

The Bradford Birth to 19 ITE Partnership

Initial teacher education inspection report
Inspection dates Stage 1: 19 June 2017

Stage 2: 4 December 2017

This inspection was carried out by 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

	Early years ITT (EYTS)	Primary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	2	2

Overview of the ITE partnership

- The Bradford Birth to 19 ITE Partnership is a school-centred initial teacher training (SCITT) partnership. The overall effectiveness of the ITE partnership is good in early years initial teacher training (ITT) and good in primary. This is because high-quality training and effective leadership ensure that outcomes for trainees are good. Trainees are recognised by employers as being well prepared for their first teaching roles, demonstrating strong professional attributes, including a keenness to continue their learning and development as new teachers. The partnership's clear vision and prompt improvements to training and mentoring provide evidence of leaders' strong capacity to improve further.

Key findings

- Leaders have a strong, shared vision across the partnership. They are committed to improving the quality, supply and retention of early years and primary teachers for the Bradford area and beyond. All those involved hold a clear moral purpose and ambition to equip trainees with the knowledge and skills needed to become high-quality teachers.
- The partnership places a strong emphasis on equality and diversity. Trainees gain from rich experiences in a range of contrasting schools and settings during their training.
- Trainees display the personal and professional attributes necessary to form effective relationships with children, pupils and staff. They are reflective practitioners who are keen to continue their learning and develop professionally.
- Trainees plan effectively to meet the needs and interests of children and pupils. They make good use of behaviour management strategies. This encourages and motivates children and pupils to engage well with their learning and to make good progress.
- Tutors and trainers are experienced, credible and have a wealth of expertise. They provide up-to-date, high-quality training. Tutors' detailed and constructive feedback helps trainees to improve their teaching.

To improve the ITE partnership should:

- embed the changes to the training programmes to develop trainees' practical experience of teaching across foundation subjects on the primary routes and to provide more opportunities for early years trainees to develop confidence in working with babies and toddlers
- improve completion and employment rates on the primary three-to-seven course and the primary fee-based routes

- refine the partnership's improvement planning to support the SCITT committee and management group to hold leaders more fully to account.

Information about this ITE partnership

- The Bradford Birth to 19 partnership offers early years and primary training routes in conjunction with settings and schools across Bradford, Calderdale and Kirklees local authorities.
- This newly accredited SCITT was inspected at the end of its second year of operation. The early years ITT partnership and the primary partnership are closely aligned. Both are run by the same leaders, including a joint SCITT committee and management group. The partnerships operate from St Edmund's Nursery School and Children's Centre in Bradford.
- Trainees undertaking an early years training programme follow a graduate entry route to the award of early years teacher status (EYTS). This is a full-time, one-year training programme that leads to the award of a postgraduate certificate in education (PGCE) in early childhood education and care (0 to five). This is validated by Sheffield Hallam University.
- Trainees who successfully complete their primary training are recommended for qualified teacher status (QTS). All fee-funded trainees study for a PGCE from Sheffield Hallam University. Successful salaried trainees are offered the opportunity to complete a PGCE, although not all trainees take this up.

The early years ITT phase

Information about the early years ITT partnership

- The Bradford Birth to 19 early years ITT partnership started in September 2015 in response to local need. After two years of operation, leaders made the decision to cease offering a route that led to the award of EYTS. The training programme closed in summer 2017.
- During stage 1 of the inspection, there were four trainees enrolled on the programme. The partnership works with approximately 12 early years settings and schools, predominantly within Bradford and its surrounding local authority areas.

Information about the early years ITT inspection

- The inspector visited two schools and one private day nursery during stage 1 of the inspection to observe three trainees teach. All observations were conducted jointly with school- or setting-based mentors. Visits included an analysis of trainees' evidence towards meeting the early years teachers' standards.
- At stage 2 of the inspection, the inspector visited one school and two early years settings to observe three former trainees teach. He reviewed the records

of children's achievements to determine the impact of the former trainees' teaching on children's learning and development over time.

