

North Manchester ITT Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 26 June 2017 Stage 2: 4 December 2017

This inspection was carried out by Her Majesty’s Inspectors (HMI), in accordance with the ‘Initial teacher education inspection handbook’. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary and 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

Information about this ITE partnership

- The North Manchester ITT Partnership is a school-centred partnership for initial teacher training (SCITT). It provides teacher training for graduates through three main training routes: School Direct, School Direct salaried and assessment only. Trainees who successfully complete their training are recommended for qualified teacher status (QTS). Some trainees also gain a postgraduate certificate in education (PGCE) accredited by Manchester University.
- The partnership was accredited as a SCITT in November 2014 and has provided ITT since September 2015. The partnership was inspected for the first time at the end of its second year as an accredited provider of QTS.
- The partnership currently offers primary (five to 11) and secondary (11 to 16) ITT programmes.
- During 2016/17, the partnership trained seven primary trainees and 14 secondary trainees. Four primary trainees and three secondary trainees were on the School Direct salaried route. The remainder followed the School Direct training route.
- In September 2017, the number of primary trainees increased to eight and there were 14 trainees following secondary routes. Within this cohort, five primary trainees and one secondary trainee were on the School Direct salaried training route. The remainder were on the School Direct training route. One trainee is currently on the assessment-only route.
- At the time of the inspection, the partnership offered the following secondary specialisms: art and design, biology, chemistry, computing, English, history, mathematics, French, physics and physical education.
- Within the partnership there are three secondary schools and six primary schools. The Manchester Communication Academy is the lead school for current School Direct salaried trainees. From 2018, the Manchester Health Academy will be the lead school for School Direct salaried trainees. The Greater Manchester Academies Trust is the responsible body for accrediting QTS in respect of School Direct and assessment-only trainees.
- Trainees have two school-based experiences. Primary trainees gain further experience in the early years and in key stage 3. Secondary trainees have the opportunity to gain further experience in primary and post-16 settings.

Information about the primary and secondary ITE inspection

- Inspectors visited five schools at stage 1, observing nine trainees teach across the primary and secondary phases. They reviewed trainees' teaching and standards files, subject knowledge audits and assessment information.
- Inspectors held meetings with: trainees, subject and professional mentors, headteachers and senior leaders, external quality assurance consultants, a

representative from Manchester University and members of the SCITT's governing body.

- During the inspection, inspectors checked that the partnership was compliant with safeguarding and other statutory requirements, including the ITT criteria. They also reviewed a range of evidence provided by the partnership. This included: self-evaluation documentation, improvement plans, documentation relating to governance, audits of provision, the external examiner's reports, the programme handbook, the partnership agreement, the content of the training programme and trainees' assessment information.
- During stage 2, inspectors visited seven schools, observing eight newly qualified teachers (NQTs) teach. They met with NQTs, NQTs' mentors and induction tutors. Inspectors also met with senior leaders and headteachers from the schools in which NQTs are employed. In addition, inspectors reviewed a selection of NQTs' standards files from their training, their career-entry profiles and their final reports.
- At stage 2, inspectors held additional meetings with the governing body, the SCITT's leadership team, trainee teachers from the 2017/18 cohort and a wider range of NQTs who were not observed teaching as part of the inspection.
- Inspectors took account of the 21 responses to Ofsted's online trainee questionnaire that were received in the summer term 2017.

Inspection team

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Overall effectiveness

Grade: 2

Key strengths of the primary and secondary partnership

- SCITT leaders have been very successful in fulfilling their vision to train good or better teachers who make a valuable contribution to partnership schools and others in the local area.
- Completion and employment rates are in line with national averages. The partnership's good reputation means that trainees are sought after in local schools.
- Trainees and NQTs are committed to teaching and are passionate about the difference that they can make to pupils' learning and progress. This is particularly the case for disadvantaged pupils, pupils who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language.

