

# Yorkshire and Humber Teacher Training ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 14 May 2018    Stage 2: 19 November 2018

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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 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>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

## **Information about the secondary partnership**

- Yorkshire and Humber Teacher Training provides school-centred initial teacher training (SCITT). It was formed in September 2016. The partnership is led by The Constellation Trust, a multi-academy trust.
- In 2017/18, the SCITT offered a postgraduate route to the award of qualified teacher status (QTS). Trainees also gain a postgraduate certificate in education (PGCE). The University of Hull provides the PGCE course and the PGCE award. Training is in the 11 to 16 age range. In 2017/18, training was provided in 12 subjects.
- During the school year 2017/18, the secondary ITE partnership grew from nine to 11 partner schools and colleges in the Yorkshire and Humber region.
- During stage 1 of the inspection there were 32 trainees.

## **Information about the secondary ITE inspection**

- Inspectors visited five schools during stage 1 of the inspection, observing 10 trainees teach. All observations were conducted jointly with school-based mentors and included an analysis of trainees' evidence towards meeting the teachers' standards.
- At stage 2, inspectors visited eight schools, including three from outside the partnership, to observe 10 newly qualified teachers (NQTs) teach. Inspectors reviewed the quality of work in pupils' books to determine the impact of the NQTs' teaching on pupils' learning and progress over time.
- Meetings were held with the director of the SCITT and the SCITT board. Meetings were held in schools with trainees and NQTs, subject mentors, host teachers, headteachers and senior school leaders responsible for ITE and the induction of NQTs. Telephone discussions were also held with an NQT and staff responsible for NQTs at a school not visited. Inspectors also took account of the 18 responses to the 2018 online trainee questionnaire.
- Inspectors considered a wide range of evidence including the secondary partnership's self-evaluation and improvement planning documents, recruitment and selection procedures, course handbooks and training programmes, trainee monitoring and assessment documentation, including trainee portfolios and the external examiner's reports. Inspectors reviewed documents to check that the partnership was compliant with the statutory initial teacher training (ITT) criteria and advice for secondary programmes, and for safeguarding.

## **Inspection team**

Bernard Campbell HMI, lead inspector

Lynn Kenworthy OI, assistant lead inspector

## Overall effectiveness

**Grade: 2**

### Key strengths of the secondary partnership

- The partnership is fulfilling its vision to increase the supply of high-quality teachers to schools in an area that faces recruitment difficulties. The high rate of employment of trainees in Yorkshire and Humber shows that the partnership's training of teachers is meeting the needs of schools in the region.
- The SCITT leadership's drive and ambition have created high-quality programmes for training and mentoring across the partnership. The well-organised SCITT is continuing to develop strongly. The SCITT has a good reputation within the partnership and in the wider school and ITT communities.
- Training prepares NQTs to teach well. Most demonstrate strong subject and curriculum knowledge and use a range of teaching and learning strategies to great effect. Trainees rightly praise their training and the mentoring they received during their on-the-job school placements.
- The partnership engages effectively with schools which face challenging socioeconomic circumstances and with those requiring improvement. This contributes well to trainees' resilience as they become NQTs.

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

#### The partnership should ensure that:

- all trainees get off to a secure start as NQTs and maintain the standards attained at their final assessment by:
  - sending the career development profile to the employing school earlier
  - providing a clear summary of trainees' strengths and areas for development, agreed with the subject tutor, and specific targets for induction as an NQT
  - gathering information from the assessment of NQTs by employing schools to review and refine aspects of the SCITT's training and mentoring.
- all trainees acquire the subject knowledge and experience to teach the most able pupils in the upper years of secondary school effectively
- mentors and host teachers give precise feedback to trainees about the impact of their teaching on pupils' learning more consistently.