- Meetings were held with trainees and former trainees, mentors, trainers, tutors, headteachers and setting managers, the partnership leadership team, members of the SCITT committee and management group. The inspector also took account of the four responses to the online trainee questionnaire which were completed in 2017.
- The inspector considered a wide range of evidence: this included the partnership's self-evaluation and improvement planning documents, course handbooks, recruitment and selection procedures, trainee tracking and assessment documentation, the partnership's own trainee satisfaction surveys and the content of the training programmes.
- The inspector also reviewed documents to check that the partnership was compliant with the early years ITT requirements and all statutory requirements, including those relating to safeguarding.

Inspection team

Lee Owston HMI (phase lead inspector)

Overall effectiveness

Grade: 2

Key strengths of the early years ITT partnership

- All those within the early years partnership demonstrate a shared moral purpose and commitment to 'building a better Bradford for everyone'. At the heart of this vision is the central importance of early education in securing the very best start for all children.
- Trainees demonstrate positive relationships with children, families and staff. They show a very strong understanding of how young children learn and develop so that they plan sessions that take account of most children's needs and interests.
- Employing headteachers and early years managers consider former trainees to be an asset to their school or setting. Employment rates have been 100% over the two years of the programme.
- Trainees gain a good experience of early education across a range of schools and settings. This includes the opportunity for trainees to enhance their training, for example by gaining insight into the work of speech and language therapists, health visitors and those who work in hospital schools.
- Tutors and trainers bring a wealth of expertise to their roles, with a significant number being national and specialist leaders of education. These serving practitioners demonstrate best practice in their field and support the quick application of learning and theory to the early years classroom or setting.

- Training in language and communication is strong. This is because the partnership plays a lead role in implementing authority-wide initiatives around early literacy. Trainees and former trainees focus on the importance of oracy in enabling children to express themselves fluently and thrive at school.
- Leaders, including members of the SCITT committee and management group, are reflective and responsive to the feedback they receive about the quality of the training programme. Priorities for improvement are accurately identified and rooted in securing a better quality of training and improved outcomes for trainees.

What does the early years ITT partnership need to do to improve further?

The partnership should:

- improve the clarity of communication and marketing materials so that potential trainees understand the exact nature of EYTS and its fundamental differences to QTS
- continue to develop trainees' understanding of assessment so that they can plan more confidently to meet the different needs of children, including funded children, those who have special educational needs (SEN) and/or disabilities and the most able
- further improve the training programme by:
 - providing more opportunities for trainees to develop their confidence in working with babies and toddlers
 - ensuring that trainees understand how to teach systematic synthetic phonics and early mathematics to older children, especially those in Reception classes
- refine improvement planning so that all stakeholders, especially members of the SCITT committee and management group, can identify the intended impact of chosen actions and challenge leaders more precisely.

Inspection judgements

1. Leaders and staff are committed to helping all children secure the best start in life. They recognise the central importance of a well-trained and high-quality workforce in making this become a reality. As such, the partnership entered into early years ITT to ensure that the local area had increased access to early years teachers who could lead change and improve the life chances of children.
2. Leaders did not take the decision to discontinue the early years ITT route lightly. After much thought and evaluation, they decided, for the foreseeable future, that it was not a viable training route to offer. This is by no means a reflection of weaker training or dissatisfaction from trainees. It is due entirely to external circumstances. Contributory factors in deciding to end the programme

include lower numbers of trainees coming forward to gain EYTS. The ongoing national debate about the EYTS designation compared to QTS in schools also contributed to the decision to discontinue this training route.

