

# The John Taylor SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1:    22 May 2017                      Stage 2:    2 October 2017

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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 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

## Secondary route

### Information about this ITE partnership

- The John Taylor school-centred initial teacher training partnership (SCITT) provides teacher training for graduates who wish to teach in the secondary (11–16) phase. It is based on the site of The John Taylor School. It has provided ITE since September 2015. There are 10 secondary schools in the partnership, all in Staffordshire. In 2016/17 there were 10 trainees on the course out of 12 who had started training to teach five subjects, art, English, history, mathematics and physical education (PE).
- Trainees who successfully complete their training are recommended for qualified teacher status (QTS). The SCITT also offers trainees the opportunity to complete two Masters-level assignments towards the Masters in Teaching and Learning in partnership with Birmingham City University.
- The SCITT executive board oversees policy and strategy and has representation from leaders of partner schools on the SCITT management board.
- The partnership has not previously been inspected.

### Information about the secondary ITE inspection

- During stage 1, the inspectors visited five schools. Eight trainees were observed teaching and receiving feedback from their mentors. In addition inspectors met with two trainees who could not be observed teaching and spoke by telephone to one newly qualified teacher (NQT) who was a trainee the previous year. Inspectors held discussions with trainees, mentors and headteachers. Inspectors observed a SCITT management board meeting. They met with three representatives from the SCITT executive board and five subject development leaders. 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 seven former trainees in their schools. They met with NQTs, mentors and headteachers in schools. They also spoke on the telephone to two NQTs and their mentors.
- 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

Mark Sims                      Her Majesty's Inspector (lead inspector)  
Alun Williams                Her Majesty's Inspector (assistant lead inspector)

## Overall effectiveness

**Grade: 2**

### Key strengths of the secondary partnership

- The vision and ambition of the SCITT leaders as they have expanded the range and scope of the partnership and increased their capacity to improve further.
- The high regard partner schools and former trainees have for the SCITT and for the relationships and effective communication with leaders. The executive board provides strong scrutiny and challenge.
- The full involvement and consultation with partner schools about all aspects of the SCITT and its development.
- The effective training and support in the partnership which leads to good, and in some instances excellent, outcomes for trainees. This enables them to be well-prepared NQTs for the start of their teaching career.
- The professionalism and commitment of NQTs. They have high expectations, manage pupils' behaviour well and plan assiduously. In most instances their subject and curriculum knowledge is strong.
- Leaders are responsive to the views and needs of trainees and are willing to go the extra mile to ensure that the provision is appropriate.
- The contrasting placements ensure that trainees are well prepared to promote equality for different groups of pupils.
- Almost all trainees have secured employment, either in a partner schools or further afield, which is an endorsement of the SCITT's growing reputation beyond East Staffordshire.

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

### The partnership should:

- improve outcomes for trainees against the teaching standard for assessment
- give priority to the impact of trainees' teaching on pupil progress when judging trainees' outcomes
- ensure that the recent changes related to the time made available to, and the commitment of, mentors leads to consistently high-quality mentoring
- ensure that recent changes implemented in the mathematics training enable trainees to gain a more secure understanding of the new mathematics curriculum.

### Inspection judgements

1. Leaders' vision and ambition has led to the SCITT rapidly expanding and developing in the short time since it was created. Against the national trend, the numbers of trainees recruited each year are growing and the range of subjects widening. The capacity of the leadership team has been strengthened. Plans are already well advanced for the introduction of a primary phase in 2018. The SCITT is making an important contribution to meeting the demand for good and better teachers in the local area and beyond.
2. The SCITT is highly regarded by partner schools, trainees and NQTs. Survey outcomes and discussions with trainees, NQTS, mentors and school leaders indicate a high degree of satisfaction with the programme. Leaders have been quick to respond positively to any concerns raised by trainees during their placement and training and, where appropriate, have made changes in the light of feedback received. The executive board holds leaders closely to account for outcomes.
3. Communication and relationships between leaders and trainees are highly effective. They remain strong as former trainees start their teaching careers, including those in non-partner schools, and are greatly appreciated by the NQTs and the schools. Schools welcomed the transition information received concerning NQTs. In most cases there was a very close correlation between their own identification of the NQTs' strengths and areas for development and those identified by the SCITT.
4. Partner schools are fully involved in the rigorous procedures for recruitment and selection and have well-established, good relationships with the SCITT's leaders. They have a say in indicating what their future needs will be in determining the balance and number of trainees recruited in each subject.

