

Teach East ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 13 June 2016 Stage 2: 28 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 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?	3
The outcomes for trainees	3
The quality of training across the partnership	3
The quality of leadership and management across the partnership	3

Primary and secondary routes

Information about this ITE partnership

- Based at Arthur Mellows Village College, Teach East is a partnership of 26 schools located in and around Peterborough. At the time of the inspection, Teach East provides school centred initial teacher training (SCITT) for up to 20 trainees in the 4–11 age range and up to 10 trainees in the 11–16 age range. Teach East offers general training in the primary phase. In the secondary phase, it currently provides training in English, mathematics, science and history. At the time of this inspection there were 18 primary and eight secondary trainees on the course.
- The partnership offers school-based training routes for School Direct and School Direct (salaried) trainees. Many aspects of the training are similar and the courses share the same leaders and managers.
- Teach East offers the post-graduate certificate in advanced educational practice (PGCert) in partnership with the Institute of Education, University College, London.
- The work of the SCITT is overseen by the partnership's executive committee, which includes five headteachers drawn from partner primary and secondary schools.
- Since March 2016, the partnership has been led and managed by five co-directors, drawn from partner primary and secondary schools. One co-director is the nominated leader of Teach East.
- The partnership offers weekly central training sessions throughout the year. These consist of general professional training as well as phase and subject-specific training sessions. The majority of sessions take place in a recently developed training centre at Arthur Mellows Village College. A small proportion of sessions are provided at other partnership schools

Information about the primary and secondary ITE inspection

- Inspectors observed the teaching of 11 trainees in six schools during stage 1 of the inspection, and the teaching of eight newly qualified teachers (NQTs) in eight schools (three of which had been visited at stage 1) during stage 2. Inspectors met all trainees during stage 1 of the inspection and they met seven NQTs and 23 trainees during stage 2. Inspectors met with members of the partnership's executive committee, headteachers, mentors, trainers and each of the five partnership co-directors over stage 1 and stage 2 of the inspection.
- Inspectors considered a range of evidence, including: trainees' files; the partnership's self-evaluation and planning documentation;

information about trainees' progress; and completion and employment rates. Inspectors reviewed documentation relating to recruitment, selection, safeguarding, and compliance with initial teacher training criteria, records of trainees' teaching and evidence of how well trainees' teaching meets the teachers' standards.

- Inspectors took account of trainees' views expressed in their responses to recent NQT surveys and Ofsted's online questionnaire. Inspectors also took account of trainees' views evidenced in the partnership's own surveys of the quality of training.
- Due to the small numbers of trainees, it is not possible to make robust comparisons between different groups of trainees' progress and completion rates.

Inspection team

John Lucas HMI	Lead inspector	stages 1 and 2
Paul Tomkow HMI	Assistant lead inspector	stages 1 and 2

Overall effectiveness

Grade: 3

The key strengths of the primary and secondary partnership

- This is a local SCITT for local people.
- Under the energetic leadership of the nominated lead, the partnership's co-directors have an accurate understanding of what needs to be done. They are using their complementary skills and knowledge to good effect. They have, in a short period of time, brought about important and necessary changes that are leading to strong improvements in the quality of mentoring and training.
- All trainees gained employment at the end of their training in 2015 and 2016. A high proportion of trainees are employed in the local area.
- Primary trainees and NQTs value the central training in the teaching of mathematics.
- Trainees' and NQTs' professional conduct is exemplary. Many trainees and NQTs have a strong commitment to the profession. They demonstrate great resilience and determination to achieve their personal and professional goals.

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

The partnership must:

- ensure greater rigour in the accuracy of assessment by taking account of the impact trainees' teaching has on pupils' progress, in particular when grading trainees to be outstanding
- increase the proportion of trainees who are accurately assessed as demonstrating areas of excellence across the teachers' standards, especially among primary trainees
- provide trainees with timely opportunities to practise the skills and knowledge acquired from the much improved central training
- ensure that all trainees gain substantial experience training in two high-quality, contrasting school placements that are well matched to their needs and aptitudes
- improve the quality and consistency of detailed target-setting for trainees and NQTs, and make sure that targets are communicated to trainees, NQTs and employing schools in a consistent and timely manner
- make sure that School Direct (salaried) trainees not only have access to, but also make effective use of, the training opportunities available to other trainees
- ensure that all trainees develop the skills and strategies to provide learning opportunities that bring the best out of the most able pupils
- increase the proportion of trainees who complete their training.

Inspection judgements

1. The overall effectiveness of the Teach East SCITT requires improvement as the leadership and management and the quality of training have not secured good outcomes for trainees. In particular, completion rates and the proportion of trainees and NQTs demonstrating excellence in some of the standards for teaching are lower than they should be.
2. At stage 1 of the inspection, inspectors found that leaders and managers had not planned carefully enough to ensure that all trainees would have sufficient opportunities to plan, deliver, evaluate and assess learning and to be assessed against the teachers' standards in two schools. Leaders took swift action to rectify this situation. Consequently, all trainees who completed their training were able to achieve qualified teacher status (QTS). Evidence from stage 2 of the inspection confirms that the partnership is now compliant in this and all other aspects of the ITT criteria.

