors from the centre attend school-based interviews and school-based mentors attend the centre-based interviews, each using the same criteria. Applicants to the secondary course are interviewed by a subject specialist tutor alongside a subject specialist mentor and are expected to complete a planning task that demonstrates their subject knowledge. Candidates without a degree in the subject or with gaps in their subject knowledge are expected to complete a subject knowledge enhancement course. This requirement has been strengthened for the current mathematics cohort who, unless they have a degree in mathematics, must successfully complete an extended subject knowledge enhancement course before starting their teacher training. Candidates for the School Direct routes are given an additional teaching or presentation task at interview. All trainees are expected to gain experience of being in a school prior to starting the course. Good overall outcomes, completion and employment rates are testament to the robustness of the recruitment and selection processes.
20. The recruitment of males onto the primary course is higher than the national average and has increased over time so that males now make up one third of the cohort. However, the recruitment of Black and Asian minority ethnic (BAME) trainees is much lower than the national average and does not reflect the demography of the region. Over the past two years, the secondary course had failed to attract any BAME trainees and the proportion recruited to the primary course is too low.

21. Improvement planning is sound. It focuses on actions to address the emerging areas for improvement identified at the end of stage one of the inspection and the views of trainees, tutors and school-based partners. Data are collected on a regular basis and some analysis takes place. However, leaders do not systematically draw upon the analysis of data to inform development planning and self-evaluation. Although leaders have demonstrated the ability to sustain good outcomes, this lack of a strategic approach to planning, and the absence of a clear vision for improvement, limits their capacity to improve further.
22. The partnership complies fully with the ITT criteria and requirements.

### **Annex: Partnership schools**

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

Heckmondwike Grammar School, Heckmondwike  
Spennings Valley High School, Liversedge  
Rastrick High School and Sixth Form, Brighouse  
St John Fisher Catholic Voluntary Academy, Dewsbury  
Batley Grammar School, Batley  
Mount Pleasant Primary, Huddersfield  
Manorfield Infant and Nursery School, Batley  
Lydgate Junior and Infants School, Batley  
Birkby Junior School, Huddersfield  
Ravenshall School, Dewsbury



## ITE partnership details

<b>Unique reference number</b>	70225
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<b>Inspection dates</b>	29 June – 2 July 2015
Stage 1	
Stage 2	30 November – 2 December 2015
<b>Lead inspector</b>	Janet Palmer, HMI
<b>Type of ITE partnership</b>	SCITT
<b>Phases provided</b>	Primary and secondary
<b>Date of previous inspection</b>	8–12 June 2009
<b>Previous inspection report</b>	<a href="https://reports.ofsted.gov.uk/user">https://reports.ofsted.gov.uk/user</a>
<b>Provider Address</b>	The Annex Heckmondwike Grammar School Church Lane Heckmondwike WF16 0AX



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