3. At the end of their training programme, all trainees exceed the minimum expectations of their practice, as set out in the teachers' standards (early years). Overall, trainees and former trainees demonstrate a good quality of teaching. They show excellent practice in some aspects of their work. Those observed at stages 1 and 2 of the inspection showed particularly strong knowledge of child development, including current research about brain development and how young children form attachments. This common grounding ensures that trainees' knowledge of both the learning and development requirements and the welfare requirements of the statutory early years foundation stage (EYFS) framework are strong.
4. Trainees and former trainees deliver well-planned sessions that are rooted in children's needs, interests and dispositions. For example, one trainee recognised that the worms they could see in the soil fascinated some children. The trainee quickly adapted learning plans so that the flower bed became the context for their interactions with children. This maximised children's interest and engagement while still allowing the trainee to develop children's language and vocabulary and enhance their understanding of the world around them. Those trainees exhibiting good or better teaching such as this understood the rich opportunities that one activity can provide to further children's development across multiple areas of learning.
5. Where children were making good or better progress in their learning and development, trainees and former trainees understood the precise needs of the children in their group. They knew what knowledge and understanding children had already secured and where they should be taken next. This included a judicious focus on developing the prime areas of learning, as well as the characteristics of effective learning. As such, trainees and former trainees created many opportunities for children to develop their physical, social and emotional skills well. This enabled children to concentrate and persevere with their work on their own for extended periods of time.
6. All trainees and former trainees demonstrate exceptionally warm and positive relationships with their children, built on mutual respect and trust. Children learn well because they are comfortable, assured in their environment and understand the rules, routines and expectations of the classroom or setting. Children develop a special bond with trainees and former trainees and increasingly appreciate the boundaries set for their behaviour. This ensures that everyone is safe and happy during their time at nursery or school and supports children to make good or better progress.

7. Generally, trainees and former trainees are not as adept at using their assessment skills to adapt what they are doing to maximise all children's learning. Typically, trainees and former trainees do not take sufficient account of children's responses during their interactions with them so that some children are not challenged or supported as well as they should be.
8. Some misconceptions, such as a Reception child's comment that 'all heavy things sink', go unchallenged. This is particularly the case for children who have additional needs, such as those who have SEN and/or disabilities, funded children and the most able. In these instances, children's learning and progress are not as strong as they could be.
9. Trainees are highly professional and involve themselves fully in the life of the school or setting in which they work. Trainees and former trainees consistently demonstrate high standards of professional conduct. They form strong attachments with the children in their care and build effective relationships with the other adults in the setting. Opportunities to learn about safeguarding issues directly relevant to young children and families, such as safe sleeping for babies or parental substance abuse, ensure that trainees are well informed about the potential dangers to which children may be exposed.
10. Trainees have a clear understanding of the welfare requirements of the statutory EYFS framework and apply these diligently in their day-to-day practice. Children settle well and feel comfortable in the presence of trainees and former trainees who they have known for a relatively short period.
11. Trainees and former trainees seize every opportunity to celebrate the diversity found within their school's or setting's local community, including the festivals and traditions observed by those of different faiths. They understand the need to ensure that even the youngest children are respectful and tolerant of others, including those children and families who are different to themselves. Trainees and former trainees understand the uniqueness of each child. They instil a sense of belonging so that all children, parents and families feel welcome and included.
12. Leaders recognise that the number of trainees successfully completing their training has not been as high as they would have wished during the second year of the programme. This was particularly so when the numbers of trainees undertaking the early years ITT route increased significantly. Around half of those who started the programme completed their training year. Some transferred to the primary training programme to gain QTS, one decided to pursue a doctorate at a local higher education institute and others had to withdraw due to unforeseen personal circumstances. Leaders supported all of these trainees, offering effective pastoral support and appropriate guidance and advice to ensure that everyone made the right decision regarding their future plans and prospects.