## Inspection judgements

1. High-quality core training, school-based training and mentoring develop trainees effectively. However, leaders have not fully developed the procedures to enable all trainees to make a successful transition to becoming a good NQT.
2. Much of trainees' teaching over time is good and some is outstanding. The proportion of trainees who gained an overall outstanding grade at their final assessment rose from below half in the first year of the SCITT to over half in the second year. Not all NQTs are teaching consistently well. A very few NQTs are currently on a support plan for the quality of planning and assessment.
3. Most NQTs establish positive relationships with pupils and set clear classroom routines and expectations. They command respect from pupils and demonstrate confidence in front of the class. For example, an NQT used his strong presentation skills and good rapport with pupils to motivate those who were sometimes less engaged in other subjects.
4. Trainees' subject knowledge is generally a strength. NQTs deploy their subject knowledge effectively to recap pupils' prior learning and to show 'model' examples of what they want pupils to do in their practical work, writing or calculations.
5. Most trainees plan sequences of activities, and of lessons, skilfully. They select interesting resources which engage pupils and develop their knowledge and skills. The best NQTs sequenced learning carefully across several lessons and were highly methodical in developing pupils' knowledge and understanding.
6. Trainees develop good questioning skills. Some check effectively how well pupils are learning in the lesson and adjust their teaching to meet pupils' needs. However, on occasion trainees miss opportunities to check pupils' understanding.
7. NQTs are managing the demands of schools' policies on written feedback effectively, although there is some variability across NQTs. Trainees successfully develop their skills in identifying what pupils have done well and in giving them feedback on how to improve. Some trainees highlight the meaning of key words and correct spelling errors well. However, NQTs vary in how well they promote pupils' literacy skills.
8. Effective training in behaviour management gives trainees key skills and confidence in managing pupils' learning behaviour. Most NQTs manage pupils' behaviour well by building positive relationships, by using praise and by consistently applying the schools' systems for managing behaviour.
9. NQTs are reflective about how to improve their practice and are keen to evaluate the impact of their teaching on pupils' learning. NQTs are aware of

their specific areas for improvement and are actively seeking to improve in these areas, for example in meeting the range of needs in the class, in challenging the most able pupils, and in managing behaviour.

10. Contrasting placements prepare trainees effectively for teaching. All trainees gain skills and confidence from working in schools with higher proportions of disadvantaged pupils.
11. Trainees deepen their professional understanding by working with experienced teachers in school. Trainees rapidly acquire a good understanding of the curriculum and assessment through the effective guidance from subject staff in placement schools. The wide range of resources in placement schools and on the SCITT's online resource provide good support for trainees' lesson planning. Trainees take on a wide range of additional responsibilities in their subject and in their placement schools. The on-the-job training prepares trainees effectively for dealing with school procedures and the higher workload when they become an NQT.
12. Subject-specific training days are a strong aspect of the training programme. Specialist subject tutors provide trainees with concrete examples of how to apply different strategies in schools. For example, in English, they asked trainees to identify gaps in their own knowledge and sessions were planned around these. In physical education, trainees explored aspects which are more difficult to acquire from school-based practice, for example outdoor education. Single-science trainees benefit from planning lessons collaboratively in their non-specialist subjects.
13. Effective training about pupils with special educational needs and/or disabilities (SEND) gives trainees practical examples of how to work with teaching assistants and how to break tasks down into small steps. For example, an NQT planned resources in advance so that the teaching assistant had the necessary large print learning resources for a visually impaired pupil. This meant that this pupil successfully got on with the work and contributed to the lesson. Another NQT planned a textiles lesson thoughtfully and did some stitching in advance, which ensured that pupils with SEND were fully involved in the lesson. Trainees also learn effectively how to develop learning resources to meet the needs of pupils who speak English as an additional language.
14. Safeguarding training is covered thoroughly in both school-based and core training. Trainees said that memorable examples highlighted the risks of social media for teachers in their professional conduct and for pupils' safety.
15. Leaders' clear guidance to ITT coordinators ensures a consistent approach to developing trainees' skills in lesson planning across the partnership and at each stage of trainees' development. The well-coordinated core and school-based training programmes guide and support trainees effectively.

