

# Peninsula SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates: Stage 1: 9 May 2017

Stage 2: 7 November 2017

---

This inspection was carried out by two of Her Majesty's Inspectors and one Ofsted inspector (OI) 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

	<b>Primary and secondary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high quality outcomes for trainees?	3
<b>The outcomes for trainees</b>	3
<b>The quality of training across the partnership</b>	3
<b>The quality of leadership and management across the partnership</b>	3

## Primary and secondary routes

### Information about this ITE partnership

- Peninsula school-centred initial teacher training (SCITT) was accredited as a provider of initial teacher training in September 2014 with an initial allocation of 30 places for September 2015. It is currently in its third year of operation.
- The Peninsula SCITT programme offers a one-year, full-time initial teacher training programme based within local schools.
- In its first two years of operating as a SCITT, it offered both primary and secondary pathways working towards qualified teacher status (QTS). It works in partnership with Plymouth University to enable trainees to gain a postgraduate certificate in education (PGCE).
- As of September 2017, Peninsula SCITT, in conjunction with Plymouth University, offers only a secondary pathway to QTS and PCGE. It works with 15 partner schools and two local authorities.
- The following subject specialisms were offered during 2016/17 for secondary trainees: art and design, biology, chemistry, design and technology, drama, English, geography, history, mathematics, music, physics and physical education.

### Information about the primary and secondary ITE inspection

- Inspectors visited 15 schools during the two-stage inspection process, approximately half of which were partner schools. During stage 1 of the inspection, they observed 12 trainees teach. During stage 2, they observed 11 newly qualified teachers (NQTs) teach.
- Over the course of the two-stage inspection, inspectors met with groups of trainees and NQTs. They also held discussions with school staff responsible for teacher training and NQT induction, employing headteachers, programme leaders, mentors and coaches. Inspectors also spoke to pupils and looked at their work.
- Inspectors scrutinised a range of documentation, including self-evaluation and improvement planning documents, trainees' files, information on trainees' attainment, employment and completion rates, records of trainee forum meetings and responses to Ofsted's online trainee questionnaire.
- Inspectors carried out checks to determine whether the partnership meets all statutory criteria and requirements for initial teacher education.

### Inspection team

Lorna Brackstone HMI (lead inspector, stages 1 and 2)

Richard Light HMI (assistant lead inspector, stages 1 and 2)

Wendy Hanrahan OI (team member, stage 2)

## Overall effectiveness

**Grade: 3**

### Key strengths of the primary and secondary partnership

- The partnership meets a demand for provision for trainees who wish to train and work in Cornwall. There is a close involvement with local schools in the recruitment and selection process.
- The majority of trainees awarded QTS begin their careers as NQTs with positive attitudes and demonstrate a commitment to teaching. They form good relationships with pupils and manage behaviour well.
- Tailored intervention provides effective support for those trainees who need extra help to meet the minimum expectations.
- Leaders and managers have made appropriate responses to the weaknesses and non-compliance concerns noted at stage 1 of the inspection.

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

#### The partnership must

- Ensure that the newly introduced training programme develops fully trainees' teaching skills, knowledge and resilience by:
  - making sure that they gain a deeper understanding of their particular subject specialisms, including the use of subject pedagogical research
  - enabling them to have a clearer understanding of how to plan, teach, assess and evaluate across all age ranges, including key stage 5
  - raising the expectations of trainees, trainers and mentors so that they fully challenge all pupils, in particular the most able
  - making sure that they become fully immersed in the life of the schools they train in.
- Fully embed the arrangements which have recently been put in place to ensure that all trainees receive high-quality and consistent guidance and support from their school mentors.
- Ensure that the teaching coaches responsible for assessing the quality of the trainees' teaching do so accurately 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 which will help them develop their teaching.
- Ensure that all trainees who specialise in practical subjects receive the required health and safety training.

- Continue to seek links with other schools so that placements and other training experiences offer trainees more contrast.

