

# Norfolk Teacher Training Centre ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 21 June 2016    Stage 2: 21 November 2016

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This inspection was carried out by an Ofsted inspector and one 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 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>Secondary QTS</b>
<b>Overall effectiveness</b> 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

## Information about this ITE partnership

- The Norfolk Teacher Training Centre (NTTC) is a provider of school-centred initial teacher training (SCITT). The NTTC began training its first cohort of trainees in September 2014. The accredited provider is City College, Norwich and the lead school in the partnership is Wayland Academy, Thetford. The central training is based at City College, Norwich. The provider works with 30 secondary schools across Norfolk.
- The partnership provides a School Direct training route leading to qualified teacher status (QTS). The school-based programme is supported by a professional development programme, delivered at City College, Norwich.
- Trainees specialise in one of 11 subjects: biology; chemistry; computer science; design and technology; English; geography; history; mathematics; physical education; religious education; and physics. In 2014/15, 19 trainees completed their training and in 2016, the total rose to 23.

## Information about the secondary ITE inspection

- During stage 1 of the inspection, inspectors visited four schools and observed seven trainees teach. Inspectors observed mentors' feedback to trainees following joint observations of lessons. Inspectors evaluated centrally provided training sessions and held meetings with trainees, mentors, ITE coordinators and headteachers in the schools visited.
- Inspectors met with the programme director, with leaders and managers of the partnership, and with subject mentors. A wide range of documentation was scrutinised, including trainees' files, course handbooks and the provider's improvement plan and self-evaluation document.
- At stage 2, inspectors visited five schools and observed six newly qualified teachers (NQTs) teach. Inspectors held discussions with NQTs and met with headteachers, subject mentors and induction tutors in each of the schools visited. They met with a group of five trainees training in 2016/17.
- Meetings were held with leaders and managers of the partnership. Documentation was scrutinised, including documents supporting the transition of trainees into employment as NQTs, documents showing the final assessment grades awarded to trainees and the partnership's external moderator's report, which commented on the final assessment judgements. The inspection team considered the partnership's response to the emerging areas for improvement identified during stage 1 of the inspection.
- Inspectors checked the partnership's compliance with statutory safeguarding requirements; evidence of how well trainees' teaching meets the 2014 professional standards for teachers and trainers; and compliance with the 'Department for Education's Initial teacher training criteria and supporting advice, March 2016'.

## Inspection team

Andrew Maher Ofsted Inspector	Lead inspector
Christine Dick HMI	Assistant lead inspector

## Overall effectiveness

**Grade: 2**

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

- The partnership is successful in recruiting and training trainees who have a robust aptitude for teaching and the ability to become good or outstanding teachers. As a result, trainees progress quickly into employment on successful completion of their training. Many trainees gain employment in local schools.
- The effective programme of centre-based training is well supported by partnership expertise and maintains a strong focus on trainees' continuous improvement.
- The ambitious and committed trainees are reflective about their teaching and maintain a strong focus on improving the quality of their work.
- The partnership's effective support and interventions help trainees to improve their teaching and contribute well to the high-quality outcomes overall.
- The strong and effective leadership of the partnership is held in high regard by leaders and managers of the partnership's schools.
- The strong and inclusive partnership is fully engaged in developing strategies to improve social mobility and educational opportunity across the east of England.

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

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

- improve the quality of monitoring and tracking of trainees' subject knowledge for teaching
- improve the monitoring and quality assurance of school-based mentoring, so that all trainees receive their entitlement to consistently high-quality school-based training
- improve the opportunities available for all trainees to work with different groups of pupils, including the most able, those who have special educational needs and/or disabilities and those who speak English as an additional language
- improve the accuracy of assessments in relation to how well trainees exceed the minimum expectations of the teachers' standards at the good/outstanding boundary.

