

# Fareham and Gosport Primary SCITT Partnership

Initial teacher education inspection report

Inspection dates stage one : 8–10 May 2017

stage two: 2–4 October 2017

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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 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 QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high quality outcomes for trainees?	1
<b>The outcomes for trainees</b>	1
<b>The quality of training across the partnership</b>	1
<b>The quality of leadership and management across the partnership</b>	1

## **The primary phase**

### **Information about the primary partnership**

- Fareham and Gosport primary school-centred initial teacher training (SCITT) offers training in the primary phase (five to 11 years). Trainees who successfully complete their training are recommended for qualified teacher status (QTS) and either a professional (level 6) or postgraduate (level 7) certificate of education (PGCE) from the University of Winchester.
- The SCITT has provided initial teacher education (ITE) since September 2015. This is the first inspection of the SCITT. The lead school is Harrison Primary School in Fareham, which previously provided primary School Direct training, in conjunction with the University of Winchester. Harrison Primary School is the lead school for the Pioneer Teaching School Alliance.
- The SCITT works in partnership with 43 partner schools in Fareham Gosport, Portsmouth and Southampton. Some of the schools are in challenging socio-economic circumstances and some are schools that require improvement.
- The vast majority of trainees are on the core route leading to the PGCE qualification. A small proportion of trainees are on the School Direct (salaried) route.
- At stage one, 27 trainees were being trained. Four were on the School Direct (salaried) route and 23 on the core route.
- In September 2017, the original director of the SCITT became the executive headteacher of Harrison Primary School. One of the previous programme directors is now the SCITT director and the other programme director is the deputy director of the SCITT.
- The strategic board oversees the work of the SCITT. There are four committees, responsible for training, mentoring, quality assurance and recruitment. Headteachers from partnership schools share the responsibilities of the committee work alongside the leaders of the SCITT.

### **Information about the primary ITE inspection**

- This inspection was carried out by one of Her Majesty's Inspectors and an Ofsted Inspector. At stage one inspectors visited seven schools and observed eight trainees teach, mostly with class teacher mentors or professional mentors. Inspectors observed class teacher mentors providing feedback to trainees.
- Inspectors also talked with trainees and looked at evidence in their files to evaluate how well they met each of the teachers' standards. During the visits to schools, inspectors held meetings with class teacher mentors, headteachers, deputy headteachers and professional mentors. At the SCITT

centre, inspectors had discussions with the director and programme leaders. They met with a group of nine trainees, a group of 11 class teacher mentors, four newly qualified teachers (NQTs) and 13 members of the strategic board and committees, including the chair of governors of Harrison Primary School. A telephone conversation was held with the academic liaison tutor from the University of Winchester.

- The lead inspector reviewed the partnership's self-evaluation and improvement planning documents; recruitment and selection procedures; trainee tracking and assessment documentation; the partnership agreement; external examiner and external adviser reports; and the content of the training programmes.
- At stage two inspectors observed five NQTs teach and observed two headteachers each provide feedback to an NQT. They held discussions with headteachers and NQT mentors, considered the NQTs' transition targets and had discussions with the NQTs about their training and transition into the teaching profession. The lead inspector had a discussion with one trainee from the 2017/18 cohort.
- At the centre, discussions were held with the SCITT leadership team, members of the strategic board, a group of NQTs and a group of headteachers and school-based mentors from schools who had employed NQTs. One training session was observed.
- Inspectors took into account the 22 responses from the trainee online questionnaire which trainees completed in 2017.

## **Inspection team**

Ann Henderson, Her Majesty's Inspector (lead inspector)  
Amanda Gard, Ofsted Inspector (assistant lead inspector)

## **Overall effectiveness**

**Grade: 1**

### **Key strengths of the primary partnership**

- The leadership of the partnership is outstanding. Leaders are totally committed to, and successful in, securing and sustaining a workforce of high-quality teachers, including for partnership schools.
- Highly effective collaboration between the partnership board, local schools and the local authority ensures high-quality support for trainees as they enter the teaching profession.
- The dedication of partnership leaders with their emphasis on nurturing and providing personal, professional and academic support enables trainees to successfully complete their training.

- Trainees' high levels of attainment have resulted in all trainees who have completed their training since the creation of the partnership securing employment as teachers.
- Excellent training which includes high-quality feedback and target setting and bespoke support for individual trainees enables them to demonstrate outstanding practice in their teaching.
- Partnership leaders provide enhanced coaching programmes for trainees when required. As a result, those who face particular challenges successfully complete their training. The proportion who reach the partnership's highest grade is improving year on year.
- Remarkable formal and informal communications, thorough and detailed documentation, and rigorous monitoring, review and moderation processes ensure notable levels of consistency in the quality of training and assessment across the partnership. As a result, outcomes for trainees are excellent.
- Trainees develop into confident, reflective, resilient NQTs who are secure in their abilities to consider improvements they would make to their own teaching.
- Trainees and NQTs implement effective behaviour management strategies, develop warm and positive relationships with pupils and other adults and create welcoming, vibrant classroom environments. As a result, the pupils they teach have positive attitudes to learning and quickly settle to the well-planned learning activities designed for them.
- Thorough and detailed self-evaluation, precise improvement planning, very high expectations and support from the strategic board ensure that high-quality outcomes have been maintained and built on since the start of the partnership. The partnership demonstrates an outstanding capacity for continuous self-improvement.