13. Trainees who successfully complete the programme are in high demand by local schools and early years settings. As such, they secure employment quickly. All of those who have completed their course over the last two years have secured positions as early years teachers (EYT), often before their programme has ended. Employing headteachers and early years managers recognise the specialist knowledge and skills that former trainees bring to their roles and the difference they are already making to the learning of staff and children alike.
14. Due to the small number of trainees, there are no significant or discernible differences in attainment, completions or employment between different groups. All trainees are equally well prepared for the demands of being an EYT, although their strengths, confidences and areas for continuous improvement vary.
15. The training programme is relevant, well-planned and cohesive. The theory learned during taught sessions is quickly applied in practice so that trainees have maximum time to hone the craft of working with early years children. The content of the course provides a well-balanced mix of research, practical strategies and subject knowledge so that trainees gain a good understanding of the entire birth-to-five age range. However, some sessions focus more on the older children within this range, typically those who are three, four or five, leading to a lack of confidence among trainees in working with babies and toddlers. Employing early years managers also recognise this weakness in the training programme. Leaders acknowledge that, if the programme had continued, they would have utilised the expertise of private, voluntary and independent setting staff to help bolster this aspect of training.
16. The training programme prioritises trainees' knowledge and understanding of speech, language and communication because this has been identified locally as a significant need. Leaders have used their strong links with external partners, including Bradford local authority, to support the roll-out of a number of bespoke initiatives and, at the same time, enhance the experience of trainees. For example, the partnership with 'Voice Bradford' is allowing trainees to understand the importance of oracy as a lever for social mobility and its fundamental link to life-long success and employability. Projects such as 'Fifty things to do before you are five' are also enabling trainees to engage with parents and carers about the need to talk and interact with their children.
17. Trainees have a good knowledge of systematic synthetic phonics, which builds on their appreciation and understanding of children's acquisition of speech and language. Trainees are particularly aware of the importance of sharing stories, rhymes and poems with children to engender a love of books and reading. They also appreciate that children need to develop a 'listening ear' so that they become sensitive to different sounds. Importantly, trainees recognise that word reading and language comprehension have to run side by side. However,

trainees are less confident in delivering phonics sessions to Reception-age children.

18. Trainees' and former trainees' understanding of early mathematics is strong. They recognise the importance of using practical resources before moving children to visual representations or formal recording. For example, one former trainee used 'magic beans' to support some of the most able Reception children to understand the early stages of addition and subtraction. When secure and well-rehearsed at adding or removing beans, children were shown how to represent their calculations in pictures. This helped them to make rapid progress in their mathematical understanding. Not all trainees and former trainees are as confident in how older children within the early years age range progress in mathematics.
19. Trainees gain experience of early education in a range of schools and settings, including those attached to children's centres and those judged to require improvement. This allows trainees the opportunity to appreciate the wide range of early childhood services offered to young children and their families, and the place of high-quality education and care within this.
20. Opportunities for trainees to gain insight into the work of speech and language therapists, health visitors and those who work in hospital schools has served them well in understanding the wider needs of children and families, especially those with additional needs.
21. Mentors, tutors and trainers demonstrate a wealth of expertise. A significant proportion of the training team are designated as national or specialist leaders of education. Increasingly, the partnership has also secured the contribution of specialist leaders of practice, to strengthen their input focused on the under-threes. All of the tutors and trainers are serving practitioners. They demonstrate best practice in their field and support the quick application of learning and theory to the early years classroom or setting. This up-to-date knowledge supports the partnership to make accurate assessments of trainees' attainment.
22. Course leaders are strongly committed to teacher training and act as advocates for EYTS, understanding its role in elevating the status and quality of the early years profession. Well-established relationships between leaders, schools and settings ensure that all who work within the programme share this vision. To this end, the partnership is committed to improving the quality of training and outcomes for trainees.
23. Although the programme ceased to operate between stages 1 and 2 of the inspection, leaders reflected carefully on the emerging areas for improvement that were raised at the end of stage 1. While there was no expectation that leaders will have made changes to a programme that is no longer in existence,

leaders demonstrate a very clear view of their strengths and where further refinement is needed. The same leaders' approach to improving the primary partnership is evidence towards their capacity to improve. As leaders commented, 'All learning is beneficial because, while the early years programme has ended, we may decide to start it again in the future.'