## Inspection judgements

1. In the two years that the NTTCC has been in operation, it has made a strong contribution to the recruitment of quality teachers within and beyond the partnership. Trainees gain experience in a range of contrasting school settings, some of which are in challenging socio-economic contexts, or are currently judged by Ofsted to require improvement. Trainees gain good experience of working in these settings and many go on to gain employment in schools where high-quality teaching is needed to raise pupils' achievement.
2. Completion rates exceeded the national benchmark for secondary trainees in 2014/15. In 2015/16, all trainees achieved QTS. Employment rates were above the national average in 2014/15 and all those who achieved QTS gained employment in 2015/16.
3. By the end of their training, almost all trainees teach to a high standard. In 2016, the proportion of trainees judged as demonstrating excellent practice against all or most of the teachers' standards increased. However, the final assessment of a minority of trainees was sometimes overgenerous. This is because not all those involved in assessment were clear about the provider's assessment methodology.
4. Trainees are reflective about their teaching and they strive to improve the quality of their work, demonstrating an ambition to succeed. Trainees and former trainees demonstrate strong personal and professional qualities, which means that they are sought after to fill vacancies in local schools. As a consequence, rates of employment are consistently high.
5. Trainees are articulate and confident in their abilities. They are independent learners, positive role models for pupils, and have the resilience necessary to succeed. They are effective in building productive working relationships with pupils and have a good understanding of what they do well and what they need to do to improve.
6. Trainees are aware of different groups of pupils in their classes and use effective strategies for supporting the most able and disadvantaged pupils to achieve as well as they can. However, trainees do not always use the most appropriate strategies to meet the needs of pupils of different ages and abilities. This was evident in a few key stage 3 classes where pupils' progress was limited by teachers overestimating skills and failing to check their understanding before moving learning on to the next stage.
7. Trainees are skilled in cultivating very effective working relationships with more-experienced colleagues and with each other. All exhibit very high standards of personal and professional conduct. Consequently, staff in schools report that they enjoy working with the trainees. Trainees report that they feel that they are treated as members of staff, rather than trainees.

8. Many trainees make a strong contribution to the schools in which they train, for example by running extra-curricular clubs or producing high-quality resources and schemes of work that can be used by more-experienced teachers.
9. The NQTs are typically well regarded by employing schools. School leaders are complimentary about the ability of trainees to adapt to the changing requirements of their subjects. Once they are employed, the NQTs show a strong commitment to developing their own subject knowledge, taking time to become familiar with new curriculum and examination requirements.
10. Much of trainees' subject knowledge development is informal and lacks structure. Trainees have to take the initiative and some lack the guidance and support required from mentors, and leaders and managers of the partnership, to ensure that they develop the breadth of knowledge required.
11. Actions to strengthen subject knowledge development are in the early stages of implementation and have high priority. Trainees in 2016/17 complete a subject audit at the start of their training, which is reviewed at key points throughout the academic year. Access to subject support is now in place, through the appointment of 'go-to mentors', who are subject specialists. Arrangements for half-termly seminars led by the mentors are now in place to support trainees. It is, however, too early to judge the impact of these actions on trainees' outcomes.
12. Most aspects of training are strong. An effective programme of high-quality training in generic teaching skills is in place. Seminars and talks, which emphasise practical strategies and model good practice, provide opportunities for trainees to improve their teaching techniques and reflect on their practice. These are particularly valued by trainees. One trainee talked about the clear impact on his teaching of a session, led by a practitioner from within the partnership, focusing on strategies to deal with continually disruptive pupils.
13. Central training sessions are effective in giving trainees the theoretical skills to address pupils' needs. The partnership does not yet, however, consistently track the opportunities for trainees to test out strategies for working with different groups, such as the most able, working with pupils who have special educational needs and/or disabilities, or working with pupils who speak English as an additional language.
14. Trainees' success in supporting different groups of pupils is variable. For a few trainees, placed in schools with limited opportunities to engage with pupils who speak English as an additional language, the impact of training was minimal. Trainees were unable to identify strategies for supporting the pupils.

