

The Fylde Coast Teaching School Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 19 June 2017 Stage 2: 20 November 2017

This inspection was carried out by Her Majesty's Inspectors (HMI), 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

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

Information about the secondary partnership

- The Fylde Coast Teaching School school-centred partnership for initial teacher training (SCITT) provides secondary teacher training for graduates. Trainees who successfully complete their training are recommended for qualified teacher status (QTS).
- The SCITT has provided initial teacher training (ITT) since September 2015. The partnership was inspected for the first time at the end of its second year as an accredited provider of QTS.
- From September 2017, in conjunction with Breck Primary School, the provider has expanded its provision and now offers a primary (five to 11) ITT programme.
- During 2016/17, the partnership trained 20 trainees. All of the trainees were on a provider-led 11 to 16 training route with the option of a post-16 enhancement programme.
- At the time of the inspection, the partnership offered the following subject specialisms: biology, chemistry, computing, design and technology, English, French, geography, German, history, mathematics, physics and religious education.
- Within the partnership, there are nine schools. Six schools are alliance partner schools and three other schools are part of the Fylde Coast Academy Trust. Hodgson Academy is the lead school. Trainee teachers complete their placements in two contrasting schools. They also have enrichment experiences in a pupil referral unit (PRU), primary schools, a sixth-form college, an independent school and a special school.
- Successful trainees are awarded QTS and, in addition, they leave the programme as a Chartered Teacher of the Personal, Social, Health and Economic (PSHE) Education Association.

Information about the secondary ITE inspection

- Inspectors visited four schools at stage 1, observing seven trainees teach their subject specialisms. Inspectors reviewed trainees' teaching and standards files, subject knowledge audits, tasks and assignments.
- Inspectors held meetings with trainees, subject and professional mentors, headteachers, leaders and managers, trainers, members of the SCITT's steering group, representatives from the quality committee and members of the compliance team.
- Inspectors checked that the partnership was compliant with safeguarding and other statutory requirements, including ITT criteria. They also reviewed a range of evidence provided by the partnership. This comprised: self-evaluation documents, improvement plans, employment and completion rates, recruitment and selection materials, trainee tracking documents, external examiner reports,

the partnership agreement, the SCITT handbook, the content of the professional studies programme, trainees' assignments and their assessment information.

- During stage 2 of the inspection, inspectors visited seven schools and observed seven newly qualified teachers (NQTs). They met with NQTs, NQTs' mentors and senior leaders from partner schools. Inspectors also reviewed career-entry profiles. They considered the key actions taken by leaders and managers to improve the quality of training and outcomes between the two stages of the inspection.
- Inspectors took account of 29 responses to the trainee online questionnaire received in the summer term 2017.

Inspection team

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Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- The head of the Fylde Coast Teaching School SCITT is dynamic. She is uncompromising in her drive and determination to find and train the very best teachers for pupils across schools in Blackpool and the Fylde Coast and beyond. The effect of her inspirational leadership infuses all aspects of the excellent teacher training programme.
- The partnership is determined to provide quality teachers that meet the recruitment needs of the local area. The partnership plays a crucial role in supporting ongoing further school improvement in the region.
- On completion of the programme, every single trainee is equipped with the skills required to teach well. As a result, attainment is high and every trainee gains employment.
- Self-evaluation is rigorous, accurate and detailed. This precise level of analysis and self-reflection underpins sharp improvement plans that respond to the changing cohorts of trainee teachers and their needs.
- The quality of training is excellent. The structure of the course and the content of the programme is responsive to local and national issues. For example, trainees are extremely well prepared to manage pupils' behaviour in lessons.
- Trainees are particularly successful in developing strong subject knowledge for teaching and in fulfilling the wider aspects of a teacher's role and responsibilities.

