

# North Lincolnshire SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 22 June 2015    Stage 2: 9 December 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 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 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?	<b>2</b>
<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>	1

## **Primary and secondary routes**

### **Information about this ITE partnership**

- The North Lincolnshire SCITT (School-Centred Initial Teacher Training) Partnership was redesignated as such in 2013, following on from a well-established Graduate Teacher Programme. From its beginnings, the partnership has been fully embedded within North Lincolnshire local authority.
- The partnership now offers a school-led initial teacher training programme which works in partnership with academies, and maintained primary and secondary schools in the North Lincolnshire area, training between 20 and 25 trainees per year.
- The programme offers two primary and secondary training routes: School-Centred Initial Teacher Training (SCITT) or School Direct. Both routes lead to the award of qualified teacher status and a full Postgraduate Certificate in Education (PGCE) course in partnership with Bishop Grosseteste University.
- Secondary courses cover the 11–16 age range, while primary trainees may follow the 3–7 or 7–11 pathway.
- The partnership works with the School Direct Lead Schools of St Hugh's School, Oasis Academy Henderson Avenue and South Axholme Academy, as well as with around 30 other primary and secondary schools and academies.
- At the time of the inspection, 15 primary trainees and eight secondary trainees were following the programme, of which six primary and five secondary were following the School Direct route.

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

- Over the two stages of the inspection, inspectors observed, sometimes jointly with mentors, the teaching of eight trainees and five newly-qualified teachers (NQTs). Discussions were also held with a further 16 trainees and NQTs.
- Meetings were also held with central SCITT and school leaders, professional and subject mentors and members of the SCITT Partnership Board.
- Across the two stages of the inspection, inspectors considered a range of other evidence related to trainees' and NQTs' training and outcomes, for example their files and work in pupils' books. Inspectors looked at information on trainees' attainment, completion and employment rates. Inspectors visited the provider's website and checked safeguarding arrangements, as well as compliance with ITT criteria and other requirements.

## **Inspection team**

Susan Wareing, HMI      lead inspector      Stages 1 and 2

Joanne Olsson, HMI      assistant lead inspector      Stages 1 and 2

## **Overall effectiveness**

**Grade: 2**

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

- the tireless pursuit, by leaders and managers, of excellence, which has led to rapid and sustained improvements in training and trainees' good outcomes
- the consistency and coherence of central and school-based training that responds quickly to national, regional and local educational issues, so that trainees and NQTs are well placed to become reflective teachers who make a difference to their pupils' learning
- the impact of this high-quality training, which results in trainees' rising attainment, with no significant differences between key groups, such as gender, age, disability or ethnicity
- the strength of the training programme, which enables trainees and NQTs to forge highly positive relationships with pupils and parents
- the high employment rates both of primary and secondary trainees, which reflect the confidence of local and regional schools that trainees will make a strong contribution to the creation of a high-quality teaching force, locally and regionally
- the close involvement of schools in recruitment and selection, the design and delivery of training and the strategic development of the partnership. This helps to secure and retain high-calibre trainees and NQTs capable of driving forward the partnership's ambitious vision
- the excellence of trainees' and NQTs' personal and professional attributes and conduct in all aspects of their work, which is much valued by local and regional schools.

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

#### **The partnership should:**

- securely embed recent improvements to the provision, to ensure that:
  - trainees following the early years pathway (3–7 age range) are well prepared to teach across the whole early years curriculum, including outdoor provision

- all primary trainees and NQTs are confident and competent to teach systematic synthetic phonics, over an appropriate sequence of sessions, to a range of age groups
- all trainees and NQTs are well equipped with a wide range of strategies to support their pupils' literacy, especially those who speak English as an additional language, across the whole curriculum
- all trainees and NQTs are well supported to deploy other adults effectively in their classrooms, so that all groups of pupils make strong progress from their different starting points.

