

The Sutton Park SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 15 May 2017 Stage 2: 4 December 2017

This inspection was carried out by three of 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 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?	2
The outcomes for trainees	2
The quality of training across the partnership	2
The quality of leadership and management across the partnership	2

Secondary route

Information about this ITE partnership

- The Sutton Park school-centred initial teacher training partnership (SCITT) provides teacher training for graduates who wish to teach in the secondary (11–16) phase. It is based on the site of The Streetly Academy. There are 11 secondary and special schools in the partnership in Birmingham, Sandwell, Solihull, Staffordshire, Telford and Wrekin, and Walsall. In 2016/17 there were still 24 trainees on the course out of the 26 who had started training at the beginning of the academic year to teach a full range of secondary subjects including: art and design, biology, business studies, chemistry, design and technology, English, geography, history, mathematics, music, physical education (PE), physics, psychology and religious education (RE).
- Trainees who successfully complete their training are recommended for qualified teacher status (QTS). The SCITT also offers trainees the opportunity to gain a post-graduate certificate in teaching and learning from Birmingham City University.
- The SCITT strategic board oversees policy and strategy and has representation from leaders of partner schools on the SCITT steering committee.
- The partnership has not previously been inspected. It has provided ITE since September 2015.

Information about the secondary ITE inspection

- During stage 1, inspectors visited five schools. Ten trainees were observed jointly teaching and receiving feedback from their mentors. In addition, inspectors met with five other trainees. Inspectors held discussions with trainees, mentors, school coordinators and headteachers. Inspectors also met with five subject mentors. Inspectors reviewed evidence in trainees' files in relation to the teachers' standards and documentation relating to the SCITT's compliance with the initial teacher training (ITT) criteria.
- During stage 2 of the inspection, inspectors observed nine former trainees in their schools. They met with newly qualified teachers (NQTs), mentors and headteachers in schools. They also spoke on the telephone to one NQT.
- Across both stages of the inspection, the inspectors met with course leaders and members of the strategic board and steering committee, including the chairs.
- Inspectors reviewed a range of documentation, including improvement plans, self-evaluation, training documents, recruitment and selection policies and records, trainees' files, their assessment information, and the partnership's analysis of trainees' outcomes. Inspectors evaluated 11 survey returns from 2017 completed by former trainees.

Inspection team

Gwen Coates	HMI (lead inspector, stage 1)
Mark Sims	HMI (lead inspector, stage 2)
Alun Williams	HMI (assistant lead inspector)

Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- Leaders have a strong commitment to continuous improvement, as evidenced in improved outcomes for trainees and in leaders' response to issues raised during stage 1 of the inspection.
- Leaders have regard to the views and needs of trainees and are willing to make adaptations to provision accordingly.
- Leaders involve and consult with partner schools about all aspects of the SCITT and its future development.
- Leaders of the SCITT are held in high esteem by partner schools and former trainees as a result of their effective communication with schools and care and support for trainees.
- There is an extensive programme of training, centrally and on school placements, which ensures that outcomes are at least good for almost all trainees. This ensures that they are well prepared to teach at the beginning of their teaching careers.
- The contrasting placements ensure that trainees are well prepared to promote equality for different groups of pupils. NQTs securing posts in special schools have been trained effectively to teach pupils who have special educational needs (SEN).
- The proportion of trainees judged as outstanding at the end of their training increased in 2017 compared to 2016.
- NQTs show a consistently high degree of personal and professional conduct. They set high expectations, demonstrate strong subject knowledge, plan lessons effectively and manage behaviour well. They are enthusiastic in taking on additional responsibilities.
- A growing number of partner schools from other local authorities recruit NQTs, enhancing the reputation of the SCITT more widely.

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

The partnership should:

- ensure that outcomes in the teaching standards are consistently high, including those for good progress and outcomes for pupils, trainees' use of assessment, and adapting teaching to respond to the strengths and needs of pupils
- ensure that the quality of mentoring is consistently effective across the partnership
- ensure that all partner schools are fully engaged with the work of the steering committee and contribute to influencing and shaping provision
- ensure that communication with non-partner schools is more effective.

Inspection judgements

1. Leaders are highly committed to continuous improvement. Outcomes have improved over the short time that the SCITT has been in existence. The proportion of trainees judged as outstanding, which was particularly low in the first year, especially for males, has now increased.
2. Leaders are very responsive to feedback. They have made rapid improvements to provision since stage 1 of the inspection by enhancing the role of the school coordinator and strengthening arrangements for quality assurance of mentors and coordinators.
3. The large majority of partner schools are fully engaged with the SCITT, influencing and shaping provision. SCITT leaders and mentors conduct joint observations and feedback to trainees. These partner schools contribute to training and the recruitment and selection of trainees. This ensures that recruitment is rigorous. Applicants for shortage subjects such as languages and mathematics are treated to the same degree of rigour as those for over-subscribed subjects. Liaison and communication with most partner schools, as employers of former trainees, are effective.
4. Not all partner schools are yet engaging sufficiently through attendance at the steering committee meetings. SCITT leaders have taken action by writing to non-attendees reminding them of their obligations as required by the new partnership agreement. The steering committee has been enhanced and uptake has improved since stage 1. Leaders have now set out a clearer expectation of attendance in the revised partnership agreement. However, as this measure was taken recently, the impact of this step will only be seen next term. The strategic group ensures that the SCITT is responsive to local need and has, for example, reduced the number of placements it offers for physical education.