- The pastoral support of trainee teachers and the wrap-around, bespoke care of NQTs are the unique selling points of this provider. This is why outcomes for trainees are so strong.
- The provider commits to ensuring that every trainee leaves the training programme accredited as a Chartered Teacher of the PSHE Association. This demonstrates the importance that the partnership places on ensuring that trainees and NQTs value and recognise the importance that a strong PSHE curriculum plays in preparing pupils for life in modern Britain.
- Exceptional levels of communication permeate every aspect of this provider's work. The quality of documentation is excellent. Stringent monitoring and quality-assurance procedures ensure a strong level of consistency across the partnership.
- The role of mentors is well developed and constantly evaluated for its effectiveness. As a result, strong professional relationships develop between mentors and mentees. This leads to rapid progress for trainees.

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

The partnership should:

- build on the successful strategies already taken to improve completion rates
- further develop and enhance the strategies that trainees use to maximise the progress that different groups of pupils make in their learning.

Inspection judgements

1. The overall effectiveness of the Fylde Coast Teaching School SCITT is outstanding. Leaders and managers have a strong vision and a shared moral obligation to train the highest-quality teachers for Blackpool and the Fylde Coast schools. They are determined to support school improvement across the local area by providing a pool of excellent NQTs that meet local needs. Leaders are resoundingly successful in this mission.
2. The head of the SCITT leads with passion, drive and determination. Leaders at all levels across this partnership are committed to excellence. Leaders and managers are dedicated to ongoing self-improvement.
3. The SCITT's improvement planning documents focus sharply around the key actions that will improve the quality of training that trainees receive. They are comprehensive, concise and precise. For example, leaders have taken effective action to strengthen trainees' understanding of how to raise aspirations for pupils and to promote equality of opportunity in every classroom.
4. Leaders' capacity to secure further improvements is striking. Between stage 1 and stage 2 of the inspection, leaders rapidly took the key actions required to

improve the provision further. For example, leaders focused sharply on strengthening trainees' personal evaluations of their progress towards meeting the teachers' standards. They reviewed the assignments that trainees undertake so that they are even more rigorous and evaluative.

5. Leaders have seized the opportunity to enhance the training programme since stage 1 of the inspection. A very strong focus on ensuring that trainees and NQTs know how to promote diversity, tolerance and respect on a daily basis in their classrooms is evident. For example, trainees and NQTs know the importance of promoting tolerance, respect and diversity, especially for lesbian, gay, bisexual and transgender pupils. Leaders have already revised the professional studies programme to incorporate five additional sessions on diversity. Consequently, trainees are acutely aware of the importance of preparing pupils fully for life in modern Britain.
6. Leaders and managers commit fully to listening to trainees' views and opinions about the quality of the training programme. They act on the information that they receive to strengthen the programme further. Trainee teachers and NQTs know that their voice counts.
7. Partner schools, and other schools, who employ NQTs from the provider are unanimously positive about the quality of the partnership's training. A leader in one of the schools commented: 'Trainees are a breath of fresh air; they are ready to fly.' Another leader said: 'Trainees are exceptionally well prepared to flourish and they are an asset to the profession.' Headteachers and school leaders alike hold the Fylde Coast Teaching School SCITT in very high regard.
8. NQTs are overwhelmingly positive about the training that the partnership provides. They feel that they have been well prepared to make a positive difference in their new careers. NQTs typically describe the training as highly supportive, relevant and personalised.
9. The flow of communication between trainees' placement schools and the partnership is excellent. Leaders from the partnership are always on hand to support trainees, mentors or other staff from placement schools. Care, guidance and support are exemplary features of this partnership.
10. There is a strong sense of collaboration across this partnership. Leaders are outward-facing and seek to be innovators in their field. For example, there is a commitment to embedding pedagogical research into the professional studies programme. This is so that trainees and NQTs are constantly reflecting on how they can improve their practice.
11. Leaders in schools are fully involved in shaping this partnership. They are involved in the robust recruitment and selection processes that are constantly under review. More recently, leaders have added an additional layer of checks

to recruitment procedures to ensure that only the very strongest candidates are successful.

