

Bournemouth, Poole and Dorset Teacher Training Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 14 May 2018

Stage 2: 19 November 2018

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

	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

The secondary phase

Information about the secondary partnership

- Bournemouth, Poole and Dorset Teacher Training Partnership (BPD) is a school-centred initial teacher training (SCITT) consortium of secondary schools. It is led by Twynham Learning and based at Twynham School. It provides SCITT in the secondary (age 11 to 16) phase.
- Successful completion of the course leads to qualified teacher status (QTS) and a postgraduate or professional certificate in education (PGCE). This qualification is awarded by the University of Winchester. The university entered into partnership with BPD in September 2018.
- The partnership offers training in most secondary curriculum subjects.
- The partnership works with schools in four different local authorities: Bournemouth, Poole, Dorset and Hampshire. It currently comprises 12 secondary schools and two special schools.
- The partnership offers two routes for training: a core postgraduate course and a school-based programme known as 'School Direct'. In 2017/18, the total number of trainees was 36. Thirty-two trainees followed the core route and the remaining four followed the School Direct route.

Information about the secondary ITE inspection

- Over the two stages of the inspection, inspectors observed teaching by nine trainees and 11 newly qualified teachers (NQTs), some of whom were observed both as a trainee and as a NQT.
- Inspectors met with school leaders, mentors, trainers, trainees and NQTs in different schools.
- Inspectors also spoke to former trainees who are now in a range of positions in schools, some of whom have leadership responsibilities.
- Inspectors reviewed the partnership's self-evaluation documentation and improvement plans. They scrutinised evidence relating to training and the assessment of trainees, together with a wide range of partnership documentation.
- Inspectors considered trainees' responses to Ofsted's online survey.
- Checks on compliance with the initial teacher training (ITT) criteria for qualified teacher status and the statutory safeguarding requirements were made.
- The lead inspector observed part of an open morning for potential applicants.
- Inspectors also considered the actions taken by leaders between the two stages of the inspection.

Inspection team

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Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- The partnership meets the local demand for teachers. A large proportion of trainees who complete the course stay in the area and find employment in local schools.
- The partnership is held in high regard by all stakeholders, including partnership schools and schools that employ trainees at the end of their course.
- A high proportion of trainees are well trained and receive appropriate mentoring to become good teachers.
- Committed, accommodating leaders know trainees well and provide a tailored, personalised service that meets trainees' pastoral needs and ensures that they are well supported.
- There is good-quality safeguarding training, which ensures that trainees are confident about what to do and who to speak to should they have concerns about pupils. The training also ensures that trainees know about local safeguarding issues and their context.

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

The partnership should:

- improve the quality of leadership and management further by ensuring that:
 - partnership leaders and school staff have the highest expectations of trainees, particularly those with most potential, and prioritise their academic needs to the same degree as their pastoral needs
 - leaders extend the relationship with the University of Winchester to promote high-quality university training that is valued by trainees
- improve the quality of training by ensuring that:
 - trainees are provided with suitably contrasting school placements which enable them to develop the full range of teaching techniques and skills
 - leaders continue to increase consistency in the quality of mentoring

- trainees develop a comprehensive understanding of pupils' progression before and after the age ranges they are trained to teach, namely key stage 2 and key stage 5
- improve outcomes by ensuring that:
 - all trainees assess what pupils know and can do more effectively, in order to adapt their teaching and plan activities tailored to the needs of different pupils.

Inspection judgements

1. Outcomes are good. A high proportion of trainees complete their course at the end of the year. This is because they are well supported by the partnership's leaders, who know the trainees well and go to lengths to accommodate trainees' individual circumstances and specific needs.
2. Most trainees go on to secure employment as teachers, often in the local area, at the end of their course. Employment figures are broadly in line with the national average, although such comparisons must be treated with caution considering the small number of trainees.
3. Nearly all trainees acquire the skills and knowledge to become good teachers by the end of the course. They bring strong subject knowledge to bear in their teaching across a range of subjects, which enables them to teach with increasing confidence and gravitas.
4. Nevertheless, not all NQTs are suitably proficient in assessing what pupils know and can do. This means that they do not always plan and teach well-structured lessons that meet the needs of pupils of different abilities and backgrounds.
5. NQTs generally manage pupils' behaviour well to ensure a safe learning environment and promote pupils' progress. This is because they combine their training successfully with effective application of schools' behaviour management systems. Where pupils are less focused or engaged, this is because activities and work are not well tailored to their needs.
6. Trainees and NQTs develop good relationships with pupils. They are familiar with pupils' pastoral needs and adopt a caring, inclusive approach in the classroom. This approach is combined with a high level of professionalism and appropriate conduct.
7. Trainees and NQTs are positive about their experiences of training and the first year of teaching. They are enthusiastic, upbeat and determined to make a mark in the profession. The online survey that trainees completed towards the end of their course showed that, in 2018, all trainees were confident that their training course would enable them to become good or better teachers.

