

Buile Hill Visual Arts College SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 13 June 2016 Stage 2: 3 October 2016

This inspection was carried out by one 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 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

	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

The secondary phase

Information about the secondary partnership

- The Buile Hill Visual Arts College school-centred consortium for initial teacher training (SCITT) ITE partnership provides secondary teacher training for graduates. Trainees who successfully complete their training are recommended for qualified teacher status (QTS).
- The SCITT has provided ITE since September 2014 and was inspected for the first time at the end of its second year as an accredited provider of QTS.
- The partnership consists of eight partnership schools in three local authorities. The partnership has strong links with City College and Salford local authority.
- During stage 1 of the inspection, 13 trainees were being trained. Twelve trainees were on the School Direct route specialising in English, design and technology, physics, chemistry, modern languages, geography, history and mathematics. One trainee was on the School Direct (salaried) route, specialising in English.
- During stage 1 of the inspection, the majority of trainees were taking part in 'community project' activities in the schools where they were employed from September 2016. A small number of trainees were completing their final assessed placements.
- Between stage 1 and stage 2 of the inspection, the lead school, Buile Hill Visual Arts College, became part of the Consilium Multi-academy Trust.
- During stage 2 of the inspection, 14 trainees are being trained. In addition to the subjects listed above, the SCITT also offers art and design training in 2016/17. Thirteen trainees are on the School Direct route and one is on the School Direct (salaried) route, specialising in geography.

Information about the secondary ITE inspection

- At stage 1, inspectors visited three partnership schools, observing four trainees teach, and undertook four additional reviews of trainees' standards files.
- Inspectors reviewed trainees' assignments. They also held discussions with individual trainees, professional and subject mentors, headteachers, SCITT leaders and managers, the chair of the governing body of the lead school, members of the partnership's steering group and trainers and mentors who contribute to the training and assessment process.
- Inspectors reviewed the partnership's self-evaluation and improvement planning documents, recruitment and selection procedures, trainee tracking and assessment documentation, the partnership's memorandum of understanding with schools, external examiner reports and the content of the professional issues and subject training programmes. They also checked the partnership was compliant with statutory requirements, including those in

place for safeguarding, and the National College for Teaching and Leadership's (NCTL) ITT criteria.

- Inspectors took into account 10 responses to the trainee online questionnaire, which trainees completed in June 2016.
- At stage 2, inspectors visited six schools, two within and four beyond the partnership, and observed six newly qualified teachers (NQTs) teach. One of the NQTs had previously been observed teaching at stage 1. Discussions were held with headteachers, induction mentors and coordinators, the chair of the lead school's governing body and members of the recently formed SCITT board.
- Inspectors reviewed the partnership's end-of-training information and career entry profiles. They also reviewed actions taken by leaders and managers to improve training and outcomes between the two stages of the inspection.

Inspection team

Angela Milner HMI (lead inspector)

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Overall effectiveness

Grade: 1

The key strengths of the secondary partnership are:

- a strong moral purpose, shared vision and high expectations which place the needs of trainees, pupils and schools at the heart of this successful, school-led, Salford-based ITE partnership
- a collegial and collaborative approach, open and honest communications, positive relationships and a passionate commitment to training teachers who are fully equipped to meet the needs of schools, including those in challenging socio-economic circumstances or judged to 'require improvement'
- very accurate self-evaluation procedures which enable the partnership to set clear improvement priorities, continue to improve the quality of training and make significant improvements to trainees' attainment
- high employment and completion rates attest to the partnership's extremely positive contribution to the local area's supply of good or better teachers and its growing reputation as a high-quality ITE partnership
- very well-designed developmental training and effective assignments place a strong emphasis on developing trainees' skills of critical reflection and their knowledge and understanding of relevant professional and subject issues
- crystal-clear documentation provides a progressive structure for delivering very coherent training across the partnership and supports trainees and mentors extremely effectively – trainees and NQTs are very responsive to

advice and guidance and willingly take responsibility for their own professional development

- trainees spend a substantial amount of time teaching in schools and invaluable enhancement experiences in a diverse range of schools and settings – this ensures that trainees are very well prepared with the practical skills they need most as new teachers
- 'community project' activities in employing schools, detailed transition documentation and ongoing support for NQTs ensure a seamless transition from initial training to induction and employment.