12. Leaders ensure that a wide range of schools are involved in the partnership. This includes schools with high numbers of disadvantaged pupils and schools in challenging circumstances. It also includes schools that are not yet judged to be good or better by Ofsted. Leaders across the partnership commit to providing NQTs who can assist schools in improving outcomes for pupils. There is already strong evidence of the positive effect of leaders' work in this area.
13. The professional mentors' group ensures that the SCITT's policies and procedures are implemented across the partnership. This group is highly effective in the design and delivery of this top-quality training programme.
14. Leaders constantly review the role of the mentor to ensure that there is consistency across the partnership. Trainees are carefully matched to school-based mentors. Leaders pay close consideration to the needs of the trainee and find the most appropriate placement schools for them. The head of the SCITT is extremely strategic in her allocation of placement schools and mentors. Mentors need to prove why they have the skills to take on the crucial task of supporting a new trainee teacher before they are attached to a trainee. The partnership agreement is currently under further review to ensure that all stakeholders are held robustly to account for the quality and effect of mentoring on trainees' outcomes.
15. Leaders' systems to quality assure training are excellent. There is comprehensive documentation, and leaders ensure rigorous monitoring procedures at all levels. This results in high-quality provision for trainees. Inspectors found the partnership's assessments of trainees' attainment to be completely accurate.
16. Governance arrangements are strong. Members of the quality committee ensure that leaders achieve the highest standards of training. They do this by providing challenge and support to leaders. They have recently reviewed the leadership arrangements across the SCITT to ensure that outcomes continue to improve and the quality of training continues to shine.
17. Leaders and managers ensure that trainee teachers are ready to excel on completion of their training. They do this by providing exceptionally high-quality training. Trainees are determined to make a difference to the life chances of pupils on the Fylde Coast and in the surrounding areas. Leaders are unrelenting in fulfilling their mission of 'forging futures, one teacher at a time'.
18. Leaders ensure that trainee teachers receive the highest-quality information and training in relation to the safeguarding of pupils. For example, trainees understand issues relating to extremism and radicalisation as well as child

sexual exploitation. All trainee teachers receive safeguarding training to a high level. Headteachers and school leaders value this enhanced training.

19. Outcomes for trainees are excellent. In 2016/17, over half of trainees reached the highest standard of attainment by the end of their training. The remaining trainees' attainment was at least good.
20. Employment rates are high. In 2017, every trainee secured a teaching post in a range of schools, both within the partnership and further afield. One NQT has already secured a leadership role supporting gifted and talented pupils. Other NQTs from previous cohorts are also middle leaders in their schools.
21. There are no significant differences between different groups of trainees in either attainment or employment. All of the trainees who complete their training do so to an extremely high standard. They are highly sought after by local school leaders.
22. The range of support, advice and guidance that is available to ensure that trainees complete their course is outstanding. Although in 2016/17 completion rates were slightly below national benchmarks, leaders employed every strategy possible to support trainees to complete their course. The issues that caused trainees to leave the training programme were personal and unrelated to the quality of provision.
23. In response to withdrawal rates in 2016/17, leaders took swift action to review, evaluate and strengthen further recruitment procedures to ensure that trainees are fully aware of the demands of the programme. As a result, this year no trainee has left the course. Recruitment procedures, marketing materials and course information fully reflect the demands of the programme and the outstanding support that trainees receive throughout their training.
24. Leaders only select trainees if they have the necessary aptitude, skills and passion to become effective teachers. Leaders have identified the points in the programme at which trainees are most at risk of withdrawal. Additional high-level support at these crucial 'pinch points' now ensures that trainees have every opportunity to succeed.
25. The partnership has been extremely proactive in harnessing the skills and experiences of those trainees who embark on ITT from different careers. A NQT said that one of the key priorities of the SCITT is to 'meet the training and developmental needs of a diverse group of trainees with wide-ranging life experiences'. Where relevant, trainees are encouraged to share their experiences to support other new entrants to the profession. For example, trainees deliver presentations on important topics such as safeguarding.
26. Both pastoral support and wrap-around, bespoke care across the partnership are outstanding. Every trainee teacher has access to the partnership's life

coach. He delivers regular sessions to individuals and to the cohort on developing resilience, maintaining a work–life balance and ensuring emotional well-being. Trainees really value this unique feature of the partnership.

