

# GORSE SCITT ITE Partnership

Initial teacher education inspection report

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

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This inspection was carried out by Her Majesty’s Inspector 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 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

	<b>Secondary 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

## **Information about the secondary partnership**

- GORSE SCITT (school-centred initial teacher training) was created in September 2015. Initially, it was named the Leeds Teaching School Alliance SCITT. For two years prior to becoming a SCITT, the partnership provided School Direct training for a university.
- In 2016/17, the secondary partnership comprised six secondary schools and a post-16 college in or around Leeds. In the current year, four more secondary schools have joined the partnership. Five of the providers are in the Gorse Academies Trust. Since 2017, the partnership has also collaborated with the White Rose Academies Trust.
- In its first year, the partnership was also the SCITT provider for a teaching school alliance. This partnership did not continue into the second year by mutual consent.
- In 2016/17, the partnership offered a non-salaried School Direct route into qualified teacher status in 17 subject specialisms. Trainees gain a postgraduate certificate in education (PGCE) and qualified teacher status (QTS). In September 2017, the SCITT changed the university that provides the PGCE course and award. The SCITT now works in partnership with the University of Sunderland. The partnership also offers an Assessment Only route for those with prior experience of teaching.
- GORSE SCITT recruited 75 secondary trainees in its first year and 79 in the second. In the third and current year, which has just begun, there are 121 trainees, including for the first time, 12 primary-phase trainees.

## **Information about the secondary ITE inspection**

- Two inspectors observed 12 trainees during stage 1 of the inspection and 12 newly qualified teachers (NQTs) at stage 2. At stage 1, inspectors observed the feedback given to trainees by subject mentors.
- Over the course of the two-stage inspection, inspectors held meetings with trainees, NQTs, recently qualified SCITT trainees, subject leads, subject and professional mentors, principals, school and trust leaders with responsibility for training and professional development, and representatives of the governing and executive board.
- Inspectors considered a wide range of documentation including: self-evaluation documents and improvement plans; course handbooks; trainees' portfolios; quality assurance documents; and information on trainees' attainment, completion and employment. Inspectors checked that the partnership was compliant with statutory requirements, including all ITT criteria.
- Inspectors considered the 51 responses to Ofsted's online trainee questionnaire completed in 2017.

## Inspection team

Bernard Campbell HMI (lead inspector)  
Kathleen Harris OI (assistant lead inspector)

## Overall effectiveness

**Grade: 1**

### Key strengths of the secondary partnership

- GORSE SCITT is making a significant and growing contribution to the supply of high-quality teachers to schools in Leeds and neighbouring areas. The SCITT is highly effective in meeting local teacher supply needs for subjects, new schools, schools in challenging circumstances and schools requiring improvement.
- Leaders and governors of the SCITT and the leaders of partner schools and trusts are passionate about their shared mission to provide high-quality teachers, especially for disadvantaged pupils.
- As a result of the excellent reputation of the SCITT's training programme, recruitment of trainees increased markedly in September 2017 and a number of schools have made GORSE SCITT their sole provider of choice.
- The quality of training and mentoring across the partnership is outstanding because it is led by highly expert leaders, subject leaders and teachers from outstanding urban schools.
- Trainees develop their skills and knowledge rapidly and securely because they learn methods that are used consistently by host teachers and mentors across the partnership. This enables trainees to successfully apply and hone their skills across contrasting school placements. This model prepares them exceptionally well to become NQTs in partnership schools and beyond.
- In 2017, almost all trainees successfully completed and gained QTS. Most demonstrated excellent practice in the majority of the teachers' standards and in all related to their personal and professional conduct. Almost all gained employment as NQTs.
- Meticulous monitoring sustains the high quality and consistency of training and mentoring. Very effective communication and collaboration across the partnership reinforce the highly coherent approach to training and mentoring. The SCITT director and team are highly responsive to the needs of trainees and schools and are held in high regard.

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

### The partnership should:

- ensure that high-quality training and outcomes are sustained as the SCITT grows in size and provides more NQTs for a larger number of schools, including primary schools
- refine the analysis of data to enable leaders to more quickly identify and act on any emerging variations in patterns of attainment.