## Inspection judgements

1. The overall effectiveness of the SCITT requires improvement and the SCITT's vision for excellence requires much further work before it is fully realised. Since stage 1 of the inspection, leaders and managers have put in place coherent and focused action plans to bring about improvement. Many of the planned actions have already been implemented. Nevertheless, more work needs to be done to secure fully some of the positive changes since stage 1 of the inspection.
2. The responses made to the significant weaknesses and non-compliance concerns identified at stage 1 of the inspection indicate that leaders and partnership schools have the capacity to make improvements to the quality of the training. They have consulted appropriately with stakeholders and other ITE providers and made the necessary adjustments to the training to ensure it is now compliant. However, it is too soon to judge the impact of all the planned actions.
3. Outcomes for trainees require improvement. All trainees who completed the course met the requirements of the teachers' standards by the end of their training. There were no differences between any groups or phases. Although most trainees were graded good or better by the SCITT, inspection findings indicate that these did not accurately reflect the quality of their teaching. Most of the NQTs observed had been over-generously assessed, especially those who had been graded as outstanding by the partnership.
4. Over the past two years, completion rates have been just below average but are improving for both primary and secondary trainees. Most of those who take time out of training return to complete the course successfully.
5. During the same period of time, employment rates for both primary and secondary trainees have improved. The majority of the trainees who completed the course in 2017 gained employment or are teaching on a supply basis.
6. The SCITT supports the local need to train primary and secondary teachers. A significant proportion of trainees are based locally and have had previous experience as teaching assistants. Personal circumstances dictate that they need to train within Cornwall and the SCITT meets this need. The SCITT supports the recruitment of trainees for shortage subjects such as mathematics and science. The majority of NQTs find employment in Cornwall.

7. Trainees and NQTs demonstrate an appropriate understanding of the teachers' standards. Most are keen to learn, responsive to professional advice and self-motivated to become effective teachers.
8. The partnership ensures that trainees and NQTs are fully aware of their safeguarding responsibilities and know who to contact if they have any concerns. Trainees acquire a secure knowledge and awareness of safeguarding policies and procedures during their training. They understand the need to take prompt and appropriate action in response to any safeguarding issues they encounter. They understand the importance of keeping pupils safe from all forms of bullying.
9. Trainees and NQTs have a good knowledge and understanding of their responsibilities under the government's anti-radicalisation 'Prevent' duty and are well prepared to spot signs that may indicate that pupils are suffering from harm, such as female genital mutilation or child sexual exploitation. Consequently, trainees and NQTs create a safe learning environment to which pupils respond well.
10. Effective behaviour management forms an integral part of the training programme and was a consistent strength during 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.
11. Trainees and NQTs typically plan appropriately structured, age-appropriate and interesting lessons. They model new ideas, pose questions and give clear instructions for the planned tasks. Trainees and NQTs are aware of the different ability needs within their classes. However, they do not always pitch pupils' work at the right level. In particular, the most able find their work too easy because trainees and NQTs do not use the information about prior learning enough when planning lessons.
12. Trainees in the primary phase are appropriately prepared to teach phonics and other aspects of early reading. The training in mathematics provides them with a foundation on which to develop their understanding of basic concepts. However, school leaders report that NQTs are less secure in their understanding of the more in-depth requirements of the new national curriculum, such as to extend and deepen mathematical learning concepts.
13. Primary trainees at stage 1 and NQTs at stage 2 reported how they valued the training they received in the wider curriculum during their school placements. In particular, they had appreciated opportunities to observe how science, history, geography and religious education could be woven into meaningful themes and topics. NQTs reported that they also felt well

prepared to teach primary physical education, including dance, games and swimming.

14. Although secondary trainees and NQTs feel confident teaching their specialist subject in key stages 3 and 4, most expressed concerns about their ability to teach beyond Year 11. Subject-specific training does not convey the depth of knowledge to help trainees further develop their area of expertise. Trainees are not given sufficient exposure to relevant pedagogical research in their subject, or to up-to-date educational publications. Most trainees reported that their training experience of key stage 5 was poorly planned, haphazard or disorganised.
15. Inspectors also noted that some secondary NQTs lacked a flexibility of approach to their subject knowledge. Some are unable to use their subject knowledge to meet the requirements of the course work in their employing schools. For example, they lack the skills to link practical activities to the required theory focus for course work. Those NQTs who teach practical subjects pointed out that they had not received appropriate health and safety training, potentially hampering them when applying for teaching posts.
16. Not all secondary trainees are aware of their responsibilities for promoting pupils' literacy in their subjects. Although some good secondary teaching was noted where trainees and NQTs insisted on accurately using subject-specific terminology, this was not typical. Generally, secondary trainees and NQTs miss opportunities to develop literacy more widely through their planning and teaching. Most trainees promote pupils' mathematical skills appropriately.
17. In response to concerns raised at stage 1 about the timing of enrichment activities at the end of the course, the SCITT has changed the format of the training programme. Trainees now gain an insight into the wider world of education at the start of the programme. They report that their visits to a primary school, a pupil referral unit and a sixth form have given them a helpful grounding for their teaching career. Opportunities to spend a day in a school in Plymouth have also enabled the trainees to observe teaching in an area which has significant socio-economic challenges and is in contrast to their placements.
18. Leaders and managers have also responded to the concerns raised at stage 1 about the brevity of the training experience in each placement. They now spend longer in their two placements. This enables trainees to deepen and extend their teaching experiences over longer periods of time. At the time of stage 2 of the inspection, trainees had already, since the start of their training, been spending two days a week in their first placement; this has just increased to four days per week.