3. Completion rates were below national averages. However, there were no withdrawals from the course after March 2016. Evidence demonstrates that the proportion of trainees withdrawing from the 2016/17 course to date is lower than at the same stage in the previous academic year.
4. All trainees who completed the course in 2016 exceeded the minimum standards for QTS. Current leaders and managers, upon taking over in March 2016, found it necessary to reassess the judgements that had been made about the quality of trainees' teaching. They amended the assessment of a significant minority of trainees. While inspection evidence supports the accuracy of the partnership's assessments of trainees in the secondary phase, this is not the case for some primary trainees. Although leaders are accurate in their assessment of trainees exceeding the minimum standards, a small number of assessments are overgenerous, typically those at the boundary of good and outstanding competency. This results in a few final grades not providing an accurate assessment of primary trainees' competence.
5. Leaders, including the partnership's executive committee, concede that until recently, quality assurance processes were not sufficiently rigorous to ensure high-quality placements and training. The training programme lacked coherence and rigour. While trainees valued the experiences gained in a variety of settings, such as a special school and a pupil referral unit, School Direct (salaried) trainees did not have the same breadth of training as their School Direct peers. Similarly, some secondary trainees' placements were not consistently well matched to trainees' needs and aptitudes.
6. Trainees in the 2015/16 cohort informed inspectors that aspects of the central training programme were not carefully tailored to meet their needs. One trainee commented, 'elements did not have me at the forefront.' This sentiment was echoed by other trainees. Secondary trainees and co-directors confirmed that there was an imbalance in the amount of time devoted to secondary subject-specific training between the central training programme and school-based training. These trainees were reliant on their own admirable resilience and initiative, as well as the support provided in placement schools, to develop their subject knowledge and pedagogical skills. Co-directors have rightly corrected this imbalance.
7. Inspection evidence indicates that, in 2015/16, several primary trainees, including salaried trainees, were not prepared well enough through the central training programme to teach phonics or physical education (PE). This is because there was insufficient time allocated to these aspects in the central training programme. Consequently, some NQTs lack the necessary depth of subject knowledge and range of skills to teach phonics or PE to a good standard. However, primary trainees and NQTs value the partnership's mathematics training. Most trainees and NQTs develop the skills necessary to teach mathematics well. Secondary trainees, in all subjects, are alert to the

need to promote mathematics and literacy through their teaching and do so with increasing confidence.

8. Since March 2016, co-directors have taken decisive action to improve the quality of the central training programme. Using the feedback from a wide range of stakeholders, they have skilfully developed a training programme that affords trainees equality of opportunity. For example, School Direct (salaried) trainees now have access to the same breadth of training as their School Direct peers. Trainers are carefully recruited and inducted, and have a detailed understanding of the context of Teach East and its vision. Information from the partnership's extensive monitoring indicates that the training to date for the 2016/17 cohort is very well received. The trainees value the training from external experts in English as an additional language, phonics and special educational needs and/or disabilities. The recently improved subject-specialist days are highly regarded by current trainees. While some trainees use skills developed in these sessions to improve their teaching, there is no process to ensure that trainees are given the opportunity to put their newly acquired skills and knowledge into practice in a timely manner.
9. Trainees and NQTs typically plan their teaching with care. Most secondary trainees make use of a variety of strategies to interest and enthuse pupils in their learning. Trainees and NQTs were observed using well-chosen resources to engage pupils in English, history, mathematics and science. However, there is variability in the confidence and effectiveness with which some primary NQTs plan teaching to capture the imagination of pupils and enable them to make strong progress.
10. Trainees and NQTs adapt learning activities to match the different abilities of most pupils well. Many trainees and NQTs are confident in providing activities at an appropriate level for pupils who have special educational needs and/or disabilities. However, while many trainees and NQTs are skilled at questioning to deepen pupils' knowledge and understanding, they are less adept at providing sufficient challenge and opportunities for the most able pupils.
11. Lessons taught by trainees and NQTs are characterised by positive, productive relationships. This is a particular strength among secondary trainees and NQTs, who were observed using these skills to great effect. However, some NQTs are less confident in managing pupils' behaviour and leaders correctly identified this as a target for a few former trainees for their NQT year.
12. Leaders model the high-quality professional values that they expect of trainees and NQTs. Trainees and NQTs respond well and demonstrate excellent levels of professional conduct and behaviour. They understand and are alert to their responsibilities in safeguarding pupils' well-being, including those in relation to the government's 'Prevent' duty.