24. Recruitment and selection procedures are fair and transparent. Those trainees who are selected to join the programme demonstrate the necessary knowledge, skills and attitudes to make a success of their training. Not all trainees and former trainees believe that the partnership's communications about EYTS and its fundamental differences to QTS were clear enough at the point of deciding on the right course. As such, some transferred to the primary training programme during the year and others are now, as former trainees, applying for assessment-only routes to gain QTS. Leaders recognise that marketing materials and communications could be even clearer about the differences between the early years and primary routes they offer so that the language used does not imply that the programmes are equivalent in terms of qualification or award.
25. The SCITT committee and management group represents a wide range of stakeholders, including representatives from the Birth to 19 Trust and St Edmund's Nursery School and Children's Centre. Membership of this committee has been enhanced since stage 1 of the inspection to bring even greater expertise and experience to the table. The committee is now well placed to discuss emerging issues and respond to the raft of feedback sought, collected and analysed from settings, employers and trainees. Minutes of committee meetings reveal that there is already a greater degree of challenge about the quality of training and its impact on trainees' outcomes. The committee acknowledges that it is not always sure of the intended impact of actions identified within the partnership's improvement planning. Leaders understand that, while the correct priorities have been identified, they need to be more specific in what they aim to achieve, and by when, for the committee to be able to hold them to account more fully.
26. Former trainees are supported well to make the transition from training into employment. Trainees' strengths and weaknesses are captured effectively at the end of the training programme. Employing headteachers and managers believed these were accurate and helpful in enabling former trainees to hit the ground running during their first year as EYTs. Support networks among trainees and with leaders and tutors are strong. Opportunities to undertake continued professional development are signposted well so that former trainees can continue to grow and develop in their practice.
27. The partnership meets its legislative requirements regarding equality and diversity and safeguarding. Trainees' qualifications and their suitability to work

with children are checked and recorded. The partnership complies fully with the early years ITT requirements.

Annex: Partnership schools/settings

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

Beckfoot Heaton Primary Academy, Bradford

Haworth Primary School, Bradford

Hipperholme Private Day Nursery, Halifax

Lady Castle Nursery, Bradford

The primary phase

Information about the primary partnership

- The SCITT has provided ITE since September 2015. The partnership was inspected for the first time at the end of its second year.
- The primary partnership offers ITT in either the three-to-seven or the five to 11 age range. Trainees who successfully complete their training are recommended for QTS and gain a PGCE from Sheffield Hallam University.
- During 2016/17, the SCITT trained 73 trainees on the primary programmes.

Information about the primary ITE inspection

- Inspectors visited five schools during stage 1 of the inspection, observing nine trainees teach. All observations were conducted jointly with school-based mentors and included an analysis of trainees' evidence towards meeting the teachers' standards.
- Inspectors checked that the partnership was compliant with statutory requirements, including the ITT criteria (QTS) and safeguarding.
- They also reviewed a wide range of evidence provided by the partnership. This included: self-evaluation documents, improvement plans, recruitment and selection records, trainee evaluations, and trainee tracking and assessment information. It also included: minutes of meetings, the partnership agreement, external examiner reports, handbooks and the content of the training programmes.
- Meetings were held with individual trainees and NQTs, the primary SCITT leadership team, members of the SCITT committee and management group, partnership tutors and trainers, school-based mentors and headteachers.
- Inspectors took account of the 52 responses to the trainee online questionnaire which was completed in 2017.

- At stage 2, inspectors visited four schools, including two from outside the partnership, to observe seven NQTs teach. Two trainees were observed at both stages of the inspection and one school was revisited. Inspectors reviewed the quality of work in pupils' books to determine the impact of the NQTs' teaching on pupils' learning and progress over time. An inspector also spoke to a sample of former trainees who were yet to secure employment as permanent classroom teachers and trainees who had deferred completion of the programme.
- Inspectors reviewed NQTs' career-entry profiles and the actions taken by leaders and managers to improve the quality of training and outcomes between the two stages of the inspection.