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

### **The partnership should:**

- explore ways to extend trainees' experience of teaching pupils who speak English as an additional language
- build on the rich bank of information the partnership already gathers to secure further improvements over time.

## **Inspection judgements**

1. Outstanding leadership and management of the Fareham and Gosport Primary SCITT has resulted in an extremely strong partnership. All those involved in the partnership are totally dedicated to the vision for excellence, 'Inspiring great

minds, developing bright futures'. The partnership is fully committed to and passionate about 'growing [their] own teachers', recruiting and training high-calibre trainees who aspire to become excellent primary school teachers. The pool of talented NQTs has further strengthened the already good reputation of the partnership, so that more schools seek to be involved in the partnership.

2. Highly effective collaboration secures an extremely smooth transition for trainees as they take on their new responsibilities as NQTs. Partnership leaders make sure their programme of NQT training dovetails with the training package set up by the local authority. This broadens the scope of support and training and enables NQTs to tap into the wider expertise of the partnership.
3. Significant numbers of applications are received from potential trainees. Partnership leaders and headteachers also talent spot some potential trainees who have proven skills in supporting pupils' learning in schools. Trainees are recruited only when they have undertaken a suitable period of work experience. Partnership leaders provide guidance and advice to unsuccessful candidates who need further appropriate experience. They keep channels of communication open in order to help individuals to become better prepared, and therefore more likely to successfully secure a training place in the future.
4. Rigorous recruitment procedures tease out the qualities, skills and attributes candidates need to have to be effective primary teachers extremely well. The mix of subject knowledge audits, school-based teaching activities, group discussions and a formal interview enable candidates to demonstrate their suitability to teach. Leaders use the valuable information extremely well to identify starting points and plan training that meets the individual and combined needs of successful applicants.
5. Trainees are prepared extremely well for the rigours of the classroom. One captured the views of many by saying, 'We were under no illusion what we were up against, but they didn't scare the living daylights out of you.' From the outset of their training, trainees are expected to demonstrate professional behaviour and effective communication skills. From day one, trainees are in schools, in order to experience first-hand the importance of creating an effective learning environment for pupils at the start of the year. This enables trainees to begin to build strong and trusting relationships with pupils, to support pupils' good progress in their learning. NQTs say this helps them to 'hit the ground running' when they begin their role as a newly appointed class teacher.
6. Trainees are overwhelmingly positive about the quality of training they receive. Mentors provide expert guidance and support to enable trainees to develop highly effective teaching skills systematically. Thorough monitoring of trainees' progress by partnership leaders ensures that trainees are provided with a wide range of opportunities to teach confidently across the primary curriculum.

Trainees and NQTs provide diverse and interesting learning activities, make very effective use of questioning and encourage pupils to take responsibility for their own learning. As a result, pupils make very good progress in their learning.

7. Partnership leaders have planned a comprehensive, coherent and wide-ranging programme of taught sessions led by expert headteachers and school leaders from within the partnership. Trainees visit schools within the partnership, for example to gain a strong understanding of personalised planning for pupils who have special educational needs and/or disabilities. Towards the end of their training, trainees learn about the importance of structured conversations with parents.
8. Trainees are extremely enthusiastic about the training they receive. They say the 'real life' examples shared by serving practitioners provide them with a wealth of ideas and strategies to use in the classroom, for example in the teaching of phonics (letters and the sounds they represent) and science. Trainees agree the content and timing of the taught sessions are well planned and logical, supporting them extremely effectively on their journey through their training.
9. Partnership leaders have designed the centre-based training to ensure that all trainees develop effective skills in the teaching of early reading, systematic synthetic phonics, mathematics and physical education. Headteachers, mentors and trainees all agree that the training programme is wide-ranging and of a high quality. High expectations lead to outstanding outcomes for trainees.
10. The partnership is extremely responsive to the individual needs of trainees. During 2016/17, for example, in response to feedback from trainees, additional sessions in mathematics and phonics were provided to support a small number of trainees who were less confident. Trainees were also given additional physical education sessions with the Football Association, which increased their confidence and skills in teaching physical education. Trainees welcomed the responsiveness of the partnership. They agreed that they are very well prepared to teach across the primary curriculum, including phonics, mathematics and physical education.
11. Trainees develop highly effective skills in establishing successful behaviour management strategies. They understand the impact of pupils' behaviour on their learning and know it is vitally important to get this right at the start of their career in teaching. Trainees found the academic research they completed during the preparation for their first academic assignment extremely useful in linking theory to practice.
12. High quality, well-planned training is provided for mentors. Mentors receive comprehensive guidance and detailed advice to enable them to fulfil their

responsibilities to actively promote the development and progress of trainees. Extremely effective training for mentors is provided throughout the year to ensure that assessments of trainees' progress towards meeting and exceeding the minimum level of practice expected of teachers as defined in the teachers' standards are accurate.