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

The partnership should:

- enhance trainees' ability to check on pupils' understanding during teaching sessions, to ensure that work is set at the right level to enhance learning and maximise pupils' progress
- eliminate variations in the quality of subject training days.

Inspection judgements

1. The overall effectiveness of the Buile Hill Visual Arts College SCITT secondary partnership is outstanding. A strong moral purpose, shared vision and high expectations place the needs of trainees, pupils and schools at the heart of this successful, school-led, Salford-based ITE partnership. The partnership is rightly proud of its growing reputation and the firm foundations for future growth and development.
2. A collegial, collaborative and mutually beneficial partnership, open and honest communications and positive relationships engender very high levels of trust between partnership schools. They all share a common mission focused on putting the needs of pupils first by going 'beyond expectations'. The partnership's memorandum of understanding is detailed and describes clear roles and responsibilities for all involved in the partnership. Knowledgeable and experienced professional mentors from partnership schools attend termly steering group meetings with SCITT leaders and managers and are represented on the recently formed SCITT board. This ensures that all partnership schools have a good understanding of what is working well and what the partnership is doing to continually improve.
3. Trainees share the partnership's vision and commitment to teaching in local schools, many of which are in challenging socio-economic circumstances and some of which are judged to 'require improvement'. They are overwhelmingly positive about their 'brilliant' training experience and appreciate the high-quality, personalised training and 'first-class' support they receive. Trainees

gain from excellent opportunities to observe practitioners enhancing pupils' learning experiences in a range of contrasting partnership schools.

4. Leaders and managers are proactive and insightfully evaluative. They are always willing to listen and respond to both internal and external feedback and demonstrate an outstanding capacity to improve. Accurate self-evaluation is based on the thorough analysis of trainee outcomes and a range of evaluative information, including weekly evaluations of training sessions. It is clear that the partnership has systems and procedures in place to understand how well it is performing. Actions resulting from the partnership's concise self-evaluation are used very well to set clear improvement priorities. These focus on continually improving the quality of training, sustaining high completion and employment rates and raising trainees' attainment further. For example, during 2014/15, differences in the proportion of trainees gaining outstanding levels of attainment in mathematics and chemistry were identified as an area for improvement. In 2015/16 there was no discernible difference in the levels of attainment for trainees specialising in these subjects than in others. Inspectors confirmed the partnership's own evaluations that these improvements in 2015/16 were as a result of targeted improvements to the quality of training for the second cohort of trainees. Similarly, the partnership's analysis of trainees' attainment in relation to different aspects of part 1 of the teachers' standards reveals significant improvements in trainees' levels of attainment between the first and second cohorts of trainees.
6. Half of the trainees who successfully completed their training in 2014/15 and 2015/16 are working in schools within the ITE partnership. The others are teaching in maintained schools, academies and an independent special school in neighbouring local authorities. Employment rates are above those of other secondary ITE partnerships nationally. Trainees are highly regarded by the schools in which they train and are employed. One induction mentor commented on his NQT's 'innate sense of responsibility as an education professional and her pride in the learning environment she had created and her pupils' achievements.' Headteachers, induction mentors and coordinators reported that NQTs were well prepared, adaptable and professional. These new colleagues had settled in well and had rapidly become an integral part of subject departments and schools. For example, one NQT had volunteered to provide Year 11 pre-school science intervention classes and another had contributed creatively to his geography department's recent open evening for prospective Year 7 pupils.
7. The lead school's engagement with the NCTL's school experience programme and Salford University helps to attract graduates into teaching and aids recruitment to the SCITT. Rigorous selection procedures ensure that well-qualified applicants with appropriate experience, knowledge and professional attributes are selected for training. This is because the partnership carefully tests trainees' suitability for teaching. For example, mathematics, physics and

chemistry applicants who lack the subject knowledge required at interview are offered training places, provided they successfully complete subject knowledge enhancement training before they commence their training. Professional and subject mentors and subject trainers are fully involved in the recruitment and selection process. Valuable information gained from the recruitment and selection process is used well to personalise professional and subject-specific pre- and early-training tasks for the current cohort of trainees.