Inspection team

Michael Reeves HMI (lead inspector)

Belita Scott HMI (assistant phase lead inspector)

Overall effectiveness

Grade: 2

Key strengths of the primary partnership

- The partnership leaders' and stakeholders' vision and moral purpose underpin their drive to provide high-quality ITT. This is making a positive contribution to the quality, supply and retention of teachers in the Bradford area and beyond.
- The rigorous recruitment and selection process places a strong emphasis on identifying trainees' individual strengths and areas for development. It is carefully related to the teachers' standards and the partnership's high expectations for trainees' personal and professional conduct.
- The partnership's focus on developing trainees' resilience means that trainees are very well prepared for the demands of school life. Trainees identify that they are supported effectively at times when they may be vulnerable to leaving the programme.
- Trainees gain a commendable ability to manage pupils' behaviour. They demonstrate good subject knowledge and plan activities that are well matched to pupils' needs and interests.
- Tutors are experienced and credible. Their detailed and constructive feedback helps trainees to improve their teaching. Tutors' assessments are accurate, realistic and established through the evaluation of both trainees' teaching and pupils' progress.
- Trainers with high levels of expertise and experience deliver quality training. This has a very positive impact on trainees' skills, particularly in mathematics, behaviour management and planning to meet pupils' needs.

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

The partnership should:

- ensure that trainees gain a deeper understanding and more direct experience of teaching foundation subjects, including physical education (PE)
- improve completion and employment rates for the three-to-seven and fee-based routes
- sharpen the monitoring and evaluation section of the partnership's improvement planning
- embed the role of the SCITT committee and management group in providing challenge and support for SCITT leaders
- improve the quality of information in the NQT action plans and embed the recently introduced NQT programme to smooth the transition from ITT to employment further.

Inspection judgements

28. The overall effectiveness of the Bradford Birth to 19 SCITT is good. Partnership schools share the SCITT's vision of improving the supply of high-quality teachers who understand the needs of pupils and communities in Bradford and its surrounding areas.
29. Leaders and managers demonstrate a focused and determined approach to continuous improvement. There is a good capacity to improve. Leaders are highly responsive to stakeholders' and trainees' views. They use a range of evaluations, quality assurance visits and feedback from an external consultant to improve training and outcomes.
30. The SCITT committee and management group provides a wide range of expertise and experience. Between stages 1 and 2 of the inspection, the organisation of this group has been revised and strengthened. This has brought a sharper level of challenge alongside the high level of support for strategically driving improvement.
31. Tutors are experienced and credible. Trainees hold them in high esteem and school leaders respect the expertise that they bring. Tutors' assessments are detailed and accurate. They provide trainees with comprehensive feedback to support their development between visits. Between stages 1 and 2 of the inspection, leaders have ensured that tutors make more consistent judgements against a four-grade scale, which is ensuring clarity for trainees, mentors, tutors and partnership leaders.
32. Thorough, up-to-date, high-quality training delivered by expert trainers from partnership schools generally supports trainees' development effectively. SCITT

leaders attend training sessions to evaluate the quality and to consider trainees' views of the training provided. Recent improvements to the links between training, school placement experiences and monitoring by tutors and mentors have increased the opportunities for trainees to put training into practice. This has strengthened the coherence and consistency of the primary programmes. However, SCITT leaders recognise that this needs to be embedded for foundation subjects.

33. Since stage 1 of the inspection, leaders have improved the training for mentors. It now includes development of mentoring and coaching skills alongside better information about programme organisation and delivery. This helps mentors to have a stronger influence on improving trainees' practice and providing effective feedback. At stage 2 of the inspection, mentors who were new to the role and mentors who are more experienced confirmed that this training had both improved their understanding of the delivery of the primary programmes and enhanced their mentoring skills. One experienced mentor described this training as some of the best mentor training she had received in her career.
34. Recent developments to tutor visits to placements, the guidance in the mentor and tutor handbook, and improved online reporting systems have ensured stronger links between tutors, mentors, headteachers and course leaders. This provides leaders with an up-to-date picture of how effective mentor support, school placement experiences and training are enabling trainees to make good progress. SCITT leaders use this information well to respond promptly if they identify any concerns in the quality of these aspects of the programme.
35. The partnership's comprehensive self-evaluation links effectively to its improvement plan. This plan has appropriate priorities and actions for improvement. Although approaches to monitoring the impact of the partnership's actions are in place, these are not clearly identified in the plan. This makes it difficult for leaders, including those on the SCITT committee and management group, to check if actions are on track and having the intended effect.
36. Detailed, clear and current partnership policies and documentation meet statutory requirements, including the ITT criteria, and place a clear emphasis on equality of opportunity, eliminating discrimination and safeguarding. Leaders analyse completion rates rigorously by trainee characteristics. This analysis shows that completion rates compare well to national averages for all groups, the only exception being the under-25 group. Leaders have already put actions in place to address this.
37. NQTs and trainees are committed to teaching as a career and are critically reflective. Trainees listen to and act on advice. They complete a range of useful tasks and assignments. These have been carefully designed to develop trainees' understanding and meet identified areas for development. This assists trainees