13. Professional learning conversations are at the heart of the highly effective development of trainees' skills. As a result, trainees are able to evaluate their own progress and identify the steps they need to take to meet all of the teachers' standards. This ability to reflect and respond positively to professional dialogue has a substantial impact on their excellent attainment. Class teacher mentors emphasise the importance of the impact of trainees' teaching on the learning and progress of all groups of pupils.
14. Partnership leaders and mentors track the progress and accurately assess the level of expertise of each trainee against all of the teachers' standards. They have a detailed knowledge and understanding of the strengths and weaknesses of every trainee. The partnership is highly responsive to the individual needs of trainees and provides individualised programmes of support to ensure that, by the end of their training, all trainees achieve a good level and many achieve a high standard.
15. Trainees are provided with two contrasting placements, some in schools that require improvement, during their training. They all receive their entitlement to be assessed during a key stage 1 and a key stage 2 placement. Many schools are in challenging circumstances; however, few schools in the partnership have significant proportions of pupils who speak English as an additional language. The centre-based training provided enables trainees to develop an understanding of the particular needs of pupils who speak English as an additional language. However, they have limited opportunities to be exposed to teaching this group of pupils.
16. Trainees and NQTs plan well for different ability groups because of the high-quality training they receive on meeting the varying needs of pupils. This is because the partnership utilises the skills of headteachers within the partnership with particular expertise in teaching different groups of pupils, for example in special schools. Trainees have a good understanding of how to identify and support pupils who have special educational needs and/or disabilities and those that are eligible for the pupil premium.
17. Training is enriched by focused project weeks which immerse trainees in a specific aspect of education. These include early years, Year 6 and special educational needs and/or disabilities. Centre-based training prior to these events aids trainees' understanding and prepares them very well for the focus of the week. Trainees are very positive about these focus weeks and say they

are particularly helpful in enabling them to gain a much better insight into these specific areas of primary education.

18. Outcomes for trainees are outstanding. Most complete their training. Where trainees withdraw from the course, this has been for valid and unforeseen personal circumstances. Their teaching is never less than good and often outstanding. All trainees demonstrate excellent practice in their personal and professional conduct and many achieve the partnership's highest grade overall against the teachers' standards. The partnership is making a valuable contribution to the quality, supply and retention of extremely successful teachers in the local area and beyond. Since the partnership was established in 2015, all trainees who successfully completed their training have secured full-time teaching posts in schools. At the end of 2016/17 over 90% of trainees gained employment in partnership schools or in the local area.
19. NQTs reported that the quality of their weekly targets as trainees improved significantly following stage one of the inspection. This supported them to make more rapid progress towards achieving and exceeding the expectations of the teachers' standards. A significantly higher proportion of trainees achieved the PGCE qualification at the end of their training than in the previous year.
20. The partnership complies fully with the criteria for initial teacher training and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding. The partnership ensures that the ITT criteria are met. Headteachers play an active role in the partnership's strategic board and committees, which monitor the quality of outcomes, training and mentoring rigorously. The quality assurance committee thoroughly monitors trainees' performance and progress, and immediately alerts partnership leaders to any concerns that arise. Joint observations by partnership leaders with mentors are carried out to ensure that a consistent approach to assessment is applied.
21. Partnership leaders and the strategic board formulate a detailed and comprehensive improvement plan, based on a thorough evaluation of the partnership's performance. A wealth of information is gathered and analysed to inform their planning. Partnership leaders are well aware that this information is vital to ensure that the partnership goes from strength to strength and sustains its high-quality provision and outcomes for all trainees in the future.

## **Annex: Partnership schools**

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

Castle Primary School, Fareham

Copnor Primary School, Portsmouth



Crofton Hammond Junior School, Stubbington

Elson Infant School, Gosport

Elson Junior School, Gosport

Harrison Primary School, Fareham

Locks Heath Junior School, Southampton

Orchard Lea Junior School, Fareham

Siskin Infant and Nursery School, Gosport

Siskin Junior School, Gosport

St Paul's Catholic Primary School, Portsmouth

Valentine Primary School, Southampton

Woodcot Primary School, Gosport

## ITE partnership details

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Previous inspection report	N/A
Provider address	Fareham and Gosport Primary SCITT Harrison Primary School Harrison Road Fareham Hampshire PO16 7EQ



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