

Redcar and Cleveland ITE Partnership

Initial Teacher Education inspection report

Inspection Dates	Stage 1:	29 June–1 July 2015
	Stage 2:	7–9 December 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 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

	Primary and Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1
The outcomes for trainees	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

Primary and secondary routes

Information about this ITE partnership

- Redcar and Cleveland Initial Teacher Training partnership includes 24 primary and seven secondary schools in four local authorities to provide initial teacher education (ITE) across both the primary and secondary age ranges. Most partnership schools are situated in Redcar and Cleveland and cover a range of contexts, including rural village schools and those in urban locations. They differ in size and serve a range of communities.
- Trainees are recruited to either school-centred initial teacher training (SCITT) or school direct routes. During their programme, trainees from both routes follow either the primary or secondary qualified teacher status (QTS) programme to enable them to teach pupils in the 5–11 or 11–16 age range respectively. In 2014/15, trainees following the secondary programme specialised in a small range of subject areas, including mathematics, physical education (PE), English, history, biology, and art and design.
- The primary QTS programme develops trainees' abilities to teach the full national curriculum in Key Stages 1 and 2, including the teaching of reading, phonics (the sounds that letters make) and mathematics.
- All trainees complete the Postgraduate Certificate in Education (PGCE) awarded by the University of Hull while undertaking their QTS programme.
- At Stage 1 of the inspection the partnership had 22 primary trainees and 14 secondary trainees.

Information about the primary and secondary ITE inspection

- During the inspection, inspectors observed the teaching of 19 trainees and newly qualified teachers (NQTs). Discussions were held with 26 trainees.
- Meetings were held with the partnership's executive group, senior leaders and partnership tutors, as well as subject and professional mentors and headteachers.
- Inspectors considered the views of 26 trainees who responded to Ofsted's online questionnaire.
- Inspectors scrutinised a sample of participants' records of teaching, reflective journals and portfolios. Inspectors looked at a wide range of documentation related to training and leadership and management and observed some aspects of the partnerships recruitment process.
- Inspectors also considered the actions taken by leaders between the two stages of the inspection, and carried out checks on compliance with the initial teacher training criteria (QTS) and statutory safeguarding requirements.

Inspection team

John Nixon, Her Majesty's Inspector	lead inspector
Katrina Gueli, Her Majesty's Inspector	assistant lead inspector (Stage 2 only)
John Menendez, Ofsted inspector	(Stage 1 only)

Overall Effectiveness

Grade: 1

The key strengths of the primary and secondary partnership are:

- The partnership's rigorous recruitment policy ensures that high calibre trainees are selected. They respond very well to the guidance and training given to them and become extremely effective teachers.
- As a result of their training, trainees use highly effective strategies which ensure that pupils in schools gain positive attitudes to learning.
- The strong positive and respectful relationships between trainees, their pupils and other colleagues allow trainees to act as fully integrated and effective members of staff within the schools in which they are placed.
- The partnership's sustained record of high employability of its trainees is helping to meet local and regional needs in an area that finds teacher recruitment difficult.
- There are consistently high course completion rates because of the effective training and support trainees receive; very few leave the programme before finishing the course.
- The commitment and professionalism of school-based mentors ensure that from the outset of their school placements trainees make swift progress in developing their creativity and confidence to engage pupils in their learning.
- Strong lines of communication between the partnership managers, schools and trainees mean that leaders quickly and effectively address any identified issues.
- Leaders make very effective use of skilled practitioners from within and beyond the partnership to provide high-quality centre-based training. As a result, primary and secondary trainees make rapid progress and develop strong subject knowledge. Leaders' responsiveness to individual needs and interests allows trainees to undertake specific courses, experiences and placements that enhance their outcomes and employment opportunities.
- Effective use of contrasting placements ensures that trainees develop specific aspects of their practice well and are able to adapt to different contexts, including those in challenging socio-economic circumstances.
- Leaders' clear vision and passion to secure excellence are shared across the partnership and ensure a high capacity for sustained improvement.

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

The partnership should:

- Ensure that all trainees are highly skilled in their teaching, so that all pupils, including the most-able pupils, make consistently rapid progress.
- Ensure that all secondary programme trainees are confident in preparing all students well for post-16 study through their Key Stage 4 teaching.
- Ensure that all targets identified at the end of the course for trainees' induction year pinpoint precisely their priorities for improvement.

