

Coventry SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 14 May 2018

Stage 2: 19 November 2018

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

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

Inspection judgements

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

	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

Primary and secondary routes

Information about this ITE partnership

- The Coventry SCITT (school-centred initial teacher training) partnership provides teacher training for graduates who wish to teach in the primary (four to 11) or secondary (11 to 16) phase. The partnership offers primary and secondary School Direct and School Direct (salaried) routes into teaching. It is based at the site of Sidney Stringer Academy in Coventry. There are 10 secondary schools and 22 primary schools in the partnership, some of which are in challenging socio-economic circumstances. In 2017/18, 40 trainees were recruited to the programme. The secondary subjects they were trained to teach included art, biology, chemistry, computing, design and technology, drama, English, geography, history, mathematics, modern foreign languages, physical education (PE), physics and social sciences.
- Trainees who successfully complete their training are recommended for qualified teacher status (QTS). The SCITT also offers trainees the opportunity to gain a postgraduate certificate in education (PGCE) with Birmingham City University.
- The Sidney Stringer Multi Academy Trust oversees the SCITT executive board, which in turn oversees the work of the SCITT leaders, the steering group and the quality assurance group. The steering and quality assurance groups include representatives from leaders of the partner schools.
- The partnership has not previously been inspected. It has provided ITE since September 2017.

Information about the primary and secondary ITE inspection

- During stage 1, inspectors visited seven schools. Nine trainees were observed teaching and receiving feedback from their mentors. Inspectors held discussions with trainees, mentors, school coordinators and headteachers. Inspectors also met primary and secondary facilitators, subject development leaders and quality assurance leaders and a representative from Birmingham City University. Inspectors also met two newly qualified teachers (NQTs) from the previous year's trainee cohort and two newly appointed trainees for the following year, who were beginning their training in September 2018.
- During stage 2 of the inspection, inspectors observed seven former trainees in their schools. They met with NQTs, mentors, senior leaders and headteachers in schools. They also met two trainees who began the course in September 2018.
- Across both stages of the inspection, the inspectors met with SCITT leaders and members of the executive board.
- Inspectors reviewed a range of documentation, including improvement plans, self-evaluation, training documents, recruitment and selection policies and records, trainees' files, their assessment information, and the partnership's analysis of trainees' outcomes. Inspectors took into account the five responses to the 2017 trainee online questionnaire. Inspectors also carried out checks on statutory requirements, including safeguarding and the ITT criteria.

Inspection team

Mark Sims, HMI, lead inspector

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Overall effectiveness

Grade: 2

Key strengths of the primary and secondary partnership

- Almost all trainees have gone on to secure teaching posts, most of which are local, in the partner schools where they trained.
- The SCITT enjoys an excellent reputation with partner schools, who commended leaders for their integrity, commitment, vision and moral purpose.
- Partner schools are fully involved in all aspects of decision-making within the SCITT. They play an active part in the strategic direction of the SCITT.
- Arrangements for recruitment and selection are very rigorous. Trainees recruited set high expectations, manage behaviour effectively and display high standards of personal and professional conduct.
- Communication between SCITT leaders and schools, trainees and NQTs is highly effective.
- Leaders of the SCITT are forward-thinking in planning ahead to meet local needs in schools. They are fulfilling their vision to grow teaching assistants in local schools into good and outstanding teachers.
- SCITT leaders are reflective and respond quickly to feedback in order to secure further improvements.
- Leaders are accurate in their assessment of trainees. Partner and non-partner schools alike welcomed the early, detailed information and relevant targets they received on their NQTs.
- Trainees are well supported throughout their training. Effective ongoing support continues as they become NQTs, including in non-partner schools.

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

The partnership should:

- improve outcomes for trainees, so that more are judged good or outstanding in the areas of adapting teaching to respond to the strengths and needs of pupils and making accurate and productive use of assessment
- ensure that the quality of training provided by external providers matches that of the SCITT and partner schools
- ensure that all trainees gain wider experience of the challenges faced by schools that require improvement

- ensure that there is consistency in the quality of the training across both primary and secondary phases for meeting the needs of pupils learning English as an additional language.

