

# Educate Teacher Training ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 11 June 2018    Stage 2: 19 November 2018

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This inspection was carried out by Her Majesty's Inspectors (HMI) and an Ofsted Inspector (OI) 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

	<b>Primary and Secondary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high quality outcomes for trainees?	2
<b>The outcomes for trainees</b>	2
<b>The quality of training across the partnership</b>	2
<b>The quality of leadership and management across the partnership</b>	2

## Primary and secondary routes

### Information about this ITE partnership

- Educate Teacher Training provides initial teacher training (ITT) in the primary and secondary phases. There are 52 schools in the partnership across 20 local authorities. The range of schools in the partnership includes schools that Ofsted has judged to be outstanding, good and to require improvement.
- At the last inspection, in June 2012, the provider was called Education Management Direct GTP consortium. The provider, which was judged to be good overall, offered employment-based initial teacher training (EBITT).
- The partnership provides training through school-centred initial teacher training (SCITT), School Direct (SD) and the assessment-only route. All trainees follow a programme to gain qualified teacher status (QTS). Trainees may also gain a postgraduate certificate in education, awarded by Leeds Beckett University.
- At the time of stage 1 of the inspection, there were 85 trainees in total, including four on the assessment-only route. There were 40 trainees in the primary phase and 45 in the secondary phase.
- The partnership is an accredited three to 16 provider. At stage 1 of the inspection, the partnership was providing training in the primary phase, and in computing, dance, design and technology, English, geography, history, mathematics, modern foreign languages, music and physical education (PE) in the secondary phase. At stage 2, the partnership was also providing training in drama.

### Information about the primary and secondary ITE inspection

- Over the two stages of the inspection, inspectors met with a wide sample of the trainees from the 2017/18 cohort. During stage 1, inspectors and the trainees' mentors jointly observed 15 trainees teach from across the primary and secondary SCITT, School Direct and assessment-only training programmes. Inspectors observed mentors providing feedback to trainees. Inspectors also spoke by telephone with three further trainees and their mentors.
- At stage 2, inspectors observed 11 newly qualified teachers (NQTs) teach, including those employed beyond the partnership. These NQTs came from the primary and secondary SCITT and SD training programmes. Of the 85 trainees receiving training at stage 1 of the inspection, inspectors had observed 25 teach by the end of the inspection.
- Inspectors met with headteachers, senior leaders, senior mentors and mentors in the 11 partnership schools that they visited during stage 1.
- Inspectors met with senior staff in the 11 schools that they visited at stage 2, including five schools that are not in the partnership. They also spoke by

telephone with three NQTs and their mentors. All three schools at which these NQTs teach are not in the partnership.

- At both stages of the inspection, the lead inspector met with the programme's senior leaders and link tutors. He also spoke by telephone with members of the steering group and of the board of directors and with external examiners.
- Inspectors reviewed the partnership's self-evaluation and improvement plans, the partnership agreement and external examiners' reports. Inspectors checked the partnership's compliance with the statutory criteria that providers of ITT must meet. Inspectors also looked at the provider's assessment information, records relating to safeguarding children and the 51 responses to Ofsted's online trainee survey for 2017/18.

### **Inspection team**

Simon Hollingsworth HMI, lead inspector

Emma Hollis-Brown OI, assistant lead inspector

John Lawson HMI, team inspector

## **Overall effectiveness**

**Grade: 2**

### **Key strengths of the primary and secondary partnership**

- Good-quality leadership has ensured that there is good-quality training which enables trainees to leave the programme as good or better teachers.
- The programme meets teacher recruitment needs, including for those schools in the partnership. Leaders of partner schools particularly value the programme's role in resolving recruitment difficulties.
- Rigorous selection procedures ensure that only candidates who demonstrate high-level suitability to train to teach secure places on the programme.
- The proportion of male trainees on both the primary and secondary programmes is consistently above that seen nationally.
- Senior leaders' accurate checks on trainees' attainment enable them to provide timely support to those who require it to complete the programme as good teachers.
- Senior leaders are mindful of trainees' own well-being, providing timely and effective support when necessary.
- Trainees understand their responsibilities to keep pupils safe due to the comprehensive safeguarding training that they receive.
- Senior leaders work well with partner school leaders and trainees to review the effectiveness of the training programme.