13. Co-directors acknowledge that, for the 2015/16 cohort of trainees, the quality of mentoring was variable. Inconsistent induction, training and quality assurance of mentors meant that some trainees experienced mentoring that was not of an appropriate standard. These trainees lacked the guidance required to help them to improve their practice quickly. Where mentoring was effective, trainees were well supported, provided with clear feedback and able to improve their practice. Co-directors have brought about a swift improvement in the consistency of mentoring. Mentors are now carefully selected, well trained and have a clear understanding of Teach East and its trainees. Many NQTs report that the quality of mentoring improved over the duration of their training. Current trainees are overwhelmingly complimentary about the care, support and guidance offered by their mentors and the partnership's co-directors.
14. During stage 1 of the inspection, trainees and mentors told inspectors that the documentation for recording and evaluating trainees' progress was not helpful. As a consequence, there was variability in how the documents were used by mentors. Trainees found it difficult to evaluate their progress against the criteria. Co-directors have corrected this. Current trainees speak warmly, and make effective use, of the partnership's online recording and evaluation systems.
15. Inspectors found variation in the quality of targets set for trainees during and at the end of their training, in particular for secondary trainees. While some targets offered precise guidance to trainees on aspects such as behaviour management, questioning and planning learning for different groups of pupils, others were vague and less useful. There is also variation in the method and timeliness of communicating these targets to the schools that employ NQTs. For example, whereas one school requested and received information well in advance of NQTs beginning employment, another did not receive information until the NQT began employment. This inconsistency prevented some schools from planning appropriate bespoke training in advance of NQTs' employment.
16. Leaders and managers have taken appropriate action to improve the partnership's quality assurance systems and procedures. Leaders, including members of the executive committee, attend training sessions to assure themselves of the quality of what is being delivered. Co-directors visit placement schools to ensure that trainees have appropriate timetables, mentoring and support. Co-directors monitor the quality of trainees' online evaluations carefully. Inspection evidence demonstrates that this is helping trainees in the 2016/17 cohort to develop into more-reflective practitioners.
17. At stage 1 of the inspection, NQTs had not been universally positive about how well their course has prepared them for teaching. The NQTs, in particular secondary NQTs, expressed concern about the quality of their training and placements. In discussions with inspectors during stage 2 of the inspection,

NQTs were more positive, having completed their training. They recognise that appropriate improvements were made after March 2016. Placements are now more-skilfully chosen to provide trainees with experiences of schools in different socio-economic and cultural settings, and with a range of overall effectiveness, including those judged by Ofsted to require improvement.

18. The leadership and management across the partnership requires improvement. The NQTs told inspectors that, from early in the training, they had worries about the quality of some aspects of the training, placements and mentoring. Inspection evidence confirms that they had good grounds for their concerns. Leaders acknowledge they did not act swiftly enough to address these concerns and make sufficient improvements to trainees' outcomes.
19. Co-directors and the well-led executive committee have reinvigorated the Teach East SCITT. Partners and other stakeholders are now able to make significant contributions through the executive committee and the recently formed steering group. Trainees', trainers' and mentors' morale is much improved. There is a good understanding of, and commitment to, the partnership's vision to train high-quality teachers to teach in and around Peterborough. There is a clear trajectory of improvement and good capacity to bring about the further improvements necessary for Teach East to provide good-quality initial teacher training.
20. Leaders' self-evaluation is accurate. They know what needs to improve and set about their work with energy and passion. Plans seen during stage 1 of the inspection lacked precision and well-focused targets. Co-directors ensured that the updated self-evaluation and improvement plans seen at stage 2 have greater rigour. Working closely to the targets in these plans, co-directors have successfully improved many aspects of the provision.
21. Since stage 1 of the inspection, co-directors have made good use of the additional time they have been allocated to fulfil their roles. As a result, recruitment practices are more robust, training and mentoring more useful and quality assurance processes more effective. Co-directors have added greater academic rigour to the course. However, only 50% of trainees currently follow the PGCert element of the course.
22. Appropriate safeguarding measures are in place. The partnership carries out checks on trainees' suitability to work with children and their qualifications, and informs schools of the outcomes of these checks.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Dogsthorpe Infant School, Peterborough
 Hampton College (Primary Phase), Peterborough
 Fulbridge Academy, Peterborough
 Ken Stimpson Community School, Peterborough
 Jack Hunt School, Peterborough
 Nene Park Academy, Peterborough
 Old Fletton Primary School, Peterborough
 Park Lane Primary and Nursery School, Whittlesey
 St Bede's Inter Church School, Cambridge
 William Law CofE Primary School, Peterborough
 Werrington Primary School, Peterborough

ITE partnership details

Unique reference number	70289
Inspection number	10010234
Inspection dates	13–15 June 2016
Stage 1	
Stage 2	28–30 November 2016
Lead inspector	John Lucas HMI
Type of ITE partnership	SCITT
Phases provided	Primary and Secondary
Date of previous inspection	Not previously inspected
Provider address	Teach East SCITT Arthur Mellows Village College Glington Peterborough PE6 7JX



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2017