## **Inspection judgements**

1. The effectiveness of the leadership and management of this partnership is outstanding. Leaders show great determination to drive, at full speed, its ambitious vision of training good and outstanding teachers capable of making a significant difference to the lives of disadvantaged young people in local and regional schools. All stakeholders share and are resolved to support this vision, which has schools right at its centre. As a result leaders and managers, whether central or school-based, are committed to providing high-quality training for all trainees. Trainees achieve good and improving outcomes. They are well prepared and highly motivated to teach.
2. Open, honest and accurate self-evaluation underpins everything that the partnership does. Since stage 1 of the inspection, leaders have quickly and thoroughly reviewed the partnership's improvement plan. This has swiftly led leaders to plan more incisively, so that any shortcomings in central and school-based training are quickly identified and tackled. This ensures that all elements of the training combine consistently well together, so that trainees experience both the SCITT and School Direct routes as a seamless whole. The partnership builds on its highly collaborative ethos by listening carefully to the full range of views held by schools, trainees and NQTs.
3. Communication across the partnership is very strong. All partners are clear that their views are valued and that they have a say in the decision-making processes about the partnership's future direction. This transparency has enabled rapid and concerted action in the very short time between stages 1 and 2 of this inspection. Leaders and managers have successfully and rigorously tackled all the areas for development that inspectors signalled, demonstrating partnership leaders' strong capacity to improve the provision still further.
4. Leaders also act rapidly in response to the views of schools, trainees and NQTs. The small number of trainees and NQTs in this partnership are not sufficient to be included in the national NQT annual survey. However, partnership exit surveys and other similar measures of trainees' and NQTs' satisfaction with their training show their views to be very positive.

5. Where trainees and NQTs have been less confident, for example, in the mixed primary-secondary sessions on behaviour management or in systematic synthetic phonics training, leaders have listened to their views and adjusted the training so that it is now closely matched to trainees' individual needs. Training on the 7–11 route in systematic synthetic phonics has been reorganised and school-based mentors and coordinators play an increasingly strong role in designing and delivering training. As a result, trainees are gaining more confidence in this aspect of their practice.
6. Formal observations and target setting for both primary and secondary trainees' progress are very robust. Their impact is evident in the good subject knowledge of all trainees observed. They can typically link appropriate teaching styles to this strong foundation.
7. Primary trainees show confidence in teaching the core subjects, especially English, systematic synthetic phonics and mathematics. The training ensures that there is a strong emphasis on the PE curriculum and that all primary trainees are well prepared to teach this subject.
8. Secondary trainees are very aware of their responsibilities in promoting pupils' literacy in their subjects, typically insisting on accurate subject-specific terminology. Trainees sometimes miss opportunities to develop literacy more widely through their planning and teaching. Trainees promote pupils' mathematical skills appropriately.
9. The partnership has invested heavily in enhanced training for mentors, to prepare them for wider responsibilities and to achieve greater consistency in mentoring. Additionally, revisions to course documentation have brought much greater clarity, for example to the role of link tutors.
10. Recent appointments to the central staff have strengthened leaders' use of assessment information, which is firmly based on the teachers' standards and ensures that the partnership's judgements about trainees' progress are accurate and very robust. This information also drives timely and high-quality support for trainees, especially those who struggle, while the most-able trainees are challenged to reach the highest levels in their teaching.
11. The partnership constantly strives for further improvement and leaders know that more work needs to be done to secure fully some of the positive changes that they have rapidly put in place. For example, while trainees following the early years pathway (3–7 age range) are well prepared to teach across the whole early years curriculum, including outdoor provision, the impact of this improvement is not yet fully evident in pupils' learning. Also, it is too early to judge the impact of the improved training in teaching systematic synthetic phonics. Course elements such as learning journeys and reflective journals support trainees' strongly reflective practice and trainees are keen to improve

further. The highly responsive partnership leaders have wasted no time, since stage 1 of the inspection, in arranging better access for trainees to the online and other resources available from their validating university, and to its wider learning community of students.