- Trainees are well prepared to fulfil the wider professional responsibilities associated with teaching.
- Effective centre-based training is complemented by good-quality school placements. Mentors play a pivotal role in promoting trainees' good progress against the teachers' standards. Trainees value the wrap-around care that they receive.
- Trainees and NQTs understand the importance of building positive relationships to secure a good climate for learning. They are particularly skilled in forging strong relationships with pupils in their care and managing their behaviour. Consequently, learning is rarely disrupted.
- Recruitment and selection procedures are comprehensive. Leaders test potential trainees' skills, attitudes and aptitudes rigorously to ensure that they select only the most suitable candidates for training.

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

The partnership should:

- improve the leadership and management of the SCITT by:
 - strengthening the newly formed governing board so that it stringently holds leaders to account for the quality of the partnership's work
 - ensuring that all leaders from partner schools are equally engaged in shaping the strategic direction of the partnership
 - ensuring that self-evaluation is even more sharp and precise so that it leads to well-focused improvement plans
- improve training so that:
 - primary trainees gain a deeper understanding, and more direct practical experience, of teaching the foundation subjects during their training, including physical education (PE)
 - secondary trainees gain a greater opportunity to experience how their subject specialism is taught at both key stages 4 and 5
 - trainees have a secure understanding of how to promote consistently good outcomes for their pupils, including the most able pupils
 - trainees' placements are further personalised so that they are even more fully prepared for employment within and beyond the partnership.

Inspection judgements

1. The overall effectiveness of the North Manchester ITT Partnership primary and secondary SCITT is good. The partnership is successful in its mission to train high-quality teachers who meet the recruitment needs of primary and secondary schools in the North Manchester area.

2. The SCITT's leadership team is passionate and committed to continuous improvement. Leaders have recently strengthened their team by appointing a new, highly experienced SCITT leader.
3. Self-evaluation is secure and leads to appropriate improvement plans. However, the alignment between self-evaluation, the SCITT's improvement plans and the work of the governing board is not as sharp as it should be. For example, leaders do not closely link the key actions identified in their improvement plans to precise and quantifiable measures of success, particularly in relation to the quality of training and outcomes for trainees.
4. Overall, leaders' capacity to secure further improvement is good. Between stages 1 and 2 of the inspection, SCITT leaders took effective action to address the emerging areas for improvement. For example, they strengthened further the training programme so that trainees had more opportunities to provide evidence of their readiness to teach across their chosen age phase. Added to this, they took swift and effective action to strengthen the composition of the strategic governing board.
5. The newly formed governing board now has a clear mandate to hold SCITT leaders to account for the overall effectiveness of the partnership. The membership of the group comprises highly skilled, knowledgeable and passionate people. The governing board now has a clear understanding of the role it plays in shaping the strategic direction of the SCITT.
6. Nevertheless, the governing board accepts that it must support and challenge leaders even more stringently so that the SCITT achieves its goal of becoming an outstanding provider. Added to this, currently not all leaders and key stakeholders from partner schools engage equally well in shaping the future direction of the SCITT.
7. Leaders do, however, ensure that a range of schools are involved in the partnership. The SCITT includes partner schools that are not yet judged by Ofsted to be good alongside schools that are facing challenging socio-economic circumstances. Nevertheless, leaders recognise that some trainees need access to a wider variety of schools to prepare them even more fully for employment both within and beyond the partnership. Consequently, leaders are seeking to widen the range of partners further still so that they can personalise the training programme to better meet the needs of a minority of trainees.
8. As part of their work to expand the partnership, leaders are developing clusters of schools to support key aspects of the training. For example, leaders know that to strengthen trainees' subject knowledge for teaching even further, while achieving value for money, they need to work in partnership with other providers. This outward-facing practice is a strong feature of leaders' work. Leaders are committed to collaboration.