27. The SCITT provides trainees with an appropriate range of contrasting placements. Transition arrangements between placements are extremely effective. For example, mentors commit to a face-to-face handover meeting so that receiving mentors fully understand the learning journey of each individual trainee. Consequently, trainees feel supported at this crucial point in their training and that they can 'hit the ground running'.
28. Trainees benefit from a wide range of enhancement opportunities. For example, trainees visit a pupil referral unit, a range of primary schools and the local sixth form and they have the opportunity to visit a special school and an independent school. Trainees use these experiences to reflect on how well they teach different groups of pupils. They also capitalise on these experiences to develop their teaching strategies further.
29. Trainees are professional, highly reflective and committed. Trainees regularly act on advice to improve their practice. They value the professional studies programme because experts in their field deliver it. Trainees benefit from a cohesive and coherent programme of interwoven themes that immerse them in deep learning. This enables them to make outstanding progress during their training year.
30. Trainees value the unique selling points that this provider offers. For example, trainees leave the course accredited as a Chartered Teacher of the PSHE Association. Trainees value the strong emphasis that the partnership places on PSHE. As a result of this high-quality training, trainees become excellent PSHE teachers who aim to promote life-long learning in their pupils.
31. Very well-planned weekly training sessions ensure that trainees and NQTs are confident professionals. The programme ensures that trainees can develop the required skills to demonstrate high levels of competence across all of the teachers' standards.
32. The follow-on training available to NQTs once they take up employment is excellent. NQTs value the additional support that they receive to meet their key development areas as they embark on their new career. Leaders and managers of the partnership ensure that NQTs receive personal invitations to additional training that is relevant to their individual targets.
33. High-quality behaviour management training is a key strength of the partnership. Trainees and NQTs are extremely knowledgeable about how to create and maintain a positive climate for learning in every classroom. One NQT explained the importance of relationships as: 'Pupils don't care how much you

know, until they know how much you care for them.' Trainees and NQTs also have a strong understanding of how to deal with incidents of bullying.

34. Trainees are very well prepared to support pupils who have special educational needs (SEN) and/or disabilities. They have a secure understanding of the different barriers to learning that these pupils may face. They plan effectively to help pupils who have SEN and/or disabilities to overcome those barriers. Trainees also have a secure understanding of how to support disadvantaged pupils so that they make good progress and achieve well.
35. Trainees receive strong support to plan for pupils who speak English as an additional language. They have a range of strategies in their pedagogical toolkits to help these pupils to make good progress.
36. Trainees and NQTs have a secure understanding of how to teach literacy and numeracy regardless of their subject discipline. This is due to the high-quality training that they receive.
37. Overall, trainees have extremely high expectations of pupils. However, there are still more opportunities to hone trainees' skills in planning for the range of pupils to ensure that pupils excel, for example the most able pupils. Leaders are fully aware of this and have appropriate plans in place to strengthen provision further.
38. The partnership complies fully with all the requirements for ITE. It has robust systems in place to check and verify this. The partnership meets all the safeguarding requirements.

Annex: Partnership schools

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

Blackpool Aspire Academy, Blackpool

Fleetwood High School, Fleetwood

Hodgson Academy, Poulton-le-Fylde

Longridge High School, Preston

Millfield Science and Performing Arts College, Thornton-Cleveleys

Montgomery High School, Blackpool

St Aiden's Church of England High School, Preesall

St Mary's Catholic Academy, Blackpool

ITE partnership details

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Provider address	Fylde Coast Teaching School SCITT Fylde Coast Teaching School Blackpool Sixth Form College Blackpool Old Road Blackpool FY3 7LR

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