19. It was noted at stage 1 of the inspection that trainees were not getting sufficient opportunities to teach in a wide range of schools. Some primary trainees were trained in schools which Ofsted had judged to require improvement. Not all trainees gained experience of working in good or better schools. Some trainees only experienced small rural schools, which did not offer trainees the full breadth of working with different groups of pupils. Some of the NQTs report that the training did not equip them well enough to meet the different needs of pupils, including the needs of those who are disadvantaged or who have special educational needs and/or disabilities. Employing headteachers agree with them.
20. Secondary NQTs reported that they did not feel well equipped to teach in sixth form and employing schools confirmed this. During stage 2 of the inspection, inspectors immediately raised this with leaders and managers. Post-16 placements for all trainees were confirmed on the final day of the inspection. Nevertheless, given its regional context, securing contrasting and diverse placements remains a challenge for the SCITT.
21. At stage 1 of the inspection, it was noted that those trainees who were struggling to meet the requirements of teaching were not identified soon enough for support. Since then, the SCITT has introduced an early support structure which has been devised to help those trainees needing extra help before they become a cause for concern. Inspectors saw that this was being used effectively during stage 2 of the inspection. NQTs praised the personal support they received as well as the regard that leaders and managers gave to their welfare during their training.
22. Trainees' experiences of mentoring varied widely and were largely based on mentors' personal skills. Despite mentor training being mandatory and part of the partnership agreement, trainees reported at stage 1 that not all mentors had received training. This resulted in inconsistencies in feedback to trainees and an over-reliance on the use of lesson grades to assess trainees' competencies. Not all trainees received effective support to help them reflect on their practice and set appropriate targets. Coupled with insufficiently robust external quality assurance systems, there were numerous inaccuracies in the assessment of trainees, confirmed through observations of NQTs at stage 2 and by feedback from employing schools.
23. Since the start of this academic year, training for mentors has become mandatory. Expectations and responsibilities of the role have been clearly outlined in the partnership agreement which they are required to sign. The national standards for mentoring have been included in the handbook for mentors so that it can be used as a helpful reference point.
24. The role of the mentor has been changed to one of support and guidance. To ensure that there is greater consistency and accuracy of assessment, a small

group of teaching coaches have taken over specific responsibility for evaluating and grading the quality of trainees. However, at stage 2 of the inspection, it was too soon to evaluate the success of this new system.

25. Comprehensive records summarising the trainees' strengths and any areas that require further development are maintained throughout the course. However, trainees' targets are not always sharply formulated to help leaders in employing schools to understand what is needed to improve NQTs' competence in planning, teaching and assessment. In addition, these targets are not routinely shared with employing schools. This means that they cannot be used effectively to help NQTs focus on precisely what they need to do to improve their teaching, learning and assessment further.
26. Processes for the recruitment and selection of trainees are robust. Interviews are based in schools and include both teaching a lesson to pupils and working alongside a teacher as a teaching assistant. Trainees and NQTs confirm that the recruitment process was rigorous.
27. Trainees and NQTs' responses to their training are mixed. Most expressed satisfaction with the training they had received and explained that they would not hesitate to recommend the SCITT to others considering a career in teaching. Others were less positive, reporting a lack of opportunities in differing placements and insufficient sixth-form experience. Despite some of the gaps in their training, most employing schools were pleased with the NQTs they had appointed but recognised that they would need to provide additional support and guidance.
28. The partnership fully complies with the ITT criteria. It also meets 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 NQTs' teaching:

Camborne Science and International Academy, Camborne, Cornwall

Carclaze County Primary School, Carclaze, Cornwall

Kea County Primary School, Truro, Cornwall

Falmouth School, Falmouth, Cornwall

Launceston College, Launceston, Cornwall

Lostwithiel Primary School, Lostwithiel, Cornwall

Millbrook C of E Primary School, Millbrook, Cornwall



Nanstallon Community Primary School, near Bodmin, Cornwall

Paignton Academy, Paignton, Devon

Penrice Academy, St Austell, Cornwall

Poltair School, St Austell, Cornwall

Redruth School, Redruth, Cornwall

St Issey C of E Primary School, near Padstow, Cornwall

St Mewan County Primary School, near St Austell, Cornwall

Torpoint Community College, Cornwall

## ITE partnership details

Unique reference number	70331
Inspection number	10022288
Inspection dates	9 to 11 May 2017
Stage 1	
Stage 2	7 to 9 November 2017
Lead inspector	Lorna Brackstone HMI
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	N/A
Previous inspection report	N/A
Provider address	Penrice Academy, Charlestown Road, St Austell, Cornwall PL25 3NR



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 looked after children, 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](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2017