

North Wiltshire SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates: Stage 1: 12 June 2017 Stage 2: 20 November 2017

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 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

	Primary and 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

Primary and secondary routes

Information about this ITE partnership

- North Wiltshire school-centred initial teacher training (SCITT) is in its third year of operation as a provider for initial teacher training (ITT).
- The partnership offers two routes for training: primary (5 to 11) and secondary (11 to 19). It has an allocation of 30 places and at the time of the inspection there were eight primary and 22 secondary postgraduates.
- The following subject specialisms were offered during 2016 to 2017 for secondary trainees: art and design, drama, English, history, mathematics, modern foreign languages, physical education, social science, computer science, physics, chemistry and biology.
- The partnership works in partnership with Bath Spa University to enable trainees to gain a post graduate certificate in education. They also have the opportunity to gain credits towards a Masters award.
- The partnership currently comprises 26 primary schools, 22 secondary schools and eight special schools. It covers three local authorities.

Information about the primary and secondary ITE inspection

- Over the two stages of the inspection, inspectors observed 11 trainees and 11 newly qualified teachers (NQTs), some of whom were observed both as a trainee and as an NQT.
- Inspectors met with school leaders, mentors, trainers, trainees and NQTs.
- Inspectors held meetings with members of the partnership's leadership team and the management board.
- Inspectors reviewed the partnership's self-evaluation documentation and improvement plan. They scrutinised evidence relating to training and the assessment of trainees, together with a wide range of partnership documentation.
- Checks on compliance with the initial teacher training criteria for qualified teacher status and the statutory safeguarding requirements were made.
- Inspectors also considered the actions taken by leaders between the two stages of the inspection.

Inspection team

Lorna Brackstone, HMI lead inspector, stages 1 and 2

Iain Freeland, HMI assistant lead inspector, stages 1 and 2

Overall effectiveness

Grade: 1

Key strengths of the primary and secondary partnership

- The excellent completion and employment rates, which are a result of the partnership's very careful recruitment of high-calibre trainees.
- The exceptionally motivated, confident trainees and NQTs are highly professional in their conduct. They demonstrate excellent personal attributes and are fully aware of their safeguarding responsibilities.
- The wide range of experience, expertise and commitment that leaders, mentors and trainers bring to central and school-based training. Effective use of contrasting placements ensures that trainees gain confidence teaching in different contexts.
- The strong commitment, collaboration and communication among all members of the partnership, including the management board, who play a full role in monitoring, quality assuring and further developing the partnership.
- The confidence of trainees and NQTs in implementing effective behaviour management strategies and ensuring that the pupils they teach have positive attitudes to learning.
- The very well-designed course programme, which is intellectually rigorous and readily adapted to meet trainees' individual needs.
- The support that leaders provide to ensure that trainees move seamlessly into their employment. They take great care to make sure that their trainees are very well prepared for their NQT year.
- The clear direction and commitment of leaders and managers. They are fully committed to securing the sharing of excellence across the partnership. This ensures that there is an outstanding capacity for further improvement.

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

The partnership should:

- plan strategically for future growth to ensure that the outstanding training and outcomes are securely maintained and meet the regional demands for teacher recruitment.

