

Cabot Learning Federation ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 21 May 2018 Stage 2: 26 November 2018

This inspection was carried out by two of Her Majesty’s Inspectors and three Ofsted Inspectors 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

Primary and secondary routes

Information about this ITE partnership

- The Cabot Learning Federation ITE Partnership provides school-centred initial teacher training (SCITT) for graduates. Trainees who successfully complete their training are recommended for qualified teacher status (QTS). In addition, many trainees successfully complete modules that confer the award of the postgraduate certificate in education (PGCE). This is offered in partnership with the University of the West of England.
- The partnership also offers a salaried School Direct study programme for staff employed in partnership schools. These trainees complete their studies while they work. The partnership also offers a fee-paying School Direct route.
- The partnership runs a programme, called 'Researchers in Schools', for trainees who have a doctorate qualification in mathematics or science. This programme has been designated as having 'innovation status' by the Department for Education and was out of the scope of this inspection.
- The SCITT has provided initial teacher training (ITT) since September 2016. The partnership was inspected for the first time at the end of its second year as an accredited provider of QTS.
- During 2017/18, the partnership trained 41 trainees: 31 were on a provider-led programme, five were on the salaried School Direct programme and five were following the Researchers in Schools programme.
- At the time of the inspection, the partnership offered the following secondary subject specialisms: biology, chemistry, drama, English, geography, history, mathematics, modern foreign languages, physics and physical education.
- Within the partnership, there are 32 schools in four local authorities. 17 schools are part of the Cabot Learning Federation multi-academy trust. Five schools are member schools of the Nexus Teaching School Alliance.
- Trainee teachers complete their placements in two contrasting schools. They also have some of their training and additional enrichment experiences in a wide range of other types of school.

Information about the primary and secondary ITE inspection

- Inspectors observed the teaching of 12 trainees from five schools during stage 1 of the inspection, and the teaching of 11 newly qualified teachers (NQTs) from nine schools during stage 2. At stage 1, inspectors met with a further 11 trainees in schools, and in stage 2, a further 12 trainees and one NQT.
- Inspectors met with mentors, induction tutors, subject tutors, headteachers, course leaders, senior leaders from the multi-academy trust and members of the partnership steering group.

- The lead inspector spoke with both of the chairs of the partnership board by telephone.
- Inspectors evaluated a wide range of evidence, including trainees' files, course handbooks, improvement plans, assessment information, completion rates and employment rates of trainees, and the partnership's self-evaluation.
- One inspector reviewed the reports of the external moderator and the minutes of the partnership steering group and the partnership board.
- Inspectors reviewed a wide range of documentary evidence on recruitment and selection, safeguarding and compliance with the ITT criteria.
- Inspectors considered the responses to Ofsted's online questionnaire for trainees and former trainees

Inspection team

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Overall effectiveness

Grade: 2

Key strengths of the primary and secondary partnership

- The partnership is quickly developing as a provider of high-quality teacher training that is contributing significantly to the need for qualified teachers in the south-west region.
- Leaders have designed a course which ensures that trainees have a comprehensive understanding of different types of school in a range of diverse communities.
- The quality of training is strong. Trainees show a good understanding of their subject and develop a repertoire of pedagogical approaches during their training year.
- The professionalism of trainees and NQTs is a consistent feature of the partnership. They are deeply committed to their ongoing development through the training year and in the first few years of their career.
- Leaders have a detailed understanding of the strengths and weaknesses of the partnership. They have correctly identified the most important priorities for further improvement of the partnership.
- Leaders show a deep commitment to improving the quality of education in and around the city of Bristol.

