

Prince Henry's High School and South Worcestershire SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 10 June 2019 Stage 2: 18 November 2019

This inspection was carried out by two of Her Majesty's 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 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 this ITE partnership

- The Prince Henry's High School and South Worcestershire school-centred initial teacher training partnership (SCITT) provides teacher training for graduates who wish to teach in the secondary (11–16) phase. It is based on the site of Prince Henry's High School. There are eight secondary schools and two middle-deemed-secondary schools in Worcestershire and Herefordshire in the partnership. In 2018/19, 17 trainees were recruited to the programme. The secondary subjects they were trained to teach included biology, chemistry, computer science, English, geography, history, mathematics and physical education.
- 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 with the University of Worcester.
- The SCITT strategic board and the executive board are responsible for policy and strategy. The executive board includes representatives from leaders of each of the partner schools.
- The partnership has not previously been inspected. It has provided ITE since September 2017.

Information about the secondary ITE inspection

- During stage 1, an inspector visited four schools. Four trainees were observed teaching and receiving feedback from their mentors. The inspector held discussions with trainees, mentors, school coordinators and headteachers. He also met with a group of six trainees, one newly qualified teacher (NQT) and four SCITT subject leaders. The inspector reviewed evidence in trainees' files in relation to the teachers' standards and examined documentation relating to the SCITT's compliance with the initial teacher training (ITT) criteria.
- 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. An inspector also spoke to the SCITT's improvement partner and met with a group of current trainees.
- Across both stages of the inspection, the inspectors met with SCITT leaders and members of the executive board, including the chief executive and deputy chief executive, and members of the strategic board.
- Inspectors reviewed a range of documentation, including improvement plans, self-evaluation, training documents, recruitment and selection policies and records, trainees' files and their assessment information, and the partnership's analysis of trainees' outcomes. There were no responses to the 2019 trainee online questionnaire.

Inspection team

Mark Sims	Her Majesty's Inspector (lead inspector)
Ann Pritchard	Her Majesty's Inspector (assistant lead inspector)

Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- Since the SCITT was established, almost all trainees have exceeded the minimum level of practice expected of teachers and, in 2019, a majority were judged as outstanding. This, together with the fact that all enrolled trainees have completed the course, has led to the overwhelming majority of trainees going on to secure teaching posts.
- Arrangements for the recruitment and selection of trainees are rigorous and fully involve partnership schools in the process. As a result, trainees have been recruited whose personal and professional conduct is of a high standard.
- Partner schools are involved in shaping the direction of the SCITT and are involved in all aspects of decision-making. Lines of communication are very good and SCITT leaders respond well to the views of schools and of trainees. This all ensures that trainees are provided with very effective and supportive training, which contributes to their good outcomes.
- The high-quality centre- and school-based training has contributed fully to ensuring the outcomes of trainees are at least good or, for a majority in 2019, outstanding.
- The contrasting school placements prepared NQTs well for meeting the needs of pupils who have special educational needs and/or disabilities (SEND) and the most able pupils.
- The accuracy of judgements about trainees' final outcomes is assured through rigorous quality assurance arrangements. School leaders, including those in non-partner schools, agreed with the judgements and targets they received about the NQTs they had appointed.
- NQTs who have secured teaching posts in partner and non-partner schools are followed up well by the SCITT during their first year of teaching. This contributes to their continuing professional development

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

The partnership should ensure that:

- all trainees exceed the minimum level of practice expected of teachers
- outcomes for NQTs in the teachers' standards for adapting teaching to respond to the strengths and needs of pupils and for planning and teaching well-structured lessons are as high as they are in the other standards
- if any partner school does not comply with the SCITT's terms of reference then the agreed follow-up action is carried out
- there are more extensive opportunities for trainees to experience and be trained in English as an additional language
- trainees are clear, early on in their training, about expectations and guidance for recording their evidence against the teachers' standards
- there is greater consistency in the quality of mentor support, guidance and feedback
- the concerns that some trainees and NQTs expressed about access to academic resources for assignments and about communication difficulties with academic mentors are followed up with the provider.

Inspection judgements

1. Outcomes for trainees are strong and they improved in 2019. During the two years of the partnership's operation, almost all trainees exceeded the minimum standard. Outcomes were at least good for the large majority of them. The majority of trainees were judged as outstanding in 2019. This supports the partnership's vision to produce outstanding practitioners who can raise pupils' achievement.
2. All trainees completed their training in each of the two years since the SCITT was established. In both years almost all trainees went on to take up a teaching post. Of these, all trainees secured a teaching post in their chosen first subject. Some were successful because they were able to offer a second subject. They were well prepared to teach in a range of settings beyond the partnership. Most trainees in 2019 secured posts in non-partner schools.
3. Communication between the SCITT and schools, including non-partner schools, and with trainees and NQTs is highly effective. Headteachers and mentors in the schools where NQTs secured teaching posts all welcomed the information they received from the SCITT, including those in non-partner schools. They found the judgements and targets for improvement to be closely aligned with their own findings. The reports, including the reflection diaries from when NQTs were trainees, were also found to be useful.