### Inspection judgements

1. The overall impact of training on the quality of NQTs' teaching is impressive. NQTs demonstrate high expectations of behaviour and learning. As a result, pupils of all abilities and backgrounds behave and learn well. Pupils regularly improve their written work. Trainees' and NQTs' pupils' books demonstrate high standards of work and good progress.
2. Highly effective behaviour management training by teachers who are experts in dealing with challenging behaviour prepares trainees to tackle incidents of low-level disruption positively and assertively. Trainees learn to use school and trust policies and sanctions well. They become particularly skilled in using rewards to motivate and encourage pupils during lessons. NQTs' authoritative classroom management, their positive relationships with classes and their confident lesson planning create an excellent climate for learning.
3. Trainees quickly learn to plan and teach effective lessons. Highly practical training provides trainees with well-defined building blocks that enable them to plan lessons and adopt the methods deployed by teachers and schools across the partnership. Trainees become highly competent in using the SCITT tools to identify obstacles to individual pupils' progress and actions to overcome them. As a result, NQTs regularly apply strategies that match the personal needs and abilities of individual pupils in their class, including the disadvantaged.
4. Trainees learn to structure and focus teaching consistently well. They implement systematically the partnership approach to lessons and routinely ensure that pupils work individually and independently on a set timed task. As a result, NQTs lead purposeful lessons that consistently challenge pupils to apply and extend their learning in writing and in practical tasks.
5. Trainees develop a strong understanding of how to use assessment to promote learning. NQTs give constructive and personalised feedback to individual pupils during independent learning tasks. Trainees use the partnership's approaches to written feedback effectively. As a result, NQTs successfully prompt pupils to correct and extend their written responses and deepen their understanding.

6. Responses to the trainee online questionnaire were highly positive about all aspects of the training. Trainees and NQTs told inspectors that it had been a privilege to train with the SCITT and to learn on the job with expert teachers.
7. One of the secondary schools in the partnership opened in 2014 and has recruited a significant proportion of its new teachers from GORSE SCITT. Ofsted recently judged this school as outstanding because high expectations and the highly personalised approach to teaching enable all groups of pupils to make rapid progress. These features are clearly evident in the training and practice of the SCITT's trainees and NQTs.
8. In 2017, completion and employment rates were well above the 2016 national averages. This represented an improvement on 2016, when completion and employment rates were average. In 2016, there were no significant variations in the completion rates by gender, ethnicity or age. In 2017, all groups had higher rates of completion than the 2016 group averages. The SCITT has established a vital artery for the supply of high-quality trainees to partnership schools. In 2017, almost three quarters of trainees gained posts as NQTs in partnership secondary schools.
9. The SCITT's highly successful apprenticeship model of mentoring enables trainees to take full responsibility for leading teaching and learning incrementally over the course of the programme. Mentors plan and work alongside trainees to great effect. They actively support individual pupils' progress at the same time as guiding the trainee in the classroom. Trainees rightly praise the high quality and consistency of mentoring by professional subject mentors and host teachers. Mentors recognise trainees' different starting points and support them well in developing their confidence and skill.
10. Professional and subject mentors and host teachers receive regular training in the SCITT's mentoring model. As a result, expectations are clear and mentors apply SCITT procedures consistently and with shared purpose. The SCITT central team checks on the quality of mentors' work thoroughly through regular joint observations.
11. Mentors summarise their detailed feedback and practical advice to trainees in precise weekly targets. These enable trainees to develop their classroom management and subject teaching rapidly in incremental steps. Trainees systematically review and document their evidence of pupils' progress to evaluate the impact of their planning and teaching. The SCITT mentoring procedures successfully promote trainees' highly reflective approach to their professional development.
12. The weekly email from each trainee to the SCITT about what they have done, including a check on their progress and well-being, provides a comprehensive and early alert to any emerging issues. The SCITT deals with any concerns

quickly and effectively. Trainees, mentors and school leaders are highly gratified by the SCITT team's constructive and flexible response to feedback about procedures, paperwork, the training programme and any workload issues.