8. A higher-than-average proportion of trainees who completed the online questionnaire agreed that they were satisfied with the different aspects of their training. One NQT who spoke with an inspector said, 'I felt really prepared for this job' and would 'definitely recommend' the partnership.
9. Trainees develop resilience and 'staying power' during their training. Consequently, trainees who encounter difficulties on the course and consider withdrawing are provided with the tailored support necessary to complete the course. Moreover, NQTs complete their first year successfully and continue to develop in their roles. Many of these teachers go on to secure leadership roles.
10. The partnership is effective at meeting the recruitment needs of local schools. A high number of trainees secure employment in the local area because of the positive balance of 'supply and demand'. School leaders have a high opinion of the quality of trainees and the partnership enables them to recruit in subjects such as mathematics, where recruitment is traditionally more challenging.
11. Some trainees do not develop a broad-enough range of teaching techniques to teach the full range of pupils with differing social, emotional and behavioural needs effectively. Although they have good subject knowledge, this is not always matched by their pedagogical skill.
12. Trainees' school placements enable them to experience different types of school. These include grammar schools, single-sex institutions and upper schools. However, placements are not sufficiently contrasting. Consequently, trainees do not experience schools in different contexts, which serve pupils who have a variety of needs and are from diverse backgrounds. This lack of experience prevents trainees from developing the full range of practical classroom skills necessary to teach all pupils.
13. The quality of mentoring provided to trainees is improving across the partnership. This is because partnership leaders have taken steps to ensure that mentors adhere to the national mentoring standards. This is helping to increase the accuracy of mentors' assessments of trainees' skills and the quality of support they provide. Nevertheless, partnership leaders recognise there is more they can do to promote further consistency in the quality of mentoring across schools.
14. Leaders are successfully improving the quality of partnership training to ensure that trainees are well prepared for their initial placements and have a good understanding of important issues, such as safeguarding.
15. Current and former trainees report that they are satisfied with the quality of safeguarding training they receive. They are confident about procedures to follow should they need to report concerns about pupils, and they feel

knowledgeable about specifically local safeguarding issues, such as 'county lines'.

16. However, training does not equip NQTs with a comprehensive understanding of pupils' experience of key stage 2 and key stage 5. This means that teachers lack clarity about what pupils know and can do prior to starting secondary school and how their learning will develop once they enter the sixth form.
17. Over time, trainees have not valued the training provided by the university as much as the centralised partnership training. This continues to be the case, although a new partnership has only just been established with the University of Winchester. Leaders recognise that this partnership needs to be established and embedded further to ensure that trainees receive higher-quality academic training.
18. Leadership and management are good. Leaders have an accurate understanding of their strengths and weaknesses. They are clear about what needs to improve and actions for improvement are set out in organised, effective plans.
19. The partnership's recruitment process is rigorous and challenging. This ensures that successful applicants are in a strong position to develop into good teachers from the outset. Trainees report that the process is suitably demanding and provides them with an insight into the challenges of the course.
20. The partnership's leaders are flexible and creative in their approach to recruitment. They consider applicants' potential and match it closely to the needs of the partnership. Leaders provide trainees with a high level of bespoke, personalised support to ensure that they complete the year successfully.
21. Leaders are conscious of the need to ensure that trainees' workload is manageable and in balance with other areas of their lives. Trainees recognise this commitment on the part of leaders. They report that the course is challenging but acknowledge that it needs to prepare them well for their first year of teaching.
22. Trainees, former trainees and staff at partnership schools all hold the partnership in high regard. They report that leaders are accessible, committed and quick to act on the feedback stakeholders provide to improve the work of the partnership. In large part, this is because leaders communicate effectively with different stakeholders.
23. The partnership commissions an external consultant to act as a 'critical friend' and assure the quality of its work. The quality assurance manager, in addition to the partnership management board, holds leaders to account and challenges them to develop their work further.

24. Outcomes and the quality of training are not outstanding because leaders do not have the highest expectations of trainees, particularly those with the most potential. Although support for trainees' welfare is very strong, it is not matched by an equal commitment to secure the highest academic outcomes for trainees. Assessments of trainees' skills, particularly the most promising trainees, are marginally overgenerous. This weakens expectations and means they do not achieve as highly as they could.
25. The partnership complies fully with the ITT criteria and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding.

Annex: Partnership schools

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

The Arnewood School, Hampshire
Bishop of Winchester Academy, Bournemouth
Bournemouth School, Bournemouth
Bournemouth School for Girls, Bournemouth
Ferndown Upper School, Dorset
Glenmoor and Winton Academies, Bournemouth
The Grange School, Dorset
Highcliffe School, Dorset
Lytchett Minster School, Dorset
Twynham School, Dorset

ITE partnership details

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Provider address	Twynham School Sopers Lane Christchurch BH23 1JF



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