12. The very dedicated programme leader has ensured that assignments are based on classroom research that is directly relevant to the improvement of trainees' practice, in order to add depth and breadth to trainees' reflections on their teaching. Adjustments to the moderation process for these assignments have added extra rigour to their assessment.
13. Quality assurance systems are very well established, with lines of accountability that are increasingly sharp. This has raised expectations across the partnership. Central leaders have not hesitated to reorganise staffing to ensure that all members are placed in roles where they can be most effective.
14. The monitoring of the quality of training and the assessment of trainees' progress are firmly underpinned by the teachers' standards and strengthened by multiple layers of moderation, involving central leaders, school-based mentors and ITE coordinators. As a result, leaders and mentors have an accurate and consistent view of trainees' emerging strengths and development needs as their course progresses.
15. The Partnership Board is central to the very strong monitoring and evaluation of the quality of all aspects of the partnership's work. Members know the partnership's strengths and what needs to be done in order to improve provision further. Board members check thoroughly the quality of training provided and maintain a particularly sharp overview of assessment processes. This ensures that only those trainees who are fully competent to be good and outstanding teachers enter the profession.
16. Processes for the recruitment and selection of trainees are very robust. Interviews are based in schools and candidates' assessments are carried out by headteachers and senior leaders. Partnership surveys show that trainees are sure that they have been recruited through a very rigorous process. Nevertheless, leaders have further strengthened the criteria for selection this year to ensure that only the most resilient candidates are selected.
17. While completion rates for primary trainees have been above average for the last four years, for secondary trainees completion is more variable, with a very few trainees in each year, often those following the School Direct route, who leave their course before its end. This is generally linked to unforeseeable personal issues, such as serious illness. Nevertheless, leaders are determined to do all they can to ensure that all trainees complete their training.

18. The consistently high rates of employment over the last four years, for both primary and secondary trainees, attest to the great value placed by headteachers on the recruitment of high-calibre trainees from the partnership. Retention rates are also strong. Around 65% of NQTs continue working in the area after two years. They quickly move into middle and senior leadership posts within the locality or region, realising the ambition of the partnership and of the wider local authority.
19. Trainees' attainment is good and improving over time. There are no significant differences in attainment or employment rates for different groups, or for trainees following different pathways or routes.
20. All but a very few of the trainees who complete their training surpass minimum expectations. There are rising trends in the proportions of both primary and secondary trainees who achieve at the highest levels.
21. NQTs' preparation for the challenges of their new role is a strength of the provision. NQTs approach their induction year with confidence and commitment. This is at least in part because of the SCITT's unique place within the local authority, which fosters and sustains very smooth transition arrangements between the SCITT and the NQTs' schools. SCITT leaders provide continuing support through the early stages of induction where appropriate.
22. Documentation such as the Induction Passport is seen by both NQTs and school-based mentors as an effective tool for setting, tracking and adjusting NQTs' professional targets, to ensure that they continue to aspire to be the best teachers they can. Early Career conferences help NQTs to plan their careers as teachers and future leaders.
23. The personal and professional conduct of trainees and NQTs is exemplary and highly praised by mentors and senior leaders. Trainees bring very positive attitudes to their teaching. Their classrooms are orderly and business-like and expectations of pupils are high. Trainees and NQTs quickly forge strong relationships with pupils in a way that allows them to manage pupils' behaviour well. They know how to help pupils to stay safe, including when using mobile phones and other electronic devices, and are also confident to deal with all forms of bullying.
24. Trainees and NQTs understand their responsibilities in terms of preparing their pupils for life in modern Britain. All trainees have received 'Prevent' training and are aware of their duties in identifying and dealing with possible signs of radicalisation and extremism, female genital mutilation or forced marriage.
25. The training, both centrally and in schools, is sharply focused on ensuring that all groups of pupils make the best possible progress. Trainees and NQTs are

well equipped with a wide variety of strategies to meet the learning needs of disabled pupils and those who have special educational needs. They commonly adapt activities, tasks and questions effectively for this group. Some trainees and NQTs are less confident, however, especially in primary, in deploying other adults in their classrooms to help challenge the most-able pupils.