16. Subject tutors' leadership and expertise provide coherence to trainees' development across the partnership. Trainees have acquired good subject knowledge through online learning and face-to-face training, as well as through subject assignments and the expert guidance of host teachers and mentors. Trainees are highly positive about the quality and range of training, including mentoring.
17. The SCITT has thorough, methodical and accessible online systems for checking the development of trainees and for recording the evidence of their progress. Subject tutors and the SCITT director systematically check the accuracy of mentors' assessments and the feedback from host teachers. Leaders monitor trainees' development carefully and intervene promptly and effectively when necessary. Good communication and strong relationships at all levels across the partnership promote thoughtful dialogue and effective action about any issues of concern.
18. SCITT funding for the training of subject tutors, mentors and host teachers has strengthened their role in schools and their accountability to the partnership. For example, almost all mentors attend the regular mentor training events. Mentoring is usually of high quality.
19. Leaders and subject tutors from partner schools play a lead role in selecting applicants. This helps to ensure accurate assessment of the potential of applicants to become good subject teachers. The good take-up of the school experience days offered by partner schools gives prospective applicants a taste of teaching in schools, and most current trainees took advantage of this opportunity. This promotes recruitment and enables schools to identify potential at an early stage of the selection process.
20. The SCITT audits the need for applicants to undertake a subject knowledge enhancement course appropriately. Nevertheless, on occasion, NQTs who are not graduates in the subject, or do not have an A level in the subject, are taking longer to develop the understanding and skills needed to effectively teach the most able pupils in Years 9 to 11.
21. The SCITT director makes an active contribution to the wider network of ITT providers in the region and promotes good collaboration between providers for training in different subjects.
22. In the first year of the SCITT, completion rates were below the national average. A few trainees withdrew during the course in 2016/17 due to personal and mental health issues. To overcome this, at selection, leaders communicated the demands of teacher training more clearly and assessed suitability as subject teachers more rigorously. Added training and pastoral support have promoted trainees' mental health and resilience. SCITT staff are anticipating issues and intervening more quickly to help trainees resolve emerging issues, for example

with course deadlines or with difficulties at a placement school. As a result, fewer trainees withdrew in the second year and the completion rate rose to above the national average in 2017/18.

23. Employment rates were above the national average in the first year of the SCITT. All the 2017/18 trainees are in a teaching post, a few of whom are working as supply teachers. The recruitment and quality of trainees contribute well to meeting the needs of schools in the region, including schools that require improvement or those that are in challenging socioeconomic circumstances.
24. Leaders' accurate analysis of the partnership's strengths and areas for development contributes to a sharply focused strategic plan. Leaders have taken effective action to improve training, including the quality of mentoring, outcomes and the leadership and management of the partnership.
25. At stage 1 of the inspection, not all mentors and host teachers gave clear messages to trainees about which aspects of teaching and learning need improvement. Not all mentors referred to the teaching standards when giving feedback and when writing up feedback. Some mentors used coaching skills more effectively than others.
26. Since stage 1 of the inspection, leaders have taken effective action to develop further the consistency and quality of mentors' coaching skills by introducing a more formal qualification in coaching skills. A well-devised and well-received training programme is developing host teachers' skills in giving precise and practical feedback to trainees. New procedures for recording feedback to trainees focus more explicitly on their impact on pupils' learning and progress and more selectively on fewer actions for improvement. These training programmes for mentors and host teachers are at an early stage of implementation and it is too soon to see the impact on trainees.
27. Assessment of trainees is generally accurate. For a few NQTs, their current performance indicates that final assessments may have been over-generous. School leaders reported that, in a small number of cases, they saw a dip in the performance of the NQT when compared to their final training grade, particularly when the NQT had moved to a new school. School staff are having to give additional support in these cases, over and above what they might expect to give to trainees who reached a good grade at final assessment.
28. At the end of the course, leaders did not send the career development profile to the employing school early enough. The profiles did not give a clear summary of strengths and weaknesses at the final assessment or a clear enough statement of the trainees' targets for induction as a NQT. As a result, employing schools did not have early or accurate information with which to plan

induction for NQTs and to meet the specific development needs of individual NQTs promptly.

29. The role of the SCITT NQT tutor is at an early stage of development. Leaders are developing formal systems of gathering information about NQT assessments from employing schools to inform the partnership's evaluation of the training programme.
30. The partnership meets its legislative requirements about 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:

Archbishop Sentamu Academy, Kingston upon Hull

Bridlington School, Bridlington

Hornsea School and Language College, Hornsea

Longcroft School and Sixth Form College, Beverley

Malet Lambert, Kingston upon Hull

Sirius Academy North, Kingston upon Hull

Sirius Academy West, Kingston upon Hull

St Mary's College, Voluntary Catholic Academy, Kingston upon Hull



## ITE partnership details

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