Inspection Judgements

1. The overall effectiveness of the Redcar and Cleveland Teacher Training Partnership is outstanding. All leaders and managers, including senior leaders in schools, share a common vision and passion for the training and supply of high-quality teachers to meet schools' needs.
2. Partnership leaders have honest, accurate and robust self-evaluation, which is based around exceptionally strong, open and honest communication between partnership leaders, schools and trainees. These strong lines of communication lead to rapid and effective actions that drive improvement and enable any emerging issues to be tackled swiftly. Consequently, the partnership has improved since its last inspection.
3. Applicants' personal qualities, as well as their academic achievements, are carefully evaluated during the partnership's extended and rigorous recruitment process. Applicants are expected to demonstrate professional behaviour and good communication skills from the outset; the first stage of recruitment includes activities to check these, including their confidence and writing skills. Applicants for the secondary course face tests of their specific specialist subject knowledge by senior leaders of those subjects from partnership schools. Those who are successful at this stage, and before any conditional offers of places are confirmed, must successfully complete a placement at a partnership school where their aptitude for working with children is evaluated further. Consequently, trainees starting the course are of high calibre and demonstrate strong commitment to teaching, which results in high quality outcomes and very few trainees failing to complete the course.
4. The partnership's systems to track trainees' progress through their course are firmly rooted in the teachers' standards. Judgements made by mentors are moderated by the regular visits of partnership tutors and by a final visit of an external moderator to every trainee. Some of these

moderators are external to the partnership. Consequently, trainees receive frequent and accurate guidance on what aspects of their practice to improve. Final targets set for trainees as they move into their induction year are closely tied to their performance against the teachers' standards. In a minority of cases, however, targets are not precise enough to highlight the specific aspects of teaching that are the highest priorities for the trainee.

5. The partnership has high expectations of trainees, which leaders, partnership tutors and mentors consistently model. Consequently, these expectations are adopted by trainees. Trainees demonstrate a strong culture of continuous learning and a commitment to improvement. The high-quality training they receive ensures that all trainees exceed the minimum levels of practice expected of teachers, and the great majority of trainees reach the highest levels.
6. Trainees and NQTs demonstrate exemplary levels of personal and professional conduct and quickly become integral members of staff teams in school because of the nurturing they have received from staff in their placement schools. They are confident to seek and act upon advice from teachers and mentors while also contributing to professional dialogues in their schools. For example, one NQT felt sufficiently confident to support whole-staff training in their school relating to Prevent, the government's strategy to address the potential threats posed by extremism and radicalisation. Another NQT demonstrated confidence when in contact with parents regarding concerns about pupils' online safety; this was the result of the high-quality training and opportunities given to them to be part of parent events during their year as a trainee in schools.
7. Partnership leaders are extremely approachable and responsive on the rare occasions where trainees struggle, whether professionally or personally. Trainees spoke highly of partnership leaders' support in moments of crisis. Trainees gave examples of where partnership leaders and mentors smoothed worries through early morning emails and texts. Where more serious issues arise, leaders and schools communicate well and take prompt actions to resolve them. For example, partnership tutors provide additional visits to support the school and trainee or provide extra coaching for trainees and mentors. In a very few cases, partnership leaders successfully moved trainees to alternative schools to continue their course successfully. As a result, very few trainees withdraw from the course and completion rates have remained high over a sustained period.
8. Trainees who complete the course are a sought-after resource in the local area and, as a result, the partnership has maintained a high level of employment for its trainees. The most recent cohort have achieved

100% employment in schools, while over the last three years there have been similar high levels of employment for trainees completing primary and secondary programmes. Many headteachers prefer partnership 'graduates' and recognise that 'as a head you have to be quick off the mark to get them as they are quickly snapped up'. Headteachers speak extremely highly of the quality that new teachers from the partnership provide and see them as competent and confident professionals who are ready for employment. Trainees often receive job offers very early in their training from schools that are eager to employ partnership alumni. Consequently, the partnership continues to contribute strongly to meeting the local and regional needs for teachers in an area where recruitment is difficult.