Inspection judgements

1. The overall effectiveness of the North Wiltshire SCITT is outstanding. Over the short time that the SCITT has been operating, leaders, trainers, mentors and partnership schools have shown great determination, ambition and vision in the creation of a training course that is of exceptional quality. They have succeeded in producing excellent NQTs to fill the recruitment needs of the partnership schools and to help reduce teacher shortages more widely. As one NQT explained, North Wiltshire SCITT 'has invested in every single trainee. The support and intervention helps build well equipped, resilient professionals'.
2. The partnership is very successful in selecting high-calibre trainees who have strong subject knowledge and are fully committed to working with young people in schools. Completion rates are consistently high and all trainees secure employment in schools. Over two thirds of trainees gain a teaching post in one of the partnership schools and the rest gain employment in schools regionally and beyond.
3. Both primary and secondary trainees and NQTs demonstrate excellent practice in the majority of the standards for teaching. The standards of their personal and professional conduct are exemplary. There are no differences between the outcomes of different groups of trainees because partnership leaders ensure that equality and diversity are promoted strongly.
4. Trainees develop high levels of confidence and skilfully manage pupils' behaviour. Regular sessions throughout the year support trainees in gaining confidence in using a wide range of approaches and effective strategies. Trainees and NQTs use a range of individual techniques effectively to engage and motivate pupils. As a result, lessons run smoothly, pupils participate fully in their learning and pupils are thus all enabled to make effective progress. Trainees' and NQTs' classrooms are calm and purposeful environments and this support pupils' progress extremely well.
5. Trainees and NQTs demonstrate a strong awareness of the individual learning needs of the pupils they teach. They devise well-crafted lessons which closely match the abilities and personal needs of all their pupils. Most-able pupils are challenged effectively to deepen their learning. Trainees and NQTs are very well prepared to meet the needs of pupils who have special educational needs and/or disabilities. They receive effective training in this area from specialist practitioners. NQTs speak very positively about the skills they gain from this specific training.
6. Trainees and NQTs are fully aware of the need to raise the achievement of the most disadvantaged in their local region. They understand some of the causes of disadvantage and use effective strategies to support these pupils. This includes supporting those pupils whose families are involved in military

service and those who speak English as an additional language. Trainees and NQTs provide well-tailored support to pupils who are at risk of falling behind and they check that any issues or misunderstandings are dealt with swiftly. They follow effectively the school's policy for using assessment to identify what pupils have learned in lessons and use this effectively to inform future sessions.

7. Very rigorous safeguarding training, both centre-based and in their placement schools, ensures that trainees and NQTs gain a full understanding of their responsibilities and statutory requirements. They are very well trained to be observant and alert to safeguarding pupils' well-being. They understand the 'Prevent' duty and know how to identify pupils who may be at risk from extreme behaviour or views. Trainees and NQTs know exactly what schools expect them to do should any safeguarding concerns arise. They confidently deal with any concerns, including issues regarding bullying, influence from social media and prejudice-based views.
8. The training programme's promotion of fundamental British values is securely integrated into safeguarding training. Trainees have a very clear understanding of their role in fostering equality and diversity. Primary NQTs are particularly skilled at developing pupils' spiritual, moral and social awareness through subject work in lessons.
9. The training programme is exceptionally well planned and enables both primary and secondary trainees to teach effectively with confidence and accuracy. As one NQT summarised, the training 'has given me all the tools I need to teach'.
10. Primary NQTs report that there are no areas of the curriculum they do not have confidence in teaching and their mentors confirm that this is the case. They demonstrate high-quality teaching skills in both phonics and early mathematics. Primary NQTs are particularly skilful in the way in which they teach key literacy skills across the wider curriculum. They are also very adept at using practical skills to illustrate and secure pupils' understanding of new mathematical concepts. Primary NQTs report that the physical education training they receive as a trainee enables them to teach this subject confidently.
11. Secondary trainees speak extremely positively about the relevance and effectiveness of their training, which equips them very well to teach their chosen subjects. Leaders know partnership schools very well and are well placed to identify high-quality practitioners from within the partnership to deliver both subject and pedagogy training. The training is supported effectively by subject-specific mentors from across the partnership.