5. Trainees' subject knowledge is secure and its development is systematically monitored by mentors. Even where applicants have a degree in another field, the suitable placements and training ensure that trainees are able to teach their chosen subject confidently. Trainees understand the importance of developing pupils' literacy and mathematical skills alongside their subject knowledge and understanding.
6. Partners and NQTs have a high regard for the SCITT's leaders. They especially appreciate the quality of feedback, care and support offered to trainees. NQTs spoke favourably of their experience and said they would recommend the SCITT to a friend where they had not done so already.
7. Leaders are accurate in their assessment of trainees. Both partner and non-partner schools found that the strengths and areas for development they had observed in NQTs closely resembled those identified by the SCITT.
8. Completion rates have been high overall since the SCITT programme began. Almost all trainees are judged to be at least good by the end of their training. This has enhanced their chances of securing a teaching post and becoming a good or better teacher. A very small number of trainees in each cohort did not secure a post by the end of their training despite achieving good or outstanding outcomes. There were no significant differences in completion or employment rates for any group.
9. NQTs demonstrate consistently a high level of professional and personal conduct in their teaching. They have high expectations and manage behaviour effectively. Those teaching pupils with (SEN) and/or disabilities are successful in motivating pupils and engaging them in their learning.
10. NQTs spoke positively about the impact of the training programme on their practice, particularly those intending to work in the field of SEN.
11. Trainees and NQTs contribute widely to the life of their schools. They commit themselves with energy and enthusiasm to additional activities, for example, an after-school drama club, revision sessions for English GCSE, and in their role as form tutors.
12. Trainees and NQTs spoke favourably about the contrasting placements they had undertaken. They also welcomed the opportunity to be in a school almost full time from day 1 of the course and, for the first placement, a significant part of the school year. This prepared them well for the rigours of teaching. Where trainees had a second placement in a special school this invariably led to them securing a post working with pupils with SEN and/or disabilities. Both the placement and wider training prepared them well for this role.
13. The schools in the partnership are drawn from a wide range of socio-economic contexts and carry a full range of Ofsted effectiveness grades. Therefore the

programme offers a wide range of teaching opportunities and expertise to trainees across two contrasting placements. Trainees also have the opportunity to teach in different phases and ability groups. This prepares them well for meeting the needs of different groups of pupils, including pupils with SEN and/or disabilities and pupils learning English as an additional language.

14. Trainees and NQTs gain a good awareness and understanding of the importance of safeguarding. They are fully aware of what to do should an incident arise, and some could provide details of actual experience of this. They are secure in their knowledge and up-to-date with the latest national and local guidance. They demonstrate consistently that ensuring pupils' safety is their top priority.
15. The least strong aspects of trainees' and NQTs' teaching across both stages of the inspection were promoting good progress and outcomes for pupils and adapting teaching to respond to pupils' strengths and needs. The SCITT has also identified these areas. Following stage 1, measures were put in place to ensure that trainees now systematically provide evidence of pupils' progress resulting from their teaching. They are also required to highlight in lesson planning pupils for whom adaptations to the learning are required. This is being monitored closely by mentors, school coordinators and SCITT leaders.
16. Most NQTs use assessment to check pupils' understanding in lessons through questioning and through written feedback to pupils in their books. Pupils know how they are doing and what they need to do to improve from comments for development. In a small number of instances this was not done well.
17. In a small number of instances NQTs reported that they had an inconsistent experience of mentoring. The level of relationships and professionalism was consistently high but they reported that a few mentors did not have sufficient time to commit fully to the role because of other commitments in school. Since stage 1 the SCITT has put in place enhanced quality assurance procedures to ensure that mentors fulfil their commitments and have sufficient time for the role. However, the impact of these changes is only likely to take effect this year when the quality of mentoring is evaluated for current trainees.
18. Engagement and communication with non-partner schools who have appointed NQTs is less well developed. Although these schools have access to the portal which contains detailed information about NQTs' outcomes and targets those schools spoken to had not accessed this. Ongoing contact between the SCITT and these NQTs is less well developed than in partner schools.
19. The SCITT partnership complies with all aspects of the ITT criteria. It meets all its statutory duties concerning safeguarding, promoting equality and diversity and eliminating discrimination. Trainees have been well trained on 'Prevent' and

have a good understanding of promoting British values and the risks of radicalisation.

Annex: Partnership schools

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

The ACE Academy, Tipton

Broadway Academy, Birmingham

Fairfax School, Sutton Coldfield

Nether Stowe School, Lichfield

The Phoenix Collegiate, West Bromwich

Queen's Croft High School, Lichfield

St Thomas More Catholic School, Willenhall

Shire Oak Academy, Walsall

Spring Hill High School, Erdington

The Streetly Academy, Sutton Coldfield

ITE partnership details

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Stage 2	4–6 December 2017
Lead inspectors	Gwen Coates HMI, stage 1 Mark Sims HMI, stage 2
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Phases provided	Secondary
Date of previous inspection	Not previously inspected
Previous inspection report	Not applicable
Provider address	The Streetly Academy Queslett Road East Sutton Coldfield West Midlands B74 2EX



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