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

### The partnership should:

- ensure that male trainees' attainment, particularly in the SCITT primary programme, matches the very high levels of attainment that female trainees achieve.
- further improve the quality of training, including feedback and target-setting, to increase the proportion of trainees who demonstrate excellent practice in:
  - adapting their teaching to provide appropriate support to individuals and groups of pupils
  - using assessment information more effectively during lessons to check pupils' understanding and to adapt or refine their teaching accordingly.

### Inspection judgements

1. Trainees' attainment at the end of the programme is good. Trainees complete the programme as at least good teachers, with almost all attaining at above the minimum standard in each of the teachers' standards. All trainees attain highly in the standards that relate to personal and professional conduct.
2. Almost all trainees secure teaching posts at the end of the training programme, with the majority of the trainees securing teaching posts within partnership schools. This is testament to the importance of the programme in helping to resolve the recruitment challenges that schools face. This is particularly the case for partner schools and schools that are in the areas in which the programme is located. The overwhelming majority of leaders of schools outside the partnership are satisfied with the quality of the NQTs that they have employed.
3. The proportion of primary trainees in the School Direct training programme judged to be outstanding is higher than that seen in the SCITT training programme. This is because, in the SCITT programme, male primary trainees' attainment, while good, does not match the very high levels of attainment that the female trainees achieve. There is no such difference in the secondary training programme, however.
4. The programme's senior leaders have high expectations of their trainees and of the training programme. Their intent is that trainees should complete the programme as at least good teachers who are committed to continuing with a career in the profession. The high rates of completion and the good attainment of the trainees demonstrate the senior leaders' success in realising this vision.
5. The senior leaders provide strong direction to all schools in the partnership to ensure that the quality of the training is consistently good. There is regular

communication between the senior leaders and those responsible in schools for mentoring the trainees, including through the link tutors who check on trainees' progress in the school placements.

6. Their regular checks on all aspects of the programme ensure that senior leaders know the quality of the provision, including the effectiveness of the training in securing trainees' good attainment. Senior leaders have the capacity to bring about further improvement to the programme. For example, since stage 1 of the inspection, they have taken timely and appropriate action to ensure that all mentors are as good as the best and to increase the number of subject-based training sessions. These actions have brought about improvements to the programme for current trainees.
7. There is strong collaboration within the partnership. Leaders of partner schools sit on the steering group, enabling them to have a sharp insight into the overall quality of the programme and the priorities for improvement. Furthermore, schools' senior leaders interview candidates to check their suitability to train to teach. This collaboration between the programme's senior leaders and the partner schools' leaders serves to ensure that the quality of the training and trainees' outcomes are consistently good.
8. Through their regular contact with the programme leaders, members of the board of directors have a secure understanding of the programme's quality. Directors provide effective challenge to the senior leaders and offer appropriate support. They know what the priorities for improvement are, and check that the senior leaders are taking the necessary action.
9. Rigorous recruitment procedures ensure that programme leaders select candidates who demonstrate a high level of suitability to train to teach. It is a strength of the programme's recruitment that the proportion of male trainees in the primary and secondary programmes is consistently above the national average. Leaders, however, have not yet ensured that primary male trainees' attainment is at the highest level, and is at the same level as that of the female primary trainees.
10. Senior leaders' regular, rigorous checks on trainees' attainment ensure that they have a precise understanding of the progress that trainees are making. They are quick to provide further support to trainees who require it to attain as highly as they should. At the end of the programme, senior leaders undertake a comprehensive review of all aspects of each trainee's performance to ensure that their final assessment is accurate. The use of external moderators in this process provides a further assurance of accuracy.
11. Placements in contrasting schools ensure that trainees develop their experience of teaching across a range of school settings. These settings include rural, urban, selective and non-selective schools, and schools with high proportions of

disadvantaged pupils. These placements enable trainees to consider the social, economic and cultural circumstances that affect their pupils. Because of this, trainees recognise the importance of promoting equality and diversity.

