

# Stourport SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 9 May 2016

Stage 2: 14 November 2016

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 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><br>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

- The Stourport school-centred initial teacher training partnership (SCITT) provides teacher training for graduates who wish to teach in the primary or secondary phase. It is part of the Stourport Teaching School Alliance and is based on the site of The Stourport High School & VIth Form College. It has provided ITE since September 2014.
- There are nine primary schools and 12 secondary schools in the partnership. Trainees can opt to train in either the primary (5–11) or the secondary (11–19) phase.
- Trainees who successfully complete their training are recommended for qualified teacher status (QTS). The SCITT also offers trainees the opportunity to qualify for a postgraduate certificate in education (PGCE) through a partnership with Birmingham City University.
- An executive board oversees policy and strategy and has representation from leaders in both phases.
- The partnership has not previously been inspected.

### Information about the primary and secondary ITE inspection

- During stage 1, the inspectors visited seven schools. Eight trainees were observed teaching and receiving feedback from their mentors. Inspectors held discussions with trainees, mentors and headteachers. A training session was also observed. Inspectors reviewed evidence in trainees' files in relation to the teachers' standards and documentation relating to the SCITT's compliance with the initial teacher training (ITT) criteria.
- During stage 2 of the inspection, inspectors observed 10 former trainees in their schools. They met with newly qualified teacher (NQT) mentors and headteachers in schools. They also met with a group of mentors and spoke with former trainees, now in the second year of their careers.
- Across both stages of the inspection, the inspectors met with course leaders and members of the executive board. Inspectors reviewed a range of documentation, including improvement plans, self-evaluation, training documents, recruitment and selection policies and records, trainees' files, their assessment information, and the partnership's analysis of trainees' outcomes.

### Inspection team

|             |  |
|-------------|--|
| Paul Tomkow | Her Majesty's Inspector (lead inspector)           |
| Mark Sims   | Her Majesty's Inspector (assistant lead inspector) |

## Overall effectiveness

**Grade: 2**

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

- The strong collaboration between SCITT leaders and partnership schools and the shared commitment to continuous improvement.
- The full commitment of partner schools to the design and delivery of the programme.
- Effective personal, professional and academic support, from leaders and mentors, which results in trainees' good outcomes and high completion rates.
- Above average employment rates; many newly qualified teachers (NQTs) gained employment in partnership schools, which demonstrates the confidence that headteachers have in the quality of the training programmes.
- Trainees awarded QTS begin their careers as newly qualified teachers with positive attitudes and the skills and abilities necessary to develop into very effective teachers.
- High-quality school-based training, which uses the expertise of teachers to help trainees to develop a good understanding of the subjects that they are training to teach.
- Trainees and NQTs are proud to be associated with the Stourport SCITT. They are highly positive about their experience as they feel that it prepares them well for a career in teaching.
- Rigorous self-evaluation and detailed improvement planning ensures that good outcomes are sustained and in many cases improved upon. The partnership demonstrates the capacity for continuous self-improvement.

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

#### The partnership should:

- Improve the accuracy of the judgements that are made about the quality of trainees' teaching by taking full account of the impact that it has on pupils' progress.
- Improve arrangements for supporting trainees as they move into employment by providing sharper targets at the end of the training to help trainees develop their teaching.
- Ensure that high quality-training equips trainees well to teach pupils who speak English as an additional language.

## Inspection judgements

1. Good leadership, close links with partner schools, effective training programmes and supportive pastoral systems have resulted in Stourport SCITT making strong progress since it was formed in 2014. As a result, it has made a positive contribution to meeting the demand for good and better primary and secondary teachers in the local area.
2. The recruitment and selection process is rigorous and helps to ensure that each trainee recruited to the SCITT has both the potential and the skills required to become a successful teacher. Headteachers, and other senior leaders from partnership schools, are fully involved in the interview and assessment processes. This helps to ensure that only those applicants who demonstrate a genuine commitment to the teaching profession are offered places on the course.
3. Course leaders have ensured that there is appropriate academic rigour in the training programme. Trainees are encouraged to constantly reflect on their teaching through discussions with mentors, and through school- and centre-based training sessions. All trainees who achieved QTS in 2016 successfully completed the PGCE course with Birmingham City University.
4. Leaders track the progress of trainees carefully in relation to the teachers' standards. Some assessments of trainees' standards do not take full account of the impact of their teaching on pupils' progress. Nonetheless, leaders ensure that trainees are challenged to improve their practice and receive additional support when required. As a result, all trainees exceed the minimum level of practice expected of teachers at the end of their training. They demonstrate high standards of personal and professional conduct. Much of the trainees' teaching is good by the time they start their first year of teaching.
5. Leaders and mentors provide highly effective personal, professional and academic support. Trainees value the course and appreciate the support they receive, including helpful feedback on their performance from their mentors. There are clear procedures for intervening early should trainees experience any problems, whether academic or pastoral. During discussions, trainees and NQTs said that the quality of pastoral support is a significant factor in the high completion rates seen at the SCITT over the past two years.
6. Trainees and NQTs understand the importance of supporting disadvantaged pupils in order to help them to improve their progress so that their attainment matches more closely that of their peers. They also develop an understanding of how best to support pupils who have special educational needs and/or disabilities. However, trainees are not as well prepared to support the learning of pupils who speak English as an additional language. Although leaders have recognised this weakness and made changes to the course this year it is too early to judge the impact of their actions.