15. Managers have a detailed knowledge of the strengths of partner schools and endeavour to arrange placements that are tailored to support trainees' individual needs, and to hone and develop their practical teaching skills.
16. Trainees have a strong understanding of their duties to protect pupils from harm, and can identify and describe possible symptoms of abuse. They understand their duties to report any concerns and how to do so. Training is provided at the start of the course, including on how to protect pupils from radicalisation and extremism. Trainees are reminded of their duties when they start each school placement, so they are highly versed in this aspect of their teaching responsibilities.
17. The mentoring in most of the partnership's schools is of high quality. Trainees commend most mentors as being the key factor in their development as a teacher. Nearly all mentors provide the best possible experience for their trainees, through support and dialogue, and by making effective interventions. The work of mentors often helps trainees to improve their teaching and contributes to good and outstanding outcomes.
18. Managers are aware that in a few cases mentoring has not been of the highest standard. While their actions are in the early stages of implementation, plans are in place to make sure that monitoring and moderation of mentor judgements are closely tracked and evaluated. It is too soon to judge the effectiveness of the new arrangements.
19. Since becoming aware of the findings of stage 1 of the inspection about non-compliance with the Department for Education's criteria for initial teacher training, managers have made a rapid response to developing a clearer management structure for greater accountability at all levels. Executive and steering group responsibilities have been strengthened and redefined. Former and current trainees have been co-opted to each management group to ensure that trainees' concerns and issues are considered by managers at the highest level.
20. While it is too early to assess the impact of the management changes, lines of accountability have been considerably strengthened. An experienced programme manager, who is sharing responsibility for school visits, lesson observations and quality assurance with the director, has been appointed. As organisational tasks increase along with the expansion of the partnership, administrative support has been extended to a full-time post. The operational capability of the partnership has improved as a result.
21. Policies have been revised, which has resulted in greater clarity to the processes and procedures that underpin the training programme. The appeals procedure has changed to make it more suitable for ITE. The programme director is considering the routes for informal resolution of conflicts, whereas, in

the past, the formal complaints procedure of the further education college was the recognised route for trainees to air their grievances.

22. Communication with stakeholders and trainees has improved. A full year's calendar, showing training sessions, placement dates and deadlines, has been circulated to all concerned. The use of electronic media ensures that trainees are aware of necessary changes to the programme in a timely fashion.
23. The programme director demonstrates strong leadership, having been central to all aspects of establishing the partnership and consistently communicating high expectations for the programme to all involved. His pastoral role in supporting trainees and in providing direction for the partnership is held in high regard by trainees and by leaders and managers of the partnership schools.
24. Selection procedures are rigorous and comprehensive and, as a result, retention and success rates are above the national average. Most trainees have significant prior experience of working with young people and have positive aptitudes for teaching. The partnership is strongly committed to training those who have a robust aptitude for teaching, with the ability to become good or outstanding teachers, and who are employed in the local area and beyond.
25. In a few cases, the depth of experience of trainees means that there is scope for providing bespoke and fast-track programmes to take into account their prior experience.
26. The partnership provides a wealth of information to employers to support the transition of trainees as they join the teaching profession as NQTs. This includes final assessment grades, the range of experience in placement schools and targets for NQTs to achieve in their induction year. In some cases, the quality of information is variable, due to the lack of clarity in some grading decisions and the lack of precision in some induction targets. The best targets inform transition to employment well and ensure that NQTs make a successful start to their teaching careers, and are used to give structure to professional development over time.
27. The partnership complies fully with the statutory requirements for initial teacher training.



## **Annex: Partnership schools**

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

Broadland High School, Norwich

City Academy Norwich, Norwich

Hethersett Academy, Norwich

Iceni Academy, Thetford

Reepham High School, Norwich

The Thetford Academy, Thetford

University Technical College Norfolk, Norwich

Wayland Academy Norfolk, Thetford

Wymondham College, Wymondham

## ITE partnership details

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