8. All trainees who commenced their training in 2014/15 completed their training successfully and gained QTS. One trainee deferred and then subsequently withdrew from their training in 2015/16. The others were recommended for the award of QTS at the end of their training. Completion rates are above those of other secondary ITE partnerships nationally. All of the trainees who completed their training in 2014/15 successfully completed their induction year in 2015/16 and are currently teaching as RQTs.
9. Trainees and NQTs are critically reflective, exhibit high levels of professionalism and demonstrate strengths in most areas of the teachers' standards. Trainees and NQTs know their pupils well. They have high expectations and make good use of modelling, engaging resources and targeted questioning to facilitate learning. Trainees and NQTs plan to provide appropriate stretch and challenge for different groups of pupils, including the most able. They do not always, however, check sufficiently well on pupils' progress during lessons to ensure that work is set at exactly the right level to enhance learning and maximise pupils' progress.
10. Trainees apply their subject and very good curriculum knowledge well to their planning and their teaching. They design well-structured learning experiences which engage pupils in their learning and ensure that they make good progress. They also make effective use of information and communication technology and educational technology in their teaching. For example, in one mathematics lesson observed by an inspector, a trainee made very effective use of a visualiser to model his teaching of a new topic to Year 9 pupils. Pupils then used the visualiser to explain how they had calculated the area of shapes to the rest of the class.
11. Trainees and NQTs are very well prepared to teach across key stages 3 and 4 by their coherent and developmental training. They are also very well prepared to teach the national curriculum and examination syllabuses in all of the subjects offered by the partnership. They have a good understanding of changing arrangements for the assessment of pupils' progress and practical experience of marking and providing feedback and moderating continuous and summative assessments in their specialist subject. Well-designed assignments on behaviour, inclusion and planning, teaching and assessing a curriculum that trainees have developed are instrumental in consolidating trainees'

knowledge and understanding. The partnership places a strong emphasis on developing trainees' skills of critical reflection and their knowledge and understanding of current, relevant professional and subject issues.

12. The centre- and school-based and professional issues training is very well designed to develop the skills trainees need most as secondary teachers. It is delivered by trainers who bring a mixture of experience and expertise to the SCITT from their roles as practitioners, external consultants or members of Salford local authority services. The training model of four days per week in school and one day per week of centre-based training enables training inputs to be constantly contextualised in school and departmental practice. Training places a strong emphasis on the key issues faced by partnership schools: inclusion, the teaching of pupils who speak English as an additional language, disadvantaged pupils, use of the pupil premium and strategies to raise achievement and address underperformance.
13. A number of subject areas train a single trainee in a subject specialism each year. Some trainees in the 2015/16 cohort reported that they felt isolated and would appreciate greater opportunities to share their practice and link into subject-specific networks. Between the two stages of the inspection, the partnership has joined a Manchester Metropolitan University consortium with other local SCITTs. This provides access to subject-specific hubs and library resources for trainees. The arrangement also allows current trainees to gain a postgraduate certificate in education (PGCE) alongside their QTS. Trainees, NQTs and mentors are also benefiting in 2016/17 from corporate access to subject association guidance and materials and funding available to attend professional development events run by the Prince's Trust.
14. During both stages of the inspection, trainees and NQTs indicated there was some variation in the quality of specific training days between subjects. Trainees also indicated that they needed a better understanding of how to promote pupils' mathematical skills in their subject teaching in their responses to the trainee online survey. An extensive review of subject-specific training days, and how they fit into the overall training model, has taken place between the two stages of the inspection. This has created more opportunities for subject mentors and trainers to share expertise with each other and ensured that there is a greater focus on the nature and principles of different subject disciplines. The first of the refocused training days held for the 2016/17 cohort of trainees has taken place, with very positive evaluations from trainees. Opportunities for trainees to develop a basic understanding of how to promote pupils' mathematical skills through their subject teaching and on primary mathematics have also been included in the training provided for current trainees. It is too early to assess the impact of these actions taken to improve the quality of training across the partnership.