to refine their teaching skills and provide evidence in relation to the teachers' standards.

38. Partnership leaders have high expectations and strive to grow the partnership and drive improvement. This can be seen in their determination to resolve any issues and in their efforts to improve the quality of training and outcomes for trainees. Highly effective actions were taken between the two stages of the inspection to secure discernible improvements.
39. Leaders actively seek to work collaboratively with other SCITT providers within the local area. This has resulted in a successful bid, along with five other SCITT providers, to pilot innovative approaches to marketing and recruitment in the West Yorkshire area. The creation of a programme for NQTs, delivered by the group of six SCITT providers, provides ongoing professional development for NQTs and opportunities to share learning with other NQTs from a wide range of contexts.
40. Primary trainees' responses to Ofsted's online questionnaire in 2017 demonstrated that trainees had high levels of confidence in how training was preparing them to be a good or better teacher. However, some trainees raised concerns about their lack of practical experience in the teaching of PE, their confidence in teaching phonics and the quality of mentors' feedback. Leaders have already responded to these aspects and strengthened the programme in all three areas.
41. Training focuses on early reading, language, communication and the use of systematic synthetic phonics. Leaders have strengthened the quality of training in phonics and ensured that trainees are provided with opportunities to put this learning into practice during school experiences. Although the trainee survey identified this as below the average found nationally, discussions with the majority of NQTs, headteachers and mentors did not reveal this to be a particular weakness. Some NQTs were identified by headteachers and mentors as being particularly strong when teaching phonics.
42. Trainees and NQTs value the quality of their training in mathematics. They have a good understanding of mathematics 'mastery' and trainees provide pupils with problem-solving and reasoning activities to deepen their understanding. Trainees make effective use of a range of practical resources and teaching strategies. For example, an NQT made effective use of practical equipment while developing pupils' knowledge of the properties of 3D shapes. Good reinforcement of vocabulary and language development helped pupils to articulate their learning.
43. Almost all trainees and NQTs set high expectations and model expected behaviours well. They make good use of school procedures and policies to manage pupils' behaviour and encourage pupils to work hard and produce

quality work. Headteachers identified this as one of the many key strengths that trainees displayed. Inspectors observed strong behaviour management by trainees and NQTs having a positive impact on pupils' learning during their visits to schools.

44. Trainees gain valuable practical experience in a special school. They have a good understanding of potential barriers to learning and cater well for pupils who have SEN and/or disabilities and ensure that they make at least expected progress. For example, one NQT could clearly explain how they had adapted their teaching and classroom organisation to meet the specific needs of a pupil who had SEN and/or disabilities.
45. Trainees have good opportunities to work in a range of diverse and contrasting schools. They also gain useful practical experience of the preceding and subsequent key stages to the age phase they are training to teach. This prepares them well to teach pupils in schools that serve communities in a range of contexts. Trainees develop a good understanding of curriculum progression and associated assessment, which assists them in their planning and teaching to meet the needs of pupils.
46. The partnership's programmes include relevant training in primary PE, and trainees audit their skills in teaching this subject. However, some trainees were concerned that opportunities to put this training into practice in their placement schools were variable. As a result, some trainees had limited experience of teaching PE. Leaders have responded promptly to these findings. It is intended that the current cohort of trainees will have opportunities to put this training into practice during their school experience and at a time close to the training delivery.
47. For the current cohort, a move to joint primary training sessions across both age phases aims to ensure that trainees gain a deeper understanding of foundation subjects, including PE. A defined structure of training, followed by school experience, which is subsequently checked by mentors and tutors, also aims to enhance trainees' ability to teach across foundation subjects. This is further enhancing trainees' skills to teach effectively across the breadth of the primary curriculum. It is too early for inspectors to discern the impact of these changes on trainees' practice.
48. Employment rates are above national norms. Most trainees gain employment in schools within the Bradford area. NQTs are regarded as an asset by employing schools because they are well prepared to begin their career in teaching. They demonstrate high standards of personal and professional conduct, are committed to teaching and are highly reflective.
49. Effective safeguarding training ensures that trainees have a secure understanding of their responsibilities to keep pupils safe and raises their