12. Central training led by senior leaders and other professionals provides primary and secondary trainees with effective opportunities to become secure in their understanding of educational theory and the national priorities. Within their own school placements, trainees explore their learning further by meeting and observing teachers and by applying what they have learned from the central training to their own classroom practice. This has ensured that trainees complete the programme as at least good teachers whose classroom practice enables pupils to become secure in their knowledge and understanding. In a primary history lesson, for example, the NQT's careful questioning and imaginative use of resources enabled Year 4 pupils to explore similarities and differences in life in stone age and bronze age times with confidence.
13. Training in managing pupils' behaviour is a particular strength of the programme. Trainees learn about effective strategies to promote positive behaviour and to manage any occasions of disruptive behaviour. Trainees use their reflective journals well to review their use of behaviour management strategies. This training has ensured that trainees demonstrate excellent practice in managing pupils' behaviour. In almost all lessons that inspectors observed at both stages of the inspection, trainees and NQTs used well-established strategies to promote positive behaviour and to encourage pupils to engage well with their learning.
14. Senior leaders have not, however, made sure that the training enables trainees to perform at the highest level across all aspects of their classroom practice. For example, trainees' practice in assessing pupils' attainment and in adapting teaching to meet pupils' needs, while good, does not match the very high level of practice that they demonstrate in managing pupils' behaviour.
15. Most trainees receive effective support from their mentors and link tutors. Where this is the case, trainees receive detailed feedback about the next steps that they must take to improve their classroom practice to ensure that pupils make good progress. Trainees are appreciative of this well-targeted support.
16. However, inspectors identified at stage 1 of the inspection that not all trainees received feedback that was precise enough to ensure that they demonstrated the very highest levels of classroom practice. Programme leaders have since introduced further, appropriate training to ensure that there is greater consistency in the quality of the feedback that current trainees receive.
17. Well-tailored subject training, including subject knowledge enhancement training, ensures that secondary trainees are secure in their subject knowledge. Trainees use this knowledge well when teaching. In a secondary physical

education (PE) lesson, for example, the teacher demonstrated secure knowledge of the skills necessary to play handball well. He used this knowledge well to guide the pupils so that they could demonstrate these skills with increasing confidence.

18. Primary trainees undertake effective training in early reading, primary mathematics, primary PE and phonics, including through observing the practice of current teachers. This, and further curriculum training, ensures that they are prepared well to teach across the primary curriculum.
19. All trainees visit a school in each of the phases of education that immediately precede and follow on from the phase in which they are training to teach. This ensures that trainees understand how to build effectively on pupils' prior learning to prepare them well for the next phase of their education. Through this, trainees understand how their teaching contributes to pupils' progress over time and their preparation for life in modern Britain.
20. Trainees develop a secure understanding of how to plan learning to meet the needs of pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language. Visits to schools that are proficient in catering for these different groups of pupils provide trainees with an insight into high-quality practice. The trainees and NQTs inspectors met spoke very highly of these experiences. They recognised how these experiences influenced their own practice.
21. Employing schools receive comprehensive information about trainees' attainment at the end of the programme, including the targets for their NQT year that trainees have agreed with their mentors and link tutors. Occasionally, these targets lack the necessary precision to ensure that they are effective in helping the NQT to develop in their role fully during their first year of teaching.
22. Programme leaders are highly sensitive to the well-being of their trainees. They ensure that they provide timely and appropriate support to those trainees whose personal circumstances require it. Trainees appreciate this support.
23. Safeguarding training is comprehensive, providing trainees with a secure understanding of their responsibilities to keep pupils safe. Trainees learn about the different types of abuse and the signs to look for. They know the actions that they must take if they have a concern about a pupil's welfare.
24. The provider complies fully with the statutory criteria that all providers of ITT must meet.

## **Annex: Partnership schools**

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

Beaumont Leys School, Leicester

Bourne Academy, Bourne

Carr Lodge Academy, Doncaster

Castleford Academy, Castleford

Co-op Nightingale Academy, Leeds

Croxton Kerrial Church of England School, Croxton Kerrial

Dyke House Sports and Technology College, Hartlepool

Empingham Primary School, Oakham

Great Ponton Church of England School, Great Ponton

Gretton Primary School, Gretton

Havelock Junior School, Desborough

Icknield Primary School, Luton

Leasingham St Andrew's Church of England Primary School, Sleaford

Louth Academy, Louth

Morley Newlands Academy, Morley

Morley Victoria Primary, Morley

Nunthorpe Academy, Middlesbrough

Primrose Hill Primary School, Leeds

St Peter at Gowts Church of England Primary School, Lincoln

Stone Hill School, Doncaster

The Grangefield Academy, Stockton-on-Tees



## ITE partnership details

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Stage 1	
Stage 2	19–21 November 2018
Lead inspector	Simon Hollingsworth HMI
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	11–15 June 2012
Previous inspection report	<a href="https://reports.ofsted.gov.uk/provider/41/70195">https://reports.ofsted.gov.uk/provider/41/70195</a>
Provider address	The Priory 7 Market Place Grantham Lincolnshire NG31 6LJ



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