26. Trainees and NQTs quickly embrace leaders' strong ethos of raising the achievement of the region's most disadvantaged young people. They understand some of the causes of disadvantage and are beginning to develop a range of effective strategies to support these pupils and narrow any gaps in their progress.
27. Trainees and NQTs understand the importance of using information on pupils' progress in their planning in order to drive pupils' learning faster. They mark pupils' work conscientiously, according to their school's policy and are familiar with a range of assessment systems used in schools and with relevant examination syllabuses.
28. Trainees' main school placements are very thoughtfully considered by leaders and evidence shows trainees and NQTs to be very satisfied with their quality. Most trainees experience contrasting placements in diverse settings with different social and economic contexts, as befits the partnership's local and regional vision. This experience is further enriched by frequent opportunities to visit a wealth of lead schools in the locality, for example a three-day 'immersion' visit to a special school. Through such visits trainees are able to link theory to practice and to learn from successful practitioners.
29. Other visits outside the partnership now enable trainees to understand better the needs of pupils of minority ethnic heritage and of those who speak English as an additional language. However, trainees and NQTs are not yet fully equipped to provide effective support for the literacy of these groups of pupils and for pupils more widely in their classrooms. Trainees and NQTs form strong professional relationships with mentors, listening to their advice and guidance and acting upon them readily. This is because of the great respect in which they hold their mentors for their wide experience and expertise.
30. Trainees are greatly valued in their turn by schools because they involve themselves eagerly in all aspects of their training, taking every opportunity to improve their skills and knowledge. Senior leaders appreciate in particular trainees' and NQTs' willingness to take part in the wider life of the school, for example in supporting extra-curricular activities, school visits and other events throughout the year. Trainees all participate in parents evenings during their course.
31. School-based mentors and leaders appreciate the clarity of course documentation and of roles and responsibilities across the partnership. This



contributes to the great consistency and coherence of school-based and central training and the good outcomes for trainees.

32. Partnership leaders have invested heavily in professional development for school-based mentors, having doubled the number of training sessions for them through the year. Lead mentors are also being trained for wider responsibilities in quality assurance and as additional support for trainees and other mentors, adding much to the capacity of the partnership.
33. Primary and secondary trainees and NQTs from both SCITT and School Direct routes frequently learn together and many aspects of the training are identical, giving trainees equal opportunities for the same high-quality training, whatever route they choose. Nevertheless, trainees and NQTs take pride in their strong knowledge of subjects they teach. Rigorously assessed at interview, subject knowledge is tracked through popular 'subject champion' days, when trainees see outstanding practice from specialists in their subjects in partnership schools or attend sessions led by recognised experts.
34. Partnership leaders are punctilious in ensuring that all statutory safeguarding procedures, ITT criteria and other requirements are fully met.

## **Annex: Partnership schools**

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

Brigg Primary School, Brigg  
Cleethorpes Academy, Cleethorpes  
Frodingham Infant School, Scunthorpe  
Holme Valley Primary School, Bottesford, Scunthorpe  
Oasis Academy Henderson Avenue, Scunthorpe  
St Lawrence Academy, Scunthorpe  
Scunthorpe CofE Primary School, Scunthorpe  
South Axholme Academy, Epworth, Doncaster  
Winterton Community Academy, Winterton, Scunthorpe

## ITE partnership details

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	Stage 2 9 December 2015
Lead inspector	Susan Wareing HMI
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Phases provided	Primary/Secondary
Date of previous inspection	8–12 June 2015
Previous inspection report	<a href="http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70234">http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70234</a>
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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)  
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