awareness of issues such as female genital mutilation. As a result, trainees and NQTs respond confidently to safeguarding incidents. For example, some NQTs could explain how they had promptly followed their school's safeguarding procedures following disclosures by pupils.

50. NQTs are well prepared for teaching roles in schools, within and beyond the partnership, by the wide-ranging opportunities during their training to work in schools serving diverse communities. These include schools in challenging socio-economic circumstances, those judged to require improvement and those where significant numbers of pupils come from differing cultural, religious and linguistic backgrounds.
51. There is some variability of the quality of information provided in the NQTs' action plans. While most induction tutors successfully use the plan to identify the NQTs' ongoing professional development, sometimes the objectives for the NQTs' development are too broad. This was more problematic in schools where the NQTs' strengths and areas for development were not already well known by the induction tutor.
52. Opportunities for NQTs' ongoing professional development have recently been developed further. Through collaboration with five other local SCITTs, NQTs are offered a six-day programme across the year, which is well matched to their ongoing development. This is complemented by an NQT conference delivered by Sheffield Hallam University. As the joint SCITT NQT programme is in its first year, leaders have not yet had the opportunity to evaluate its effectiveness.
53. Overall completion rates for the first cohort of trainees were above those of other partnerships nationally. Although 2016/17 completion rates are slightly below those of other partnerships nationally, three primary trainees were completing deferred school experiences during stage 2 of the inspection. All were on track for successful completion shortly.
54. There is some variation in completion rates across the primary programmes. The completion rates for the primary three-to-seven programme and the fee-based programme are slightly below those for the primary five-to-11 and salaried routes respectively.
55. Leaders know their trainees very well. They work hard to nurture and develop trainees, including their personal qualities, such as resilience. Bespoke individual support has enabled some trainees who were at risk of not finishing the programme to complete their training successfully and to go on to secure employment.
56. Inspectors found that the assessments of trainees made by the partnership were accurate. By the end of the summer term, all trainees exceeded the minimum level of practice expected in the teachers' standards and were

awarded QTS. In 2016/17, the proportion of trainees achieving at the highest level increased compared to the previous year. This is a reflection of the partnership's improved selection processes and the developing quality of training.

57. The partnership meets its legislative requirements regarding equality and diversity, discrimination and safeguarding. Trainees have their qualifications and suitability to work with children checked and recorded. The partnership fully complies with the statutory criteria for ITT (QTS).

Annex: Partnership schools

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

All Saints' CE Primary School, Bradford

Barkerend Primary School, Bradford

Brackenhill Primary School, Bradford

Bradford Academy, Bradford

Copthorne Primary School, Bradford

Eastwood Community School, Bradford

Eldwick Primary School, Bradford

Knowleswood Primary School, Bradford

ITE partnership details

Unique reference number	70329
Inspection number	10022286
Inspection dates	19–21 June 2017
Stage 1	
Stage 2	4–6 December 2017
Lead inspector	Michael Reeves HMI
Type of ITE partnership	SCITT
Phases provided	Early years ITT, primary
Date of previous inspection	Not previously inspected
Previous inspection report	N/A
Provider address	St Edmunds Nursery School and Children's Centre Washington Street Bradford BD8 9QW



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