9. There are no significant differences or trends in the quality of participants' outcomes. Cohorts are small, but over time all groups of trainees achieve similarly. Outcomes for primary and secondary trainees are similar. There is no difference in the opportunities given to trainees following the SCITT or the school direct courses, and all trainees on different routes receive the same high-quality training
10. The quality of training at Redcar and Cleveland Teacher Training Partnership is outstanding, and, as a result, trainees achieve high outcomes.
11. Primary and secondary trainees make rapid progress and develop strong subject knowledge because of leaders use of high-quality trainers from within the partnership and beyond. Leaders know partnership schools extremely well and are well placed to identify high-quality practitioners from within the partnership to deliver both subject and pedagogy training. Where the partnership is unable to provide experts in particular fields, it commissions work from other local and national experts. For example, it engaged national speakers on assessment and experts on the Prevent agenda from the local police force and local authority lead officers for safeguarding. This means that trainees learn from the best practice and, because of the structure of the course, can then put their newly learnt skills and knowledge into action immediately on their return to their classrooms, further consolidating their learning.
12. Additional placements to specialist provision, including special schools and early years settings, complement taught sessions and ensure that trainees extend their understanding and deepen their knowledge.
13. All primary trainees feel confident to teach phonics, and all trainees ensure that pupils with disabilities or who have special educational needs are taught well because of thematic placements provided during their training. Leaders also tailor specific support to meet the specialist needs of individual trainees. For example, extra sports coaching courses

for secondary physical education trainees allow them to qualify to teach subjects such as trampolining and enhance further their employability.

14. The broad range of short school experiences that trainees undertake successfully complements their longer placements. As a result, trainees gain broad knowledge, understanding and skills in teaching. Primary trainees have experience of teaching in early years settings, while all trainees have experience of special educational needs because of short placements in special schools. Not all secondary trainees have the opportunity to experience teaching beyond Key Stage 4 in order to gain confidence in preparing students for post-16 study.
15. Primary trainees promote literacy and mathematics well because of the quality of their training, and demonstrate strong subject knowledge when teaching. Trainees value greatly the structure and practical nature of their training, which allows them to develop their skills in classrooms immediately after taught sessions. As a result of their training, trainees are confident and teach skills systematically so that their pupils make strong progress. All primary trainees are required to be observed successfully teaching phonics during their course, and, consequently, they develop confidence in the subject.
16. All trainees demonstrate a wide range of behaviour management strategies and apply these exceptionally well to secure positive attitudes to learning in their classrooms. For example, in a secondary science lesson, an NQT used the skills and knowledge of individual learning styles gained from her training highly effectively to engage and motivate pupils with challenging behaviour so that they fully participated in their learning and made progress. In a Reception class, children only just four years old demonstrated sustained concentration and eagerness to learn because of the well-structured and embedded routines established by the trainee based on their previous training.
17. Trainees develop a wide range of teaching strategies that help their pupils make strong progress. Trainees are adept at using questions to tease out understanding and reasoning from the more reluctant students, while their strong subject knowledge allows primary trainees to make effective links between subjects that enhance learning. For example, one trainee used a study of Anglo-Saxon life to promote the teaching of fundamental British values; pupils successfully compared the similarities and differences between crime and punishment in Anglo-Saxon times and the modern British justice system.
18. Trainees build detailed files of evidence demonstrating their performance against the teaching standards during their placement and training. This combines with the frequent, detailed and accurate feedback they receive from mentors, and the subsequent challenging

targets regarding their teaching to ensure that trainees become highly reflective practitioners who are self-motivated to improve. Well-considered assignments and academic challenge from the University of Hull provide trainees with the opportunity to achieve a Postgraduate Certificate in Education. This academic challenge complements the partnership's school-focused assignments on practical studies of teaching and ensures that trainees have a deep understanding of pedagogy.