Inspection judgements

1. Outcomes for trainees are good. By the end of their training they have all exceeded the minimum level of practice expected of teachers. Over the two years since the SCITT was established, a very large majority of trainees' and NQTs' teaching is good. Some of it is outstanding.
2. The teachers' standards in which the majority of trainees have been judged as outstanding are: setting high expectations which motivate and challenge pupils; managing behaviour effectively; and demonstrating high standards of personal and professional conduct. In all of the other teaching standards the large majority of trainees were judged as at least good and some were outstanding.
3. Completion rates have compared favourably with the national average since the SCITT began in 2016. In 2018, all trainees who completed their training secured a teaching post. Most secured appointments in partner schools within Coventry where they had trained. Partner schools often recruit NQTs who trained with them or formerly worked in their school as a teaching assistant. Consequently, these NQTs already know the school well.
4. Relationships between SCITT leaders and partner schools are highly effective. Schools are pleased with the quality of the trainees they appoint. Partner schools' leaders and mentors contribute effectively to the SCITT through recruitment and selection, training, hosting trainee visits and, for headteachers, representation on the steering group. All leaders spoken to confirmed it to be a genuine partnership and one that is highly consultative. For example, one headteacher spoken to described it as 'a mutually beneficial partnership where we get what we want in the quality of the NQTs.'
5. Mentors feel very much part of the partnership with the SCITT through working closely with SCITT leaders on joint observations of trainees and NQTs and contributing to moderation, summary reports and training. Mentors are well trained by the SCITT to fulfil their responsibilities consistently well, as trainees and NQTs confirmed.
6. Leaders and other staff in partner and non-partner schools rate the SCITT very highly indeed. All of those spoken to reported that communication and organisation are very effective. Any concerns raised by schools are followed up rapidly by SCITT leaders and addressed quickly. Leaders in schools value the resilience and quality of their trainees and NQTs. As a result, the SCITT achieves its vision and schools' needs very well in producing well-trained teachers who can fill local vacancies.
7. SCITT leaders and members of the executive board set the strategic direction of the school very well in close partnership with schools. Headteachers

contribute fully to the strategic decisions of the steering group. As a consequence, there is careful consideration each year of which subjects to offer at secondary and how many places to allocate. This ensures that local needs are met and that the market is not flooded with too many NQTs in a subject where vacancies are scarce, such as art.

8. One school leader has worked closely with SCITT leaders to draw up the rigorous criteria for recruitment and selection. As a consequence, only a small proportion of those who apply for the course are selected; most of those selected go on to achieve high outcomes by the end of their training and secure suitable employment.
9. SCITT leaders' plans accurately identify areas for development. They are highly responsive to feedback, including from school leaders and trainees, in order to secure further improvement. Since stage 1, the written partnership agreement with schools has been revised to require regular attendance by all partners at steering groups and headteacher meetings. Preparation for the second placement now starts earlier, with additional training and a phased start. An early supportive monitoring visit is now scheduled near the start of the placement so that any concerns can be identified quickly.
10. Trainees and NQTs spoke positively of their contrasting placements, which gave them experience of a range of phases and schools in different socio-economic contexts. Where secondary NQTs are teaching in the sixth form, or in primary as well as secondary classes in all-through schools, they have been well prepared for these phases as well. In a few cases, however, trainees do not have direct experience of the challenges faced by a school requiring improvement during their training.
11. School leaders, trainees and NQTs all agreed with the accuracy of the SCITT's assessments and final reports on trainees. Partner schools are closely involved in assessments and moderation, which ensures the rigour of the assessment process. This was confirmed in observations during the inspection. The targets set for further development were highly relevant to the needs of the NQTs at the start of their teaching career. Partner and non-partner schools were pleased with the quality, accuracy and timeliness of the information received from the SCITT, which helped them to support the NQTs more effectively.
12. SCITT leaders, mentors and school leaders provide strong support for trainees across both placements. For NQTs this support continues in their transition to taking up teaching posts. For example, SCITT leaders had been in regular contact, visited them, observed their teaching and reviewed their targets.
13. Safeguarding of pupils is a high priority for trainees and NQTs. They have been well trained to respond to any safeguarding concerns should they arise. Trainees and NQTs were able to talk confidently about how they had responded to incidents that they had already encountered, either during their training or

since they were appointed to their current posts. They are up to date with the latest national and local guidance published in 2018.