13. Mentors at the end of one placement meet the mentors before the next placement to discuss the relative strengths and weaknesses of trainees against the standards. As a result, the transition between placements is seamless and enables trainees to rapidly move towards higher attainment in relation to the teachers' standards.
14. Assessment of trainees is rigorous and accurate, and checked thoroughly by partnership leaders. Leaders have clarified the SCITT's grading system for formative and final assessment so that definitions and procedures are crystal clear. Leaders are scrupulous in checking the procedures and accuracy of the assessment of Assessment Only candidates. The few Assessment Only candidates were successful and are in subject leadership positions in their schools.
15. The executive board and governors are well informed about the progress trainees make across the partnership and about the actions to support those making slower progress. They check examples of first-hand evidence to corroborate the SCITT director's verbal reports.
16. SCITT leaders' analysis of attainment grades has not been clear and comprehensive enough to interrogate emerging variations between male and female trainees. Leaders recognise the need to refine data analysis as the number of trainees grows.
17. Subject leads' high level of expertise across all subjects provides trainees with relevant and up-to-date guidance about methods and resources for teaching, the curriculum and assessment at key stages 3 to 5. Subject leads draw on deep subject knowledge as post-16 teachers, as examiners, or as active members of local and national subject networks. They use subject audits to identify trainees' gaps in knowledge accurately, and leaders adjust the training programme accordingly. Trainees express high praise for the quality and relevance of subject training. The recently improved virtual learning environment provides trainees with user-friendly access and effective signposting to relevant resources.
18. The SCITT has recently formalised and enhanced the role of subject leads by paying schools for some of their time. This has increased their status and impact. They are now leading and managing subject training across the partnership and developing subject knowledge enhancement for prospective trainees. The development of the subject lead role has strengthened leadership capacity for the current and future expansion of the SCITT.

19. Trainees benefit greatly from their placement at the SCITT's post-16 provider. They acquire good knowledge of the post-16 curriculum in their subject. More broadly, all trainees develop a good understanding of post-16 teaching and the expectations of post-16 learners. This provides a strong foundation for NQTs who are now teaching post-16 courses.
20. Trainees' placements in a primary and a special school had a memorable and positive impact on their awareness and understanding of teaching strategies that meet the needs of primary pupils and those who have special educational needs and/or disabilities.
21. As a result of effective training, trainees and NQTs are confident in creating opportunities for pupils to apply their literacy and numeracy skills to extend their understanding of subject terminology, to explain and analyse in writing, and to calculate and use graphs in different subjects.
22. The SCITT is highly committed to monitoring and supporting trainees in their continuing development as NQTs. School leaders welcome the continued support from the SCITT as trainees make the transition to NQT.
23. Partner schools are actively involved in the recruitment process and ensure that trainees have appropriate qualifications, strong subject knowledge and an aptitude for teaching. Senior and subject leaders make a significant contribution to the training programme. Leaders from partner schools influence the strategic direction.
24. Trainees gain valuable experience in schools in varying degrees of challenging circumstances and in schools judged to require improvement. Schools in the partnership that currently require improvement place a high value on their relationship with the SCITT and the supply of high-quality NQTs it provides.
25. Trainees contribute well to a wide range of extra-curricular activities. Trainees and NQTs are highly reflective about their professional responsibilities and exhibit high standards of personal and professional conduct.
26. Very effective systems and procedures are in place to ensure compliance with the ITT criteria and other statutory requirements relating to equality and diversity, eliminating discrimination, and safeguarding, including e-safety. Trainees and NQTs use their safeguarding training well and know how to communicate any concerns. They are aware of the steps to take to minimise risks related to the use of technology and social media, both for pupils and themselves.

## **Annex: Partnership schools**

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

Bruntcliffe Academy, Leeds  
Cockburn School, Leeds  
Leeds West Academy Leeds  
The Farnley Academy, Leeds  
The Morley Academy, Leeds  
The Ruth Gorse Academy, Leeds  
Whitcliffe Mount School, Cleckheaton



## ITE partnership details

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Stage 2	20–22 November 2017
Lead inspector	Bernard Campbell HMI
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	N/A
Previous inspection report	N/A
Provider address	The Morley Academy Fountain Street Morley Leeds LS27 0PD



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