9. Leaders across the SCITT are committed to promoting equality of opportunity. They ensure that recruitment and selection procedures are extremely robust. Leaders analyse the information from the recruitment process to ensure that they attract a diverse group of potential trainees.
10. There are effective quality assurance procedures to validate the partnership's assessment of how well trainees meet the teachers' standards. Leaders also rigorously evaluate the quality of mentoring. The SCITT employs two consultants to quality-assure the partnership's work. This adds a further tranche of accountability to assure the effectiveness of leaders' work.
11. Leaders provide good-quality training to mentors to gain more consistency across the partnership. Leaders ensure that they carefully match most trainees to their mentors. Overwhelmingly, trainees and NQTs say that the quality of mentoring is strong. It is fundamental to their success. One NQT said: 'Mentoring is a real strength. I was both challenged and supported to be the teacher that I am today.'
12. Leaders and managers ensure that they listen to trainees' views to improve the quality of provision. Although there were very good mechanisms to gather the views of trainees at stage 1 of the inspection, leaders have since improved this aspect of their work further. At the end of each professional studies programme, trainees shape future learning by submitting key questions to the presenter in advance. They also have the opportunity to set the programme by advising leaders on which aspect of training is most beneficial to them.
13. Leaders provide excellent pastoral support to their trainees. For example, when leaders know about any concerns that trainees may have, they provide wrap-around support, advice and guidance. Trainees are very positive about the quality of care across the partnership. One trainee said: 'Leaders give so generously of their time to support trainees; they are always on hand to help.'
14. The flow of communication between leaders, mentors, school leaders, trainees and NQTs within this partnership is good. Almost all trainees and NQTs feel that leaders inform them well about the next stages in their training.
15. The alumni programme is highly valued by NQTs. They relish the opportunity to attend additional training sessions. Leaders maintain high levels of communication with NQTs after they leave the course. The ongoing level of care, guidance and support is good during employment and helps NQTs to build further on the skills and knowledge that they gain during their training year. NQTs value the visits made by leaders and consultants to ensure that they settle well into their new schools.
16. The SCITT works closely with Manchester University to ensure that the PGCE aspect of the training programme links well with trainees' professional studies

and school placements. The higher education institution link tutor is very positive about how well trainees are prepared by the SCITT to embark on research in order to gain a PGCE.

17. School Direct salaried trainees and some core trainees do not follow a PGCE route. However, they still complete an unassessed research project that mirrors a typical postgraduate research project. This enables the non-PGCE route trainees to experience and implement research methods and methodology.
18. All trainees undertake an 'impact' research task. This enables trainees to reflect on the quality of their teaching in relation to how well their pupils make progress. This research task prepares trainees well for further study. From this academic year, trainees will also undertake an 'impact' research project based on their second placement. This is to ensure that trainees gain maximum benefit from a contrasting placement.
19. The vast majority of trainees and NQTs are very positive about the quality of training that they receive. They feel that it is generally well designed and most feel that it prepares them well for employment. They appreciate the high-quality centre-based training that complements their school-based placements.
20. Trainees develop a high level of resilience and emotional intelligence throughout their training year. Without doubt, trainees and NQTs are self-reflective practitioners who constantly strive to improve their practice.
21. Leaders are committed to ensuring that there is a strong focus on helping trainees and NQTs to achieve a work-life balance.
22. Trainees demonstrate consistently high standards of personal and professional conduct. A key strength of this partnership is how it prepares trainees to fulfil the wider roles associated with teaching.
23. The depth of experience of trainers is good. Leaders seek out the most appropriate trainers to deliver the professional studies programme. Trainees use their theoretical learning effectively in the classroom. They see the value of their professional studies programme. For example, as a result of high-quality training, trainees accurately assess their pupils' work. They have a good understanding of how to review summative assessment to monitor the progress their pupils make.
24. One of the unique aspects of this provision is the effectiveness of the partnership in preparing trainees to break down barriers for pupils who have SEN and/or disabilities, disadvantaged pupils and pupils who speak English as an additional language. Trainees and NQTs excel in this area
25. Trainees in this partnership are exceptionally well prepared to promote high levels of good behaviour in their classrooms and to reduce incidents of bullying.

Trainees and NQTs develop strong relationships with their pupils built on mutual respect. As a result, the climate for learning is very good and there are rarely any incidents of low-level disruption.