7. Trainees and NQTs, in both the primary and secondary phases, rate highly the training that they receive and say that they would not hesitate to recommend the SCITT to others considering a career in teaching. This is reflected in the extremely positive responses to the latest NQT survey. Trainees particularly praise the way the course is structured to give a good balance between theory and practice. The training sessions held at the centre help trainees to gain a good understanding of what it means to be a teacher and wider aspects of the role, including supporting transition between key stages and the emotional well-being of pupils. Every trainee and NQT spoken to, and those responding to surveys, expressed confidence that their training will prepare them well to become a good or outstanding teacher.
8. Trainees in the primary phase are well prepared to teach phonics (letters and the sounds they make) and other aspects of early reading. The training provided in mathematics is also effective and helps trainees to develop a good understanding of the concepts that underpin successful learning. Trainees and NQTs value the subject-specific sessions in the wider curriculum. Primary trainees are provided with a good balance of practice and theory in physical education and said that the science training was particularly useful. Secondary trainees and NQTs valued highly the subject support that they received through school-based training in their departments.
9. Effective behaviour management forms an integral part of the training programme and was a particular strength in many of the lessons seen during stage 2 of the inspection. The NQTs who were observed had quickly established clear rules and routines based on high expectations of pupils, respectful relationships and school policies. On the few occasions where pupils' behaviour fell below the expected standard, NQTs mostly dealt with these minor issues well, with little disruption to the learning of the rest of the class.
10. NQTs who trained with this SCITT make a strong contribution to the supply of good and better teachers in schools. In 2016, all 18 trainees gained employment at the end of their training, most in partnership schools.
11. Trainees have the opportunity to experience contrasting school placements. Although most partnership schools are good or outstanding, some trainees have the opportunity to gain practical experience of working in schools judged as requires improvement or special measures. Trainees also undertake a range of additional visits to primary, secondary and special schools. These visits help trainees to develop an understanding of working in different contexts.

12. Leaders are ambitious for the SCITT to improve further. They share a passion with leaders across the partnership schools for developing good and better teachers. Leaders' commitment to continuous improvement shines through the high-quality course documentation. Their plans for improvement are comprehensive and reflect a range of internal and external views. Leaders are constantly looking for ways to improve. They take swift action to bring about positive change and demonstrate good capacity to improve.
13. Trainees and NQTs understand their responsibilities for safeguarding pupils. They have a well-developed knowledge about the risks that children may face because safeguarding has a high priority throughout the training. Trainees receive a wide range of safeguarding training, which includes the 'Prevent' duty, and understand the importance of promoting British values. Trainees and NQTs are knowledgeable about the signs that might suggest a child is at risk of harm. Most are skilled at promoting children's positive behaviour and understand the importance of strategies to promote pupils' self-esteem and prevent, or address, incidents of bullying.
14. The partnership's information on trainees' attainment is broadly accurate and all trainees demonstrate good or better teaching skills. However, sometimes the grades awarded to trainees are overgenerous, particularly those on the boundary between good and outstanding. This means that the judgements do not always accurately reflect the quality of trainees' teaching at the end of the training year.
15. Detailed records summarise the trainees' strengths and any areas that require further development at the end of the course. However, trainees' targets are not sharply formulated to help leaders in employing schools to understand what is needed to improve NQTs' competence in planning, teaching and assessment. As a result, this information is not used effectively to help NQTs focus on precisely what they need to do to improve the quality of teaching, learning and assessment further as they begin their career.
16. The partnership fully complies with the ITT criteria. It also meets all 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:

Baxter College, Kidderminster

Gloucestershire College, Gloucester

King Charles I School and Sixth Form Centre, Kidderminster

Oasis Academy, Worcester

Offmore Primary School, Kidderminster

Pitcheroak School, Redditch

St Ambrose's Catholic Primary School, Kidderminster

St John's CE Primary School, Kidderminster

Stourport Primary School, Stourport-on-Severn

St Thomas More Catholic School, Willenhall

The Bewdley School, Bewdley

The Stourport High School & Vith Form College, Stourport-on-Severn

Wilden All Saints CE Primary School, Stourport-on-Severn

Wolverley CE Secondary School, Kidderminster

## ITE partnership details

|                             |  |
|-----------------------------|--|
| Unique reference number     | 70294  |
| Inspection number           | 10010259   |
| Inspection dates            | 9–11 May 2016  |
| Stage 1                     | 14–16 November 2016  |
| Stage 2                     |  |
| Lead inspector              | Paul Tomkow, HMI   |
| Type of ITE partnership     | SCITT  |
| Phases provided             | Primary and secondary  |
| Date of previous inspection | Not previously inspected   |
| Previous inspection report  | Not applicable   |
| Provider address            | The Stourport High School & VIth Form College, Minster Road, Stourport-on-Severn, DY13 8AX |





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