5. Leaders are very responsive to the needs of partner schools. As a consequence, although numbers of trainees are up overall, there has been a conscious decision by the SCITT to reduce the number of PE trainee places. This was in the light of challenges faced this year by PE trainees in securing employment locally. The SCITT is also proactive, looking ahead to developing PE trainees' employability in a competitive local market. PE trainees this year have been given the opportunity to teach a second subject and/or to gain additional coaching certificates.
6. The SCITT's leaders have secured academic rigour in the programme. They have ensured that trainees carried out Masters-level assignments as part of their training to deepen their understanding of pedagogy, theory and practice.
7. All trainees and NQTs spoken to found that the training route met their needs well. All spoken to said they would have no hesitation in taking the course if they had their time again. Several NQTs spoken to had already recommended the SCITT to friends and others said they would do so if asked.
8. While a small number of trainees withdrew from the programme in 2016/17, the large majority of trainees completed their training. Most were well prepared to be good or better teachers in schools. Most trainees exceeded the minimum level of practice expected by teachers and some achieve outstanding outcomes. High expectations, making a positive contribution to the wider life of the school, and personal and professional conduct are significant features of excellent practice.
9. At the time of the stage 2 visit almost all had secured employment, mostly in partnership schools and some in non-partner schools in other local authorities.
10. Non-partner and partner schools spoke positively about the quality of the NQTs they had recruited. In particular schools were impressed with the impact of training on the behaviour management skills NQTs demonstrated. Even in the small minority of instances where teaching was judged by the SCITT as less than good, behaviour management was a strength of NQTs teaching seen by inspectors and schools.
11. Effective training has also ensured that trainees are well prepared to set high expectations and plan lessons to meet the needs of different learners well. In most instances NQTs have strong subject and curriculum knowledge, including in art, English, history and PE. However, the mathematics training does not pay sufficient regard to the 2014 curriculum. The partnership has introduced changes to its training programme to address this but it will take time to have impact.

12. Trainees and NQTs welcomed the contrasting experiences they had in their two placement schools. This included schools with a range of socio-economic circumstances and inspection judgements from outstanding to requires improvement. Trainees also had the opportunity to teach in key stages 3, 4 and 5. The diversity they experienced has prepared them well for meeting the needs of different groups of pupils, including pupils with special educational needs and/or disabilities and pupils learning English as an additional language. Trainees and NQTs make strong contributions to the wider life of their schools, for example as form tutors. However, a very small number felt that they had not been sufficiently well prepared to take on this role.
13. Trainees and NQTs have a good understanding of the importance of safeguarding and are fully aware of their roles and responsibilities. They are up to date in their knowledge and have a strong commitment to ensuring that pupils' safety is their highest priority.
14. The partnership's evaluation of trainees' outcomes is mostly accurate. However, in assessing trainees' overall outcomes there is not a clear enough emphasis across the partnership on the prime importance of the impact trainees have on pupils' progress. In a few instances, this leads to trainees' overall outcomes being evaluated too positively.
15. During the inspection the least strong feature of teaching was assessment, including where teaching was judged as outstanding. In some lessons observed NQTs did not sufficiently check that pupils had understood the work before moving on to the next step in learning. Questioning was not consistently probing enough.
16. Trainees reported some inconsistency in the quality of mentoring which meant that across their two placements a small number did not receive the same level of support and time commitment from mentors. Again, the SCITT has put in place changes in response to the small number of concerns raised by trainees to ensure that all mentors have sufficient time and commitment to the role. However, these changes are only likely to take effect next year.
17. The SCITT partnership complies with all aspects of the ITT criteria. It meets all its statutory duties concerning safeguarding, promoting equality and diversity and eliminating discrimination.

## **Annex: Partnership schools**

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

Ashby School, Ashby-de-la-Zouch

Blessed Robert Sutton Catholic Sports College, Burton-on-Trent

Cheslyn Hey Sport and Community High School, Walsall

King Edward VI School, Lichfield

Paulet High School, Burton-on-Trent

The John Taylor High School, Barton under Needwood

The Nottingham University Academy of Science and Technology, Nottingham

Thomas Alleyne's High School, Uttoxeter

The following schools were telephoned to discuss trainees' and NQTs' teaching:

Abbot Beyne School, Burton-on-Trent

The Coleshill School, Birmingham

## ITE partnership details

Unique reference number	70325
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Stage 1	
Stage 2	2–4 October 2017
Lead inspector	Mark Sims HMI
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	Not previously inspected
Previous inspection report	Not applicable
Provider address	The John Taylor High School, Dunstall Road Barton under Needwood, Staffordshire DE13 8AZ





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