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

The partnership should:

- increase the proportion of trainees who successfully complete the course
- ensure that the training provided ensures that trainees make profitable use of assessment in their planning and teaching
- develop quality-assurance mechanisms further so that the quality of trainees' experiences in schools, particularly in the secondary phase, is enhanced
- ensure that the members of the partnership board and partnership steering group are fully conversant with the expectations of their role, so that their work leads to improvements in the trainees' experience

Inspection judgements

1. The overall effectiveness of the ITE partnership is good. The partnership has secure processes in place to ensure that all regulations are met regarding trainees' qualifications and their suitability to work with children. All statutory requirements for promoting equality and diversity and eliminating discrimination are met and the partnership is compliant with the ITT criteria.
2. Outcomes for trainees are good. All trainees who complete the programme meet the teachers' standards and are recommended for QTS. All of those who successfully completed the training in the first two years exceeded the minimum standards expected. In both years, approximately half of each cohort were working at the highest standard.
3. Trainees and former trainees demonstrate good and often excellent practice in most of the teachers' standards. Trainees' and former trainees' use of assessment to modify learning and to fully inform their planning of future learning is slightly weaker.
4. Primary trainees, especially those following the School Direct route, achieve particularly strong outcomes.
5. Employment rates are exceptionally high. All the trainees who have successfully completed their training year have secured employment in teaching. Almost all took up teaching posts in the south-west region and many remain in or around the city of Bristol.
6. Completion rates in the partnership's first two years of operation have been below the figures typically seen nationally. In almost all cases where trainees had withdrawn during the training year, it had been extenuating personal circumstances which prevented them from completing their studies. For several trainees, leaders have agreed to a break in study so that trainees may

successfully complete the course. This has allowed a few trainees to complete the course and a few of the 2017/18 cohort are currently concluding their final placement.

7. Local headteachers value the contribution the partnership makes to meeting local teaching supply needs. They find former trainees to have a realistic understanding of the demands of the teaching roles they are recruited to. As one headteacher, typical of many, reported of former trainees, 'They hit the ground running.'
8. Leaders have designed a rigorous recruitment and selection process. This has been further refined recently. The selection process requires applicants to complete a series of tasks in a partnership school, including leading a teaching session with pupils. From their observations and discussions with applicants, leaders assess the aptitude for teaching that applicants show and identify any gaps in subject knowledge.
9. Leaders use subject knowledge enhancement courses well to address any shortcomings in subject knowledge. This is especially effective for trainees who have undergraduate degrees that are loosely related to the subject the potential trainee wishes to teach. Because of these procedures, leaders ensure that high-quality trainees are admitted to the course, who have the potential to become effective teachers.
10. The quality of training is good. NQTs use their good subject knowledge and understanding of different teaching strategies to lead engaging teaching sessions where pupils make good progress. Trainees and NQTs plan effective learning sequences for pupils. They show a deep understanding of the special educational needs and/or disabilities that their pupils have.
11. Trainees and NQTs use their subject and pedagogical knowledge well when planning learning. However, they are less confident in using their assessments of pupils' understanding to adapt learning to ensure that all pupils are secure in their understanding.
12. All trainees and NQTs show a confidence in teaching literacy and numeracy. The close relationship with the local maths hub provides trainees and former trainees with high-quality training and professional development.
13. Trainees and NQTs model the conduct they expect of their pupils. They have high expectations of pupils' behaviour and manage learning environments well to instil positive attitudes to learning. This is a result of the wide experience they have of observing teachers managing pupils' behaviour, the diversity and quality of placements, the centre-based training they receive and the focus that mentors give to this aspect of training.

14. The partnership works with many primary and secondary schools in and around Bristol. Early in the training year, trainees benefit from a carousel of activities in different schools. Each school is carefully chosen to ensure that trainees experience a wide range of different types of school. Working with subject tutors, leaders coordinate school placements carefully to give trainees exposure to schools with different socioeconomic contexts and ethnic characteristics.
15. Trainees and NQTs show a high degree of professionalism. They are deeply reflective and are keen to improve their practice. By the end of the training year, trainees have a realistic understanding of the expectations and demands of the NQT year.
16. Trainees and former trainees demonstrate a secure knowledge and understanding of the safeguarding risks pupils may face. Supplementary training in schools raises trainees' awareness of the specific risks that are more prevalent in certain communities. Trainees and former trainees are well versed in their responsibilities under the government's anti-radicalisation 'Prevent' duty.
17. The ongoing support from the provider during the training and NQT year is a strength. The regular Federation Network Nights and other professional development opportunities are valued highly by trainees and former trainees. Trainees especially value the weekly mentoring sessions and the opportunity to share with their peers. They also appreciate the opportunity to give feedback to partnership leaders, who react by making changes, where appropriate and practicable.
18. The quality of leadership and management is good. Senior leaders are fully committed to ensuring that the quality of training and pastoral care is strong. Their clear purpose, to meet local and regional need for high-quality teachers, permeates all aspects of their work. They are accurate in their evaluation of the partnership's strengths and weaknesses. As the partnership matures, leaders refine processes and procedures to improve trainees' experiences further.
19. The overall quality of mentoring across the partnership is effective. However, the partnership draws mentors from many schools and subject areas and variability in the quality of mentoring is evident. Recognising this, the partnership has increased the capacity of leaders to monitor for inconsistent quality. The creation of the 'lead mentor' role in secondary schools is intended to ensure greater consistency across subject areas. An additional part-time role has been included to improve the quality of subject-based training. It is early days and the impact of these changes is yet to be seen.
20. Year on year, the partnership has improved the documentation that trainees and the partnership complete at the end of the training year. The 'career entry and development profile' is comprehensive in identifying the trainee's strengths