14. The SCITT's leaders have demonstrated effectively that the partnership meets all aspects of the ITT criteria. They comply with all their statutory duties concerning safeguarding, promoting equality and diversity and eliminating discrimination. Those trainees and NQTs spoken to demonstrated that they were well trained on 'Prevent' in order to be alert to the dangers of extremism and the risks of radicalisation. They also showed a good awareness of how to promote British values in their lessons.
15. Trainees and NQTs receive good-quality training and support from the SCITT leaders and partner schools. This is because of the practical nature and relevance of the training and, for secondary trainees, the effective development of their subject knowledge as well. Primary NQTs have been well prepared for the range of subjects they are now teaching and are gaining experience of teaching almost all national curriculum subjects. NQTs are also well prepared to take part in the wider life of the school as form tutors, running after-school clubs and meeting parents. The salaried route into teaching was particularly attractive for those who pursued this training route, especially for those previously employed by schools in non-teaching posts, such as teaching assistants. Almost all trainees and NQTs spoke positively of their training and confirmed that they would recommend the course to others.
16. Trainees are not as well prepared for meeting the needs of different groups of learners, including those with special educational needs and/or disabilities (SEND). However, trainees particularly appreciated training sessions on stretch and challenge for most able pupils, a specialist session on autism, and the opportunity to spend two full days in special schools. The SCITT is addressing the issue for current trainees by providing enhanced experience of SEND in the mainstream through a whole day in a partner school and a week of training dedicated to SEND in the mainstream. They are also providing SEND training for NQTs who have this aspect as a target for improvement.
17. Feedback from trainees indicated that the quality of training provided by the two external training providers was too variable. In particular, some sessions were not relevant to trainees' needs, and communication, support and administration from the external providers was not good. Leaders responded quickly to these concerns by changing the first provider at the end of 2017, but some concerns remain with the second provider. Since stage 1 of the inspection, SCITT leaders have sought improvements in the quality of the external training through increased monitoring and enhanced quality assurance of the provision. However, feedback from current trainees indicates that administrative issues remain an ongoing issue with the provider.
18. Outcomes were not as strong for trainees in adapting teaching to respond to the strengths and needs of all pupils and making accurate and productive use of assessment, compared with the other standards in 2018. Fewer were judged

outstanding in these standards, compared with other standards, and some did not meet the criteria for good. As a result, these standards are now a focus for every monitoring visit by SCITT leaders to trainees in schools

19. Further training and experience to help trainees meet the needs of pupils learning English as an additional language, including assessment of these pupils, is less well developed. Although trainees and NQTs spoken to felt well prepared for meeting their pupils' initial needs, many did not recognise the continuing need to build pupils' skills in English beyond the early stage of English acquisition. There is some inconsistency in the quality of training materials provided by the SCITT's partner schools for pupils learning English as an additional language. For example, primary training materials are more rooted in current research and theory, whereas secondary materials are based more on practical strategies. Inconsistencies exist in the use of terminology for different categories of pupils learning English as an additional language in the training materials across the two phases.

Annex: Partnership schools

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

Ashlawn School, Rugby

Bablake Independent School, Coventry

Barr's Hill School, Coventry

Blue Coat Church of England School, Coventry

Corpus Christi Primary School, Coventry

Courthouse Green Primary School, Coventry

Henley Green Primary School, Coventry

Parkgate Primary School, Coventry

President Kennedy School, Coventry

Ravensdale Primary School, Coventry

Sidney Stringer Primary Academy, Coventry

Sidney Stringer Secondary Academy, Coventry

Southfields Primary School, Coventry

Stoke Primary School, Coventry

ITE partnership details

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Lead inspector	Mark Sims HMI
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	Not previously inspected
Previous inspection report	Not applicable
Provider address	The Coventry SCITT Sidney Stringer Multi-Academy Trust 2 Primrose Hill Street Coventry CV1 5LY



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