19. Trainees' views reported in the Ofsted online questionnaire are extremely positive about the training that they receive. NQTs who completed the partnership's own questionnaire in January 2015 at the end of their training expressed similarly positive views. These reflect NQTs' thoughts and evaluations after their first full term as a qualified teacher and after having put their training in to practice. The responses emphasise the high quality of 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 highly confident to teach their subjects, including English, mathematics and physical education. Participants are extremely satisfied with the high quality of their trainers' and mentors' target-setting and feedback on their progress.
20. Trainees who met with inspectors confirmed their high level of satisfaction with all of their training, in particular the support and guidance they receive from mentors and the course leaders. Trainees confirmed that leaders and managers are exceptionally quick to make changes in light of the trainees' views, including amending the core-training programme to address any identified needs, such as extra support for dealing with parents' evenings. Many trainees declared that 'training with Redcar and Cleveland was the best thing they could have done', and stated that they have friends who have applied or have already started training to become teachers with the partnership because of their recommendations. Applicants interviewed by inspectors during Stage 2 identified that the strong positive reputation of the partnership and the quality of the teachers it has provided in the local area were two of the key considerations that influenced their application to join the course.
21. Mentors are equally positive about the partnership. They feel fully involved because their views are regularly sought and acted upon by partnership leaders. Mentors work closely with partnership tutors to deliver much of the training; they have close involvement in its design and creation. As a result, the training provided within the partnership closely matches local schools' needs. Additionally, partnership schools have opportunities to share in the training provided to trainees,

particularly where this is delivered by nationally regarded speakers. This means that schools working in the partnership continue to upskill members of their own staff effectively with current educational thinking and practices to benefit their pupils.

22. School leaders in the partnership play a key role in holding senior leaders to account through the regular meetings of the partnership's executive group. The group includes senior leaders from partnership schools and officers from the local authority in which the partnership is based. The executive group holds valuable knowledge of the schools in the partnership and uses its strategic influence very effectively to ensure that courses are developed to meet the needs of trainees and schools.
23. Partnership leaders are tireless in their drive to improve the partnership even further. This has resulted in leaders taking effective actions to address the recommendations in the previous Ofsted inspection report. Trainees are given opportunities to experience the work of schools where pupils come from more diverse and challenging socio-economic backgrounds. The training for tutors and mentors is continually reviewed and enhanced, and consequently the accuracy of assessments in trainees' placements is secure. Recruitment is a primary focus of the partnership leaders and continues to be rigorous and strongly focused on getting the right calibre of trainee for the course. The partnership continues to strive successfully to attract trainees from a diverse range of backgrounds.
24. Mentors and partnership leaders maintain strong professional contacts with trainees when they leave the programme. Additional twilight drop-in sessions give NQTs opportunities to share their experiences with leaders and have subsequently brought about improvements to training, while also giving NQTs reassurance and further guidance in their new jobs.
25. All the areas for development identified at the end of Stage 1 of this inspection have been swiftly and successfully addressed. All trainees have received opportunities to enhance their understanding of the dangers of radicalisation and extremism and to help them to fulfil their schools' statutory duties. Systems for assuring the quality of mentors' work have been tightened further and ensure that the quality of mentoring is of a very high standard across the partnership. Actions to enhance the partnership's support for schools in challenging circumstances have been implemented and are beginning to have a positive impact. A working party of those schools in the partnership judged to require improvement has met, a plan has been devised and actions implemented to identify how the partnership can support them and what they can bring to the partnership. As a result, strong practitioners in these schools are recognised and used effectively to

support trainees in the development of aspects of their teaching. Leaders have ensured that the partnership's self-evaluation accurately reflects how the partnership endeavours to broaden the cultural and linguistic diversity of the trainees it recruits. Trainees are secure in their understanding of the principles of assessment and use them well to impact on their teaching to ensure that pupils make the best progress over time. Trainees are also confident in their strategies to support the most able and plan effectively to do so. A small minority of trainees, however, are less confident in applying these skills to ensure that the most able are always challenged to make the best progress. Leaders have implemented appropriate actions to tackle this issue, prioritising this as a focus of training and mentoring. Initial monitoring shows that these actions are having a positive impact on trainees' practice.

26. The partnership complies with the initial teacher training (ITT) criteria and meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity, and eliminating discrimination.

Annex: Partnership schools

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

Acklam Grange School
Bewley Primary School
Errington Primary
Freeborough Academy
Glaisdale Primary School
Hummersea Primary
Ings Farm School
Laurence Jackson School
Nunthorpe Academy
Riverdale Primary School
Rye Hills School
Sacred Heart Catholic Voluntary Academy
Zetland Primary School

ITE partnership details

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Lead inspector	John Nixon
Type of ITE partnership	SCITT
Phases provided	Primary and Secondary
Date of previous inspection	05 – 08 May 2009
Previous inspection report	https://reports.ofsted.gov.uk/user

Provider address	Eston Civic and Learning Centre Normanby Road Middlesbrough TS6 9AE
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