and the priorities for development in their first term of teaching as an NQT. The profile is completed in good time and most induction tutors commented that they received it in good time. This allowed employing schools to take account of an NQT's needs when planning class allocations and designing professional development programmes. NQTs find the targets that are set helpful in improving their practice further.

21. Leaders show a deep commitment to high-quality teacher training provision in and around the city of Bristol. They show a good awareness of the local employment needs and strive to ensure that the partnership makes a substantial contribution to meeting these needs.
22. Leaders have forged a strong partnership with a neighbouring teaching school alliance for the delivery of the salaried School Direct route. The partnership and the alliance are united in their aim to identify, train and develop the highest-quality trainee teachers. Careful design of the training programme allows salaried trainees to complete their training while teaching in schools in the alliance.
23. Leaders continue to develop new relationships with the aim of increasing the number of trainee teachers, particularly those from under-represented groups, such as minority ethnic groups.
24. Leaders are adept at identifying potential trainees who show aptitude and passion for teaching. They are prepared to invest heavily in applicants who show potential, so that the partnership contributes strongly to the future workforce.
25. Leaders are actively engaged in a wide range of recruitment strategies, taking innovative approaches to reach out to groups where barriers may prevent them from training. The partnership takes a leading role in the ITE community in the south-west region. This is effective in fostering working across providers.
26. As a relatively new training provider, the partnership is continually evolving to meet its aspiration: to provide the best experience for trainees and to contribute as fully as possible to meeting local teacher supply needs. Changes, such as the involvement of subject tutors in arranging placements, have led to much smoother transitions between centre-based training and school placements.
27. Throughout all inspection activities, members of the partnership demonstrated a clear common purpose of nurturing trainees to become successful teachers. The partnership displays a deep commitment to its trainees and former trainees, supporting them through their training and early teaching career well.
28. Headteachers value the partnership. They comment that the trainees they receive show strong professional and personal attributes. Many headteachers

have appointed former trainees and are pleased with the effectiveness of their new employees. School-based staff also appreciate the strong communication within the partnership, citing the swiftness of response and speed of actions taken as being particularly helpful in ensuring that placements are successful.

29. Both the partnership board and partnership steering group have been reformed recently. The remit of each of these groups is clearly defined. However, members have not yet had the training they need to ensure they fully understand their specific role. As a result, the impact of the work these groups in improving the quality of provision is limited.

Annex: Partnership schools

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

Begbrook Primary Academy, City of Bristol
Blackhorse Primary School, South Gloucestershire
Bristol Brunel Academy, City of Bristol
Bristol Metropolitan Academy, City of Bristol
Hans Price Academy, North Somerset
Minerva Primary Academy, City of Bristol
Oasis Academy John Williams, City of Bristol
St Katherine's School, North Somerset
St Stephen's Church of England Junior School, South Gloucestershire
Summerhill Academy, City of Bristol
Wallscourt Farm Academy, South Gloucestershire
Wicklea Academy, City of Bristol
Winterbourne Academy, South Gloucestershire

ITE partnership details

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Lead inspector	Ian Freeland HMI
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Phases provided	Primary and secondary
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Previous inspection report	N/A
Provider address	City Academy Russell Town Avenue Bristol BS5 9JH



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