4. During their first year of teaching, NQTs welcomed the ongoing contact from the SCITT leaders checking how they were doing and whether they required additional support. The SCITT has provided additional support where required. NQTs welcomed the conference for them held by the SCITT in September 2019. More conferences are planned for later in the year. The regular newsletters provide another means of keeping in touch.
5. Inspectors confirmed the accurate judgements made by SCITT leaders and the large majority of partner schools. Leaders have put appropriate measures in place to ensure that feedback and judgements by all partner schools are consistently accurate. These include joint observations of lessons and observation of feedback given by mentors.
6. Although there were no survey returns, all of the trainees and NQTs spoken to by inspectors were highly satisfied with the SCITT. They said they had no regrets about following the course and would recommend it to others. They were unanimous in their praise for the SCITT's leaders who, trainees said, were available '24/7' via face-to-face visits, telephone calls and emails. Any trainee requiring additional support received it.
7. NQTs expressed concerns on two issues. First, many of them stated that they were not clear, early enough in the course, about expectations and guidance for recording their evidence against the teachers' standards. Second, in contrast to the excellent support they had from the SCITT, many of the trainees and NQTs expressed concerns about difficulties in accessing academic resources for assignments, and about communicating with academic mentors. Trainees who started in September 2019 confirmed that both of these remain unresolved issues.
8. SCITT leaders are highly responsive to feedback, either from trainees, schools, external partners or inspectors. They have ensured that outcomes were outstanding for a higher proportion of trainees in 2019 than in 2018. They have taken action to set criteria for when a trainees' grades at final assessment are split equally. They have ensured that the presentation of training materials is of a higher quality and is consistently up to date.
9. SCITT leaders' current priorities for development are closely aligned with those areas for development identified at stage 1 of the inspection that still require further improvement. For example, SCITT leaders recognise there is more to do to ensure that the quality of support and feedback from mentors in all partner schools is of a consistently high quality.
10. Almost all of the partner schools fully participate in the SCITT's decision-making about its future direction. They are represented on bodies such as the strategic board and the executive board. They contribute to training and, for example, where they have expertise in relation to SEND and English as an additional

language, they host training days for trainees. They are consulted fully on all aspects of the SCITT's work, including identifying future needs, training and recruitment. Their views are taken fully into account. Since stage 1 of the inspection, SCITT leaders have revised the terms of reference with partner schools. They have set out actions to take if a partner school is not engaging fully. However, although not all schools in the partnership have fully engaged, this process has not yet been deployed.

11. Arrangements for the recruitment and selection of trainees are rigorous. SCITT leaders fully involve partnership schools in all aspects of the recruitment process, including partner schools taking responsibility for interviewing and appointing candidates in the partner schools.
12. The training programme has successfully enabled NQTs to develop their good subject knowledge. NQTs demonstrate high expectations of pupils in their lessons. Most manage behaviour effectively.
13. NQTs fulfil wider professional responsibilities effectively. They are conscientious, persistent and willing to learn from mistakes, acting upon feedback received. They engage extensively in the wider life of the school, for example acting as form tutors, taking part in clubs, participating at parents' evenings, open evenings and trips. Many of those spoken to said that, to their surprise, their NQT year is not as challenging as their training year. They felt well prepared by the SCITT for the challenges of their NQT year.
14. NQTs and headteachers spoke favourably about the high quality of the centre- and school-based training for both subject-specific and wider professional studies. NQTs welcomed the bespoke training they received as a result of being in small subject groups, which sometimes include only one trainee.
15. NQTs welcomed the personal nature of the SCITT and the level of support they received. Relationships are strong. Trainees spoke of the small size of the SCITT as an advantage, saying it felt as if they were part of a family that cared for them. Their emotional well-being and workload are taken fully into account. They also welcomed the way leaders, mentors and trainers go above and beyond the call of duty to support them.
16. The complementary school placements prepared NQTs well for meeting the needs of pupils who have SEND and the most able pupils. NQTs experienced teaching in a range of key stages and with different pupil groups. Some trainees had experience of teaching in four different key stages because of being placed in a middle-deemed-secondary school and a secondary school. This has also helped them secure employment, for example where teaching in the sixth form is required. Trainees are placed in schools in the partnership that have contrasting Ofsted judgements, including requires improvement.

17. NQTs are well prepared, both by the SCITT and by their placement schools, to safeguard pupils. They are familiar with policies and procedures in their placement schools and know who to report to should a safeguarding incident arise. They are up to date with national guidance for safeguarding.
18. The SCITT partnership ensures that it is fully compliant with all aspects of the ITT criteria. Its leaders meet all their statutory responsibilities concerning safeguarding, promoting equality and diversity and eliminating discrimination. Trainees and NQTs spoken to also confirmed that they have been well trained on the 'Prevent' duty and the dangers of extremism. They understand the importance of promoting British values and know about the risks of radicalisation.
19. A very small number of trainees did not exceed the minimum level of practice expected of teachers. Subsequently, they required further support.
20. Outcomes for adapting teaching to respond to the strengths and needs of pupils and for planning and teaching well-structured lessons were not as strong for trainees as the other teachers' standards in 2019. SCITT leaders have provided further opportunities for all trainees to visit schools where there are pupils who are learning English as an additional language. However, NQTs spoken to have a limited range of strategies for meeting the needs of these pupils, having had limited opportunities in their placement schools to teach them.

Annex: Partnership schools

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

Droitwich Spa High School, Droitwich

Dyson Perrins High School, Malvern

Grace Academy, Solihull

Hanley Castle High School, Hanley Castle

John Masefield High School, Ledbury

Pershore High School, Pershore

Prince Henry's High School, Evesham

The Chase High School, Malvern

The Cotswold School, Bourton-on-the-Water

The De Montfort School, Evesham

ITE partnership details

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Lead inspector	Mark Sims HMI
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Phases provided	Secondary
Date of previous inspection	Not previously inspected
Previous inspection report	Not applicable
Provider address	Prince Henry's High School Victoria Avenue Evesham Worcestershire WR11 4QH



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