26. Leaders ensure that trainees receive excellent information about safeguarding. Trainees and NQTs are knowledgeable about how to recognise signs and symptoms of abuse. They are also aware of the signs of radicalisation and extremism.
27. Many of the trainees who embark on the SCITT's training programmes have significant school-based experience prior to commencing the course. This allows them to get off to a flying start. Often, these trainees are exceptionally well prepared for teaching.
28. Leaders select trainees carefully for the assessment-only route to ensure that they have relevant and suitable experience to achieve QTS within the prescribed three-month period. The quality of documentation to support the assessment of trainees on the assessment-only route is rigorously checked and quality-assured.
29. Outcomes across the partnership are consistently good for primary and secondary trainees alike. In 2016/17, all of the partnership's trainees attained well across the range of teachers' standards. Every trainee achieved a good standard and over half of the trainees achieved a high standard.
30. Nevertheless, leaders recognise that further improvements should be made to ensure even better outcomes for trainees. For example, trainees need further support and guidance to develop the breadth of strategies that will promote consistently good progress for their pupils. This is particularly the case for the most able pupils. Trainees have not developed proficiency in their toolkit of strategies to promote high levels of learning and progress in every classroom.
31. Until more recently, some primary trainees have not had sufficient opportunity during their placements to develop a deep enough understanding of how to plan and teach the foundation subjects, including in PE. This means that some trainees do not develop their subject knowledge for teaching the broad range of subjects in the primary curriculum to the highest standard.
32. In response to this, leaders have implemented a tracking system that enables them to monitor more closely the school-based training programme so that all trainees have the opportunity to plan, teach and assess across the range of subjects in primary school.
33. Primary trainees are very well prepared to teach mathematics across the age phase. They understand the need to develop fluency, reasoning and problem-solving skills in their pupils.

34. Primary trainees are prepared well to plan, teach and assess phonics to different ages and abilities. Leaders monitor this aspect of primary trainees' development extremely well to ensure that trainees have the knowledge and skills to foster early reading.
35. Secondary trainees develop their subject knowledge well. With the support of mentors, coupled with the subject knowledge enhancement programme, they are generally very well prepared to teach within their chosen age phase. They have a secure understanding of the curriculum and assessment requirements within their subject specialisms. Secondary trainees are also well prepared to teach literacy and numeracy across the curriculum.
36. That said, some trainees on the secondary programme feel that they do not have sufficient experience at key stage 4 to enable them to confidently plan, teach and assess pupils studying GCSE or vocational courses. Although the course structure and content enable trainees to meet the requirements for QTS, leaders have already initiated appropriate plans to strengthen this aspect of the secondary training programme.
37. Leaders also acknowledge that previously some enrichment programmes have not allowed trainees to learn about the different age phases in sufficient depth. For example, secondary trainees' exposure to post-16 provision has been limited. They also do not have a deep enough understanding of how the curriculum is structured between the age phases.
38. Employment rates for trainees are good. In 2016/17, every primary trainee successfully secured employment within a close range of the partnership. Almost all secondary trainees also gained employment.
39. Added to this, trainees and NQTs are well prepared for promotion once in employment. Over the last two years, a number of trainees have secured promotion to middle leadership positions.
40. There are no significant differences between groups of trainees in either attainment or employment. All of the trainees who complete their training are sought after by school leaders. Headteachers are extremely complimentary about the partnership's training programme. One principal commented: 'Trainees are well prepared to make a difference to the life chances of our pupils.'
41. The partnership complies fully with all the requirements for ITE. It has robust systems in place to check and verify this. In addition, the partnership meets the requirements for the assessment-only ITE route. Leaders ensure that they meet all safeguarding requirements.

Annex: Partnership schools

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

Altrincham College, Timperley, Altrincham

Crosslee Community Primary School, Manchester

Lily Lane Primary School, Manchester

Manchester Communication Academy, Manchester

Manchester Communication Primary Academy, Manchester

Manchester Health Academy, Manchester

Our Lady of Mount Carmel RC Primary School, Ashton-under-Lyne

St Malachy's RC Primary School, Manchester

St Martin's CofE Primary School, Oldham

ITE partnership details

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Lead inspectors	Denah Jones HMI (stage 1) Jonathan Smart HMI (stage 2)
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Phases provided	Primary and secondary
Date of previous inspection	N/A
Previous inspection report	N/A
Provider address	Manchester Communication Primary Academy Parkstead Drive Manchester M9 5QL



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