12. Secondary trainees are fully aware of their responsibility to promote pupils' literacy through the subjects they teach. They explicitly encourage pupils to use key terms and subject-specific vocabulary carefully.
13. Trainees and NQTs report that leaders, trainers and mentors consistently highlight and model time and workload management. This equips trainees and NQTs very well to play a full part in the wider life of schools and make a positive contribution. Teachers who trained at the SCITT during its first year as an ITE provider have already taken on leadership roles within subject departments or key stage phases in their employing schools.
14. The outstanding training programme is very well designed to build trainees' teaching skills progressively over the course of the training year. Weekly central training sessions are delivered by knowledgeable, credible, expert phase leaders and trainers. Leaders make full use of the expertise available across the partnership and ensure that trainees benefit from highly skilled teachers. Trainees are encouraged to develop their skills by evaluating different models of teaching, learning and assessment.
15. Exceptionally effective links with Bath Spa University provide excellent opportunities for, and access to, research and qualifications. Academic assignments are carefully designed to enable trainees to select areas of research which are relevant and useful for their personal and professional development as teachers. Trainees very much appreciate the opportunities they have to meet with their university tutor to discuss their assignments and link their learning to their classroom experiences.
16. School-based placements provide trainees with a wide range of experiences in contrasting and diverse communities. Teaching practice placement schools include some in challenging socio-economic circumstances. Trainees and NQTs are very positive about the high quality of their placement experiences and the very helpful feedback they received from their mentors. School-based mentors appreciate the clarity of course documentation and the effective lines of communication with the partnership.
17. Leaders and trainers systematically check the progress trainees make towards the teachers' standards through the regular and thorough evaluations that result in consistency across the partnership. These evaluations are standardised by trainers regularly undertaking joint observations with mentors. Trainees are provided with additional challenge, or extra guidance and support, where needed and this helps them make swift progress in developing their teaching skills.
18. Trainees also take full responsibility for their own professional development. They review their own developing skills during weekly meetings with mentors and act willingly on the advice and guidance they receive so that they can

improve further. Trainees involve themselves fully in the life of their placement schools and this enables them to take every opportunity to develop their knowledge and skills in the profession.

19. Transition to the NQT year is extremely well supported by leaders and trainers so that transition from trainee to teacher is smooth. Targets for the NQTs are precise and help the employing schools to shape the support they need to provide. Provision for NQTs includes twilight sessions to enhance their teaching skills further.
20. The partnership demonstrates outstanding capacity to make further improvement. Open, honest and accurate self-evaluation underpins everything that the partnership does. Emerging areas for improvement from stage 1 have been quickly and robustly addressed. For example, mentor training has been sharpened with closer scrutiny of mentors' attendance at training and the full inclusion of the National Mentor Standards.
21. Other changes since stage 1 include the introduction of a comprehensive programme to ensure that secondary trainees extend their knowledge and understanding of their specialist subject in the primary phase. Outcomes have also been reviewed with a greater emphasis on pupils' work over time. Trainees report that they are very happy with the quality of feedback they receive on their university assignments.
22. Leaders rigorously check that they follow all the information available for accredited initial teacher training providers. As a result, the partnership is compliant with the criteria for ITT and meets all its statutory requirements
23. At a time of national teacher shortages, the partnership is ambitious to expand. Nevertheless, leaders and managers are determined to ensure that any future expansion of provision is well planned and fully meets the needs of the region and beyond.

Annex: Partnership schools

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

Ashton Keynes Church of England Primary School, Wiltshire

Eldene Nursery and Primary School, Swindon

Goddard Park Community Primary School, Swindon

Ivy Lane Primary School, Chippenham, Wiltshire

Longleaze Primary, Royal Wootton Bassett, Wiltshire

Lyneham Primary School, Lyneham, Wiltshire

Matravers School, Westbury, Wiltshire

Priory Community School, Worle, Weston-super-Mare, North Somerset

Rednock School, Dursley, Gloucestershire

Royal Wootton Bassett Academy, Royal Wootton Bassett, Wiltshire

St John's School, Marlborough, Wiltshire

St Mary's Church of England Primary School, Purton, Wiltshire

Sheldon School, Chippenham, Wiltshire

The John Bentley School, Calne, Wiltshire

ITE partnership details

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Stage 1	
Stage 2	20/11/17 to 22/11/17
Lead inspector	Lorna Brackstone, HMI
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	N/A
Provider address	North Wiltshire SCITT TEC, Royal Wootton Bassett Academy, Lime Kiln, Royal Wootton Bassett, Wiltshire, SN4 7HG



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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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