15. Trainees receive phonics training and understand that every secondary teacher is a teacher of literacy. They plan well for the development of pupils' literacy skills in their subject teaching. For example, in one Year 8 history lesson about the Montgomery bus boycott, a trainee adapted activities for pupils based on their reading levels. In other lessons, trainees reminded pupils about the need for accurate punctuation and the use of adjectives and paragraphs in their writing.
16. Trainees are seen as members of a partner school's staff and subject department throughout their training. They are proactive in seeking opportunities to fulfil their wider professional responsibilities and develop effective professional relationships with colleagues. Trainees and NQTs have a calm and reassuring manner, a real classroom presence and develop positive relationships with their pupils. They make appropriate use of routines and school policies to effectively manage their classrooms. They are able to respond to low-level disruption and more challenging behaviour when it arises. Training in behaviour management is very well planned. Trainees have the opportunity to observe excellent teachers, practise strategies, develop their skills and review their progress with mentors throughout their training. This incremental approach to training begins with a useful first assignment focused on behaviour. Trainees know how to deal with different types of bullying. They receive appropriate training in safeguarding and child protection and have a good knowledge and understanding of how to fulfil their responsibilities to keep pupils safe from harm. This includes an understanding of their role in protecting pupils from radicalisation and extremism.
17. The SCITT's immersion model of training includes timely arrangements for contrasting placements and a variety of enhancement experiences, with a clear rationale, focus and purpose. This highly effective model ensures that trainees spend a substantial amount of time training and teaching in different schools. Trainees gain experience of teaching across the 11 to 16 age group and work with pupils of differing abilities and needs in at least two main placement schools. They also participate in useful enhancement experiences in a primary school, a post-16 setting and either a pupil referral unit or a special school. Here trainees consolidate their knowledge of transition and gain a better understanding of special educational needs and disabilities as barriers to learning and how they can be overcome successfully. One NQT has adapted her teaching strategies successfully to ensure that pupils in her special school, who have autism spectrum disorder and attention deficit hyperactivity disorder, can access and progress within the curriculum.
18. Crystal-clear documentation provides a progressive structure for delivering coherent training across the partnership and effectively supports both trainees and mentors. This documentation includes differentiated agendas for weekly mentor meetings and helpful prompts and templates for both trainees and

mentors. The partnership's assessment guidance correctly places a strong emphasis on the impact of trainees' teaching on pupils' learning and progress and on trainees' personal and professional conduct.

19. Much of the trainees' teaching over time is good and some is outstanding. Trainees respond well to the helpful verbal advice and guidance they receive, with a strong focus on subject-specific feedback, from mentors at their weekly meetings. They also receive effective written feedback on their teaching and are set well-focused targets for their professional development, both during and at the end of their training. Trainees willingly take responsibility for their own professional development. There are no significant differences in attainment between different groups of trainees.
20. During the year, SCITT leaders and managers conduct three joint observations with mentors. These observations model very accurate assessment and effective feedback practice for mentors. They also have a considerable impact on trainees' attainment and professional development. Effective training and the continuous professional development provided for mentors ensure that all trainees are accurately assessed against the teachers' standards.
21. Careful tracking and monitoring of trainees' development, at four well-timed assessment review points, is used effectively to provide individualised enhancement training and swift and effective additional support for those who need to improve specific aspects of their teaching. Effective internal and external moderation, including visits from an external examiner, ensures that the partnership's recommendation for the award of QTS is accurate.
22. Towards the end of their training, in the second half of the summer term, trainees work on focused 'community project' activities, usually in their employing schools. These projects are designed to create opportunities for extended induction and to plug any gaps in trainees' practical experience. They also provide very effective additional help and coaching support for trainees who need to improve specific teaching skills. Inspection evidence revealed these well-planned experiences and supportive interventions were having a considerable impetus in enhancing trainees' competence and confidence at the end of their training, and that these gains had continued into the start of the induction year.
23. 'Community project' activities in employing schools, detailed transition documentation and ongoing support for NQTs ensure a seamless transition from initial training to induction and employment. Employing schools receive clear and accurate information about NQTs' strengths and areas for continuing professional development in relation to the teachers' standards. SCITT leaders and managers are currently making supportive visits to NQTs in their employing schools, within and beyond the partnership. NQTs and schools are

appreciative of these visits. Leaders and managers are using the information gained from this process to identify NQTs' developmental needs and plan for specific alumni training sessions and an NQT conference, later in the academic year.

24. The partnership complies fully with the initial teacher training (ITT) criteria and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding. The partnership ensures that the additional ITT criteria, which apply to School Direct (salaried) trainees, are also met.

Annex: Partnership schools

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

All Hallows RC High School, Pendleton

Buile Hill Visual Arts College, Salford

High Peak School, Disley

Prestwich Arts College, Prestwich

Salford City Academy, Salford

St Ambrose Barlow RC High School, Swinton

Saint Paul's Catholic High School, Newall Green

ITE partnership details

Unique reference number	70280
Inspection number	10010226
Inspection dates	Stage 1 13–16 June 2016 Stage 2 3–5 October 2016
Lead inspector	Angela Milner HMI
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	N/A
Previous inspection report	N/A

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